



Beyond Academic Ability

Measuring Candidates' Attributes and Dispositions at Admission

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Participants will gain an understanding of:

- the research literature on teacher candidate admission criteria
- the structure and format of a validated structured group interview used at admission
- the evaluation process interviewers use to measure and evaluate candidates' attributes
- the validity and reliability of the DAP™ as a *predictor of student teaching performance*





+ Teacher Candidate
Admission Criteria

Research



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**

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

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

Traditional academic selection criteria are

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

(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).



The Problem:

Traditional admission criteria are less likely to identify candidates who are most most likely to succeed in student teaching and on-the-job teaching.

Many teacher preparation programs are relying heavily upon traditional academic criteria to make selection decisions regarding teacher education candidates.



CAEP

Component 3.3

Additional Selectivity Factors

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.”



So what other criteria do you think *are* predictive of student teaching performance?

SKILLS / DISPOSITIONS

How could teacher preparation programs “measure” those skills at the time of admission?





Many researchers and practitioners suggest the following skills and dispositions are evident in effective teachers:

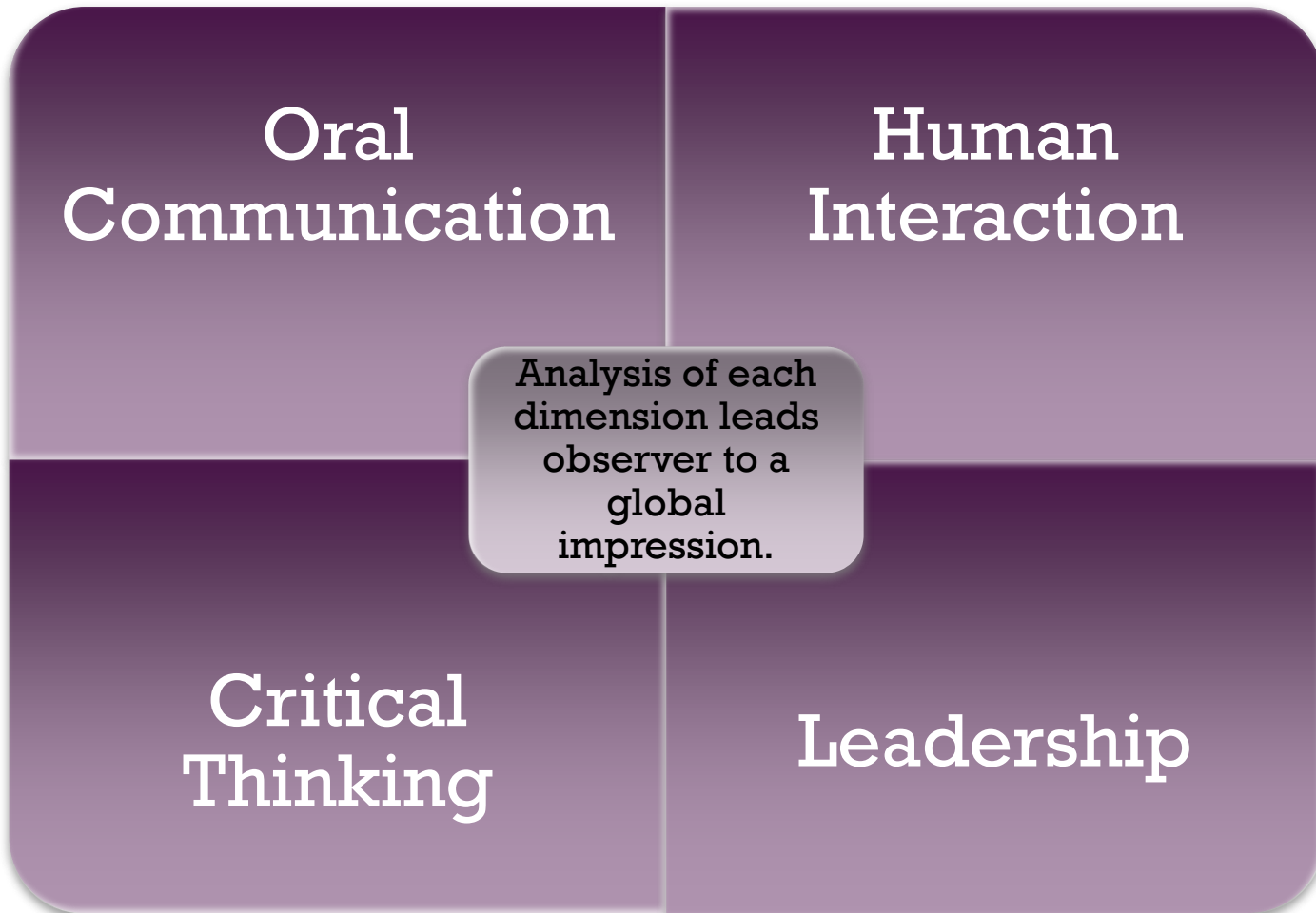
Verbal Communication Skills (including thinking, speaking, and writing)

