

EXPLORING THE RELATIONSHIP BETWEEN ASSESSED DISPOSITIONS AND  
ASSESSED STUDENT TEACHING SUCCESS OF TEACHER EDUCATION CANDIDATES  
FROM AN NCATE ACCREDITED TEACHER PREPARATION PROGRAM.

by

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B.S.E., Emporia State University, 1983  
M.S., Emporia State University, 1997

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Curriculum and Instruction  
College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

2014

## **Abstract**

Research regarding dispositions dates back seven decades; but because of challenges in measuring, identifying and monitoring dispositions, teacher education programs have only recently developed procedures to document and assess candidates' dispositions (Albee, & Piveral, 2003). The question remains, are teacher educators prepared for this challenge? Dispositions can be difficult to identify and measure and teacher educators are not necessarily trained in the development of assessments. By using data gathered at an NCATE accredited teacher education institution, the researcher hoped to examine one institution's approach to assessing dispositions as part of an overall system to assess successful teaching. The purpose of this study was to determine if there was a relationship between the results of disposition assessments completed by university supervisors at the end of Block 2 and the results of final student teacher assessments completed by university supervisors at the end of Block 3.

Scores from the Block 2 Coordinator's Evaluation of Intern form and the final University Supervisor Assessment of Student Teacher/Intern form were collected and correlated using the Spearman's Rho. The resulting scores were analyzed to determine if there was a statistically significant relationship. It was concluded that there was no significant relationship between the Block 2 Coordinator's Evaluation of Intern form score and the final University Supervisor Assessment of Student Teacher/Intern form score.

This study underscores the difficulty of assessing dispositions, and shows that teacher education programs need to establish reliability and validity on forms used to assess candidates' dispositions.

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## **Dedication**

This is dedicated to my husband Paul, sons Joel and Sam, and parents Belle and Dale Grimsley. Their support and understanding were invaluable.

# Chapter 1 - Dispositions

## Introduction

When asked to describe their favorite teacher, most people use terms related to dispositions (Katz, & Raths, 1985; Wasicsko, 2004). This does not mean that skills and knowledge are not important in teaching, but to paraphrase a popular saying, people remember how much teachers care before they remember how much they know. As Diez and Murrell (2010) stated, "...a teacher may have knowledge and skill needed to work effectively with young learners, but lack the commitment, persistence and creativity to overcome external challenges," which are aspects of dispositions (p. 9). Cantor (1990) said that even when skills and knowledge are present, not much use of them will occur without the related dispositions. Research done by Wadlington and Wadlington (2011) found that successful teacher education candidates must be in a program that gives them the opportunity to become aware of their own dispositions throughout the program and to understand the effects of dispositions on different aspects of teaching.

These dispositional areas are important because at the end of a teacher education program, a license to teach is granted. Schools of education must not ignore the moral implications of sending a teacher with weak skills, knowledge, and dispositions into a classroom of children or young people. As stated in The Holmes' Group 1995 report, *Tomorrow's Schools of Education*, "If a teacher knows something, but lacks an understanding of how best to teach it, then neither effective teaching nor effective learning is apt to occur" (p. 31). Wasicsko (in Diez, & Raths 2007) made the argument that teachers change students' lives when dispositions, knowledge, and skills work together. Wasicsko, in Diez and Raths (2007), also pointed out that

dispositions of teachers influence lasting learning and how meaningful the learning is. Osguthorpe (2008) supported the focus on dispositions, noting that by looking at dispositions, teachers can reflect on the importance of teaching. Notar, Riley and Taylor (2009) included student performance as a reason for teachers to examine their dispositions and find which ones influence positive student performance. Dispositions must be looked at seriously as one of the important components of effective teachers.

The National Council for the Accreditation of Teacher Education (NCATE) (2002) also found that dispositions were an important part of effective teaching, but were often overlooked. As a result, in 2002, NCATE's *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education* moved the area of dispositions to the forefront of concern in many teacher preparation programs by requiring dispositions to be assessed along with skills and knowledge. However, the information from the disposition assessments was not of much use unless it was used to improve the teaching of candidates in the teacher education program. Wilkerson and Lang (2004) pointed out that teacher education candidates may be proficient in planning, but if the candidates do not see the importance of planning and choose to only "stand and deliver", the damage done by the poor teaching will be impossible to correct (p. 3).

For this study, the definition for dispositions will come from this 2006 NCATE Standards Revision definition.

The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice (*Professional Standards*

*for the Accreditation of Schools, Colleges, and Departments of Education*, 2006, p.53).

The inclusion of dispositions within NCATE's 2002 *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education* is justified and of critical importance to teacher preparation. But are teacher educators ready for this challenge? Dispositions can be difficult to identify and measure and teacher educators are not necessarily trained in the development of assessments. By using these data gathered at an NCATE accredited teacher education institution, the researcher hoped to examine one institution's approach to assessing dispositions as part of an overall system to assess successful teaching. More specifically, the purpose of this study was to determine if there was a relationship between the results of disposition assessments completed by university supervisors at the end of Block 2 and the results of final student teacher assessments completed by university supervisors at the end of Block 3. It was hoped that this study would shed light on correlational relationships that may exist between data gathered regarding dispositions during one semester and data gathered regarding successful student teaching, including dispositions, the following semester.

### **Dispositions**

The release of the 2002 NCATE *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education* required that skills, knowledge **and** dispositions be assessed by schools of education. As Dottin (2009) pointed out, dispositions are more than ability, or what teachers can do, but also include teachers' actions, or what they are likely to do. Katz and Raths (1985) supported that description, noting that mastering a teaching skill does not measure whether the skill will be used appropriately. Lang and Wilkerson (2008) found that many institutions of higher education had a difficult time measuring dispositions, and often

looked at broad characteristics instead of more specific characteristics, such as the ones mentioned in the Interstate New Teacher Assessment and Support Consortium (INTASC) (1992) Principles. Teacher training programs needed to identify and make visible to candidates the knowledge, skills, and dispositions that enabled in-service teachers to create an environment in which all students were interested in learning.

In an article published in 1985, Katz and Raths proposed adding professional dispositions to teacher education. They thought the focus should be on professional dispositions that supported effective teaching, such as having empathy, as opposed to those dispositions that Katz and Raths selected as not being related to effective teaching, such as judging students by their race. By focusing on these professional dispositions, teacher educators could use them to legitimately support teacher education candidates (Katz & Raths, 1985). Katz and Raths (1985) and the writers of the Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue (INTASC, 1992) became aware of the importance of dispositions after recognizing teachers could have the skills and knowledge, but still not be effective teachers without the appropriate dispositions.

Noddings (1988) noted that caring is central to being a good teacher. Effective teachers need more than intellectual skills; they also need to be able to encourage, support, and evaluate activities that are meaningful to students. To do these things, Noddings said that teachers must have a “fund of knowledge” (p. 221) about the students in their classrooms. Teachers also must model appropriate ways of interacting with people. These teacher behaviors integrated knowledge, skills, and dispositions.

Villegas (2007) found that the Interstate New Teacher Assessment and Support Consortium (INTASC) provided model standards for new teachers in 1992. These standards



were spearheaded by the Council of Chief State School Officers (CCSSO). The goal was to ensure that every child received an excellent education from an effective teacher. In 2010, INTASC became InTASC, Interstate Teacher Assessment and Support Consortium, to represent that revised standards are not just for beginning teachers, but for teachers across their careers. Each of the ten standards now includes a section on critical dispositions, which indicated, "...that habits of professional action and moral commitments that underlie the performance play a key role in how teachers do, in fact, act in practice" (p. 5). These standards were developed by professional consensus and identified what teachers should know and be able to do (Council of Chief State School Officers, 2010).

In *What Matters Most: Teaching for America's Future* (National Commission on Teaching and America's Future, 1996), the teacher was identified as the "most important influence on what students learn" (p. 6). The twenty-six member panel was made up of leaders from education, business, communities and public officials (Darling-Hammond, 1997). This panel found that components of teacher preparation were weak, including the areas of learning how to manage time in the classroom and understanding curriculum. Also, many teacher candidates still viewed teaching through traditional methods, such as lecture. The panel recommended that the brief student teaching experience be changed so it would allow teacher candidates to have more experience and understanding of the schools in which they would one day be employed. These changes allowed more time for teacher candidates to both observe and practice dispositions of effective teachers (National Commission on Teaching and America's Future, 1996).

Sanders and Rivers (1996) found that highly effective teachers influenced students, not just in the school year they are with the students, but also in future years. These effective

teachers had more influence on students than class size. When students had highly effective teachers year after year, achievement gains were higher. Skills and knowledge were part of being an effective teacher, but dispositions could not be disregarded as an important facet (Sanders & Rivers, 1996).

In research with exemplary teachers exploring their integration of professional knowledge, interpersonal knowledge and intrapersonal knowledge, Collinson (1996) found that these teachers understood the importance of all three types of knowledge. The exemplary teachers realized that their students needed to learn more than the material in the texts and that part of their job was to prepare students for life outside of school. They viewed teaching as holistic and understood that decisions they made in their classrooms were tied to their own dispositions and beliefs (Collinson, 1996).

The Holmes Group suggested in 1986 that teacher education needed to be changed if new teachers had the disposition to teach all children the same way, regardless of the student makeup of the class. Professional, effective teachers would not teach the same lesson over and over, knowing that would demean teaching and the learners (Holmes Group, 1986). This underscored the importance of teachers possessing the knowledge of educational systems and the ways students learn (Zeichner & Miller, 1996).

Other researchers have noted the importance dispositions had in teaching. Johnson (1977) stated that it is important for today's teachers to have professional knowledge, such as effective instructional strategies, as well as personal qualities and attitudes—dispositional attributes that are linked to teaching. Albee and Piveral (2003) pointed out that research about dispositions goes back seven decades, but because of the challenges in measuring, identifying and monitoring dispositions, little progress was made integrating into schools the teaching and assessing of

dispositions. In the seventy years of research over dispositions that Albee and Piveral (2003) examined common dispositions of effective teachers included being interested in both their students and the subject, respecting students, and showing concern about student learning (Albee, & Piveral, 2003). Research by Schulte, Edick, Edwards, and Mackiel, (2004) produced evidence that good teaching included knowledge, skills and dispositions, but that it was also complex and difficult to define. Research on effective teaching examined not only knowledge and skills, but also teacher behaviors that improve student learning (Schulte, et al., 2004).

Brophy and Good (1986) found ten behaviors that correlated positively with student learning. Lesson clarity, student success rate, instructional variety, engagement in the learning process and teacher task orientation are referred to as “key behaviors.” The second five, labeled “helping behaviors,” are teacher affect, student ideas and contributions, questioning, structuring, and probing (Brophy, & Good, 1986). These behaviors once again demonstrated the importance of knowledge, skills, and dispositions.

In *Developing the Teacher Workforce* (Smylie, & Miretzky, eds., 2004), the researchers advocate that a function of teacher training should be to show candidates the dispositions and ways of thinking that enabled them to develop skills, understanding, and beliefs about teaching, learning and content. This would help candidates become expert teachers. Programs that do not give teaching candidates the opportunity to question their beliefs about teaching produced teachers that may struggle in the classroom and they may not teach for very long (Smylie, & Miretzky, eds, 2004).

Darling-Hammond, in her introduction to *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* (Darling-Hammond, & Bransford, 2005), described teaching as complex work, unpredictable and non-routine. In the community of the

school, effective teachers had the disposition to be lifelong learners. Teachers must adapt their skills in order to understand and support their students. Berry, Daughtery and Wieder (2010) supported this description, noting “wildly variable supports” available for teachers (p. 2).

Darling-Hammond and Bransford (2005) suggested that best teaching practice included the kinds of strategies teachers used, their evaluations of situations, their use of data to make decisions, and their understanding that decision making should not be routine in every case. These were dispositions in action. Teachers should know that when they responded to the needs of their students, they needed to adapt what they knew as best practice so that it will produce the most learning from their students (Darling-Hammond, & Bransford, 2005).

Darling-Hammond and Bransford (2005) also pointed out teachers with effective dispositions would not assume a child was unmotivated without a further exploration to look for the cause. The teacher with effective dispositions would understand that students needed scaffolding in order to learn the material, not teaching it one way (Darling-Hammond, & Bransford, 2005). Another reason these authors gave to focus on dispositions is that dispositions had a relationship to classroom management. Teachers needed to develop the skill to give clear directions in multiple ways. Teachers also must understand students’ lives outside the classroom, respect and care for their students, and value the students’ academic and social development. While there are multiple aspects incorporating knowledge and skills, dispositions played a key role in the description of effective teachers (Darling-Hammond, & Bransford, 2005).

Darling-Hammond and Bransford (2005) also wrote, “Teachers must learn to weigh difficult dilemmas and to make and implement actions on the fly...” (p. 370). It was critical that teachers be able to change their teaching in order to respond to students’ needs. Experiences for

teacher candidates that enabled them to develop the dispositions to change from the planned lesson are different from experiences they have to learn facts and rote skills (Darling-Hammond, & Bransford, 2005). These authors suggested it was challenging for teacher candidates and novice teachers to identify when changes were needed while teaching. Many factors came into play. Teaching involved working with many students, and doing several tasks at once, including monitoring student behavior and student understanding, providing feedback, asking questions, and multiple other tasks. Teaching was not a simple task, and had to include the dispositions to understand and realize the importance of all that was done when teaching. Teaching was not routine, and while imparting knowledge would seem to be the goal, there were actually many goals, including teaching social skills. Unlike doctors and lawyers, teachers had to focus on several “clients” at one time. These clients had a range of abilities, needs and strengths. The teacher must know more than content; he or she must also understand child development, the students’ backgrounds and cultures, all the while making sure that all students learn (Darling-Hammond, & Bransford, 2005).

Still other researchers found support for dispositions. Karges-Bone and Griffin (2009) proposed that dispositions are what future successful teachers will use to work with the constantly changing and complex emotional and social needs in classrooms. A candidate that has adequate skills and knowledge but not the related dispositions can be referred to the list of dispositions in order to examine areas for improvement (Karges-Bone, & Griffin, 2009). Dispositions are a dimension of teaching, and teachers needed to understand the difference between their “personal interests and professional responsibilities” (p. 1). Berry, et al. (2010) noted that because of new statistical and analytical methods used, leaders in business and policy making now have realized that the teacher makes the most difference in student achievement.

Carroll (2010) described dispositions as, "... messy and elusive; they are dynamic and idiosyncratic and play out in different ways in different situations" (p. 3). The researcher also stressed that dispositions are acquired, and practice is needed to determine when and to what degree the disposition should be used. Learners would be influenced by teacher candidates' dispositions whether addressed in the teacher training program or not (Carroll, 2010).

Dwyer, Millett, and Payne (2006) acknowledge that employers are looking for more than skills and knowledge, but also "soft skills" (p.14), such as being able to communicate with colleagues, persistence, and teamwork. The researchers suggested that universities develop their own assessments to measure this area, since there is no standardized measure.

Dispositions have also been identified as beliefs, expectations, attitudes and values about teaching and learning. For teacher candidates, dispositions include what they think their role is as a professional (Dottin, 2009). These dispositions are as critical to teacher candidates as the knowledge and skills that dominate the preparation process.

### **Research Context**

Emporia State University is a NCAA Division II school located in Emporia, Kansas. Beginning as a normal school in 1863, Emporia State University has been noted for producing effective teachers, having been recognized by Arthur Levine in his book *Educating School Teachers* (2006) as an "exemplary elementary teacher preparation program" (p. 90). Emporia State University began their elementary Professional Development School (PDS) program in 1993 in the Olathe, Kansas school system. Candidates were called "interns" and worked with cooperating teachers called "mentors." Each PDS also had a university supervisor from Emporia State University. In 1994 the Emporia School district was added, allowing more candidates to have the PDS experience. In 2002, the same year NCATE added dispositions as an area to be

assessed, the entire elementary education program was changed to a PDS model. All elementary education majors would experience placements in two grade levels with two different mentors during their final two semesters before graduation, essentially a year-long student-teaching experience (Lyman, 2014).

Because of the 2002 program change, Emporia State University was able to prepare elementary teachers that have the depth and breadth of experience that was warranted to produce an effective beginning teacher (Levine, 2006). However, there were still candidates that entered the program and were not successful. The cause(s) for this lack of success were not compiled, although university supervisors who worked with these candidates suggested dispositions as one factor. If the elementary education program at Emporia State University was going to produce outstanding educators, dispositions needed to be considered as important as skills and knowledge.

Consequently, Emporia State University faculty members from the Council on Teacher Education (CTE) closely examined the Emporia State University Teachers College 2003 Conceptual Framework (see Appendix A) and developed the following seven dispositions to align with this framework (see Appendix B for descriptors of each disposition).

