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# *Professional Dispositions Assessment Project Update*

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Presentation for the Georgia Assessment Directors' Association

Middle Georgia State University

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## *The Challenge*

Teacher education programs in Georgia have valid and reliable assessments for measuring content knowledge and teaching skills, but we do not have a valid and reliable assessment for measuring non-academic professional responsibility (dispositions).

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## *Addressing The Challenge*

### *–Dispositions Project*

**Step 1: Identify the LEA's Attitude Toward Dispositions as Reflected on Hiring Reference Forms**

**Step 2: Published an Article to Disseminate Initial LEA Project Results**  
*[Awareness and Credibility for Initial Study]*

**Step 3: Analyze LEA and EPP Dispositions Constructs *[criteria]* for Expert Agreement**

**Step 4: Align Constructs with InTASC**

**Step 5: Develop a Valid and Reliable Dispositions Rubric**

**Step 6: Pilot the Rubric with LEAs and EPPs**

**Step 7: Seek Endorsement from the GaPSC**

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Council for the  
Accreditation of  
Educator Preparation

## *CAEP Standard 1.1*

*Candidate will demonstrate an understanding of the 10 InTASC standards at the appropriate progression levels to include **professional responsibility, dispositions.***

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## *Purpose Statement*

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The purpose of the initial study (Project I) was to develop a valid and reliable dispositions assessment that would include significant contributions from Local Education Agencies (LEAs) in Georgia, as evidenced in criteria [constructs] included on hiring forms for new teachers.

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## *Revised Study*

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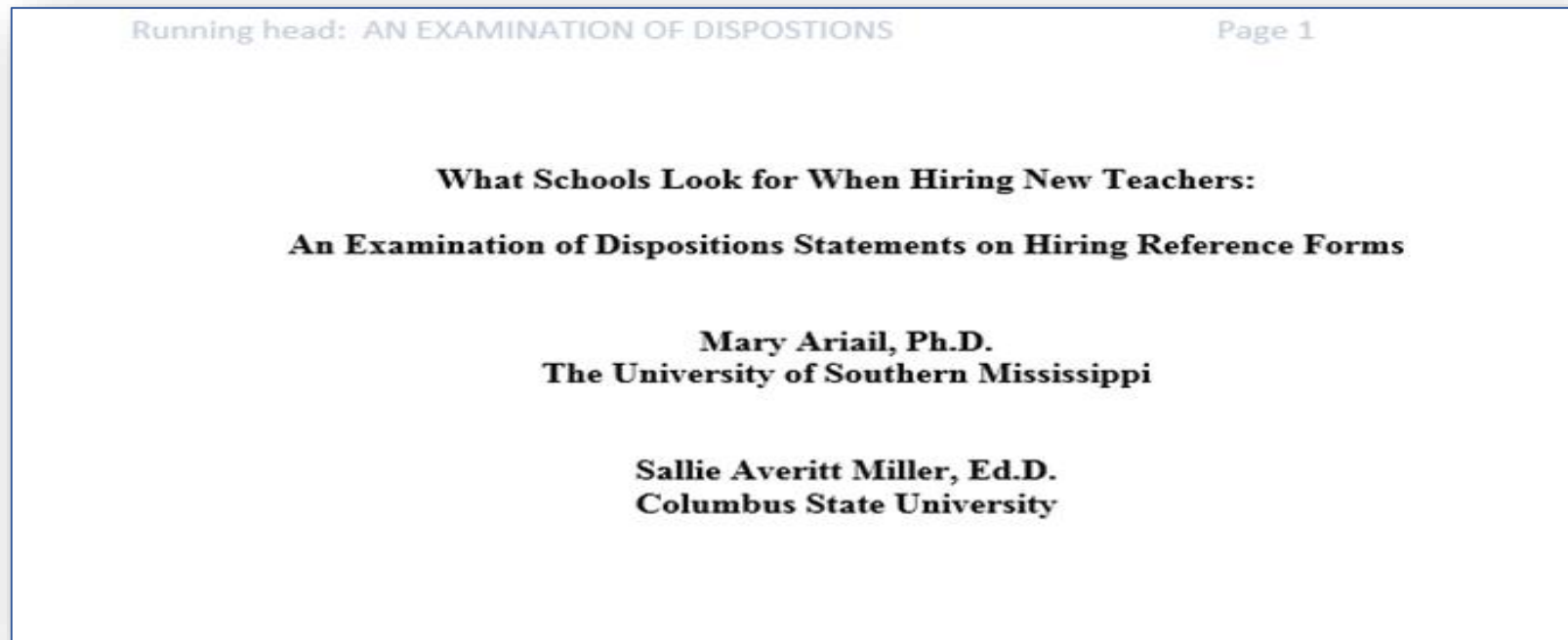
The project was later revised (Project II) to include contributions from Educator Preparation Programs in Georgia by examining constructs from existing assessment rubrics for dispositions.

