

### Measure 3. Teacher Candidates' Dispositions Instrument Rater Agreement

Teacher candidates' dispositions are regularly observed and evaluated by college faculty, college supervisors, and clinical instructors. Each of the 38 items on the evaluation instrument are aligned with InTASC Standards and reflect the dispositions needed to teach effectively. Rater agreement is a way to establish how closely the clinical instructors' and college supervisors' evaluations of teacher candidates align. When candidates are evaluated, the clinical instructor and college supervisor each independently code an observation using the instrument. Agreement between these two raters' codes is evidence that the coding scheme is objective and the instrument reliable. Generally, we want our data to be objective, so it is important to establish high inter-rater reliability. When calculating the agreement data below, we wanted to ascertain if raters were within one point of one another; that is, if the clinical instructor rated a candidate as 7 on a particular item and the college supervisor rated the student as 8, we were satisfied with this level of agreement, as both ratings indicate proficient performance. In addition to looking at agreement, we examined the overall mean and subcategory means disaggregated by rater role. In short, we wanted to see if either clinical instructors or college supervisors were noticeably "harder" evaluators.

Overall, rater agreement was high, with the combined items and all subcategories except "participates in professional development opportunities" above 85%. We had been monitoring this item since last year, and the lower percent agreement for "participates in professional development opportunities" (79.31%) is an improvement from last year's percent agreement in this category (75.86%). However, communication between clinical instructors and college supervisors regarding professional development opportunities available to candidates in any given placement (and those actually attended) continues to be needed, and our training can highlight the need for clinical instructors and college supervisors to communicate regularly about candidates' professional development. In the combined items and all subcategories, clinical instructor and college supervisor means were within .600 of one another, further underscoring their similarity in ratings. Unlike last year, clinical instructors rated candidates slightly higher than college supervisors across all categories; we attribute this largely to COVID and clinical instructors' greater sympathy for the unprecedented challenges candidates faced during the 2020-2021 school year.

*Table 1. Rater agreement and means by rater role for dispositions combined items and subcategories*

Categories	Means		
	Percent Agreement	CI	CS
All items	91.28%	7.662	7.137
Demonstrates sensitivity to students	95.19%	7.740	7.202
Participates with others in a collaborative manner	86.67%	7.693	7.027
Treats others with respect	88.51%	7.667	7.103
Demonstrates lifelong learning	96%	7.533	7.12
Participates in professional development opportunities	79.31%	7.552	6.897
Demonstrates effective decision-making skills	92.22%	7.667	7.133
Works effectively with diverse learners	93.18%	7.659	7.239
Displays excitement about teaching	85.71%	7.786	7.429