



ASET Meeting

9-10-13

Disposition Results



How do we know are students are good?

- Professional behavior
- Punctuality
- Considers diversity
- High expectations for self and others
- Input from course instructors, field instructors, cooperating teachers, university supervisors, advisors and themselves

Dispositional Assessments

- Variety of implementations
 - Instruments
 - Students
 - Assessors
 - Points in their academic careers
 - Observations vs. surveys vs. field experience assessments

Similarities:

- All built on the original "Niagara Disposition"
 - Same questions
 - Evidence based
 - 5-1 scale, of Strongly agree, Agree, Not Observed, Disagree and Strongly Disagree

Caveats of Analyses

- N's may not all add up b/c they only give valid results
- May need to remove "not observed" in future analyses
- Left out programs <5 responses

Descriptives on Dispositions

- 1236 completed between fall 2012 and spring 2013
- 590 from student teacher binders
- 460 plain Niagara
- 82 Mini
- 20 First grad
- 23 Mid Grad
- 61 Final Grad (by advisors)
- Did not include Red Flag results

Gender

- 817 on female students
- 331 on male students



View Overall Results

Items of Interest

- Undergraduate vs. Graduate
- GPA
- Race
- Different disposition forms/iterations
- Different assessors
- Programs

Undergraduate vs. Graduate

- Overall, very little difference
- With exception of two items
 - Is able to think critically and effectively solve problems
 - Addresses issues and concern in a professional manner

Undergraduate vs. Graduate Average Scores

- Is able to think critically:
 - 4.45 undergraduate vs. 4.7 graduate
 - T test significant at 1065 df, $F=12.151$, 99.9% chance this didn't happen by chance
- Addresses issues in a professional manner:
 - 4.46 undergraduate vs. 4.71 graduate
 - T test significant at 1066 df, $F=16.985$, 99.9% chance this didn't happen by chance

GPA

- Overall, no significant correlation between GPA and disposition results
- Of all students assessed with dispositions, 88% had a cumulative GPA over 3.0
- So, what is there a disposition difference between students of GPA over/under 3.0?

Yes, Students with GPA's < 3.0 Scored Lower On:

	T Test, Significance Level	% Chance this didn't happen randomly
GPA Below 3.0 vs. Above		
Maintains high expectations for self and others	0	99.9%
Reflects upon his/her professional practice	0.136	86.4%
Sets goals for continuous improvement	0.004	99.6%
Evaluates attainment of professional goals	0.031	96.9%

Student Race

- No overall difference in Disposition results between different racial groups of students
- Some item differences:

Student Race

- Black Non Hispanic students more likely than average to:
 - Be enthusiastic about instructional content
 - Address issues and concerns in a professional manner
- Hispanic students more likely than average to:
 - Understand and comply with laws and policies

Different disposition forms/iterations

- Niagara, Mini and Student Teaching all about the same, with Student Teaching somewhat higher than average

Form	Average Disposition Score
Niagara	4.31
Mini	4.60
Student Teaching	4.61

Different disposition forms/iterations

- Graduate dispositions show a different pattern, of improvement and then score decrease

Form	Average Disposition Score
First Grad	4.63
Mid Grad	4.69
Final Grad	4.47

Different assessors

- No group difference between CT and US results
- CT's were more likely to give higher scores in:
 - Maintains confidentiality as appropriate
 - 4.76 by CT's, 4.38 by US's
 - Understands and complies with laws and policies
 - 4.68 by CT's, 4.39 by US's

Programs

- Many had certain items that were different than average
- Groups that were different overall:
 - Alt Cert
 - Art Ed
 - Guidance and Counseling
 - Vocal Music

Alt Cert Better than Non Alt Cert

Alt Cert Vs. Non Alt Cert	T Test Significance	% Chance this didn't happen randomly
Maintains confidentiality as appropriate	0.001	99.90%
Understands and complies with laws and policies at the local, state, provincial and national level	0.021	97.90%
Accepts critical feedback in a professional manner	0.003	99.70%

Art Ed Worse than Non Art Ed

Art Ed Vs. Non Art Ed	T Test Significance Level	% Chance this didn't happen randomly
Maintains confidentiality as appropriate	0.084	99.90%
Demonstrates academic honesty	0.004	99.60%

Guidance and Counseling Better than Not

	T Test Significance Level	% Chance this didn't happen randomly
Guidance Counseling vs. Non Guidance Counseling		
Maintains confidentiality as appropriate	0	99.90%
Addresses issues and concern in a professional manner	0	100.00%

Vocal Music NOT Worse than Other Programs

	T Test Significance Level	% Chance this didn't happen randomly
Vocal Music vs. Non Vocal Music		
Maintains confidentiality as appropriate	0.556	44.40%
Exemplifies respect for self and others	0.751	24.90%
Accepts critical feedback in a professional manner	0.239	76.10%

Future Items

- Compare student teaching, student results vs. CT and US
- Do a paired-group analysis of graduate dispositions
- Continue with final grad disposition?
- Mini implementation continue
- “Maintains confidentiality” question, is always a difference maker as first item

Other questions about data?



Changes to Implementation Plans?



Thank you ASET Committee!

A graphic featuring the words "THANK YOU" in a bold, blue, 3D sans-serif font. The letters are arranged in two rows: "THANK" on top and "YOU" below it. The text is set against a black, slightly tilted rectangular background. The 3D effect is achieved through shading and perspective, giving the letters a sense of depth and volume.