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# *Dissemination of Research*

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The Project Co-Directors submitted an article on Project Part I.



*Article is scheduled to be published October 2016 in GATEways, a refereed Journal, GATE (Georgia Association of Teacher Educators).*

# Methodology

## Frequency Count and Content Validity Ratio

Seven key constructs were included on more than 50% of the school districts' job application.

Quantifying Consensus: Content Validity Ratio (CVR)

CVR values range from -1.0 to +1.0

Indicators align with InTASC



Table I. Local Education Agencies (LEA) DATA / School Districts	% of Total	"N" LEA /Frequency	Total	Content Validity Ratio CVR <u>CVR</u> = $(n-n/2) / (n/2)$
Cooperation/Collaboration (LEA and EPP Overlap)	76%	19	25	0.52
Enthusiastic Attitude/Professional/Positive/Flexible (LEA and EPP Overlap)	72%	18	25	0.44
Relationships with Adults (LEA and EPP Overlap)	68%	17	25	0.36
Professional/Effective Communication (LEA and EPP Overlap)	60%	15	25	0.20
Attendance/Punctuality	56%	14	25	0.12
Relationships with Students (LEA and EPP Overlap)	56%	14	25	0.12
Initiative/Personal Motivation/Creativity/Resourcefulness	52%	13	25	0.04

### Reference

CAEP / Dr. Stevie Chepko, Sr. Vice President for Accreditation and other CAEP Consultants / Presenters at the 2016 CAEP Conference  
Measurement and Evaluation in Counseling and Development 2014, Vol 47(1) 79– SAGE

### Note

The Co-Project Directors selected all constructs with 50% or more expert agreement, CVR >0.



# Methodology

## Frequency Count and Content Validity Ratio

12 constructs were included on more than 50% of the EPPs' dispositions assessments.

Quantifying Consensus: Content Validity Ratio (CVR)

CVR values range from -1.0 to +1.0

Indicators must align with InTASC

Table II. Educator Preparation Providers (EPP) DATA	% of Total	"N" EPP /Frequency	Total	Content Validity Ratio CVR $CVR = (n-n/2) / (n/2)$
Professional Appearance and Demeanor	100%	12	12	1.00
Legal & Ethical Conduct	83%	10	12	0.67
Effective Communication (EPP and LEA Overlap)	83%	10	12	0.67
Appropriate/Positive Interaction with others (EPP and LEA Overlap)	75%	9	12	0.50
Teamwork (EPP and LEA Overlap)	67%	8	12	0.33
Respect for and understanding student's and other's diversity	67%	8	12	0.33
Positive Attitude (EPP and LEA Overlap)	67%	8	12	0.33
Creates positive learning environment/classroom management/ Shared decision-making in the classroom	67%	8	12	0.33
Time management/Effective planning and organization	67%	8	12	0.33
Commitment to student learning	58%	7	12	0.17
Commitment to improvement	58%	7	12	0.17

Reference

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Note

The Co-Project Directors selected all constructs with 50% or more expert agreement, CVR >0.

# *Rubric Development In-Progress*

## Universities Participating

Albany State University

Armstrong State University

Columbus State University

Georgia College and State University

Georgia Southern University

Georgia State University

LaGrange College

Thomas University

University of Southern Mississippi

Valdosta State University

GaPSC, NCATE, and CAEP Site Reviewer

(Dr. Beverly Mitchell, Ret. Kennesaw State University )

# *PROJECT NEXT STEPS*

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1. Alignment –InTASC and Constructs

2. Rubric –Develop

*GADA Quick Meet Expectations Task*

3. Pilot with LEAs and EPPs –Spring 2017

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