The candidate demonstrates:

- I. commitment to professionalism and ethical standards
- II. desire to analyze/evaluate concepts and clinical practices, to experiment and to evaluate and/or initiate innovative practice
- III. dedication to life-long learning by participating in professional organizations and by being current with research in their field
- IV. belief in having high expectations for all learners

- V. respect for cultural and individual differences by providing equitable learning opportunities for all
- VI. desire to communicate with family and community members to make them partners in education
- VII. VII. commitment to collaboration with other professionals to improve the overall learning of students (*Spring 2012 PDS Manual*, p. 21).

Good and Brophy, in *Looking in Classrooms* (1994), listed several characteristics of effective teachers, including meeting student needs, having high expectations and providing motivation for students at the beginning and end of lessons. In the Emporia State University Teachers College disposition assessment, these three characteristics correspond with disposition IV, "...candidate demonstrates belief in having high expectations for all learners" and disposition V, "...demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all" (*Spring 2012 PDS Manual*, p. 21).

The National Board for Professional Teaching Standards (NBPTS) was formed in 1987 to promote quality teaching and learning. The Carnegie Corporation of New York funded NBPTS after the release of *A Nation Prepared: Teachers for the 21st Century*, (1986) which was written to share the results of the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession. To support the vision of NBPTS, five core propositions were developed.

These five core propositions of the NBPTS were adopted in 1987 and are still in use. These propositions are:

1. Teachers are Committed to Students and Their Learning.



2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

3. Teachers are Responsible for Managing and Monitoring Student Learning.

4. Teachers Think Systematically about Their Practice and Learn from Experience.

5. Teachers are Members of Learning Communities.

All five NBPTS propositions are aligned with The Teachers College disposition assessment used in this study. Disposition I, a "...commitment to professionalism and ethical standards," is similar to proposition 3. Disposition II, a "...desire to analyze/evaluate concepts and clinical practices, to experiment and to evaluate and/or initiate innovative practice," can be associated with propositions 2 and 4. Aspects of disposition III, "...dedication to life-long learning by participating in professional organizations and by being current with research in their field," can be found in propositions 2, 4 and 5. Disposition IV, "...a belief in having high expectations for all learners," aligns with propositions 1 and 3. Propositions 1, 3, and 4 are related to disposition V, "...respect for cultural and individual differences by providing equitable learning opportunities for all." Disposition VI, "...desire to communicate with family and community members to make them partners in education," is akin to propositions 4 and 5. Propositions 2 and 5 are similar to disposition VII, "...commitment to collaboration with other professionals to improve the overall learning of students" (*Spring 2012 PDS Manual*, p. 21).

Witcher and Onwuegbuzie (1999) identified six themes from a questionnaire teacher candidates completed regarding characteristics of effective teachers: student-centeredness, enthusiasm for teaching, ethicalness, classroom and behavior management, teaching methodology, and knowledge of subject. Two of these themes focused on teacher dispositions: student-centeredness and enthusiasm for teaching. These themes are included in Emporia State

University's dispositions IV, V, and VI for student centeredness, and I and II for enthusiasm for teaching. These beliefs of teacher candidates will influence their teaching (1999).

Danielson's "Framework for Teaching" (2007), described four domains of teaching that have been shown through research to improve student learning. The four domains are

1. Planning and Preparation
2. The Classroom Environment
3. Instruction
4. Professional Responsibilities (p. 1).

These four domains, which also have detailed expectations labeled "components," can be aligned with all seven of the Emporia State University dispositions. Dispositions IV, V and VI contained aspects of Domain 1. Domain 2 is represented in dispositions IV and V. Disposition IV correlated with Domain 3, and Domain 4 can be associated with dispositions I, II, III, VI and VII.

### **Problem Statement and Focus of the Study**

With the inclusion of dispositions as an area to be assessed, NCATE's 2002 *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education* brought a previously hard-to-document area to the forefront of concern in many teacher preparation institutions. Research has suggested that dispositions are an important component of teacher education and consequently should be taught and assessed across teacher education programs. However, several problems have emerged from this relatively new focus on dispositions in teacher education. Since dispositions are so difficult to identify and measure, are teacher educators prepared to fairly and consistently assess developing student dispositions? Can institutionally designed assessments be used to monitor the growth and development of

dispositions in relation to successful student teaching? Does information on dispositions gathered in an earlier phase of a teacher education program relate to information on successful teaching gathered during student teaching? More specifically, is there a relationship between the dispositions being assessed and success in student teaching? By using data gathered at one NCATE accredited teacher education institution, the researcher hoped to determine if there was a relationship between the assessed dispositions of teacher candidates at the end of Block 2 and the assessed success of these candidates at the end of Block 3, their student teaching experience. It was hoped this study of a representative teacher education program would deepen teacher educators' understanding of the ways dispositions are assessed in relation to success in student teaching. It also was hoped that this study would shed light on correlational relationships that may exist between data gathered regarding dispositions during one semester and data gathered regarding successful student teaching the following semester.

### **Research Purpose and Question**

The purpose of this study was to determine if there was a relationship between the results of disposition assessments completed by university supervisors at the end of Block 2 and the results of final student teacher assessments completed by university supervisors at the end of Block 3.

The following question guided the data collection and analysis process:

What is the correlational relationship between assessed disposition scores gathered during Block 2 and scores on the final Block 3 student teaching assessment?

## **Substantive Expectations**

It was expected that the instruments used to assess teacher candidates across the teacher education program would provide fair and consistent data and indicate a positive correlation between disposition scores gathered during Block 2 and scores on the final student teaching assessment. More specifically, it was assumed that this correlation would demonstrate an improvement in scores as candidates gained more experience across Blocks 2 and 3. Because dispositions are complex and can change with different experiences, it was expected that positive correlations would not be seen in every situation. The researcher believed that there would be a pattern with dispositional concerns noted at the end of Block 2 continuing through to the end of Block 3 for some students while other students would demonstrate improved dispositional scores. It was anticipated that some dispositional issues might occur because of a one-time event in the life of a candidate, and so may not present as a concern in future experiences. Such variables were considered beyond the scope of this study.

## **Null Hypothesis**

To test the researcher's substantive expectations the following null hypothesis was identified:

There will be no correlational relationship, at a critical value of significance, between assessed disposition scores gathered during Block 2 and scores on the final Block 3 student teaching assessment.

## **Methods**

Data were gathered from 100 elementary education candidates that were admitted to the elementary education program in The Teachers College at Emporia State University. These data were gathered from disposition assessments completed on Block 2 and Block 3 students during

the fall 2010 through the spring 2012. These disposition assessments included the disposition section of the form completed at the end of Block 2 by the PDS Coordinator (see Appendix C) and the final Block 3 Student Teacher Assessment form completed by the University Supervisor (see Appendix D).

In order to compare the two assessments, Spearman's Rho was used to determine correlational coefficients between the total scores of the *Coordinator's Evaluation of Intern* form, and the final *University Supervisor Assessment of Student Teacher/Intern* form scores as completed by the university supervisor. A positive correlation coefficient was interpreted to mean that an increase in Block 2 scores was associated with an increase in Block 3 scores. The closer to "plus 1," the stronger the relationship was interpreted to be. A negative correlation coefficient was interpreted to mean that an increase in Block 2 scores was associated with a decrease in Block 3 scores. The closer to "minus 1," the stronger the relationship was interpreted to be.

### **Significance of the Study**

All NCATE accredited teacher education programs are required to measure dispositions. Previous to this requirement, there had been little emphasis on the documentation of dispositions, and Emporia State University's elementary education program was no different from other teacher education programs. As previously noted, dispositions are difficult to identify and measure and teacher educators are not necessarily trained to develop instruments. Consequently, this study has significance for Emporia State University as well as other teacher education programs.

Teacher educators need to carefully examine the dispositions they have created for their candidates and the ways in which these dispositions are assessed. They must be sure any

instruments used to assess dispositions are fair and consistent. In addition, teacher educators need a deeper understanding of how dispositions develop across time so they can plan strategies to encourage this development. Teacher educators also need to know if there is a relationship between dispositions and overall success in student teaching. It would be helpful to know if early struggles with dispositions persist into student teaching or if early struggles can be overcome with additional experience. In this way, when a dispositional issue arises, university supervisors can determine what action will help the candidate achieve success. If there appears to be a relationship between dispositions and success in student teaching, supervisors could be alerted to the possible need for more supervision and interventions for candidates with dispositions that could hinder their success in student teaching.

### **Limitations of the Study**

Research studies always have limitations. Because of the abstract nature of dispositions, what one person may consider a disposition, another may not. Differing definitions of dispositions and differing strategies to assess dispositions will result in differing results. The researcher believed that the use of standardized forms, based on INTASC and NCATE standards, would help identify and accurately assess dispositions. However, the forms used to collect these data for this study may be a limitation if they do not accurately and fairly assess the dispositions they were designed to assess. And the results of this study cannot be generalized to institutions with differing dispositions or differing strategies for assessing dispositions.

Both the Block 2 dispositions form and the Block 3 student teacher assessment instrument can be considered to have construct validity. The instruments used were developed using Emporia State University's Conceptual Framework which was developed by experts in the field, using INTASC and NCATE standards (P. Bennett, Personal Communication, March 20,

2012). The student teacher assessment form was aligned with the Conceptual Framework, and was revised when needed in order to represent current standards and best practices (A Report Prepared for the Kansas State Department of Education and National Council for Accreditation of Teacher Education, 2003). It was a limitation, however, that Emporia State University did not conduct a statistical analysis to determine item validity or reliability of the instruments.

The study was completed using data from a very homogenous group of elementary education majors at Emporia State University, so results may not be generalizable to larger or smaller or more racially diverse institutions that are not in the Midwest. The forms for assessing dispositions were implemented in 2003, and so results from this study also may not be generalizable to future research completed with different forms, even at Emporia State University.

### **Delimitations of the Study**

This study is also bound by the following delimitations:

1. This study involved only elementary education majors.
2. All participants attended Emporia State University.
3. The majority of elementary education majors are white, female and middle class.
4. The instruments used to measure dispositions were constructed and in standard use before the study began and were therefore used to gather data used in the study.

### **Definition of Terms**

**Assessment System:** A comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators.

**Block 1:** Formal entrance into the elementary education program. These classes are the first experience with elementary methods courses.

**Block 2:** The next-to-last semester before graduation when interns are taking elementary education methods classes and working with a mentor in an elementary school.

**Block 3:** The final semester of an elementary education major, when the entire semester is spent working in an elementary classroom (For the list of requirements.

**Candidate Performance Data:** Information derived from assessments of candidate proficiencies, in areas of teaching and effects on student learning, candidate knowledge, and dispositions. Candidate performance data may be derived from a wide variety of sources, such as projects, essays, or tests demonstrating subject content mastery; employer evaluations; state licensure tests; and mentoring year “portfolios” as well as assessments, projects, reflections, clinical observations, and other evidence of pedagogical and professional teaching proficiencies (*Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*, p. 52, 2006).

**Candidates:** Individuals, admitted to, or enrolled in, programs for the initial or advanced preparation of teachers. Candidates are distinguished from “students” in P-12 schools (*Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*, p. 53, 2006). They are also called preservice teachers.

**Dispositions:** Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social



justice (*Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*, p.53, 2006).

**Field Experiences:** A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters (*Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*, p.53, 2006).

**Intern:** An Emporia State University student majoring in elementary education that has entered Block 2 or Block 3. They work with a mentor teacher, PDS coordinator/ university supervisor who may or may not be the same person.

**Internship:** The post-licensure and/or graduate clinical practice under the supervision of clinical faculty; sometimes refers to the preservice clinical experience (*Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*, p. 54, 2006).

**Mentor:** A classroom teacher trained to be an Emporia State University PDS mentor that supervises and assesses the intern and works collaboratively with the PDS coordinator/university supervisor.

**Pedagogical Content Knowledge:** The interaction of the subject matter and effective teaching strategies to help student learn the subject matter. PCK requires a thorough understanding of the content and how to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students (*Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*, p. 55, 2006).

**Pedagogical Knowledge:** The general concepts, theories and research about effective teaching, regardless of content area (*Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*, p. 55, 2006).

**Performance Data:** Information that describes the qualities and levels of proficiency of candidates, especially in application of their knowledge to classroom teaching and other professional situations (*Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*, p. 55, 2006).

**Professional Development School (PDS):** A term used to describe schools where pre-service teachers, in-service teachers and university professionals work together to prepare new teachers, enhance in-service teachers' knowledge and improve the learning of classroom students. This partnership meets the unique needs of both institutions (Thompson, & Ross, 2000). Practice is linked to coursework, and long-term relationships are developed between university and school faculties (National Commission on Teaching and America's Future, 1996).

**Professional Knowledge:** The historical, economic, sociological, philosophical and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching (*Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*, p.56, 2006).

**Proficiencies:** Required knowledge, skills and dispositions identified in the professional, state or institutional standards (*Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*, p.56, 2006).

**University Supervisor:** A university employee that supervises and assesses preservice teachers during their Block 2 and Block 3 experiences in the PDS, and also works collaboratively with the mentor.

## Summary

While the majority of candidates that graduate from the Emporia State University elementary education go through the program successfully, there are some that struggle. It is usually easier to tell if the struggle comes from lack of knowledge or lack of skills, as these areas are observable and can be documented through grades (knowledge) earned in classes and observation of teaching (skills) in the elementary classroom during the two-semester internship. Dispositions are more complex and variable among candidates. By using data gathered at Emporia State University the researcher hoped to examine one institution's approach to assessing dispositions as part of an overall system to assess successful teaching. More specifically, the researcher hoped to determine if there was a relationship between the assessed dispositions of teacher candidates at the end of Block 2 and the assessed success of these candidates at the end of Block 3, their student teaching experience. It was hoped this study of a representative teacher education program would deepen teacher educators' understanding of the ways dispositions are assessed in relation to success in student teaching. It also was hoped that this study would shed light on correlational relationships that may exist between data gathered regarding dispositions during one semester and data gathered regarding successful student teaching the following semester.

This chapter has provided an overview of the study conducted to determine the relationship between dispositions exhibited across the two final field experiences at Emporia State University. Chapter 2 will provide a review of previous research concerning the

identification and assessment of dispositions and the relationship between dispositions and effective teaching, particularly for teacher education candidates. Chapter 3 will describe the methodology of this study in detail and chapter 4 will present the results. Chapter five will include a discussion of the results, implications, and suggestions for future research.

## Chapter 2 - Literature Review

While it is important today that every classroom has an effective teacher, this need is not new. Kimmel (1964) in her dissertation found “[there is] a need for identifying and producing competent teachers...” (p. 3). This is a complex requirement, because teachers not only need a strong knowledge and pedagogical base, but also must be able to teach students who are diverse in culture, in learning needs, in race, and in other ways that make them different from the majority of teachers they will have. The beginning development of an effective teacher starts in their teacher education program, which usually includes a student teaching component. To assist teachers in becoming effective practitioners, they must have the opportunity to develop into effective student teachers. Teacher candidates must complete a teacher education program that allows them to become familiar with the knowledge and skills of teaching, along with the abstract concept of dispositions and how their own dispositions affect them as teachers. This could be challenging, because as Helm (2006) noted, it is difficult to assess an internal trait, let alone prove its’ existence (Helm, 2006).

In an effort to produce effective teachers and to meet requirements at the local, state and national levels, teacher education programs have implemented a variety of admission requirements. While these admission requirements are for the most part quantifiable, such as standardized test scores, grade point averages, and documented hours working with children and youth, the main accrediting body for schools of teacher education, National Council of Association of Teacher Educators (NCATE), also included dispositions as an area to be assessed as part of the accreditation process for schools of education, along with skills and knowledge. Even though NCATE provides a definition of “dispositions”, there is an elusive quality about dispositions that makes gathering data on them a challenge. However, as Lang and Wilkerson

(2006) pointed out, even though measuring the consistency of teacher dispositions is difficult, teacher education programs still have a responsibility to look at dispositions as an area that could help produce highly qualified teachers. (Lang, & Wilkerson, 2006).

In the *Tomorrow's Teachers: A Report of the Holmes Group* (1986) the suggestions for improving teacher training do not specifically mention dispositions, although some of the ideas would be considered dispositional. The broad suggestions include making teacher education intellectually more rigorous, adding standards of entry to the profession, connecting schools of education to the schools where teacher candidates will be working, and making schools better places for teachers to learn and work. Other ideas connect more closely to dispositions. When the following dispositional components of teacher training are integrated into teacher education, the Holmes Group says a more effective teacher will be produced. These components include rejecting the simplistic view of teaching, in which teaching is only for the passing on of knowledge, that teaching is interactive and that teachers make on-the-spot judgments and decisions on students' behalf. Teachers should have a deep understanding of children, the subjects they are teaching, how people learn, be critical thinkers, and understand the use of inquiry. Teacher education programs that have these aspects would integrate knowledge, skills and dispositions (Holmes Group, 1986).

