# **Disposition Data**

In the Summer of 2018, the NDACTE disposition assessment efforts were assisted by feedback from the P-12 educators attending a VCSU annual data sharing event. [Page 1 displays the list of stakeholders and pages 4-7 of the annual data sharing summary](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Data%20Sharing%20and%20Essential%20Dispositions%20Summary%20August%206%202018.pdf) document Lawshe Validity ratings from the group of content experts.

Cooperating teachers from partner schools rated Spring 2019 student teachers as part of a pilot study. The data were viewed as the [first cycle of data](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2019%20VCSU%20Spring%20Pilot%20Disposition%20Data.pdf) using the NDACTE workgroup’s disposition assessment. The EPP’s faculty and school partners played a substantial role in the development and application of the assessment instrument for the EPP’s teacher candidates.

At the Summer of 2019 Annual Data Sharing Session, the EPP faculty and P-12 educators attending a VCSU annual data sharing event were allowed to see the updated validity ratings and Spring 2019 pilot data. [Page 1 displays the list of stakeholders and pages 3-6 of the annual data sharing summary](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Data%20Sharing%20and%20Essential%20Dispositions%20Summary%20August%206%202018.pdf) document the findings that were shared.

The [full disposition assessment instrument](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Disposition%20Assessment%20Form.pdf) is administered to teacher candidates at the end of the program during student teaching.

The EPP faculty felt the comprehensive assessment could not be assessed in full for each course. The EPP faculty utilized discussions and the Lawshe Method to make [the process more valid and practical](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2019_Disposition%20Assessment%20for%20All%20Programs.pdf) for their courses and the teacher candidates’ performances. The process established which dispositions would best be able to be viewed at specific points in program.

The process used for the initial program was repeated to [coordinate disposition assessments](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020%20Disposition%20Data%20Entry%20and%20Output%20in%20CAS%5B1%5D.pdf) in both the initial and the advanced program.

[The disposition data](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Disposition%20Data%20Across%20Program%20Fall%202019_Spring%202020%20.pdf) provided display ratings from cooperating teachers, faculty, and teacher candidate self-assessments.

The document provides the [Lawshe Method calculations and Cronbach’s Alpha](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Lawshe%20Validity%20and%20Cronbach%20Reliability%20for%20Dispositions.pdf) to display both the validity and the reliability of the disposition assessment instrument.

The EPP’s assessment coordinator was a member of the collaborative NDACTE workgroup that developed the disposition assessment instrument. The EPP faculty and many P-12 partners participated in Lawshe method ratings and assisted with pilot ratings of teacher candidates’ performances. The development of the InTASC-based instrument has been thoroughly enhanced by the input of stakeholders and EPP faculty.

The NDACTE workgroup sought additional analysis of the instrument following the Spring 2019 pilot. Dr. Stacy Duffield, NDSU, and her researchers provided factor analysis that helped to inform the workgroup’s actions for improvement of the instrument prior to its use in 2019-2020. The efforts for improvement have increased the reliability and validity of the instrument.

[Link to Disposition Data](https://vcsuintasc.myefolio.com/Intasc2021/dispositions)