Embedding an Assessment of Dispositions into an Educator Preparation Program

Presenter: Dr. Sally A. Ingles, Dean, School of Educational Leadership, Indiana Wesleyan University
Panelists: Dr. Sally Baas, Concordia University-St. Paul, Associate Professor, College of Education and Science
Dr. Dianna Henderson, Benedictine College, Professor and Chair, Education Department
Dr. Monica Riley, Mississippi University for Women, Professor and Chair, Department of Education

Presented at Spring 2015 CAEP Conference (Denver, Colorado)
CAEP Standard 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.”
A measure of dispositions, attributes, & proficiencies

DAP
Learning Goals:

Participants will gain an understanding of:

- the structure and validity of a structured group interview (the DAP) that facilitates the evaluation of teacher candidates’ dispositions
- pathways that various EPPs have taken to embed this disposition assessment (the DAP) into their respective programs
- ideas for modifying courses and developing interventions to better support teacher candidates in non-academic areas that influence success in teaching
What do you call this disposition assessment?

Dispositions

Attitudes

Proficiencies

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

- 5 – 8 teacher candidates sitting in the circle
- 2 trained interviewers sitting in the circle also
- No table or other barrier within the circle
Four Stage Interview: 90 minutes

Stage 1  Stage 2  Stage 3  Stage 4

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)
Various EPPs Approaches to Implementation
Panelists:

- Dr. Sally Baas, Concordia University-St. Paul, Associate Professor, College of Education and Science
- Dr. Dianna Henderson, Benedictine College, Professor and Chair, Education Department
- Dr. Monica Riley, Mississippi University for Women, Professor and Chair, Department of Education
- Dr. Sally A. Ingles, Dean, School of Educational Leadership, Indiana Wesleyan University
Implement a “Critical Skills” 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 Critical Skills: A Workbook for Pre-service Teachers* 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
Model #2
Model #3
Model #4
Embedding Disposition Assessment into a Program

Q & A
Additional Questions?

Research related inquiries: sally.ingles@indwes.edu

DAP Training related inquiries: ingles@selection-solutions.com

Workbook related inquiries: mlavenz@kendallhunt.com
References