Zeichner and Miller (1996) suggested that schools of education should form Professional Development Schools, or PDS. A PDS is a partnership with a school in which teacher candidates could receive quality training, see the connection of theory to practice, as well as focus more on the entire school, rather than only the grade to which they were assigned. This experience also would allow teacher candidates to gain more experience understanding dispositions (Zeichner, & Miller, 1996).

Hollingsworth (1989) found that teacher educators should be able to present an approach that will help teacher candidates understand that the beliefs they hold may need to be changed because of the variety of children in their classes and differences in schools. However, as Katz and Raths (1985) note, having the skills to be an effective teacher does not guarantee those skills will be used to support learning for all students.

So what are the things that make a teacher candidate successful? Are they quantifiable? Is it the grade point average (GPA)? Is it high scores on tests of basic skills? Is it something that is harder to quantify, such as attitude or organizational skills? Can success be predicted before the teacher candidate begins his or her student teaching? While student teaching is often the capstone or most significant experience in a teacher education program, there are some studies that examine the qualities and characteristics (dispositions) that enable teacher candidates to have successful student teaching experiences. If the student teaching experience is so important, teacher educators, cooperating teachers and teacher candidates should understand the experience better. This is the beginning of their professional career, and the student teachers are developing their “professional identities” (Key, p. 9, 1998). As Villegas (2007) pointed out, candidates are not expected to “perform flawlessly” during their student teaching experience, but to view challenges in their experience as an opportunity to try different methods, rather than an excuse for “ineffectiveness” (p. 377).

Minor, Onwuegbuzie, Witcher, and James (2002) noted that teacher candidates bring various characteristics with them, including experiences, knowledge, dispositions, beliefs, attitudes, and perceptions, which influence them as teacher candidates and inservice teachers. In their study, Minor, et al. (2002) found that teacher candidates thought that being student-centered was important because over half selected that theme. One-third of the teacher candidates

selected classroom management as a factor in effective teaching. Effective teachers do not have one area that makes them effective, but a blend of attributes. Marso and Pigge (1996) indicated that personal characteristics have an influence on teacher candidates. Research by Richardson and Onwuegbuzie (2003) showed that to make sense of new ideas, learners must use their prior knowledge. When applied to teacher education, the new ideas candidates gain from the teacher preparation program are influenced by previous knowledge and experience, which will in turn influence how they teach. If the new ideas conflict with previously held beliefs, Feiman-Nemser (2001) believes that candidates may ignore the new knowledge if not given the opportunity throughout their teacher preparation programs to examine new ideas that conflict with what they currently believe.

### **What Are Dispositions?**

While there are multiple definitions of disposition, for this study the definition given by NCATE will be used.

In 2006, NCATE revised the disposition definition to read: The behaviors demonstrated as educators interact with students, families, colleagues and communities, which are expected of professionals and support student learning and development. NCATE expects candidates to demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn. Based on their mission, professional education units may determine additional professional dispositions they want candidates to develop. NCATE expects institutions to assess professional dispositions based on observable behavior in educational settings. (p. 5)



Throughout the literature, dispositions are also referred to as attitudes, perceptions, values, morals, professional ethics, temperament, traits, virtues, and habits. Cochran-Smith and Lytle (1999) described dispositions as those habits that concern thinking and action, reflection and learning from experience.

*Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education* (2002) standard one focuses on helping all students learn, and gave the target criterion of: “Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so” (p.16).

The role in teacher education programs is further explained: “Candidates...develop and model dispositions that are expected of educators. The unit articulates candidate dispositions as part of its conceptual framework(s). The unit systematically assesses the development of appropriate professional dispositions by candidates. Dispositions are not usually assessed directly; instead they are assessed along with other performances in candidates’ work” (p. 19).

The Interstate New Teacher Assessment and Support Consortium (INTASC) (1992) included the areas of communication, interaction and understanding of humans in at least six of their standards, so these are important dispositional attributes that student teachers should understand and be able to demonstrate. When INTASC became InTASC in 2010, each of the ten standards included a section on dispositions (Council of Chief State School Officers). With this revision the standards represented teachers at all career stages, not just the beginning teachers.

When reading the professional standards for NCATE, the phrase knowledge, skills and dispositions appeared frequently (Schussler, 2006). The knowledge and skills that effective

teachers need are found in state and national standards prepared by Specialized Professional Associations (SPA). Because dispositions are connected to people's beliefs and feelings, they are not easily identifiable (Ostorga, 2003). Many professionals felt that dispositions as a construct are vague, and also hard to measure (Singh, & Stoloff, 2007). They are important, however, because "dispositional misfits" are the students that university supervisors and mentor teachers found most challenging (Wasicsko, Callahan, & Wirtz, p. 5, 2004). They also caused an ethical problem, because of the possibility of their negative impact on students.

Siegel (1999) said that dispositions are more than behaviors, being tendencies to engage in certain behaviors. In their definition, Lang and Wilkerson (2006) said that dispositions are part of the affect of a teacher, an area that includes values, beliefs and attitudes. This affect influenced how and when teachers use the skills and knowledge associated with standards of teaching as presented by organizations such as INTASC.

Lang and Wilkerson (2008) noted that professional development plans should remediate weaknesses in the areas of both skills and dispositions. In Wasicsko, et al. (2004), the authors suggest that dispositions are "anything not falling into the area of knowledge or skills," yet "recognizing that the 'effective educator' is an amalgamation of all three" (p. 2). Schussler (2006) adds that an effective educator will know why strategies are effective and in what situations the strategies should be used.

Schussler (2006) believed that there was more to dispositions than just behaviors and thinking. Schussler (2006) also included awareness, inclination and reflection on behaviors and thinking. Her broader view included dispositions "...as a centralizing core that both affects and is affected by teachers' external behaviors, thoughts, and the context of their teaching environment" (p. 258). Dispositions gave direction to a teacher in order to process knowledge

and as a result, act upon that knowledge (Schussler, 2006). Richardson and Onwuegbuzie (2003) further described dispositions as the way situations are responded to and the habits of mind.

In research, dispositions also are divided into a continuum of more observable characteristics to characteristics that are highly inferred by the observer, starting with teacher behaviors, then teacher characteristics and finally teacher perceptions. Wasicsko, et al. (2004) suggested dividing dispositions into four areas: effective teachers see themselves as effective, they believe all students can learn, they see the larger purpose of teaching and they understand the people element of teaching.

Alilunas (1977-1978), listed the six characteristics of good teachers as found in the Wisconsin Studies of Measurement and Prediction of Teacher Effectiveness. These were the personal characteristics of patience, consideration, emotional stability, judgment and maturity.

Conant (1963) in his book *The Education of American Teachers* listed four areas of what he identifies as “intellectual equipment” that will lead to the development of teaching skill (p. 113). Two of the areas in his description, knowledge of the way behavior develops and principles of teaching, are closely associated with teacher knowledge and skills. The third and fourth areas, democratic social component and an interest in the way behavior develops, can be aligned with and have elements of dispositions. One example is that the teacher must select materials and methods to meet the needs of his or her heterogeneous class, necessitating preparation for a difference of two to three years in intellectual development. Also included in the description of these two areas is the need for understanding what motivates students and how to help the student to fully respond to the teaching (Conant, 1963).

While there is agreement that dispositions are a part of teaching, there is still ambiguity in what dispositions “look” like in educators. Because NCATE emphasizes accountability, there also needs to be a way that dispositions can be assessed. A challenge of assessing these dispositions is that they are internal and difficult to measure (Wasicsko, 1977; Hillman, Rothermel, & Scarano, 2006; Schussler, 2006). Ginsberg and Whaley (2006) also note that there are no agreed upon norms or practices for assessing dispositions, and as previously noted, there is little agreement about what dispositions should be assessed during teacher training.

The issue of dispositions has been grappled with during the last century (Dewey, 1964; Schon, 1983, 1987). Tarpey (1965) found that characteristics and qualities of good teachers and effective teaching had been researched for many years. However, only after the standards movement began in response to *A Nation at Risk* (National Commission on Excellence in Education, 1983) and professional organizations like The Holmes Group (1986) began to work to professionalize teaching, did dispositions become a more standard term in educational terminology and more important in the training of teacher candidates (Schussler, 2006).

### **Measuring Factors Related to Teaching Success**

In early research, different standardized instruments were used, mostly of a self-reporting nature. A variety of terms were employed, including attitudes, characteristics and personality dimensions, to name a few, although all can be related to or synonymous with dispositions.

The Minnesota Teacher Attitude Inventory (MTAI) is an instrument that had been used in several research studies. This instrument measures educational attitudes and was authored by Cook, Leeds, and Callis (1951). The MTAI is made up of 150 statements which measure the level of a teacher’s satisfaction with the profession and the strength of the teacher’s relationships

with students. Areas measured include discipline and directing the class, knowing the students' stages of development and how that relates to their abilities, motivation, and the personal reactions of teachers (Cook, et al., 1951).

In a study to determine if information received from candidates at admission to a teacher education program was related to their student teaching performance, Wilk (1963), found that high scores on the MTAI and a high GPA were related during student teaching to candidates that could encourage, praise, support and accept pupil feeling more effectively than candidates that scored lower on the MTAI and had lower GPAs. These areas are related to effective teaching. King-Fun Li (1969) also used the Minnesota Teacher Attitude Inventory (MTAI) to predict if results from the inventory would correlate with performance during student teaching. She found that the more successful candidates had better attitudes towards teaching as measured by the MTAI (King-Fun Li, 1969).

The MTAI also was utilized by Noad (1979), along with the Adjective Self-Description, for self-concept and the Professional Teacher Preparation Program Success Questionnaire, for student teacher performance. Noad (1979) found that self-concept and educational attitude are related to student teacher performance, and suggested that affective factors should be taken into consideration for admittance into teacher education.

Sunal and Heidelbach (n.d.) also used the MTAI in order to determine student teachers' attitudes towards situations occurring during student teaching. The Teacher Characteristic Schedule, which has an emphasis on relationships with students, was also administered. They note that "The forms these attitudes take are difficult to measure because they reflect the broad range of variables entering into the entire teacher education program" (p. 1). They found no

significant differences, and state there is a need for a better definition of attitude variables, a result that appears frequently in research (Sunal, & Heidelbach, n.d.).

Skipper (1975) administered the MTAI to freshman in his Educational Psychology class, and then followed up when they were student teaching. He found that for the elementary candidates, there was no significant relationship between grade point average, MTAI and effective teaching. However, for the secondary candidates, significant relationships were found between attitudes, effective teaching and academic achievement. The secondary student teachers who had higher grade point averages were rated as more effective teachers by their university supervisors and cooperating teachers (Skipper, 1975).

Guddemi, Swick and Brown (1986-87) examined personality dimensions of prospective teachers. They found that personality does play a part in student teaching success, although it is difficult to quantify. The 16 Personality Factor Inventory (16PF) is a well-known personality test used to measure normal personalities. The 16PF can also be used to predict success in some careers by assessing work-related characteristics such as power dynamics, interpersonal trust, attitude towards authority and coping style.

Guddemi, et al. (1986-87) used the 16 Personality Factor Inventory, and found that there was not a result that was associated with successful student teaching. However, the majority of the research studied did find the characteristics of emotional stability, enthusiasm, conscientiousness, being venturesome and being in control as being relevant to successful student teaching.

Young (1989) used the National Teachers Examination (NTE), Strong-Campbell Interest Inventory (SCII) and the Six Competencies Instrument to determine what characteristics would lead to successful student teaching by secondary education candidates. The NTE was used to

test pre-service teachers in professional knowledge, communication skills and general knowledge. The SCII identified interests and how they related to different occupations. The six competencies instrument examined the six areas of effective content communication and professional rapport, responsiveness to student feedback, appropriate use of methodology, encouragement of student-directed skill development, efficient use of time, good class management and openness to student self-concept enhancement. These competencies were used to develop a six-point Likert scale with 26 items in order to evaluate the student teachers' teaching skills as related to the six competencies, which are related to dispositions (Young, 1989).

Using this 26 item six-point Likert scale, Young (1989) divided candidates into high potential and at-risk groups. The high potential student teachers were found to be able to effectively plan and teach interesting lessons using a variety of methods, had good classroom management skills, including monitoring student learning, and had positive rapport with students and peers (Young, 1989). The at-risk student teachers struggled with classroom management, discipline, teaching effective lessons, and were generally frustrated with teaching (Young, 1989).

Rickman and Hollowell (1981) found similar results from a survey about why student teachers fail. The survey found that classroom management, discipline and poor teaching methods were factors in student teacher failure. When university supervisors were surveyed, Andrew, et al. (1996) found that successful student teachers were able to relate to students and plan lessons well.

At St. Bonaventure University, Burke (2002) explained that a "yellow flag" system is used to identify students of concern. Instructors and teachers from field-placements are trained in the use of the form that is utilized whenever there was a concern that a pattern of behaviors

would interfere with the university student's potential for success as a teacher. This instrument gave teacher education faculty opportunities to conference with the students and develop a contract detailing how the concern would be addressed. This process helped students select themselves out of the program early enough that they could find another more appropriate major (Burke, 2002).

### **Psychological Perspectives**

Kerlinger (1963) suggested using perceptual-cognitive theory to discover how effective teachers are perceived. Social perceptions are the way a person perceives individuals, groups and objects based on social influences. He asserts that using this theory will allow the research on teacher effectiveness to no longer be futile, since it previously was not based on theory (Kerlinger, 1963).

Combs (1982) developed questions based on his work in perceptual psychology which will help an interviewer make inferences about dispositions. His research found that effective teachers have certain dispositions, identified as perceptions in his work, about teaching, themselves and students.

Wasicsko (1977) used Combs' specific perceptions, which include beliefs, attitude and values, to develop materials to see if educators involved in teacher selection were able to infer effective teaching behaviors from vignettes. The results showed that the training did allow for a high degree of inter-rater reliability. Also, the more aligned with effective teacher perceptions the observer was, the better the inference skill (Wasicsko, 1977).

Wasicsko (2007) expanded on the use of Combs' perceptions in teacher education programs, suggesting four implications. The first is that dispositions form over a person's lifetime, and these dispositions should be taken into consideration during the admissions to



teacher education process. The second is that efforts should be intentional when it comes to developing dispositions, and it should be done throughout the teacher training program. The third is that before candidates leave the program they should demonstrate the dispositions associated with effective teachers. Finally, faculty in the teacher education program should demonstrate the dispositions expected of candidates that complete the program (Wasicsko, 2007).

Ones, Dilchert, Viswesvaran, and Judge (2007) noted that research in psychology done outside teacher education found that personality traits are helpful in predicting attitudes and performance in organizational settings. The researchers suggest that since teaching involves interaction that needs to be meaningful, these dispositions do have an effect on the ways teachers interact with students (Ones, Dilchert, Viswesvaran, & Judge, 2007).

Using the Meyers-Briggs Personality Profile, Rushton, Morgan and Richard (2007) determined that teachers considered distinguished showed higher levels of optimism, imagination and were more active and sensitive. The Meyers-Briggs Personality Profile was developed in the 1950s by the mother-daughter duo of Katheryn Briggs and Isabel Myers. It is based on the psychological types developed by Jung (Keirsey, & Bates, 1984). A test is administered, and the answers are sorted into four areas, extraversion/introversion, sensation/intuition, thinking/feeling and perceiving/judging. The highest score for each of the two areas are then considered a preference describing personality type (Keirsey, & Bates, 1984).

Using the Big Five structure of personality traits, Ripski, LaCasale-Crouch, and Decker (2011) suggested that they could be used to predict job-related outcomes. The five factors in the model are neuroticism, openness to experience, extraversion, conscientiousness, and agreeableness. Neuroticism is associated with negative emotions, including low self-esteem.

People who display the trait of openness to experience are imaginative. The trait of extraversion is seen in people who are social. A responsible person has a high degree of conscientiousness, and the agreeable personality trait may be demonstrated as sympathy (Ripski, et al. (2011).

Misco and Shively (2007) suggested that instead of using direct instruction or transmission, exposing teacher candidates to a variety of learning experiences will help them gain the appropriate dispositions for teaching. Sockett (1985) found that teachers, whether they mean to or not, serve as “an example of how things should be done” (p. 11). He makes the point that using a professional code (which includes dispositions) throughout the profession is not a realistic endeavor. However, he suggests that each teacher preparation program develop its own professional code (Sockett, 1985). Uhlenberg and Holt (n.d.) conducted interviews of elementary education majors and concluded that the undergraduates saw successful teaching as including personality characteristics of patience, enthusiasm, warmth and concern for children, although they did not see those characteristics as having a connection to their university classes (Uhlenberg, & Holt, n.d.).