Human Interaction (expressions of warmth, rapport, listening)

Leadership (initiative, self-assuredness, providing direction to a group)



Disaggregation of Dispositional Clusters





A measure of **D**ispositions,
Atttributes, & **P**roficiencies

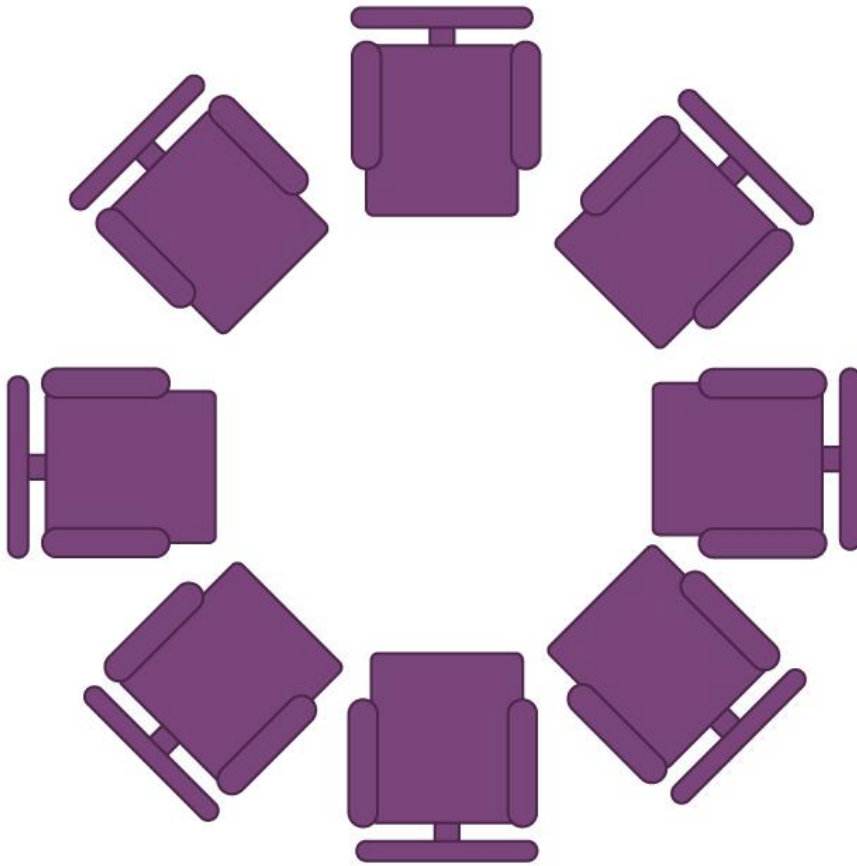
