

Educator Disposition Assessment (EDA) Policy

The Educator Disposition Assessment (EDA) is a valid and reliable measure of a teacher candidate's dispositions. The EDA evaluates nine dispositions with 27 indicators (see pages 2-3). The dispositions identified in the EDA are categorized descriptions of teacher behavior that affect positive influence in the professional setting and promote gains in P-12 student learning. All are equally important. A strong correlation exists between the dispositions of teachers and the quality of their students' learning. Teachers who care about their students and are willing to exert the effort needed to ensure the classroom is a productive learning environment, possess the professional dispositions outlined in the EDA.

Candidate will be assessed a minimum of three times using the EDA at the following points: prior to TEP admission, admission to residency, and at the end of residency. Teacher Education majors are informed of the use and purpose of the EDA in all education courses, accompanied by activities regarding dispositions, and their importance in the classroom. Candidates are also provided information regarding the EDA in the Department of Education Handbook, seminars, and other materials published by the college/school/department.

The Department of Education can assess a candidate's disposition at any other time outside of the previously stated points should a candidate's disposition become a concern, the candidate receives a score of 'needs improvement', or if they require additional development on a specific disposition. If EDA is completed for a candidate any time other than the previously stated checkpoints, the EDA will be completed in accordance with the "Intervention, Remediation & Dismissal" section below.

Intervention, Remediation & Dismissal

Should a candidate's disposition become a concern, the candidate receives a score of 'needs improvement', or if they require additional development on a specific disposition, they will be assigned one of the intervention levels below at the discretion of the Department of Education and the Admission, Retention and Dismissal (ARD) Committee within the Department of Education. The ARD Committee consists of the Department Chair, Director of Teacher Education, Director of Clinical Experience and Department of Education faculty. Intervention levels are determined depending upon the perceived severity of the disposition in question. If a candidate receives an EDA more than once outside of the three previously stated points, they will automatically be assigned Level II Intervention.

Candidates will be provided with a copy of the completed EDA, along with any other completed forms. Original forms, and the initial EDA will be placed in the candidate's department file, with a digital copy being housed in LiveText (Watermark). A note will also be added to the candidate's advising file in DegreeWorks.

Interventions are intended to help the candidate achieve the expected targets and benchmarks required to successfully complete the education program. Intervention or remedial activities may include, but are not limited to: additional advising sessions/meetings, removal from coursework, enrollment in a EDUC 220: Special Topic - Professional Development (0 hours), additional clinical supervision, or clinical experience suspension. Depending upon the severity of the disposition in question, or if the candidate does not comply with the established plan, the ARD Committee reserves the right to remove the individual from education coursework, terminate clinical experience, dismiss the candidate from the Teacher Education Program, and deny enrollment in future education coursework.

Level I Intervention: Conference without Formal Improvement Plan (FIP) - This level of intervention is held with the course professor, director of clinical experiences or department chair. It involves working directly with the candidate by recommending specific actions the candidate must take in order to improve the disposition/s where an 'needs improvement' score was received. A follow-up conference will be held at the discretion of the EDA administrator to determine if the dispositional concern has improved. Should a candidate not agree to comply with the assigned interventions, or the disposition has not improved, the Level II process will be initiated.

Level II Intervention: Conference with Formal Improvement Plan (FIP) - This level of intervention is held with the ARD Committee within the Department of Education, and any other party deemed necessary. Depending upon the severity of the disposition in question, the ARD Committee will take action to initiate program/course/clinical removal, or an actionable FIP will be co-developed to remediate the concern. If a FIP is developed, follow up meetings will be conducted as deemed necessary along with an Outcomes, Results of Intervention, Remediation (ORIR) form. Upon ORIR review, final remediation action will be determined.