### **Attitudes**

When Kerlinger (1963) looked at teacher effectiveness research, the researcher suggested examining attitudes and perceptions of teachers, both included in dispositions. He noted that most people could list characteristics of “good” (p. 1) teachers, but the challenge was narrowing the list. Kerlinger gave the definition of attitude as “ready-made frames of reference...” which can be used “to judge objects, events, and behaviors” (p. 5). Attitudes then influence many perceptions, especially when they are open to interpretation (Kerlinger, 1963).

Hall and Carroll (1987) compared inservice teachers who were thinking about leaving teaching with inservice teachers who were planning on staying in teaching. The teachers

predisposed to quit had negative attitudes toward teaching and students, describing both with adjectives such as “dull” and “unrewarding.” There were also a higher proportion of high school teachers showing a predisposition to leaving teaching than elementary teachers (Hall, & Carroll, 1987).

Bullough (1991) used metaphor to help teacher candidates develop their view of teaching. Instead of ignoring the prior knowledge and experience of these students, he had them use metaphors to examine their growth during their student teaching experience. The metaphors developed contained aspects of dispositions, including attitudes, professional growth and the desire to analyze their teaching. Bullough asserts that by understanding the background knowledge of teacher candidates, teacher education can have a greater influence on their training (Bullough, 1991).

### **Personal Characteristics**

Personal characteristics included finding out that teaching was a poor fit for the student teacher and personal circumstances, such as illness or family crisis led to those students removing themselves from student teaching (Harwood, Collins, & Sudzina, 2000). Poor interpersonal skills and lack of commitment were indicators of possible failure (Knowles and Sudzina 1994; Sudzina, & Knowles 1993). University supervisors also identified personal characteristics as a cause for weakness in student teaching (Andrew, et al. 1996).

When experienced cooperating teachers were surveyed, Chiang (2001) found that enthusiasm, cooperation and positiveness (sic) ranked highest among the cooperating teachers’ views of what characteristics they considered important for teacher candidates to have. Alilunas (1977-78) posited that student teaching itself is a “personality test” (p. 31). Flaws in the “teaching personality” that may have remained hidden during coursework will appear when

students are faced with critical situations in their student teaching classrooms (Alilunas, p.31, 1977-78).

Miller (1963) surveyed forty-four colleges concerning what was being done to “identify and redirect students whose personality traits seem to limit their chances of success in the profession...” (p. 382). Of the thirty responses received, twenty-five had personality evaluations in place. However, the researcher found that there was still a need for better ways for measuring the traits because the appraisals were subjective. He also concluded that even though personality characteristics are difficult to measure, teacher education programs must still be responsible for screening this area in order to provide competent teachers (Miller, 1963).

Collinson (1996), completed a literature review over how teachers integrate professional, interpersonal and intrapersonal knowledge, and discovered that exemplary teachers develop all three areas of knowledge throughout their careers. Collinson (1996) described interpersonal skills as “people skills” (p. 3). Although not labeled as dispositions, the description aligns these people skills with dispositions. These skills are important because teachers spend the majority of their time working with children and adults, both individually and in groups, plus other parts of the educational community, including parents and administrators. A successful teacher would understand that developing interpersonal skills would encourage successful relationships (Collinson, 1996).

Dispositions are included in intrapersonal knowledge as well, which manifests as individualized ways of thinking and ways of being (Collinson, 1996). Reflecting, caring, life-long learning and a strong work ethic are dispositions Collinson (1996) reported exemplary teachers mention as being important. This supported the conclusion of Schulte, et al. (2004) that

dispositions are human behaviors and thus reflection and self-awareness are critical to personal and professional growth.

### **Professional Knowledge**

In research on teacher knowledge, Grossman (1990) found four areas in common, described as the “cornerstone” (p. 5) for developing professional knowledge. These areas are: subject matter knowledge, general pedagogical knowledge, pedagogical content knowledge and knowledge of context. Of these four areas, only subject matter knowledge focuses on skills and knowledge, with no mention of dispositions (Grossman, 1990). Grossman’s (1990) description of general pedagogical knowledge includes beliefs related to teaching and beliefs about the purposes of education. Pedagogical content knowledge is related to specific content areas and is made up of four components. Beliefs about the purposes of teaching a particular subject at different grade levels is part of the first component and the importance of knowing students’ prior knowledge and interests is stressed in the second component.

Knowledge of context, knowledge of instructional strategies and pedagogical content knowledge, along with curricular knowledge integrate knowledge and dispositions (Grossman, 1990). Knowledge of context had the most dispositional focus. Teachers must know their specific students, school culture, communities, and districts. All of these factors would impact instruction (Grossman, 1990).

### **Reflective Practices**

Breese and Nawrocki-Chabin, (2006) examined the effect of reflection on candidate analysis of their own and a partner’s teaching videos in a four-semester study. To help the candidates understand dispositions, the researchers modeled and shared their own reflections. The researchers selected four disposition areas for the students to focus on. These were body

language, language use, curriculum choices and adaptations, and classroom practice. What emerged after four semesters was that the more practice teacher candidates had identifying and reflecting on dispositional behavior, the more sophisticated the candidates became at analyzing their own dispositions. This helped the candidates identify behaviors that would lead to effective teaching (Breese & Nawrocki-Chabin, 2006).

Similarly, Giovannelli (2003) showed that there is a connection between reflecting on teaching and effective teaching. Giovannelli (2003) concluded that teacher education programs should have candidates identify reflective dispositions, which would help candidates demonstrate more effective teaching in the classroom.

### **Characteristics of Successful Student Teachers**

DeVoss (1998) examined a case study of a successful student teacher and one of an unsuccessful student teacher. He noted that while the unsuccessful student teacher had many excuses, it was her value pattern that led to her unsuccessful experience. She did not exhibit a commitment to the experience, nor give it much value, cues which were picked up by her cooperating teacher and university supervisor. She was not able to commit to the time that was needed to make the experience successful, and would have benefited from having a cooperating teacher that would have given her more support at the beginning of her experience (DeVoss, 1998).

Some researchers included dispositions in overall student teaching performance and correlated the results with different measures. In 1983, Olstad, Beal, Noe and Schaefer found GPA to be a possible predictor of student teaching success with elementary interns. In 1987, Olstad, Beal and Marrett compared final GPA, major subtests on the California Achievement Test (CAT), and the Performance Based Evaluation Instrument (PBEI) that is used to evaluate

student teacher performance. Olstad, et al. (1987) had university supervisors rank student teachers using the criterion of overall teaching performance as a student teacher. These student teaching rankings were divided into top third, middle third and bottom third. The top student teachers' GPAs were significantly higher than the bottom third, while there was no correlation between the California Achievement Test (CAT) and overall teaching performance. The CAT has a multiple-choice format and is a test of basic skills (Olstad, et al., 1987).

Riggs and Riggs (1990) also correlated a standardized test, the California Basic Education Skills Test (CBEST), with student teaching success. The CBEST was designed to test basic skills in writing, mathematics and reading, but not the ability to teach those subjects. The results of Riggs and Riggs (1990) research showed that the standardized test scores did not correlate with "criteria of program performance" (p. 43). This is similar to results by Dybdahl, Shaw and Edwards (1997) that used the Pre-Professional Skills Test (PPST), also a test of the basic skills of math, reading and writing, but not teaching. This research correlated student teaching ratings to the composite scores in those areas. The correlations were weak and not practical to use to predict student teaching success. Two other standardized tests, the American College Test (ACT) and Competency Test of Basic Skills (CTBS) were found by Pigge and Marso (1989) not to be related to how student teachers performed.

Knowles and Sudzina (1994) found that when reviewing cases of teacher candidates that failed or struggled with student teaching, those teacher candidates had lower GPAs than the student teachers that had been successful. The student teachers that did not succeed also had lower standardized test results. Marso and Pigge (1991) also found that GPA was a significant predictor of high ratings by university supervisors. Student teachers with lower GPAs were rated lower by their university supervisors. This supports earlier research by Pigge and Marso (1989).

Hanes, Laman, and Engelbright (1984) found that prior overall GPA correlated to whether secondary student teachers received an A or B for student teaching. They note, however, that "...factors which influence the earning of grades in academic courses operate, to some extent, in the earning of grades in student teaching" (Hanes, et al. p. 7, 1984). Stones and Webster (1984) found that very few students actually fail the student teaching semester in England, Wales and Northern Ireland. They suggest that assessment of student teachers should be a formative process, not summative, and that "diagnostic evaluation would be built up as an integral part of the training course rather than as a *post hoc* exercise" (Stones and Webster, p.176, 1984). Andrew, et al. (1996) found in their research that "While the academic indicators may reflect *necessary* conditions for good teaching, they are *not sufficient* and must be combined with indicators of personal qualities" (p. 277).

Comparing student teachers who succeeded to student teachers who failed yielded information concerning differences between those two groups. Hall and Serna (1992) found that effective planning was the most often mentioned problem, while knowledge of subject matter had the fewest mentioned problems. The researchers used a 64-item checklist divided into the categories of personal qualities, human relations, communication skills, planning, instructional methods/strategies, classroom management, evaluation of students, subject matter competency, and professionalism. Cooperating teachers and university supervisors ranked the student teachers in these areas using a 5 point Likert scale, with a 1 ranking meaning an unacceptable performance, and a 5 ranking meaning an outstanding performance (Hall and Serna, 1992).

When Harwood, et al. (2000) studied files of student teachers who had failed student teaching, personal characteristics were the top reason for failure, then performance indicators and last, contextual factors. Knowles and Sudzina (1994) also identified personal and contextual



aspects, along with professional area, as reasons for failure. In 1993 research, Sudzina and Knowles identified age, gender and GPA as factors in student teacher failure.

Performance indicators related to student teaching success included classroom management and presence. Some student teachers do not display an understanding of the classroom culture, and are unable to manage all facets of the classroom (Harwood, et al 2000). In Knowles and Sudzina (1994) professional knowledge and behaviors of unsuccessful student teacher candidates included not focusing on students, poor classroom management and lesson planning and lacking enthusiasm. Andrew, et al. (1996) also found planning and classroom management as weak areas of struggling student teachers as identified by university supervisors.

Contextual factors, as identified in the literature, mainly centered on the inability of the student teacher to get along with the cooperating teacher. Student teachers who struggle with contextual factors were the most likely to be successful repeaters (Harwood, et al 2000). Sudzina and Knowles (1993) concluded that if a student teaching placement is a poor fit for the student teacher it may lead to that student teacher's failure. The poor fit may be caused by an inappropriate grade level, a setting that is very different from what the student teacher expected and conflicts with the school's and mentor's philosophies, styles and methods. Student teachers who had shy personalities and trouble asserting themselves in the classroom also had problems adjusting to their student teaching situations. If the cooperating teachers' style does not meet the needs of the student teachers, they may have needed more nurturing cooperating teachers, different grade levels and a different school setting in order to be successful.

In a ten year longitudinal study, Kemis, Warren, and Dilts (1990) examined the relationship of teaching potential to ratings of student teaching performance and characteristics of student teaching, academic indicators, and other factors. Their research found that key

elements in predicting success as a teacher include quality of preparation, confidence in abilities, and academic indicators (Kemmis, et al., 1990).

Offut (1995) analyzed anecdotal records, journals, videotapes, observation reports, cooperating teacher evaluations, professors' evaluations and interviews and teacher candidate self-evaluations. From these the researcher labeled these data as positive, negative or neutral. If 80 percent of these data were positive, the student was considered successful. If 80 percent of these data reflected something negative, the student was considered problematic. Out of forty-four students, ten were considered problematic (Offut, 1995).

The five areas these data was grouped into were motivation, priorities, effort, self-concept and personal effectiveness (Offut, 1995). Motivational areas that were identified for problematic student teachers in Offut's research (1995) included unconcern for quality of work, and wanting to teach because of having summers off. In the area of priorities, some behaviors of problematic student teachers included forgetting meetings and being more concerned with their social lives. Concerning effort, problematic student teachers did not do any extra work and did not take the initiative. These same student teachers lacked confidence and had trouble with classroom management. They also lacked personal effectiveness, and did not think through the entire lesson, having no understanding of the place of single lessons in the overall learning-the big picture (Offut, 1995).

Key (1998) found that interns who do not have the skills and experiences to work with the diverse student cultures and needs found in schools may struggle. Most students majoring in education are not from diverse backgrounds, including socioeconomic, cultural and racial diversity (Key, 1998).

## **Summary**

This review of the literature supports the critical link between dispositions and effective teaching. However, there continues to be little agreement on what dispositions look like and how they should be assessed. The definition of dispositions that is provided by NCATE, while helpful, is general, leaving it up to teacher education programs to develop specific dispositions and how those dispositions will be assessed. The following chapter will provide details of this study to explore one institution's attempt to define and assess dispositions during the last two field experiences in the elementary teacher preparation program. The examination of relationships between dispositions across these two field experiences and success in student teaching will provide valuable information to these teacher educators regarding the dispositions they have selected and the assessment system used to measure these dispositions.

## Chapter 3 - Methodology

### Overview

With the inclusion of dispositions as an area to be assessed, NCATE's 2002 *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education* brought a previously hard-to-document area to the forefront of concern in many teacher preparation institutions. Research has suggested that dispositions are an important component of teacher education and consequently should be taught and assessed across teacher education programs. However, several problems have emerged from this relatively new focus on dispositions in teacher education. Since dispositions are so difficult to identify and measure, are teacher educators prepared to fairly and consistently assess developing student dispositions? Can institutionally designed assessments be used to monitor the growth and development of dispositions in relation to successful student teaching? Does information on dispositions gathered in an earlier phase of a teacher education program relate to information on successful teaching gathered during student teaching? More specifically, is there a relationship between the dispositions being assessed and success in student teaching?

By using data gathered at one NCATE accredited teacher education institution, the researcher hoped to determine if there was a relationship between the assessed dispositions of teacher candidates at the end of Block 2 and the assessed success of these candidates at the end of Block 3, their student teaching experience. It was hoped this study of a representative teacher education program would deepen teacher educators understanding of the ways dispositions are assessed in relation to success in student teaching. It also was hoped that this study would shed light on correlational relationships that may exist between data gathered regarding dispositions

during one semester and data gathered regarding successful student teaching the following semester.

### **Research Purpose and Question**

The purpose of this study was to determine if there was a relationship between the results of disposition assessments completed by university supervisors at the end of Block 2 and the results of final student teacher assessments completed by university supervisors at the end of Block 3.

The following question guided the data collection and analysis process:

What is the correlational relationship between assessed disposition scores gathered during Block 2 and scores on the final Block 3 student teaching assessment?

### **Research Design**

This was a correlational study of assessment scores from elementary education candidates who completed Block 2 and Block 3 at Emporia State University during the fall 2010, spring 2011, fall 2011 and spring 2012 elementary education candidates. These data were collected from the “Coordinator’s Evaluation of Intern” form, (see Appendix C) and the final “University Supervisor Assessment of Student Teacher/Intern” form (see Appendix D). The Spearman’s Rho non-parametric test was used to determine the correlation between dispositions, as measured from the “Coordinators Evaluation of Intern” assessment at the end of Block 2 and success in student teaching, as measured by the final “University Supervisor Assessment of Student Teaching/Intern”. The Spearman’s Rho produces a rank order correlation coefficient. Because these data from both assessment forms, the “Coordinator’s Evaluation of Intern” form and the final “University Supervisor Assessment of Student Teacher/Intern” produced ordinal

data based on different assessment scales, a non-parametric rank order correlation was most appropriate (Howell, 2004).

The two variables considered were dispositions and student teacher success. Because neither variable (dispositions nor student teacher success) was manipulated, the variables were not identified as dependent and independent. Variable 1, the predictor variable, was the scores from the form completed at the end of Block 2, and Variable 2, the criterion variable, was the scores from the student teacher assessment completed at the end of Block 3. This was done not to show cause, but to see if the scores from the assessment completed at the end of Block 2 were related to scores from the assessment at the end of Block 3. The researcher assumed that if the variables were related, scores from the Block 2 assessment could be used in the future to predict success or the need for intervention during Block 3.

A positive correlation coefficient was interpreted to mean that an increase in Block 2 scores was associated with an increase in Block 3 scores. The closer to “plus 1”, the stronger the relationship was interpreted to be. A negative correlation coefficient was interpreted to mean that an increase in Block 2 scores was associated with a decrease in Block 3 scores. The closer to “minus 1”, the stronger the relationship was interpreted to be.

A scatter plot was used to determine if the measures were linear and if the variance was similar. The standard error of estimate was set at .05. The critical value for correlational analyses is the numerical value at which a correlation is considered significant. Using a standard chart for critical values involving the Spearman’s Rho, with 100 participant scores or an  $n=100$ , the critical value for Spearman’s Rho was set at .197 (Sage Publication, n.d.).

## **Substantive Expectations**

It was expected that the instruments used to assess teacher candidates across the teacher education program would provide fair and consistent data and indicate a positive correlation between disposition scores gathered during Block 2 and scores on the final student teaching assessment. More specifically, it was assumed that this correlation would demonstrate an improvement in scores as candidates gained more experience across Block 2 and 3. Because dispositions are complex and can change with different experiences, it was expected that positive correlations would not be seen in every situation. The researcher believed that there would be a pattern with dispositional concerns noted at the end of Block 2 continuing through to the end of Block 3 for some students while other students would demonstrate improved dispositional scores. It was anticipated that some dispositional issues might occur because of a one-time event in the life of a candidate, and so may not present as a concern in future experiences. Such variables were considered beyond the scope of this study.

## **Null Hypothesis**

To test the researcher's substantive expectations the following null hypothesis was identified: There will be no correlational relationship, at a critical value of significance, between assessed disposition scores gathered during Block 2 and scores on the final Block 3 student teaching assessment.

## **The Setting**

Emporia State University is a NCAA Division II school located in Emporia, Kansas. Beginning as a normal school in 1863, Emporia State University has been recognized for producing effective teachers (Levine, 2006). During the fall 2011 semester, 3,846 undergraduate students were enrolled at Emporia State University, and 573 of those students had declared

elementary education as a major. Males comprised 40 percent of the total enrollment, and females 60 percent (*Emporia State University Data Book*, Fall 2011).

Elementary education majors in The Teacher's College at Emporia State University complete a total of three professional semesters, called "Block 1," "Block 2," and "Block 3" (see Appendices E, F, G, H, & I for program information). Students complete the majority of Block 2, and all of Block 3 at a partner school, called a professional development school or PDS. During Block 2, candidates are enrolled in fifteen hours of classes. The candidates are on campus in classes two to three days a week, and are working in the partner schools when they are not in class on campus. Each Block 2 methods class is scheduled for three hours a day, once a week, one class in the morning from nine a.m. to noon and the other class from one in the afternoon until four p.m. The on-campus classes are completed by the tenth week of the semester, after which the candidates are at the partner schools full time. The PDS Coordinator visits the schools weekly to check with the mentor and candidate and informally observe the candidate working with elementary students. Candidates are required to plan and teach lessons in math, science, language arts, reading and social studies. The candidate plans and teaches all subjects during a two week period toward the end of the semester, and one formal observation of a lesson is scheduled during this time by the PDS coordinator (see Appendix J for Block responsibilities and expectations).

Candidates are paired with mentor teachers who have at least three years of teaching experience, have completed the Emporia State University mentor teacher training and have been recommended by the principal. At the end of Block 2, the PDS coordinator of the school where the candidates have been placed completes the "Coordinator's Evaluation of Intern" form, which includes a section for the evaluation of dispositions (*Spring 2012 Block 2 Procedures Manual*).



Block 3 is the semester before graduation and candidates spend the entire semester assigned to an elementary classroom where the mentor teacher meets the same requirements as the Block 2 mentors. Block 3 is structured like a traditional student teaching semester, in which the candidates start with the mentors at the beginning of the school year in the fall, and the beginning of the spring semester in the spring. They do not come to campus for classes. During this semester university supervisors complete three or more assessments on the candidates using the “University Supervisor Assessment of Student Teacher/Intern” form.

Students who participated in this study completed Block 2 and 3 in one of the following 19 partner schools located in 7 different districts. Americus Elementary and Reading Elementary are located in USD 251, North Lyon County. Olpe Elementary and Neosho Rapids Elementary are in USD 252, South Lyon County. Logan Avenue, Riverside, Timmerman, Village, Walnut, and William Allen White are all part of USD 253, Emporia. Towanda Elementary School is from USD 375, Circle. Garfield Elementary and Robinson Elementary Schools are in USD 402, Augusta. Grandview Elementary, Jefferson Elementary, Lincoln Elementary and Washington Elementary are all part of USD 490, El Dorado. Meadows and Whitson are from USD 501, Topeka (*Spring 2012 Block 2 Procedures Manual*).

The gender of students in the schools included in this study was nearly evenly divided in every district, with all at approximately fifty percent female and fifty percent male. The range of socio economic status, based on free or reduced lunch statistics, ranged from 73.42 percent of students who did not qualify for free or reduced lunches in USD 375 Circle, to 75.03 percent of the students who did qualify for free or reduced lunches in USD 501, Topeka.

The highest percentage of white students was 94 percent, found in USD 252, South Lyon County. USD 253, Emporia had the lowest number of white students, 45.6 percent. Emporia had

the highest percentage of Hispanic students, at 45.6 percent, and USD 252, South Lyon County, had the lowest with 2.76 percent Hispanic students. USD 501 had the largest number of African American students, at 21.78 percent, and USD 251, North Lyon County had the smallest number, at .66 percent. Students identified as “other” ranged from 1.76 percent in USD 251, North Lyon County, to 13.15 percent in USD 501, Topeka.

### **The Participants**

Initially 129 elementary education candidates from Emporia State University were involved in the study. However, twenty-nine of the 129 candidates were missing scores from the “Coordinator’s Evaluation of Intern” form, completed at the end of Block 2. These forms are completed and stored as hard copies, and were not in the files of the candidates. Consequently, the N of 129 was reduced to 100. The participants were undergraduate elementary education majors that completed Block 2 in the spring of 2011 and the fall of 2011 and Block 3 in the fall of 2011 and the spring of 2012. These were candidates from the campus located in Emporia, Kansas and the BEST program at Butler Community College. These candidates completed Blocks 2 and 3 at one or more of the schools listed above. Candidates were primarily Caucasian, at 97 percent, while 3 percent were African American. Most of the candidates were female at 87 percent, and 13 percent were male.

The PDS Coordinators/University Supervisors for Block 2 and Block 3 were full-time faculty at Emporia State University. Examined as a group, these supervisors represented over 100 years of experience in supervising student teachers/interns (see Appendices K and L, for more information about the supervisors and their responsibilities). Fifty percent of the supervisors were female. One hundred percent of the supervisors were Caucasian. Five of the six supervisors had experience teaching in a self-contained elementary classroom. The supervisor

who had no experience in an elementary classroom was an elementary principal for 15 years. All of the supervisors had been through training to use the Block 3 Student Teacher Assessment. They had all been both PDS coordinators and university supervisors, so they had experience with both forms used.

### **Data Collection/ Instrument Validity**

In order to produce well-prepared teachers and to meet NCATE standards, faculty members and supervisors from The Teachers College at Emporia State University assess teacher candidates throughout their programs of study and makes decisions regarding the candidates' continuation in the teacher education program based on these assessments (see Appendix M for Decisions Points). More specific to this study, dispositions are formally assessed at the end of Block 2 and, as part of overall student teaching success, at least three times during Block 3). For the purposes of this study, the single assessment of dispositions in Block 2 was compared to the final assessment of student teaching in Block 3. Block 2 disposition scores are assessed as one score, while Student Teacher Assessment scores are collected by individual indicators and a total score. Consequently, all correlations were between a total score for block 2 dispositions compared to total as well sub-scores on student teaching indicators of success as well as dispositions. Since the Block 2 and Block 3 assessment forms used different scoring systems, a non-parametric correlation analysis, the Spearman's Rho, was used to convert raw scores into ranked scores for more appropriate comparisons.

The Block 2 assessment form, "Coordinator's Evaluation of Intern", lists seven dispositions that the Emporia State University elementary education program expected to observe in its candidates. Each of these seven disposition statements has a possible score, or "Level of Achievement", of 1, 2, 3 and 4 for a total of 28 points. The description for disposition

scores are: 1-Area of Concern: The intern is below expectations for a Block 2 Intern and has not demonstrated (on-going) progress toward satisfactorily meeting expectations; 2-Developing: The intern is below expectations for a Block 2 Intern but has demonstrated on-going progress toward meeting expectations; 3-Satisfactory: The intern is meeting the expectations for a Block 2 Intern and 4-Excellent: The intern is exceeding the expectations for a Block 2 Intern. This assessment was completed at the end of Block 2 by the university supervisor after the candidates completed their internship in an elementary classroom (see Appendix C for Block 2 Assessment form).

During Block 3, university supervisors complete three or more assessments on the candidates using the “University Supervisor Assessment of Student Teacher/Intern” form. This study used the final assessment completed for each of the participating students. This instrument included 50 items with scores of 0, 1 and 2 possible for each item for a total of 100 points. The description for these scores are: 0 - Needs Improvement: Demonstrates a lack of knowledge and/or ineffective implementation of indicators; 1 - Acceptable: Demonstrates implementation of the indicators as would be expected for a student teacher; and 2 – Target: Demonstrates implementation of the indicators at the level of a successful beginning teacher. The Student Teacher Assessment is divided into six parts: Part I, “The Professional Engages in Effective Practice”; Part II, “The Professional Responds to Uncertainty and Change”; Part III, “The Professional Engages in Effective Practice”; Part IV, “The Professional Applies Interdisciplinary Knowledge”; Part V, “The Professional Relies on Self-Reflection”; and Part VI, “The Teacher Provides Service to Society and Belongs to a Professional Community.” The dispositions are woven into Part VI of this assessment, with the expected outcome that at the completion of Block 3 the candidate will display skills like those of a successful beginning teacher (see Appendix D for Block 3 assessment form).

The Teachers College at Emporia State University has belonged to NCATE since 1954, the same year that NCATE began (P. Bennett, personal communication, March 20, 2012). During this time, the assessment forms were changed when standards and expectations changed. Assessment forms at Emporia State University have not been static, but are an ever-evolving reflection of what research shows to be best practices in teaching.

The current student teaching assessment instrument (see Appendix D) was reorganized and updated to align with the Conceptual Framework that was adopted in 2010 by The Teachers College (see Appendix N). The Conceptual Framework was developed by the Emporia State University NCATE steering committee and a committee from the Council on Teacher Education (CTE), which included members from the liberal arts and sciences. These committees also provided input for changing the student teacher assessment form and developing and then updating the dispositions form (P. Bennett, personal communication, March 20, 2012).

The CTE consists of faculty representatives from all academic units that have programs leading to teacher licensure, two undergraduate students, and two teachers from Emporia USD 253. These voting members are appointed annually and the chair is elected from them (*The Teachers College Policies and Procedures Handbook*, 2012).

Because of recommendations from the 2003 NCATE team, another area to be assessed called “Demonstrating Content Knowledge” was added to the assessment form. Again, the development of this assessment area was led by the Emporia State University’s NCATE Steering Committee and a subcommittee from CTE, and was formally adopted for use in the 2006-2007 academic year (P. Bennett, personal communication, March 20, 2012).

During preparation for the 2011 NCATE visit, the wording of the ratings categories was changed to use terminology more closely aligned with NCATE. Instead of the “Exceeds

Expectations” and “Meets Expectations” categories, “Target” and “Acceptable” were adopted. The categories “Not Applicable” and “Needs Improvement” ratings were not changed (Interview with P. Bennett).

Using The Teachers College previous Conceptual Framework, (see Appendix A) the original dispositions were developed for the 2003 NCATE visit, again by the NCATE steering committee and a committee from CTE. The seven original dispositions were adopted for the 2003 NCATE visit; however, data collection was started the following academic year.

The Conceptual Framework was updated in 2009, (see Appendix N) and the original seven dispositions were examined by members of the same committees. In order to align with the new framework, the seven dispositions were reworded and more areas were added, becoming twelve dispositions. However, for this research the original seven dispositions were used because they are on the “Coordinator’s Evaluation of Intern” form (see Appendix C).

The use of experts in the field to develop the instruments supports the construct validity of the instruments. Constructs underlie the explanation of phenomena or theory that explains a part of observed behavior. Constructs cannot be directly observed, so they are processes or structures that are thought to contribute to observed phenomena (Gall, Gall, & Borge, 2005). Analyses were not performed on either instrument, however, to determine statistical validity or reliability.

Although inter-rater reliability was not assessed statistically, efforts were taken to enhance inter-rater reliability. The Teachers College at Emporia State University used experienced raters to assess the performance of elementary education candidates in Block 2 and Block 3. Together these raters had over 100 years of experience supervising candidates. These raters also served as both PDS coordinators and university supervisors, so they had experience

using both forms. They had also completed training on the use of the Block 3 Student Teacher Assessment (see Appendix L for supervisor information).

When the Block 3 intern/student teacher evaluation form was updated, efforts were made to ensure high inter-rater reliability. The directions were moved to the front of the evaluation instead of the back, the NCATE benchmark of a successful beginning teacher was used because it was clearer and more accurate, and finally, the form was organized according to the new Conceptual Framework of The Teachers College, which focuses all efforts on “The Professional.”

As part of a standard procedure, the elementary education faculty that supervise the candidates met at midterm and during finals week during the semesters. Data was collected to address any concerns they had about the candidates’ performance in the elementary classroom. These meetings, held at the midterm and end of the semester, provided the opportunity for all supervisors to give feedback regarding any concerns. Weekly notes were kept on the performance of all interns, noting strong areas and areas for growth. For interns that did not improve, contracts, based on the Conceptual Framework, were written.

The benchmark set by The Teachers College at Emporia State University for Block 3 candidates was that by the end of Block 3 they perform like first-year teachers. This supports inter-rater reliability because the supervisors are looking for a performance from Block 3 candidate that is like the performance of first-year teachers. In both Block 2 and Block 3 supervisors are looking for evidence that the candidates are using best practice in their teaching. The professional development of the supervisors ensures that they recognize best practice and are able to give feedback to the candidates that will help them develop the skills needed to use

best practice in the classrooms. Of course, The Teachers College is continuously working to improve in all areas, including inter-rater reliability during Block 2 and Block 3.



## Chapter 4 - Results

Dispositions have been a part of the INTASC standards since the early 1990s, and in 2002 NCATE changed its professional standards so that dispositions were to be assessed along with skills and knowledge. NCATE took this action even though some research, such as Helm's in 2006, considers that dispositions are internal traits and thus difficult to measure. However, in other research literature, dispositions have been shown to affect how teachers use the skills and knowledge they have (Lang, & Wilkerson, 2006).

The researcher hoped to examine one institution's approach to assessing dispositions as part of an overall system to assess successful teaching. More specifically, the purpose of this study was to determine if there was a relationship between the results of disposition assessments completed by university supervisors at the end of Block 2 and the results of final student teacher assessments completed by university supervisors at the end of Block 3. The following question guided the data collection and analysis process: What is the correlational relationship between assessed disposition scores gathered during Block 2 and scores on the final Block 3 student teaching assessment?

It was expected that the instruments used to assess teacher candidates across the teacher education program at Emporia State University would provide fair and consistent data and indicate a positive correlation between disposition scores gathered during Block 2 and scores on the final student teaching assessment. More specifically, it was assumed that this correlation would demonstrate an improvement in scores as candidates gained more experience across Block 2 and 3. The following null hypothesis was identified to statistically test these expectations: There will be no correlational relationship, at a critical value of significance, between assessed

disposition scores gathered during Block 2 and scores on the final Block 3 student teaching assessment.

Because the data from both assessments was ordinal in nature, a non-parametric ranked correlational test was most appropriate (Howell, 2004). Therefore, the Spearman's Rho was used to correlate the total scores of the "Coordinator's Evaluation of Intern" form, (see Appendix C) and the final "University Supervisor Assessment of Student Teacher/Intern" form scores (see Appendix D) as completed by the university supervisor. The data collected was ranked, supporting the use of Spearman's Rho (Howell, 2004).

The two variables considered were dispositions and student teacher success. Because neither variable (dispositions nor student teacher success) was manipulated, the variables were not identified as dependent and independent. Variable 1, the predictor variable, was the scores from the form completed at the end of Block 2, and Variable 2, the criterion variable, was the scores from the student teacher assessment completed at the end of Block 3.

Any positive correlation was interpreted to mean that an increase in Block 2 scores was associated with an increase in Block 3 scores. The closer to "plus 1", the stronger the relationship was interpreted to be. A negative correlation was interpreted to mean that an increase in Block 2 scores was associated with a decrease in Block 3 scores. The closer to "minus 1", the stronger the relationship was interpreted to be.

A scatter plot was used to determine if the measures were linear and if the variance was similar. The standard error of estimate was set at .05. The critical value for correlational analyses is the numerical value at which a correlation is considered significant. Using a standard chart for critical values involving the Spearman's Rho, (Sage Publishing, n.d.), with 100 participant scores or an  $n=100$ , the critical value for Spearman's Rho was set at .197.

## Context

Emporia State University is a NCAA Division II school located in Emporia, Kansas. Emporia State University began as a normal school in 1863. During the fall 2011 semester, 3,846 undergraduate students were enrolled at Emporia State University. Of that number, a total of 573 students were declared as elementary education majors. Males made up forty percent of the total enrollment, and females sixty percent (*Emporia State University Data Book*, Fall 2011).

At Emporia State University, elementary education majors complete a total of three professional semesters, called “Block 1,” “Block 2,” and “Block 3.” Students complete the majority of Block 2, and all of Block 3 at a partner school, called a professional development school or PDS. During Block 2, interns are enrolled in fifteen credit hours. These fifteen credit hours consist of both content courses and credit for time spent in the professional development school. The content classes take place during the first part of the semester. The PDS Coordinator visits the schools weekly to check with the mentor and candidate and informally observe the candidate working with elementary students. The candidate plans and teaches all subjects during a two week period toward the end of the semester, and one formal observation of a lesson is scheduled during this time by the PDS coordinator. Block 3 is structured like a traditional student teaching semester, where the interns teach full time with a mentor teacher starting at the beginning of the school year in the fall, and the beginning of the spring semester in the spring. They do not come to campus for classes during Block 3 (*Spring 2012 Block 2 Procedures Manual*).

Assessment data was collected on 100 undergraduate elementary education majors that completed Block 2 in the spring of 2011 and the fall of 2011 and Block 3 in the fall of 2011 and the spring of 2012. These were candidates from the campus located in Emporia, Kansas and the BEST program at Butler Community College. These teacher candidates completed Block 2 and 3

in one of the following 19 partner schools located in 7 different districts. Americus Elementary and Reading Elementary are located in USD 251, North Lyon County. Olpe Elementary and Neosho Rapids Elementary are in USD 252, South Lyon County. Logan Avenue, Riverside, Timmerman, Village, Walnut, and William Allen White are all part of USD 253, Emporia. Towanda Elementary School is from USD 375, Circle. Garfield Elementary and Robinson Elementary Schools are in USD 402, Augusta. Grandview Elementary, Jefferson Elementary, Lincoln Elementary and Washington Elementary are all part of USD 490, El Dorado. Meadows and Whitson are from USD 501, Topeka (*Spring 2012 Block 2 Procedures Manual*).

The first assessment, “Coordinator’s Evaluation of Intern” form, lists seven dispositions that the Emporia State University elementary education program expected to observe in its candidates. This assessment is completed at the end of Block 2 by the university supervisor after the candidates have completed that internship in an elementary classroom. During the Block 2 internship, the candidates start the semester taking methods classes and when they are not in class, they work in assigned elementary classrooms for typically two to three days a week. Each Block 2 methods class is scheduled for three hours a day, once a week; one class is in the morning from nine a.m. to noon and the other class is from one in the afternoon until four p.m. When students are not on campus in classes they are in elementary classrooms. The on-campus classes are completed by the tenth week of the semester, after which the candidates are at the partner schools full time. Candidates are paired with mentor teachers who have at least three years of teaching experience, have completed the Emporia State University mentor teacher training and have been recommended by the principal. During this internship, interns are required to plan and teach lessons in math, science, language arts, reading and social studies.

They also plan and teach full time for a minimum of ten days. The “Coordinator’s Evaluation of Intern” form, is completed at the end of this semester.

Block 3 is the semester before graduation and candidates spend the entire semester assigned to an elementary classroom where the mentor teacher meets the same requirements as the Block 2 mentors. During this semester university supervisors complete three or more assessments on the candidates using the 100 point “University Supervisor Assessment of Student Teacher/Intern” form. The Student Teacher Assessment is divided into six parts: Part I, “The Professional Engages in Effective Practice”; Part II, “The Professional Responds to Uncertainty and Change”; Part III, “The Professional Engages in Effective Practice”; Part IV, “The Professional Applies Interdisciplinary Knowledge”; Part V, “The Professional Relies on Self-Reflection”; and Part VI, “The Teacher Provides Service to Society and Belongs to a Professional Community.” The dispositions are woven into Part VI of this assessment, with the expected outcome that at the completion of Block 3 the candidate will display skills like those of a successful beginning teacher.

## **Results**

Table 4.1 displays the results of the Spearman’s Rho comparing total scores from Blocks 2 with total score for Block 3 (n=100). Table 4.1 indicates the Spearman’s Rho correlation coefficient between the variables of dispositions in Block 2 and student teaching success in Block 3 to be -0.1826. This negative correlation indicates that the combined Block 2 disposition scores were higher than the combined Block 3 student teacher assessment scores. With scores on both assessments from a sample of 100 candidates (n=100), the critical value for Spearman’s Rho is .197 (Sage Publishing, n.d.). The correlation coefficient of -0.1826 indicates the negative relationship between variables was not robust.

**Table 4.1 Correlation Coefficient of Block 2 Disposition Scores  
and Block 3 Final Student Teacher Assessment Scores**

N Total Candidates Emporia and El Dorado	Correlation	Spearman's Rho
100	Total Disposition Scores and Total Student Teacher Scores	-0.1826

To more closely examine these data, the Block 2 “Coordinator’s Evaluation of Intern” form, “The total score was correlated with sub-sections of the Block 3 Student Teacher Assessment form indicators that aligned with the Block 2 dispositions. Because the “Coordinator’s Evaluation of Intern” form, does not use the same language as the Student Teacher Assessment form, the researcher selected indicators that contain the same phrases and/or concepts as the dispositions listed on the “Coordinator’s Evaluation of Intern” form. Disposition descriptors that were found on the “Initial Candidate Assessment of Dispositions” form that is completed at decision points 1 and 2 were also used to align the Student Teacher Assessment indicators with the dispositions. These more detailed descriptors were not on the form completed by the university supervisors at the end of Block 2.

The first correlation of sub-scores was based on comparing disposition scores from the Block 2 “Coordinator’s Evaluation of Intern” forms and scores from the Block 3 Student Teacher Assessments. The second disposition listed on the Block 2 “Coordinator’s Evaluation of Intern” form, states, “The intern demonstrates a desire to analyze/evaluate concepts and clinical practices, to experiment and to evaluate and/or initiate innovative practice”. Indicators 38, 39, 40, and 42 come from the Block 3 student teacher assessment Part V: “The Professional Relies on Self-Reflection”, Part A, “Reflecting and Inquiring”. These indicators are as follows and are stated in terms of what the candidate is expected to do. Indicator 38 reads, “Seeks and accepts

feedback from a variety of sources, including other professionals and students, for insight and direction”; Indicator 39 states, “Is open to new ideas and continually refines practice through self-examination”. Indicator 40 is, “Uses reflective practices in planning, monitoring, assessing and instructing”. Indicator 42 reads, “Reflects on lessons taught including written reflections on lesson plans”. Results of this first correlation of sub-scores are presented in Table 4.2 below.

As in the initial results, the negative correlation of -0.0548 indicates that there was a higher score on the assessment from Block 2 when compared to the student teacher assessment. However, the result is far from -1.0 or the critical value of .197, showing a very weak negative correlation.

**Table 4.2 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicators 38, 39, 40, 42**

N	Correlation	Spearman’s Rho
100	Disposition Scores and Student Teacher Assessment Indicators 38, 39, 40, 42	-0.0548

Block 2 Disposition 2, which reads, “The intern demonstrates a desire to analyze/evaluate concepts and clinical practices, to experiment and to evaluate and/or initiate innovative practice” as mentioned before related to Table 4.2, was selected as being in alignment with student teacher Indicators 38, 39, 40, 42. The correlation presented in Table 4.2 did not include Indicator 45 from the Block 3 Student Teacher Assessment because Indicator 45 came from Part VI while Indicators 38, 39, 40 and 42 were from Part V. Because of this, a second correlation was run that included Indicator 45, which reads, “Models values and reflecting and inquiring dispositions commonly expected of teachers”. Results are provided in Table 4.3.

Table 4.3 shows that adding Indicator 45 did not change the results of comparing Indicators 38, 39, 40 and 42 because the correlation result was the same as that in Table 4.2, where Indicator 45 was not included. The same weak, negative correlation coefficient was found.

**Table 4.3 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicators 38, 39, 40, 42, 45**

N	Correlation	Spearman's Rho
100	Dispositions Scores and Student Teacher Assessment Indicators 38, 39, 40, 42, 45	-0.0548

The third disposition in Block 2, “dedicated to life-long learning by participating in professional organizations and by being current with research in their field”, was aligned with Indicators 39 and 41 from Part V of the Student Teacher Assessment. Indicator 39 is, [the candidate] “is open to new ideas and continually refines practice through self-examination” and Indicator 41 is, “actively works to advance own knowledge and use of instructional materials, including technology, for teaching and learning”. Results of this correlation are provided in Table 4.4.

Table 4.4 shows that the correlation was -0.0907. While there is more of a relationship than the previous correlations, it is still a very weak correlation and does not meet the critical value of .197. Because it is negative, there was a higher score on the Block 2 assessment than on the Block 3 assessment.



**Table 4.4 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicators 39, 41**

N	Correlation	Spearman's Rho
100	Dispositions Scores and Student Teacher Assessment Indicators 39, 41	-0.0907

Block 2 Disposition 2, “desire to analyze/evaluate concepts and clinical practices, to experiment and to evaluate and/or initiate innovative practice” and Disposition 3, “dedication to life-long learning by participating in professional organizations and by being current with research in their field” aligned with Student Teacher Assessment Indicator 39, [the candidate] “is open to new ideas and continually refines practice through self-examination,”; Indicator 41, “actively works to advance own knowledge and use of instructional materials, including technology, for teaching and learning”; and Indicator 47, “Participates in professional activities”, which is from Part VI: “The Teacher Belongs to a Professional Community.” As seen on Table 4.5, the resulting correlation coefficient of -0.0090 is even farther from the critical value of .197, showing no significant relationship. Because the correlation coefficient was negative, there was a higher score on the Block 2 assessment than the Block 3 assessment.

**Table 4.5 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicators 39, 41, 47**

N	Correlation	Spearman's Rho
100	Dispositions Scores and Student Teacher Assessment Indicators 39, 41, 47	-0.0090

Dispositions from the Block 2 assessment that align with the next group of Student Teacher Assessment Indicators are 1, “commitment to professionalism and ethical standards”; 2, “desire to analyze/evaluate concepts and clinical practices, to experiment and to evaluate and/or initiate innovative practice”; and 4, “belief in having high expectations for all learners.” The Student Teacher Assessment Indicators from Part VI are Indicator 43, which reads, “Demonstrates professional behavior”; Indicator 44, which states, “Demonstrates ethical behavior”; and Indicator 45, which is, “Models values and dispositions commonly expected of teachers”. The results of this comparison are displayed in Table 4.6 below.

While still not meeting the critical value of .197, this correlation coefficient is one of only three positive correlations found in this study. The positive correlation meant that the Block 2 scores were lower than the Block 3 scores indicating student scores improved from Block 2 to Block 3. When the language in Indicators 43, 44, and 45 from the Student Teacher Assessment is examined, it shows that indicators 43 and 44 contain some of the same words found in the first disposition, including “professional” and “ethical,” and Indicator 45 mentions the word “dispositions”. This similar language may have impacted the result, since it would have been obvious to the university supervisors that they were assessing the same construct.

**Table 4.6 Correlation Coefficient Between Block 2 Dispositions Score and Final Student Teacher Assessment Indicators 43, 44, 45**

N	Correlation	Spearman’s Rho
100	Dispositions Scores and Student Teacher Assessment Indicators 43, 44, 45	.0170

Block 2 Disposition 4, “belief in having high expectations for all learners”; 5, “respect for cultural and individual differences by providing equitable learning opportunities for all”; 6, “desire to communicate with family and community members to make them partners in education”; and 7, “commitment to collaboration with other professionals to improve the overall learning of students”, aligned with two Student Teacher Assessment Indicators from Section VI, Indicator 48, “Works and communicates effectively with others” and 49, “When appropriate, makes adaptations for ‘exceptional students.’” Table 4.7 shows the results of the correlation between the Block 2 dispositions scores and Block 3 Indicators 48 and 49.

The correlation coefficient between Block 2 dispositions and Block 3 Indicators 48 and 49 was again negative, indicating the Block 2 scores were higher than the Student Teacher Assessment scores in Block 3. However, a correlation of -0.0828 is still below the critical value of -0.197, indicating the correlation was not significant.

On closer examination, the language in Indicator 48 from the Student Teacher Assessment may have been too different from the language used in Block 2 Disposition 6. While they both have the word “communicate” in common, Block 2 Disposition 6 also includes, “...family and community members to make them partners in education”, while Indicator 48 states, “communicates effectively with others”. These items were selected for correlational comparisons because of the descriptors that are included on the Block 2 disposition form used at decision point 1. A descriptor for Disposition 6, “is sensitive to students, peers, and families of different cultures and with special needs”, aligns with a descriptor for 48, “Relates to students in a professional caring manner”. The descriptors are not on the form used to assess candidates at the end of Block 2, while the Student Teacher Assessment form does include descriptors.

The same may be true for Block 2 Disposition 5 and Student Teacher Assessment Indicator 49. Block 2 Disposition 5 does not mention “exceptional” students, while that is the focus of Student Teacher Assessment Indicator 49 and its descriptors.

**Table 4.7 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicators 48, 49**

N	Correlation	Spearman’s Rho
100	Dispositions Scores and Student Teacher Assessment Indicators 48, 49	-0.0828

Because grouping the indicators from the Block 3 Student Teacher Assessment did not produce any significant correlations, the researcher used individual Block 3 Indicators 38-49 that were aligned with the Block 2 dispositions to see if there were any significant correlations between Indicators 38-49 and the disposition score of the Block 2 assessment. Indicators 38-42 come from Part V, “The Professional Relies On Self-Reflection” on the Student Teacher Assessment.

Block 2 Disposition 2, [The candidate demonstrates] “desire to analyze/evaluate concepts and clinical practices, to experiment and to evaluate and/or initiate innovative practice”, aligns with Indicator 38, which states, “Seeks and accepts feedback from a variety of sources, including other professionals and students, for insight and direction”. Table 4.8 shows the correlation coefficient.

The results show a weak negative correlation, again meaning there was a higher score on the Block 2 dispositions assessment than on the Block 3 final score on the Student Teacher Assessment. The correlation also is far from Spearman’s Rho critical value of 0.197. Disposition

2 again may use language not closely related to Student Teaching Assessment Indicator 38, although Block 2 Disposition 2, descriptor 7, mentions “feedback.”

**Table 4.8 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicator 38**

N	Correlation	Spearman’s Rho
100	Dispositions Scores and Student Teacher Assessment Indicator 38	- 0.0408

Block 2 Disposition 2, [The candidate demonstrates] “desire to analyze/evaluate concepts and clinical practices, to experiment and to evaluate and/or initiate innovative practice”, is aligned with Block 3 Student Teacher Assessment Indicator 39, “Is open to new ideas and continually refines practice through self-examination”. Results in table 4.9 indicate a non-significant, negative correlation of -0.0820, indicating higher scores on the Block 2 dispositions assessment and lower scores on the Block 3 Student Teacher Assessments.

Varying interpretations of Block 2 Disposition 2 as being a similar concept to Student Teacher Assessment Indicator 39 may be a reason for the lack of a strong correlation. Although “analyze/evaluate concepts and clinical practices” from Block 2 Disposition 2 could be considered similar to “refine practice through self-examination” from Student Teacher Assessment Indicator 39, closer alignment could be found in the descriptors of Block 2 Disposition 2. Disposition 2, descriptor 8, “is curious and willing to experiment with new ideas and techniques”, provides a more obvious alignment, as does Block 2, disposition 2, descriptor 9, “conducts self-assessment through reflection”. These Block 2 disposition descriptors are not found on the form used to assess dispositions for Block 2 candidates, so university supervisors

did not have the disposition descriptors readily available to them as they completed the assessment.

**Table 4.9 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicator 39**

N	Correlation	Spearman's Rho
100	Dispositions Scores and Student Teacher Assessment Indicator 39	-0.0820

Block 2 Disposition 2, [The candidate demonstrates] “desire to analyze/evaluate concepts and clinical practices, to experiment and to evaluate and/or initiate innovative practice”, also is aligned with Student Teacher Assessment Indicator 40, “Uses reflective practices in planning, monitoring, assessing and instructing”. Table 4.10 shows the correlation coefficient, which is a negative and non-significant score of -0.0655.

A possible reason for the low correlation may be that the alignment of Disposition 2 and Student Teacher Assessment Indicator 40 may be too vague. Disposition 2 mentions, “...evaluate concepts and clinical practices...” and “evaluate” could be considered similar to the term “reflective practices” on Student Teacher Assessment Indicator 40. However, descriptor 9 for Disposition 2 is, “conducts self-assessment through reflection” and including this descriptor with Disposition 2 may have made the connection clearer to the university supervisors that assessed the candidates.

**Table 4.10 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicator 40**

N	Correlation	Spearman's Rho
100	Dispositions Scores and Student Teacher Assessment Indicator 40	-0.0655

Block 2 Disposition 2, “desire to analyze/evaluate concepts and clinical practices, to experiment and to evaluate and/or initiate innovative practice” and Block 2 Disposition 3, “dedication to life-long learning by participating in professional organizations and by being current with research in their field” aligned with Student Teacher Assessment Indicator 41, “Actively works to advance own knowledge and use of instructional materials, including technology, for teaching and learning”. Results from Table 4.11 show a negative and non-significant correlation coefficient.

Language again may have contributed to the weak correlation. While part of the wording of Disposition 2, “desire to analyze/evaluate concepts and clinical practices...”, appears to be similar to descriptor 41, “actively works to advance own knowledge and use of instructional materials...”, the difference may have resulted in differing interpretations.

**Table 4.11 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicator 41**

N	Correlation	Spearman's Rho
100	Dispositions Scores and Student Teacher Assessment Indicator 41	-0.0519

Block 2 Disposition 2, “desire to analyze/evaluate concepts and clinical practices, to experiment and to evaluate and/or initiate innovative practice”, aligned with Student Teacher Assessment Indicator 42, “Reflects on lessons taught including written reflections on lesson plans”, and showed a very small negative correlation, -0.0085 (see Table 4.12 below). This is one of the lowest correlation coefficients, indicating a very weak, non-significant relationship.

Disposition 2, descriptor 9, “conducts self-assessment through reflection”, if included in the disposition assessment at the end of Block 2, would have helped the university supervisors make a connection between dispositions and Student Teacher Assessment Indicator 42, perhaps leading to a stronger correlation.

**Table 4.12 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicator 42**

N	Correlation	Spearman’s Rho
100	Dispositions Scores and Student Teacher Assessment Indicator 42	-0.0085

The final indicators used in the research, Indicators 43-49, come from the Block 3 student teacher assessment Part VI: “The Teacher Provides Service to Society” and “The Teacher Belongs to a Professional Community.”

Block 2 Disposition 1, “commitment to professionalism and ethical standards”, and Indicator 43, “Demonstrates professional behavior”, had a negative and non-significant correlation of -0.0147 as shown in Table 4.13. This finding seems particularly unusual, since demonstrating professional behavior should be a strongly aligned to all dispositions, but especially since both the Block 2 Disposition 1 and the Student Teacher Assessment Indicator 43 mention “professional.” Because the negative correlation indicates that interns had a higher score



in Block 2 than in Block 3, it is especially interesting. After more professional experience in Block 3, candidate scores should increase.

**Table 4.13 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicator 43**

N	Correlation	Spearman's Rho
100	Dispositions Scores and Student Teacher Assessment Indicator 43	-0.0147

Block 2 Disposition 1, “commitment to professionalism and ethical standards”, and Student Teacher Assessment Indicator 44, “Demonstrates ethical behavior”, had a positive correlation of 0.0631 as shown in Table 4.14. This is one of only three correlations with a positive correlation. However, the relationship is still non-significant, which also seems unusual, since “ethical” is included in both. A possibility is that university supervisors perceive “ethical standards” to be different than “ethical behavior.”

**Table 4.14 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicator 44**

N	Correlation	Spearman's Rho
100	Dispositions Scores and Student Teacher Assessment Indicator 44	0.0631

Block 2 Dispositions 1, “commitment to professionalism and ethical standards”, 2, “desire to analyze/evaluate concepts and clinical practices, to experiment and to evaluate and/or initiate innovative practice”, and 4, “belief in having high expectations for all learners”, align with Student Teacher Assessment Indicator 45, which reads, “Models values and dispositions

commonly expected of teachers”. Table 4.15 indicates the result was a negative correlation of -0.1010 and while still not significant, it is closer to the critical value of -0.197 than many of the other correlations.

Since this indicator specifically mentions dispositions, it seems like there should be a high positive relationship. It is stronger in comparison to most of the other correlations in this study, but still not significant. Also, after the candidates have spent two semesters in an elementary school, they should experience growth in modeling values and dispositions expected of teachers, instead of having a decrease in those areas, as is indicated by the negative correlation coefficient.

**Table 4.15 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicator 45**

N	Correlation	Spearman’s Rho
100	Dispositions Scores and Student Teacher Assessment Indicator 45	-0.1010

Block 2 Disposition 5, “respect for cultural and individual differences by providing equitable learning opportunities for all”, and Disposition 6, “desire to communicate with family and community members to make them partners in education”, align with Student Teacher Assessment Indicator 46, “Attends to diversity”. Table 4.16 demonstrates a weak correlation of -0.1457 between these assessment items. This is one of the higher correlations, although still not at the -0.197 critical level for significance.

While Disposition 5 does not use the term “diversity,” it seems that “cultural and individual differences” has a similar meaning. One of the descriptors for Student Teacher Assessment Indicator 46, “Responds to diverse needs of all students”, would support this. Including Block 2 Disposition 5, descriptor 20, “is respectful of and responsive to individual differences”, would

have helped the university supervisors understand Disposition 5 at a deeper level, and may have led to a stronger correlation.

**Table 4.16 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicator 46**

N	Correlation	Spearman's Rho
100	Dispositions Scores and Student Teacher Assessment Indicator 46	-0.1457

Block 2 Disposition 3, “dedication to life-long learning by participating in professional organizations and by being current with research in their field”, and Student Teacher Assessment Indicator 47, “Participates in professional activities”, had a positive score of 0.0635 (see Table 4.17 below). However, it is still a weak relationship, but does indicate higher scores in Block 3 as compared to Block 2. While this is a weak relationship, it is positive, which may be because candidates are at their partner schools full time during Block 3, with more opportunities to participate in “professional activities” as compared to Block 2, when they are at their partner schools part time until the last part of the semester.

**Table 4.17 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicator 47**

N	Correlation	Spearman's Rho
100	Dispositions Scores and Student Teacher Assessment Indicator 47	0.0635

Block 2 Disposition 5, “respect for cultural and individual differences by providing equitable learning opportunities for all”, Disposition 6, “desire to communicate with family and

community members to make them partners in education”, and Disposition 7, “commitment to collaboration with other professionals to improve the overall learning of students” and Student Teacher Assessment Indicator 48, which is, “Works and communicates effectively with others”, had a negative correlation of -0.0641 (see Table 4.18). This negative relationship is still not at the critical value, although it does indicate higher scores in Block 2 as compared to Block 3.

One of the descriptors for Student Teacher Assessment Indicator 48, “Relates to students in a professional caring manner”, aligns with Block 2, Disposition 5, “respect for cultural and individual differences...”. Also, Block 2 Disposition 5, descriptor 20, “is respectful of and responsive to individual differences”, aligns with Student Teaching Assessment Indicator 48.

Block 2 Disposition 6 and Student Teacher Assessment Indicator 48 both deal with communication. However, Disposition 6 specifically mentions, “family and community members”, while Student Teaching Assessment Indicator 48 uses less specific language, “with others”, although it does have a descriptor that mentions “professionals and parents.” If the disposition descriptors had been included, this may have made a difference in how the university supervisor scored both assessments.

Block 2 Disposition 7 and Student Teaching Assessment Indicator 48 have concepts in common; although it is not obvious until the descriptors for Disposition 7 are examined. Block 2 Disposition 7, descriptor 25, “relates well to peers, faculty, staff, and other professionals”, uses language similar to the first descriptor for Indicator 48, “Relates to other professionals and parents in a respectful manner”. The correlation coefficient of -0.0641 in Table 4.18 indicates that Block 2 disposition scores were higher than Block 3 Student Teacher Assessment scores with only a weak, non-significant correlation.

**Table 4.18 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicator 48**

N	Correlation	Spearman's Rho
100	Dispositions Scores and Student Teacher Assessment Indicator 48	-0.0641

Block 2 Disposition 4, “belief in having high expectations for all learners and Disposition 6, “desire to communicate with family and community members to make them partners in education”, and Student Teacher Assessment Indicator 49, “When appropriate, makes adaptations for ‘exceptional students’”, have concepts in common. However, as seen in Table 4.19, a correlation of -0.0678 is not significant and shows that candidates received a higher score on the dispositions in Block 2 as compared to Student Teacher Assessment scores in Block 3.

If the descriptors for Block 2 Dispositions 4 and 6 had been available for the university supervisors, there might have been a stronger correlation. Disposition 4, descriptor 16, “demonstrates belief that all student can learn at their potential”, aligns with Student Teacher Assessment Indicator 49, “Provides enrichment or remediation opportunities when needed”. Block 2 Disposition 6, descriptor 23, “is sensitive to students, peers, and families of different cultures and with special needs”, also aligns with Student Teacher Assessment Indicator 49, since it could be interpreted that being “sensitive” is making appropriate adaptations for students.

**Table 4.19 Correlation Coefficient Between Block 2 Dispositions Scores and Final Student Teacher Assessment Indicator 49**

N	Correlation	Spearman's Rho
100	Dispositions Scores and Student Teacher Assessment Indicator 49	-0.0678

### Summary

The hypothesis that there would be a positive relationship between the dispositions assessed in Block 2 and the score received by candidates on the final Student Teaching Assessment at the end of Block 3 was not supported. The testable null hypothesis that there was no correlational relationship, at a critical value of significance, between assessed disposition scores gathered during Block 2 and scores on the final Block 3 student teaching assessment was supported. There was not a significant relationship between the variables of dispositions and student teaching success nor a significant relationship between any of the sub-scores on the two assessments.

Of the nineteen correlation coefficients, all were small and none reached the critical value of .197. In addition, sixteen correlations were negative. This means that the disposition scores assessed in Block 2 were higher in 16 cases than the scores on the final Student Teacher Assessment completed at the end of Block 3.

Because descriptors of the dispositions were not readily available to the university supervisors when the dispositions assessment form was completed at the end of Block 2, the scores given may have been general in nature, and not related to the detailed disposition descriptors. However, Student Teacher Assessment indicator descriptors were included on the form used by university supervisors.

These findings will be discussed in Chapter 5, as will the implications, limitations of the research and suggestions for future research.

## Chapter 5 - Discussion

With the inclusion of dispositions as an area to be assessed, NCATE's 2002 *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education* brought a previously hard-to-document area to the forefront of concern in many teacher preparation institutions. Research has suggested that dispositions are an important component of teacher education and consequently should be taught and assessed across teacher education programs. However, several problems have emerged from this relatively new focus on dispositions in teacher education. Since dispositions are so difficult to identify and measure, are teacher educators prepared to fairly and consistently assess developing student dispositions? Can institutionally designed assessments be used to monitor the growth and development of dispositions in relation to successful student teaching? Does information on dispositions gathered in an earlier phase of a teacher education program relate to information on successful teaching gathered during student teaching? More specifically, is there a relationship between the dispositions being assessed and success in student teaching?

By using data gathered at one NCATE accredited teacher education institution, the researcher hoped to determine if there was a relationship between the assessed dispositions of teacher candidates at the end of Block 2 and the assessed success of these candidates at the end of Block 3, their student teaching experience. It was hoped this study of a representative teacher education program would deepen teacher educators understanding of the ways dispositions are assessed in relation to success in student teaching. It also was hoped that this study would shed light on correlational relationships that may exist between data gathered regarding dispositions during one semester and data gathered regarding successful student teaching the following semester.



The purpose of this study was to determine if there was a relationship between the results of disposition assessments completed by university supervisors at the end of Block 2 and the results of final student teacher assessments completed by university supervisors at the end of Block 3. The following question guided the data collection and analysis process:

What is the correlational relationship between assessed disposition scores gathered during Block 2 and scores on the final Block 3 student teaching assessment?

It was expected that the instruments used to assess teacher candidates across the teacher education program would provide fair and consistent data and indicate a positive correlation between disposition scores gathered during Block 2 and scores on the final student teaching assessment. More specifically, it was assumed that this correlation would demonstrate an improvement in scores as candidates gained more experience across Block 2 and 3. To test these expectations, the following null hypothesis was identified: There will be no correlational relationship, at a critical value of significance, between assessed disposition scores gathered during Block 2 and scores on the final Block 3 student teaching assessment.

### **Discussion of Findings**

While the results of this particular study did not support the hypothesis, there has been research that supported the results. Helm (2006) noted that it is difficult to assess an internal trait, such as dispositions, let alone prove its existence. Other research supporting the difficulty of assessing dispositions was done by Wasiesko in 1977, Hillman, et al., in 2006, and Schussler in 2006. These researchers found that dispositions are a challenge to assess because they are internal and difficult to measure. Ginsberg and Whaley (2006) also noted that there are no agreed upon norms or practices for assessing dispositions, which could lead to the results that were found.

Wasicsko (2007) found that dispositions form over a person's lifetime, and the fact that dispositions develop over time should be taken into consideration during admission to teacher education. Efforts should be intentional when it comes to developing dispositions and they should be developed throughout the teacher training program. The first checkpoint for entering the education program in The Teachers College should be where candidates learn about and begin developing the dispositions as selected by The Teachers College at Emporia State University. Currently there is not a standard process for this in the elementary education department.

Also according to Wasicsko (2007), faculty in the teacher education program should demonstrate the dispositions expected of candidates that complete the program. Because candidates are not as familiar with the dispositions as are the faculty, faculty should point out examples of modeling of proper dispositions by faculty to candidates when they are evident. This procedure is also supported by research from Uhlenberg and Holt (n.d.) who concluded that candidates saw successful teaching as including personality characteristics of patience, enthusiasm, warmth and concern for children, although the candidates did not see those characteristics as having a connection to their university classes.

Breese and Nawrocki-Chabin, (2006) found that the more practice that teacher candidates had identifying and reflecting on dispositional behavior, the more sophisticated the candidates became at analyzing their own dispositions. This helped the candidates identify behaviors that would lead to effective teaching. Because The Teachers College candidates have little exposure to the expected dispositions before entering the teacher education program as juniors, university supervisors may err on the side of high ratings instead of a lower score when completing the dispositions assessment at the end of Block 2. Several issues with validity of the assessment

instruments became apparent during this study. Validity refers to whether or not the instrument measures what it is supposed to measure and performs as it is designed to perform (Gall, et al., 2005). The first issues with validity involved the scoring process. First and perhaps most significant, Block 2 disposition scores are assessed as one score worth 28 points, while Student Teacher Assessment scores are collected by individual indicators and a total score, worth 100 points. Because of this, it was not possible to assess individual Block 2 dispositions. Consequently, all correlations were between a total score for Block 2 dispositions compared to total as well as group and individual sub-scores on student teaching indicators of dispositions. This scoring process most likely influenced all individual item correlations; but it does not account for the predominantly negative correlations between Block 2 and student teaching assessments. Additional scoring issues may have impacted the higher Block 2 disposition scores. The elementary education faculty has begun the process of examining forms used in the program.

The Block 2 assessment (see Appendix C) has possible scores or “Levels of Achievement” of 1, 2, 3 and 4, while the student teacher assessment (see Appendix D) has possible scores of 0, 1 and 2. Although these differences in scoring were partially accounted for by using a non-parametric correlation analysis based on ranks rather than raw scores, assessor interpretation of the two sets of scores may have reduced the overall validity of cross instrument comparisons. In addition, the range on both of these assessments is small, making subtle differences between scores impossible.

In addition to differences in the numerical value of the scores, the descriptors attached to the scores of the Block 2 disposition assessment and the Student Teacher Assessment are also

dissimilar. The descriptions for Block 2 scores are: 1 - Area of Concern: The intern is below expectations for a Block 2 Intern and has not demonstrated (on-going) progress toward satisfactorily meeting expectations; 2 - Developing: The intern is below expectations for a Block 2 Intern but has demonstrated on-going progress toward meeting expectations; 3 - Satisfactory: The intern is meeting the expectations for a Block 2 Intern; and 4 - Excellent: The intern is exceeding the expectations for a Block 2 Intern. The description for Block 3 scores are: 0 - Needs Improvement: Demonstrates a lack of knowledge and/or ineffective implementation of indicators; 1 – Acceptable: Demonstrates implementation of the indicators as would be expected for a student teacher; and 2 - Target: Demonstrates implementation of the indicators at the level of a successful beginning teacher.