DAPTM Interview



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Structured Group Interview

Description

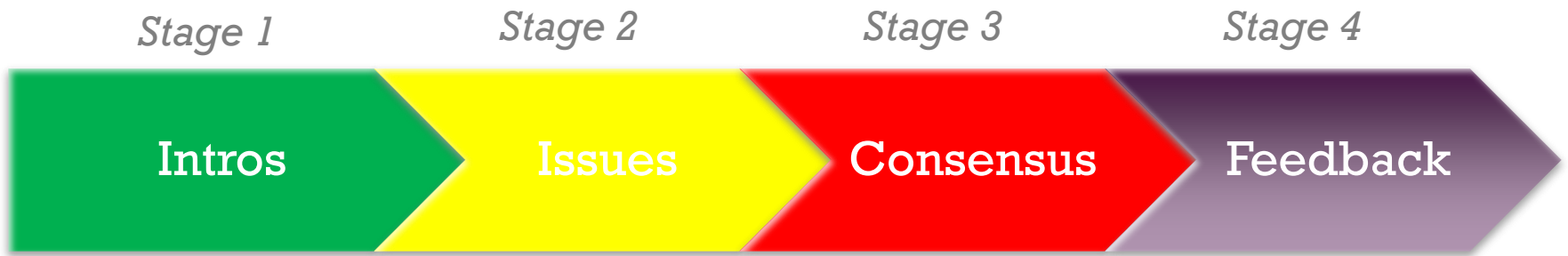


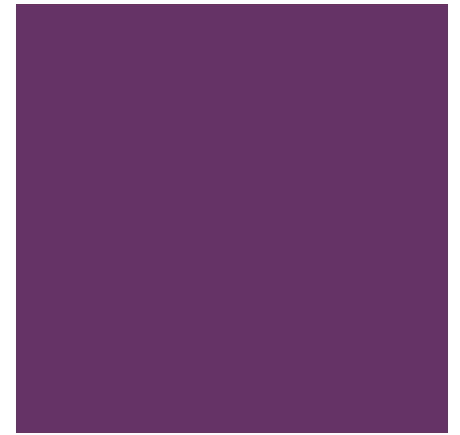
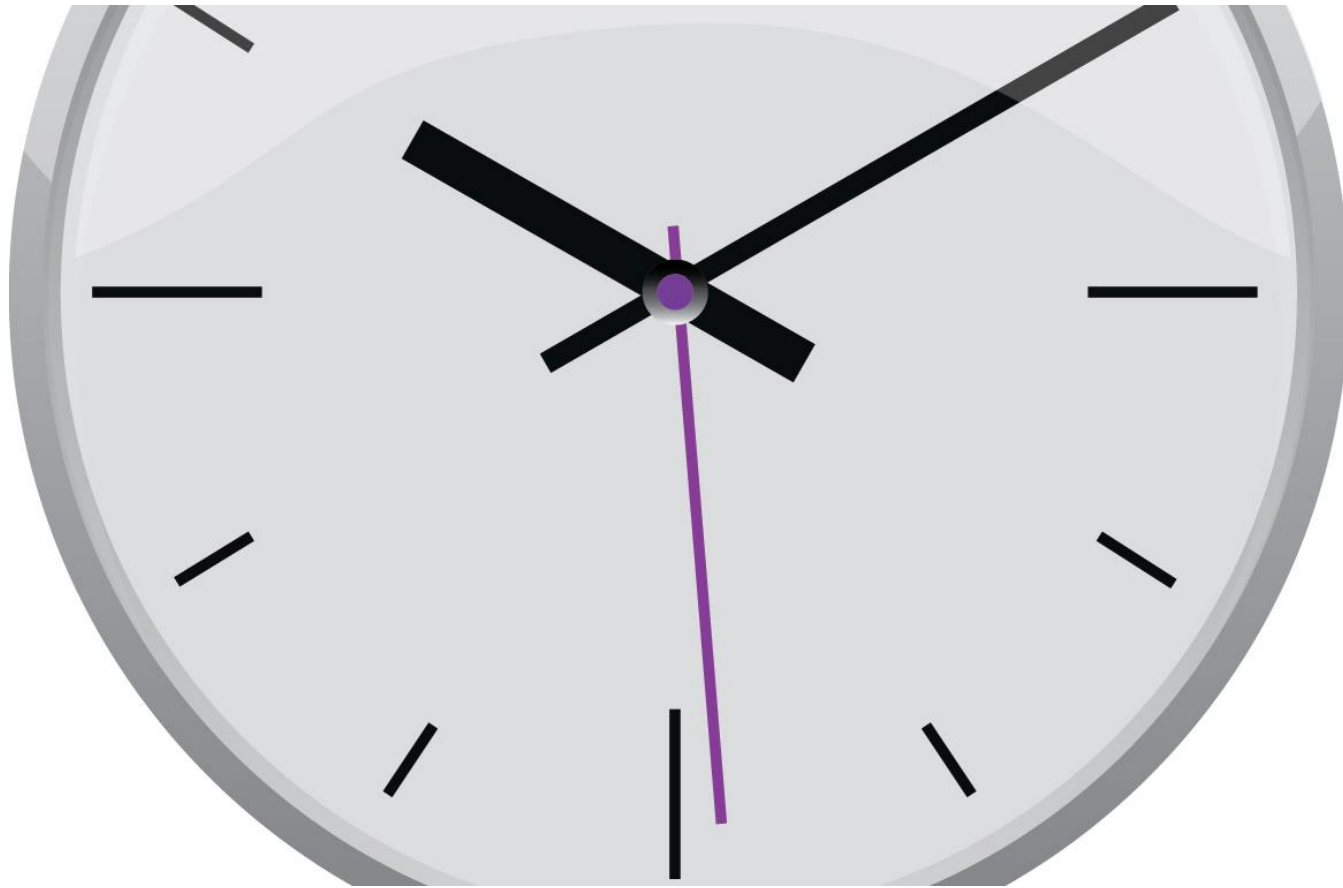
+ Arrangement of Chairs