Appeal Process

In accordance with Concord University's 'Academic Policies & Procedures' outlined in the Academic Catalog, candidates have the right to appeal any decision made within the Department of Education and/or ARD Committee regarding EDA intervention/remediation through the

Administrative Appeal Process:

"A student has a right to appeal any administrative decision made by the Academic Administration, including decisions regarding academic exceptions, decisions made via processes within the Office of the Registrar, as well as any academic decisions made by Department Chairs, Deans, or the Associate Provost. These are separate from Grade Appeals [...] Administrative Appeals should be made in writing to the Office of the Provost, outlining the original request, the decision made, and the rationale for disputing the decision, along with any corroborating evidence. The Provost will investigate the claim, speaking to the student and the official who made the decision, and perhaps others, in an attempt to learn as much as possible prior to making a ruling in the matter. The Provost will submit his or her decision in writing to the student and the official who made the original decision. Decisions of the Provost in such matters is final."

EDA Acknowledgement Statement

*Clinical experience participants and TEP applicants must sign the statement below, acknowledging they understand and accept the content and purpose of the EDA, this EDA Policy and all other statements made in this document. **Candidates must submit this signed document with their clinical experience request form each semester in which they have a clinical experience, as well as in their TEP portfolio.** The applicant acknowledges that dispositions identified in the EDA apply to the university setting, courses and clinical experiences. The applicant is aware his/her professional dispositions will be assessed throughout the TEP and will have a bearing on decisions made regarding eligibility to complete the education program in a successful manner. The candidate recognizes that*

Educator Disposition Assessment Rubric

Candidate Name: _____ Evaluator Name: _____ Date: _____

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

- *0-Needs Improvement: minimal evidence of understanding and commitment to the disposition*
- *1-Developing: some evidence of understanding and commitment to the disposition*
- *2-Meets Expectations: considerable evidence of understanding and commitment to the disposition*

AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:
COMMENTS:

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice <input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors <input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors <input type="checkbox"/> Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses <input type="checkbox"/> Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes	<input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses <input type="checkbox"/> Demonstrates <i>common</i> errors in spelling and grammar	<input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses <input type="checkbox"/> Demonstrates precise spelling and grammar

Disposition	Associated Indicators		
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Does not respond to <i>communications</i> and does not submit all assignments <input type="checkbox"/> Fails to exhibit punctuality and/or attendance <input type="checkbox"/> Crosses <i>major</i> boundaries of ethical standards of practice <input type="checkbox"/> Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others <input type="checkbox"/> Functions as a group member with no participation	<input type="checkbox"/> Delayed response to <i>communications</i> and late submission of assignments <input type="checkbox"/> Not consistently punctual and/or has absences <input type="checkbox"/> Crosses <i>minor</i> boundaries of ethical standards of practice <input type="checkbox"/> Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	<input type="checkbox"/> Responds promptly to <i>communications</i> and submits all assignments <input type="checkbox"/> Consistently exhibits punctuality and attendance <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice <input type="checkbox"/> Keeps <i>inappropriate</i> personal life issues out of classroom/workplace <input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition	Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Often complains when encountering problems and rarely offers solutions <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	<input type="checkbox"/> Seeks solutions to problems with prompting <input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect	<input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining <input type="checkbox"/> Tries new ideas/activities that are suggested <input type="checkbox"/> Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback <input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve <input type="checkbox"/> Comes to class unplanned and without needed materials <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed 	<ul style="list-style-type: none"> <input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions <input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement <input type="checkbox"/> Comes to class with some plans and most needed materials <input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust 	<ul style="list-style-type: none"> <input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance <input type="checkbox"/> Comes to class planned and with all needed materials <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates inequitable embracement of all <i>diversities</i> <input type="checkbox"/> Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students 	<ul style="list-style-type: none"> <input type="checkbox"/> Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> <input type="checkbox"/> Strives to build a <i>safe classroom</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing this task 	<ul style="list-style-type: none"> <input type="checkbox"/> Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> <input type="checkbox"/> Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> student behaviors

Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus <input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others <input type="checkbox"/> Rarely collaborates or shares strategies and ideas even when prompted 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates some flexibility <input type="checkbox"/> Maintains a respectful tone in most circumstances but is not consistent <input type="checkbox"/> Shares teaching strategies as evidenced by some effort towards collaboration 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus <input type="checkbox"/> Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others <input type="checkbox"/> Proactively shares teaching strategies as evidenced by productive collaboration

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support <input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work 	<ul style="list-style-type: none"> <input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth <input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support <input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition	Associated Indicators		
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues <input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time <input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations <input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness