Embedding an Assessment of Dispositions into an Educator Preparation Program

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Learning Goals

Participants will gain an understanding of:

- the research literature on teacher candidate admission criteria
- the structure and format of one research-based group interview (the DAP) that facilitates the evaluation of candidates' dispositions
- the validity and reliability of this measurement tool as a predictor of student teaching performance
- pathways that various EPPs have taken to embed this disposition assessment (the DAP) into their respective programs
Pressure to Raise Standards in Teacher Preparation Programs

Demands for more qualified teachers have placed teacher preparation programs under unprecedented levels of scrutiny.

Many educational reform groups presume that teacher quality will improve if teacher preparation programs simply select more academically talented students.

(Ginsburg & Whaley, 2003; Goodlad, 1990)  
(Denner, Salzman, & Newsome, 2001)
Predictive Validity of Selection Criteria

The *most commonly used* selection criteria for teacher education candidates:

- GPA
- required course work
- competency tests

Traditional academic selection criteria are

- *good predictors of* general academic success
- *poor predictors of* student teaching/teaching performance

The minimum passing scores for each have been raised significantly in recent years.

(Laman & Reeves, 1983; Petersen & Speaker, 1996).

(Byrnes, Kiger, & Shechtman, 2003; D’Agostino & Powers, 2009; Metzger & Wu, 2008; Michiels Hernandez, Ward & Strickland, 2006; Mikitovics & Crehan, 2002; Shechtman & Godfried, 1993; Shechtman & Sansbury, 1989).
Many researchers and practitioners suggest the following skills are requisite skills of effective teachers:

**Verbal Communication Skills** (including thinking, speaking, and writing)

**Human Interaction** (expressions of warmth, rapport, listening)

**Leadership** (initiative, self-assuredness, providing direction to a group)
Educator preparation providers establish and monitor attributes and dispositions *beyond academic ability* that *candidates must demonstrate at admissions* and during the program.

... “evidence of the reliability and validity of those measures”

...“show how the academic and non-academic factors predict candidate performance in the program and effective teaching.”
CAEP
Standard 3.2
Additional Selectivity Factors

The provider sets admissions requirements . . . and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort meets or exceeds the CAEP minimum of 3.0 . . . [and ACT, SAT, GRE thresholds].

There is an alternative to this GPA/standardized test admission criteria that may be satisfied with the DAP Interview.

. . . “a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard.”
A measure of dispositions, attributes, & proficiencies

DAP
What do you call this disposition assessment?

DAP is a Structured Group Interview

- 8 prospective teacher candidates plus 3 EPP faculty facilitators seated in a circle
- Four-stage interview structured (script)
- Duration: 90 minutes
- EPP faculty observe and take notes; assign scores 1-6 for candidates in five areas
- Scores: OC, HI, CT, LE, DAP

Research Studies: Validity and Reliability

- Research studies over the past three decades have demonstrated inter-rater reliability, construct validity, and concurrent validity
- DAP score more predictive of student teaching performance than GPA/standardized test scores
Arrangement of Chairs

- 8 teacher candidates sitting in the circle (or no fewer than 5)
- 3 faculty members sitting in the circle also (minimum of 2 fully trained in DAP protocol; the third interviewer may be “in-training” of DAP protocol)
- No TABLE or other barrier within the circle
Four Stage Interview: 90 minutes

Intros
Issues
Consensus
Feedback
Attributes Evaluated

Oral Communication

Human Interaction

Critical Thinking

Leadership

Overall Rating
DAP Group Interview Simulation
Research Study Findings

- CONSTRUCT validity
- CONCURRENT validity
- INTER-RATER RELIABILITY
- DAP more predictive of student teaching performance than academic criteria

(see References slide)
Comparison of Group Assessment and Student Teaching Performance Scores

Value

Case Number

OR (CT)
OR (GI)
Various EPPs Approaches to Implementation
Panelists:

- Dr. Laura Allen, Trinity University (San Antonio, TX)
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- Dr. Gillian Stewart-Wells, Judson University (Illinois)
- Dr. Betsy VanDeusen-MacLeod, Central Michigan University
One approach to using the DAP Interview to measure and development dispositions

Retool Orientation/Intro to EDU course

- Early in the students planned program
- The course precedes the DAP Interview (and other critical assessments) at semester’s end
- Focused upon identifying, practicing, and refining skills and dispositions, and require students to self-assess throughout
- Developing Dispositions is a resource that includes activities and rubrics targeting skills and dispositions measured by the DAP Interview

“Day of Assessments”

- Immediately follows the “Critical Skills” course
- Includes Structured Group Interview, Oral Reading Fluency Assessment, and Extemporaneous Writing Assessment
Discussion Starters:

- Why did you implement the DAP?
- When in the program is the DAP administered?
- How did you alter existing curriculum?
- What do you do with the candidates’ results?
- What challenges have you encountered?
- Would you return to your former program admission process?
Embedding Disposition Assessment into a Program

Q & A
Additional Questions?

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Textbook related inquiries: mlavenz@kendallhunt.com
References