- 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

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Four Stage Interview: 90 minutes





+ Total Duration

90 minutes



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Structured Group Interview

Attributes



Attributes Evaluated





Rating Scale: 1 to 6

1

POOR

level of performance

6

EXCEPTIONAL

level of performance



Overall Rating

- **not** an average of other sub-scores
- most predictive of student teaching performance



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Structured Group Interview

Efficiency



Simultaneous Evaluation of 5 – 8 candidates

- candidate's strengths and weaknesses efficiently identified
- only two trained interviewers are required

+

3

faculty interviewers

4

stages: interview

5

scores *generated*

6

point scale

7-8

interviewees

Research Study Findings

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

(see References slide)

Research Studies on *one* Structured Group Interview

- Inter-rater reliability
- Construct Validity
- Concurrent validity
- Predictive of student teaching performance



Byrnes, Kiger & Shechtman (2003)

“overall rating predicts student teaching performance and does so better than academic criteria” (p. 163)

“interrater reliability was high for all group-assessment categories” (p. 167)

Ingles (2010)

“significant, positive relationship between the overall rating score a teacher candidate receives from a cooperating teacher during student teaching and a teacher candidate’s overall rating score on the Group Assessment Procedure” (p. 80);

construct & concurrent validity (ratings match a concurrent measure)

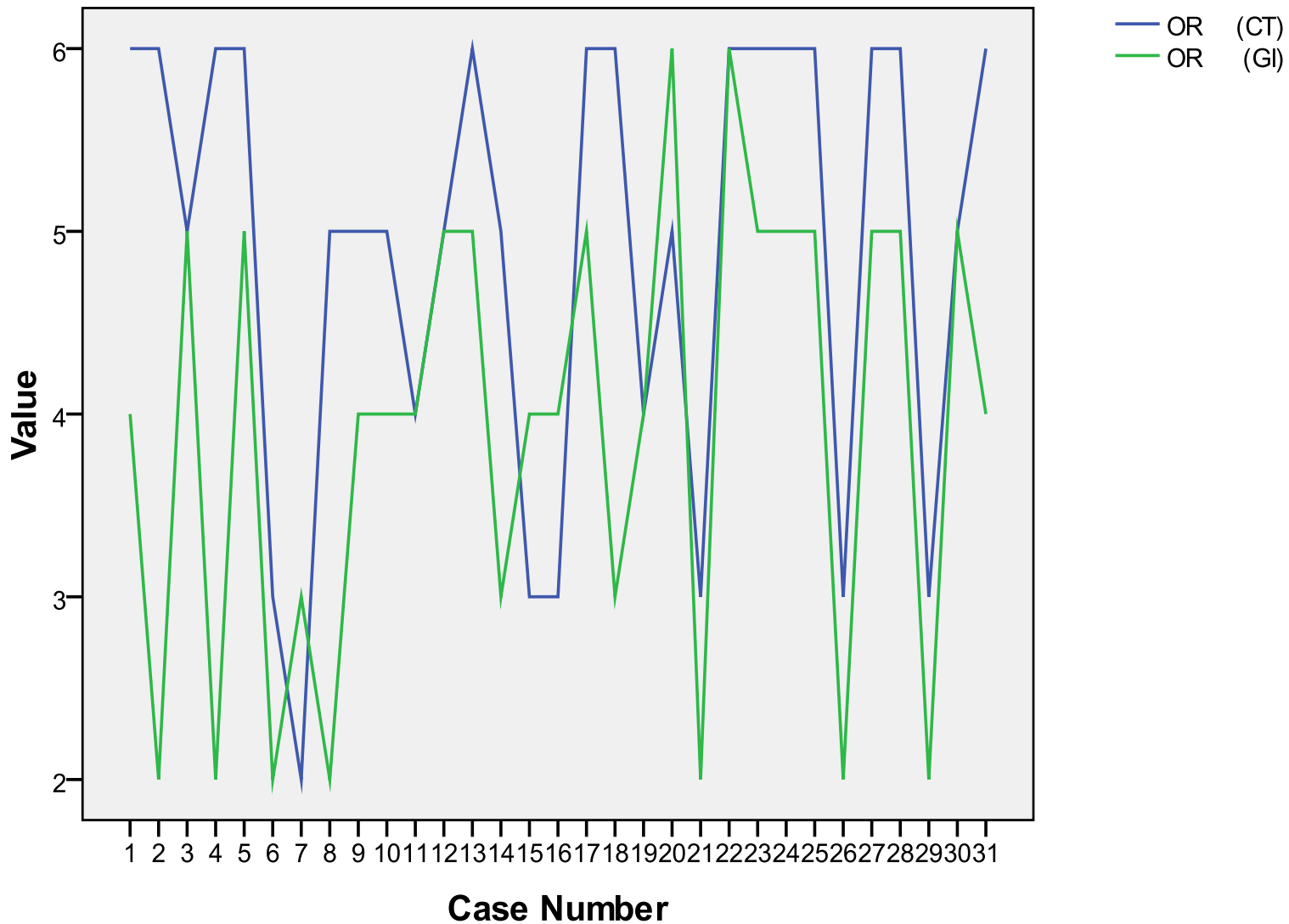
Shechtman (1983)

“The overall rating of the group interview, or the general impression gathered of an interviewee, is the best predictor of teacher effectiveness” (p. 98).

Shechtman & Godfried (1993)

construct validity: “compared scores for GA dimensions to long-term faculty evaluations for a set of matching dimensions, and we examined whether matching dimensions correlated higher than non-matching ones” (p. 131).

Comparison of Group Assessment and Student Teaching Performance Scores





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Structured Group Interview

Simulation



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Structured Group Interview

Q & A



Implementation Considerations

Implement a “Professional Dispositions” course or seminar

- Early in the students planned program
- State and model the professional dispositions & observable behaviors of an effective teacher
- Shape and refine candidates’ dispositions as well as capacity for reflection & self-assessment in these areas
- *Developing Dispositions* is an interactive textbook (workbook) filled with practice exercises and rubrics that focus upon many of the professional dispositions measured by the “DAP Interview.”

Facilitate a “Day of Assessments”

- DAP™ Interview Oral Reading Fluency Assessment, and Extemporaneous Writing Assessment



References

- Byrnes, D., Kiger, G., & Shechtman, Z. (2003). Evaluating the use of group interviews to select students into teacher-education programs. *Journal of Teacher Education*, 54(2), 163-173.
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