Measuring Candidate Dispositions via ONLINE Interviews

A Pilot Study of the DAP™ Interview in the Online Environment

Presentation at Fall 2017 CAEP Conference (Washington D.C.)
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Participants will gain an understanding of:

- the structure and format of the online DAP™ Interview that facilitates the evaluation of five candidates’ dispositions simultaneously

- the evaluation process interviewers use to measure and evaluate candidates’ skills and dispositions in the online environment

- the validity of the scores generated by the online interview and the protocol that ensures inter-rater agreement among interviewers
Teacher Candidate
Admission Criteria
Research
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).
The Problem:

Traditional admission criteria are *less likely* to identify candidates who are 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.
In your opinion . . . . what criteria are predictive of student teaching performance?

SKILLS / DISPOSITIONS

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

Byrnes, Kiger, & Shechtman (2003)
Disaggregation of Dispositional Clusters

Analysis of each dimension leads observer to a global impression.
A measure of Dispositions, Attributes, & Proficiencies

DAP™ Interview -- Online
Arrangement of Candidates during interview

- 5 teacher candidates online synchronously (or no fewer than 3)
- 2 trained faculty interviewers online – only one reading script/using WebCam
Four Stage Interview

facilitated by a trained interviewer with two additional interviewers observing

DAP™ script with prompt choices in Stages 2 & 3
Duration of Interview / Duration of Consensus Scoring

90 minutes / 45 minutes
Structured Group Interview Dimensions
Each Dimension is scored 1-6

POOR
(only one target behavior observed)

EXCEPTIONAL
(all target behaviors observed)
Trained interviewers assess dimensions using specific behavior indicators.

Overall rating (DAP™ score) is not an average of other sub-scores.

Overall rating has been shown to be most predictive of student teaching performance.
Previous Research Studies on face to face Structured Group Interview

- Inter-rater reliability
- Construct Validity

- Concurrent validity
- Predictive of student teaching performance
“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).
Pilot Study of *Online* Structured Group Interview

- Training that fosters Inter-rater agreement
- Content Validity
- Plans for concurrent validity
- Plans for longitudinal study re: student teaching performance
Structured Group Interview

Q & A
Implementation Considerations

Implement a “Professional Dispositions” course or seminar

- Early in the students planned program
- Identify, model, and measure professional dispositions & observable behaviors of an effective teacher
- *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.”

**Administer “DAP™ SNAP” (disposition snapshot) surveys**

- to gather candidate data from instructors, cooperating teachers and university supervisors
- to examine student growth during the program and program completion
References


