



Beyond Academic Ability //

Embedding an Assessment of Dispositions into an Educator Preparation Program

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Panelists: Dr. Sally Baas, Concordia University-St. Paul, Associate Professor, College of Education and Science

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Dr. Monica Riley, Mississippi University for Women, Professor and Chair, Department of Education

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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

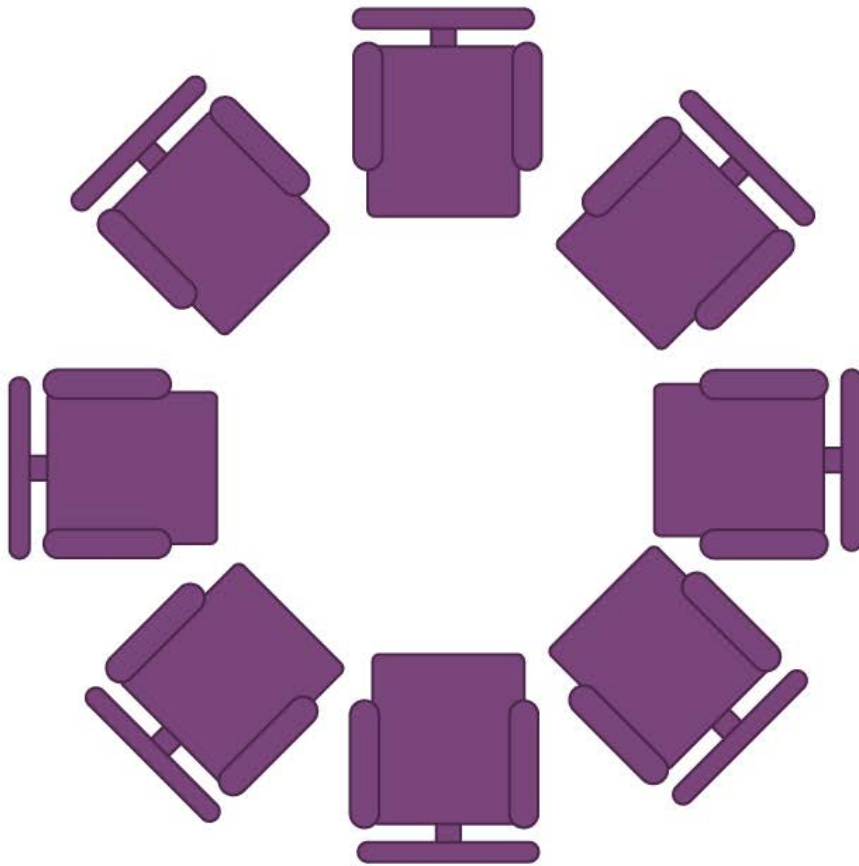
Proficiencies

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

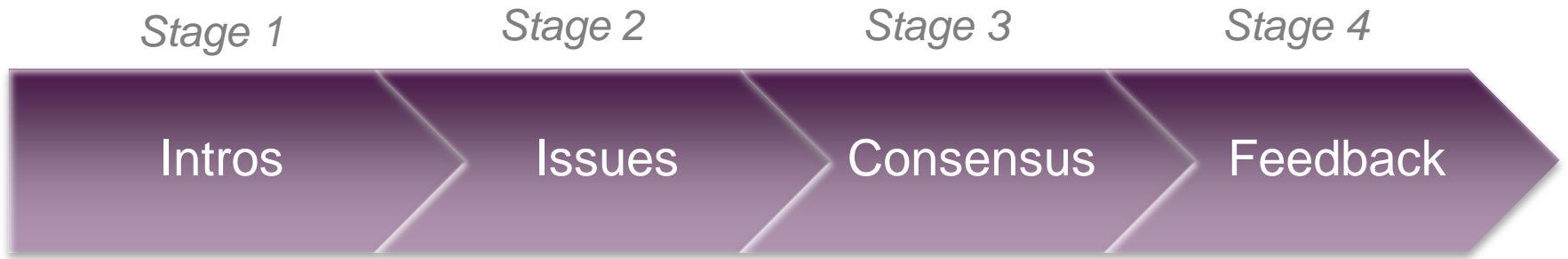


+ Arrangement of Chairs

- 5 – 8 teacher candidates sitting in the circle
- 2 trained interviewers sitting in the circle also
- No table or other barrier within the circle

