

A.3.3.3 Phase In Plan for A.3.3

1. Relationship to Standard or Component

- The phase in plan will address Standard A.3.3 Providers establishes/monitors candidate attributes/dispositions, beyond academics
- Background: In AY 2014-2015, a task group working with the Assessment Committee developed two versions of the Dispositions tool: classroom and field-based. The tool was piloted within initial and advanced programs during the past 3 semesters. This was based on faculty and clinical educator feedback to the Committee that the ways in which dispositions were evidenced differed in classroom vs. field-based work yet there had never been input sought from our partners. From a SPA review in the CEHS, we also learned that there was some confusion between ratings of candidates' attitudes vs. behaviors in the assessment. These factors led to our decision to address the validity of the assessment and refine the tool through a co-constructed tool and process.
- Objectives:
 1. Co-construct the dispositions tools (classroom and field-based instrument) with clinical partners based on validation studies
 2. Develop a dispositions tool that aligns with the validated classroom and field-based instrument for assessing candidates upon admission
 3. Refine the monitoring of candidate progress on dispositions upon admission, before clinical experience (classroom tool) and during clinical experience (field-based tool) and record actions taken
 4. Analyze association/correlation of candidate dispositions and completer performance

2. Timeline and Resources

Objective 1: Co-construct the dispositions tools (classroom and field-based instrument) with K-12 partners based on validation studies

Task	Timeline	Resources	Expected Outcome
Validation of classroom and field-based disposition tool based on 3 semesters of data	Fall 2018	CEHS Assessment Office	Validation data for presentation to CEHS Assessment Committee
Presentation of validation data to the CEHS Assessment Committee to guide the co-construction for the disposition tool with K-12 partners	Spring 2019	CEHS Assessment Committee and CEHS Assessment Office	Co-construction plans for the disposition tool

Co-construction meetings/data collection with partners	Spring 2019	Academic Programs and K-12 partners with support from PECE	Co-construction data to refine current disposition tools
Data analysis of co-construction process and refinement of the tool	Summer 2019	CEHS Assessment Office and CEHS Assessment Committee	Refined disposition tools for classroom and field-based experiences
Implementation of the refined disposition tool	Fall 2019	Academic Programs with support from PECE	Dispositions data

Objective 2: Develop a dispositions tool that aligns with the validated classroom and field-based instrument for assessing candidates upon admission

Task	Timeline	Resources	Expected Outcome
Presentation of validation data to the CEHS Assessment Committee to guide the development and co-construction for the disposition tool with partners for admissions	Spring 2019	CEHS Assessment Committee and CEHS Assessment Office	Co-construction plans for the disposition tool (classroom and field-based) and for the admissions disposition tool
Co-construction meetings/data collection with partners	Spring 2019	Advanced Programs and partners with support from PECE	Co-construction data to refine current disposition tools
Data analysis of co-construction process and refinement of the tool	Summer 2019	CEHS Assessment Office and CEHS Assessment Committee	Refined disposition tools for admissions, classroom and field-based experiences
Implementation of the refined disposition tools	Fall 2019 and onwards	Advanced Programs with support from PECE	Dispositions data

Objective 3 and 4: Refine the monitoring of candidate progress on dispositions upon admission, before clinical experience (classroom tool) and during clinical experience (field-based tool) and record actions taken AND Analyze association/correlation of candidate dispositions and completer performance

Task	Timeline	Resources	Expected Outcome
Planning for the refinement of procedures for monitoring candidate dispositions throughout program	Spring 2019	CEHS Assessment Committee	Procedures for monitoring and recording candidate dispositions (admissions, classroom, and field)
Implementation of monitoring and recording procedures for candidate dispositions	Fall 2019 and onwards	Academic programs and CEHS Assessment Office	Dispositions data including actions taken
Program analysis of dispositions data for association/correlation of candidate dispositions and completer performance	Fall 2020	Advanced Programs	Association/correlation evidence

3. Data Quality

- In the Fall of 2018, the Assessment Office run an exploratory factor analysis and Cronbach Alpha for dispositions using classroom, field-based, and student teaching with the following outcomes:
 - Classroom Dispositions loaded 3 Factors, which were different from the last iteration of analysis on this instrument.
 - Factor Analyses at early and later points of clinical experiences are unreliable as the disposition items are all correlated with one another. In addition, the Field-Based dispositions have a great number of Not Applicable items, which was treated as missing values. This is further confounding the analysis. The CEHS tried to combine the clinically-based Dispositions, and factors were loading. However, the results are not reliable, since correlations revealed once again all of the items are related to one another.
 - In conclusion, the Field-Based Instrument is causing us to not be able to correlate across the Disposition Type or even to do an analysis of variance to compare the means of the candidates across time. The instruments do not have a common basis for us to proceed.

- The results will be presented to the CEHS Assessment Office for discussion and action during the spring 2019.
- Validation studies will be conducted with the revised/refined tools in development through an exploratory factor analysis and Cronbach Alpha after 3 semesters of data has been collected (Spring 2022)
- In addition, correlation studies (Pearson Coefficient) will be conducted for association/correlation of candidate dispositions and completer performance using 3 semesters of data (Spring 2022).