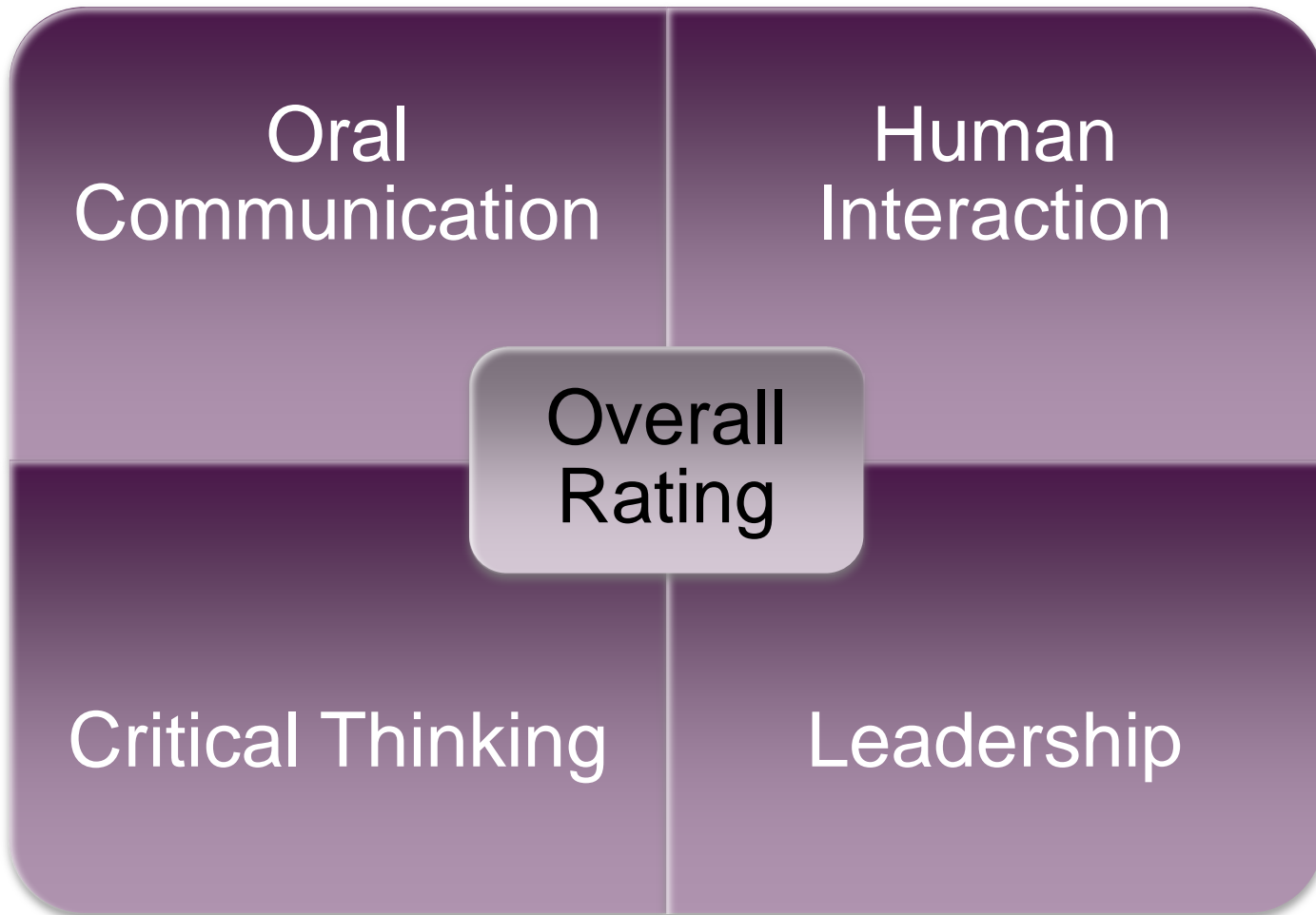


Four Stage Interview: 90 minutes





Attributes Evaluated





DAP Group Interview

Simulation



3

faculty interviewers

4

stages: interview

5

scores *generated*

6

point scale

7-8

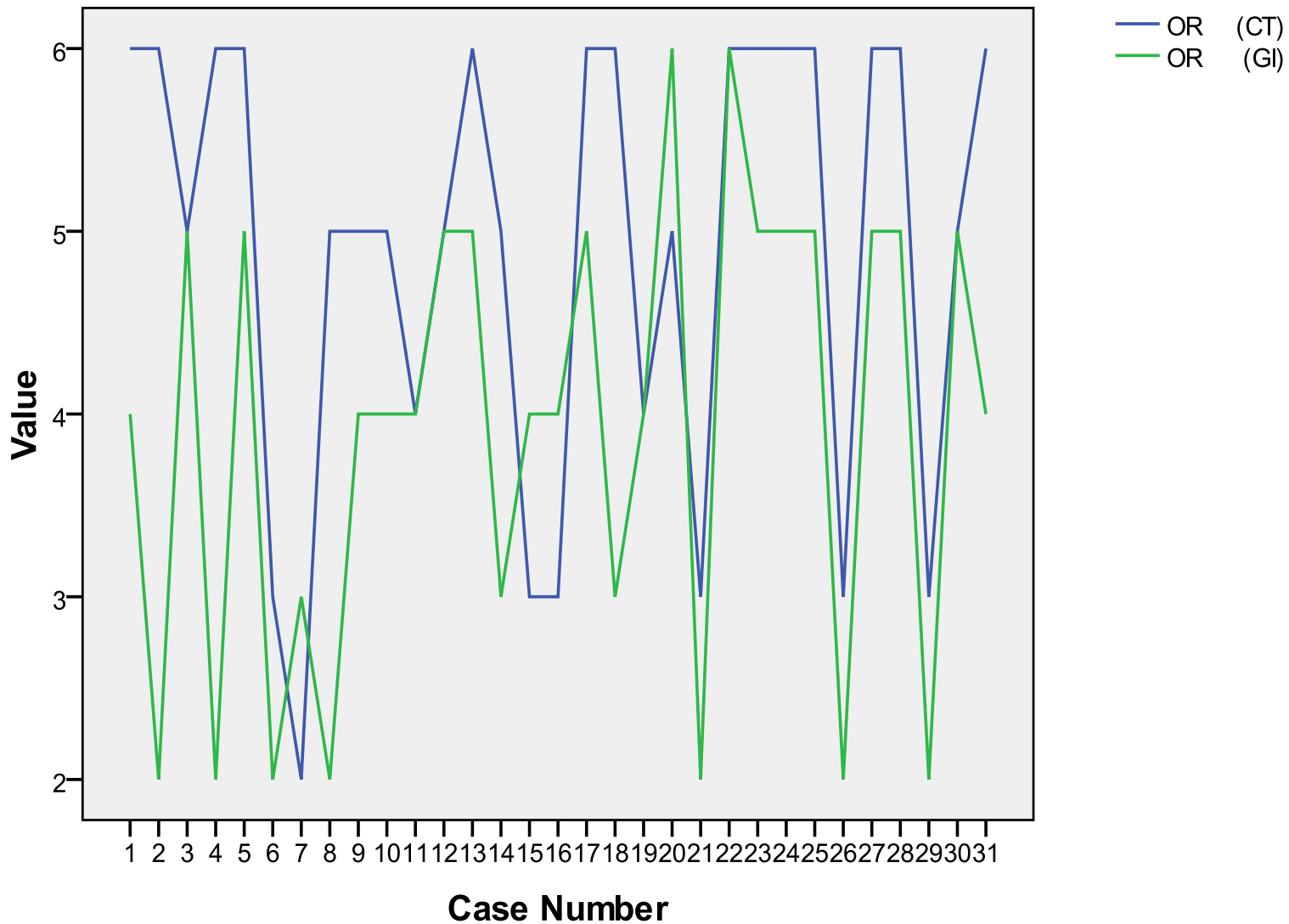
interviewees

Research Study Findings

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

(see References slide)

Comparison of Group Assessment and Student Teaching Performance Scores





+

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



Model #1

(undergraduate)

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?

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

Workbook related inquiries: mlavenz@kendallhunt.com



References

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