Although faculty participated in the development of both of these scoring systems, the instruments were designed with different stages of candidates in mind. The Block 2 disposition assessment has one more level, that of “Developing”, which could be indicative of the fact that this is completed during the semester before the candidate’s full time student teaching experience. The stakes are higher in Block 3, and candidates are expected to be beyond the “developing” stage. Differences in the numerical scores, scores descriptions, and scoring criteria indicate differences in what is being measured by the two instruments.

Supervisor expectations also may have impacted the validity of the scores assigned to candidates at the two points in the candidates' program when dispositions are assessed. In the current elementary education program, candidates are not required to spend time in an elementary classroom until their junior year. The program does require 100 hours of documented work with children and youth, but those hours can come from coaching, working at summer camps and other areas outside the elementary classroom. This late start into elementary

classrooms for some candidates may influence university supervisors to give the candidates a higher rating on dispositions at the end of Block 2, with the rationale being that more time in the school will give the candidates time to develop dispositions that match The Teachers College Dispositions. Differences in expectations of supervisors provide additional evidence that the two instruments are not measuring the same thing.

Several issues with the reliability of the dispositional assessments also became apparent during this study. Reliability refers to whether or not an assessment instrument consistently measures what it is intended to measure over time and across different assessors. The first issue with reliability was differences in wording of the dispositions themselves. These differences leave the meaning of each item open to the interpretation of the assessor. Differences in wording also made it more subjective to align dispositions on the Block 2 assessment with indicators on the student teaching assessment.

Related to differences in wording of the dispositions, lack of detail in the descriptions and lack of assessor training also may have impacted the reliability of the two instruments. Because descriptors of the dispositions (see Appendix B) were not readily available to the university supervisors when the dispositions assessment form was completed at the end of Block 2, the scores given may have been general in nature, may vary between faculty members completing the disposition assessment, and may not be related to the detailed disposition descriptors. However, Student Teacher Assessment indicator descriptors were included on the form. Having descriptors available on the Student Teacher Assessment provided university supervisors more details on what was meant by each indicator. It is assumed that the lack of detailed Block 2 disposition descriptors on the assessment form itself reduced reliability of the Block 2 disposition scores, particularly in comparison to the Block 3 scores.

The lack of easy access to detailed descriptors of the Block 2 dispositions was compounded by lack of training for Block 2 supervisors. As previously noted, there were more high scores on the Block 2 assessments than on the Block 3 Student Teacher Assessments, which made it hard to see a pattern between assessments. The Block 2 scores are all based on dispositions, which according to research, many faculty members feel uncomfortable assessing, because dispositions can be interpreted in different ways, and also are hard to measure (Singh, & Stoloff, 2007). In addition to this, Emporia State University did not offer any training on assessing dispositions and using the dispositions assessment form for Block 2 supervisors. Lack of training for Block 2 supervisors may have resulted in higher scores on the Block 2 assessments.

In contrast, every semester university supervisors had the opportunity to attend review sessions provided by The Teachers College Office of Professional Education Services (OPES), now the Office of Field Placement and Licensure (OFPL), on the use of the student teacher assessment, and the training was required for new assessors. If faculty members did not attend the review sessions, one may approach the completing of the dispositional assessment in a different way than another faculty member. In addition, the student teacher indicators were imbedded in the assessment tool making it an easier tool to use and items were not labeled as dispositions, so sensitivity to the assessment of dispositions was not a factor. All supervisors did have training on the use of the Block 3 assessment. However, that training did not specifically focus on dispositions.

Differences between assessors and the differences in the nature of the Block 2 and Block 3's experiences may also have reduced the reliability of disposition scores across the two instruments. While the final student teacher assessment used in this research was completed by

the university supervisor, it is common practice that university supervisors collaborate with mentor teachers to complete items 38-49 on the Student Teacher Assessment. This is because the nature of these indicators are best observed over a period of time, not in one lesson, and the mentor teacher often has the best insight on the performance of the candidate in these areas. In contrast, the scoring of dispositions at the end of Block 2 is done only by the university supervisor without conferring with the mentor and is based on a shorter time frame and fewer observed lessons.

During the course of this research, the Conceptual Framework of The Teachers College was updated. The Conceptual Framework is the foundation of the programs in The Teachers College and includes the philosophy, goals and standards. Because of this, the list of seven dispositions was revised by a committee from the Council on Teacher Education, and changed to twelve dispositions with different wording than the seven dispositions used for this research. The twelve dispositions are aligned with the six proficiencies in the Teachers College Conceptual Framework (see Appendix N) with each Conceptual Framework proficiency having two dispositions associated with it. However, in an examination of the twelve dispositions, some of the wording is even more dissimilar from the student teacher assessment and more open to interpretation than the seven previous dispositions.

Because of the new dispositions, a new dispositions assessment form was needed, so a committee was appointed by the elementary education department of The Teachers College called the Professionalism and Retention Committee (PRC.) One of the charges of this committee was to write a new dispositions assessment form to replace the original one with the seven dispositions and 28 descriptors. This committee has written a draft of the new disposition form and received feedback from the elementary education faculty. Because this dispositions

assessment form has been developed by faculty that used the previous form and will use the new form, this new assessment has the potential for improving the collection of disposition data. Because faculty had input in the development of the form, they will have a better understanding of what is meant by the dispositions and descriptors. Training in the use of these forms will be critical in developing reliability.

### **Implications**

Research from Ostorga (2003) supports the results of this study because of the difficulty of assessing dispositions. Because dispositions are connected to people's beliefs and feelings, they are not easily identifiable (Ostorga, 2003). Research by Ginsberg and Whaley (2006) indicating that there are no agreed upon norms or practices for assessing dispositions, was also supported by this research. Perhaps the most important implication from this research is that teacher educators must develop, teach, and assess dispositions intentionally and very carefully. Agreed upon definitions, expectations, and norms of practice for assessing dispositions are needed. The development of valid and reliable systems of assessment would greatly benefit the field.

Other implications of this research are specific to The Teachers College at Emporia State University. One such implication is that the elementary education program at Emporia State University needs to focus more attention on the education about and emphasis on dispositions, both for candidates and university supervisors. Dispositions have not received the same attention as knowledge and skills in the past, even though they are just as critical to effective teaching.

Another implication from this research is that The Teachers College assessment instruments need to be revised. There needs to be one set of dispositions for both the Block 2 and student teaching instruments and they should be stated using the same terms and descriptors.



Detailed descriptors should be included on each instrument for easy reference by assessors. This could be done using the current student teacher assessment and aligning the new dispositions and descriptors with each section, using exact dispositions language. Explanations should be included describing what candidate behavior looks like for the rating of the performance. In addition, a common scoring systems based on a broader set of numerical values with similar descriptors of expected performance is needed. These instrument modifications should be made and a similar correlational analysis should then be conducted.

While the previous two implications are for The Teachers College at Emporia State University, other teacher training programs may benefit from them, too. If dispositions are going to be assessed, programs should make sure that all assessment instruments are aligned with each other using the same wording, descriptors, and scoring process. In addition, training of supervisors and assessors should be an essential component of any assessment system.

### **Limitations of the Study**

The results of this research are limited to the specific setting and participants involved. The research was conducted at a division II university in the Midwest, and the majority of the scores came from white, middle-class females who are traditional college-aged, 18-22. This more limited homogeneous population may not be representative of undergraduate education candidates in general. More specifically, this research is not representative of very small, very large, or urban universities, or those serving more diverse, non-traditional candidates. In addition, the university supervisors were all Caucasians, which does match the majority of the candidates, but does not make them representative of supervisors in general.

The second set of limitations is related to the supervision and assessment process itself. As previously mentioned, the university supervisors did not receive training specifically focused

on dispositions and Block 2 supervisors did not receive training at all, except as Block 3 supervisors. The Block 2 disposition assessment form was developed without the supervisors' input, and this could have influenced the higher scores on the Block 2 assessment. The university supervisors did have access to weekly conference forms completed by the candidates and mentor teachers which listed strengths and areas for improvement, and these forms would have documented concerns regarding dispositions. However, it is unknown how many university supervisors referenced those weekly conference forms while completing the Block 2 dispositions assessment.

Chapter five identified additional limitations to this research related to the two instruments used to measure dispositions. Although both instruments were designed to measure the same dispositions, there was lack of alignment between the instruments in terms of language used to identify and describe the dispositions and the scores used to measure these dispositions. Both instruments contained detailed descriptors of indicators that improved alignment between the instruments, but the Block 2 descriptors were not included on the form itself. So it is difficult to know if Block 2 assessors made reference to these detailed descriptors. Even though dispositions are to be measured by the Student Teacher Assessment at the end of student teaching, decision point three, the exact language of the dispositions was not used on the form. The numerical scores also were limited to a small range making subtle variations in scores impossible to detect.

In addition, the Block 2 disposition form scores, stored as hard copies, were collected as one total score, while the Student Teacher Assessment scores, stored electronically, were separated by each indicator. This made comparisons between individual Block 2 dispositions and Block 3 indicators impossible. In addition, storing the Block 2 dispositions form as a hard copy

was an additional limitation to this study because twenty-nine of the forms needed for the identified undergraduate candidates were missing. Because the forms were hard copies and collected from different sites, it was easy to misplace them or store them off campus. This reduced the initial number of participants from 129 to 100.

### **Future Research**

Much research has been conducted related to dispositions. There were few studies that addressed the development of dispositions across time in actual teacher education settings using existing instruments designed by faculty members. Additional studies are needed, using valid and reliable instruments and trained assessors, to examine the growth and development of dispositions in teacher education programs. Teacher educators need to understand the relationship between coursework, field experiences and dispositions. They need strategies to enhance the dispositions of future teachers.

Additional research also is needed to provide a deeper understanding of the relationship between dispositions and effective teaching. It would be both useful and interesting to conduct research using in-service teachers who have been identified as effective by their principal, district, national board certification, or state or national awards to determine if they share common dispositions.

This study also indicates that reliable and valid systems to assess dispositions are needed. Another line of research might focus on the development of such systems, including training for supervisors who will be using these assessment systems. In addition, studies to enhance inter-rater reliability in the assessment of dispositions would be helpful.

## Summary

While the research findings did not support the researcher's hypothesis regarding an expected correlational relationship between assessed disposition scores gathered during Block 2 and scores on the final Block 3 student teaching assessment, information was gained that can be used to improve the disposition assessment process. Precisely because no strong correlations were found, many limitations in the assessment of dispositions were identified. These results could be used at other institutions to highlight the importance of checking the reliability and validity of instruments used to measure dispositions. Other institutions might be encouraged by this study to carefully examine their own program dispositions and the manner in which these dispositions are assessed. If different supervisors assess candidates' dispositions, assessor training opportunities and inter-rater reliability would be important to review. Teacher education programs also should make sure that the process that is being used to assess dispositions is in alignment with other assessment systems and with information and records gathered on candidates, such as those kept for accreditation.

The researcher has been able to share the results of this study with the Emporia State University Teachers College elementary education faculty. The researcher also is on The Professionalism and Retention Committee (PRC), which has been working on updating the dispositions assessment form. The dean of The Teachers College has supplied information for this research and has been interested in the results. In the future this may lead to refining the dispositions process and providing education and training for faculty, candidates and mentors that complete the disposition assessment forms.

Even though a relationship between dispositions and successful student teaching was not demonstrated in this study, there is research that supports the importance of dispositions in teacher education. This research supports the need for addressing dispositions with teacher

candidates, and educating candidates on dispositions that will help them to be effective teachers, and thus enhance the learning of their students.

This study enabled the researcher to examine one specific aspect of teacher education. It was like starting on the outside of a ripple made in a pond, and going backwards to look at each ripple until it finally led back to the person who threw the rock that caused the ripple. As each ripple was examined, more knowledge was gained about dispositions, both at Emporia State University Teachers College and in the larger context. Additional information also was acquired regarding the process of identifying and assessing dispositions – both in theory and reality.

Dispositions are a fascinating and integral part of all teachers, whether effective or ineffective. With additional, research, attention to and alignment of assessment systems, and training for assessors, the documentation and use of dispositions in teacher education will become more useful and help improve teacher education, which also will improve student learning.

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# Appendix A-2003 Conceptual Framework of the Teachers College

## EMPORIA STATE UNIVERSITY

The mission of The Teachers College and personnel preparation unit of Emporia State University is to develop **The Professional: Critical Thinker, Creative Planner, and Effective Practitioner**. Our graduates are skilled practitioners who are prepared with essential knowledge, skills and dispositions in their fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students.

Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

### **Outcomes for Teacher Candidates and Other School-Based Professionals:**

#### **KNOWLEDGE.** Candidates will exhibit knowledge of

1. general education within an intellectual framework
2. essential concepts of their content studies.
3. philosophical, historical, social, and theoretical foundations of education.
4. theories of human physical, cognitive, social, and emotional development.
5. characteristics and equitable treatment of diverse learners.
6. essential concepts of planning, assessment, and instruction.
7. appropriate technology and how it may be used to enhance teaching and learning.
8. techniques to integrate professional studies with essential concepts from their general studies and content studies.
9. legal and ethical issues and practices in education

#### **SKILLS.** Candidates will be able to

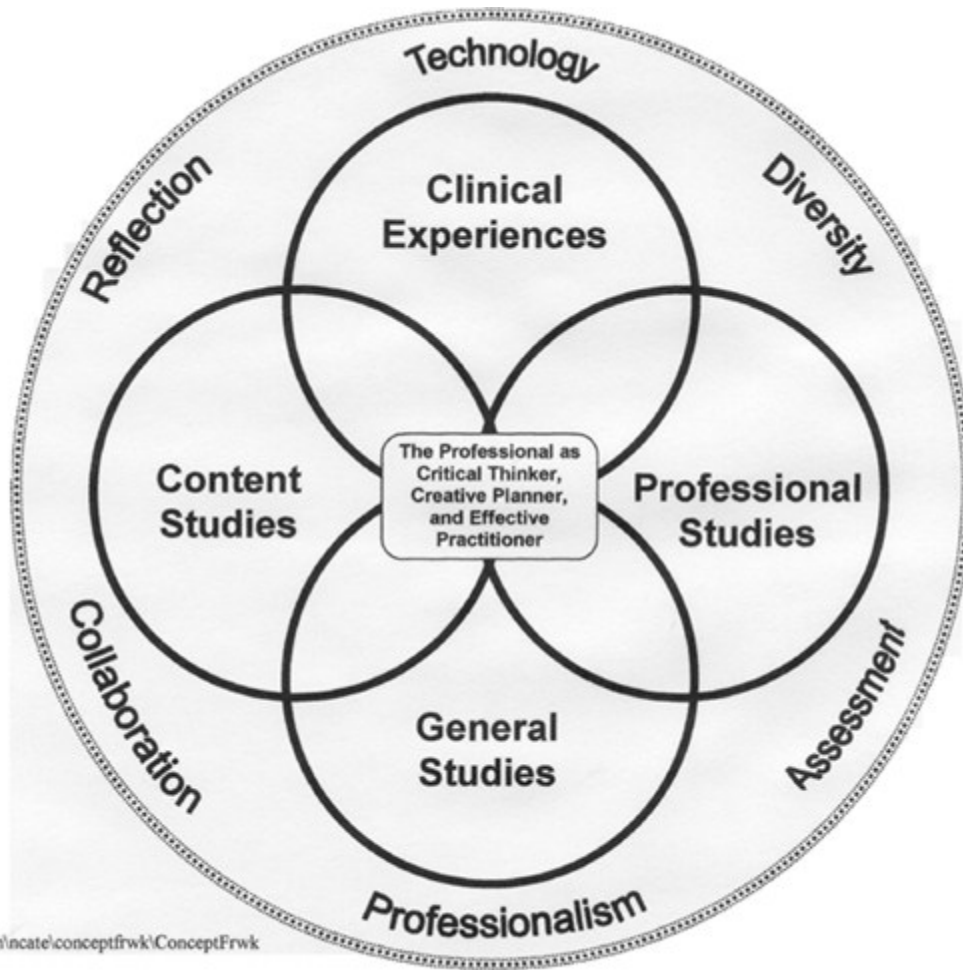
1. integrate and use concepts from their general, content, and professional studies in their teaching environment.
2. demonstrate professional performance that reflects current theory, research, and practice.
3. implement non-biased techniques for meeting needs of diverse learners.

4. use and support effective communication techniques in order to develop a positive learning environment.
5. demonstrate creative planning and curriculum integration to promote learning of all students.
6. employ appropriate assessment techniques in order to measure the development and learning of their students.
7. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
8. make use of appropriate technology in their teaching environment.

**DISPOSITIONS.** Candidates will demonstrate a

1. commitment to professionalism and ethical standards.
2. desire to analyze concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practices.
3. dedication to life-long learning by participating in professional organizations and keeping current with research in their field.
4. belief in having high expectations for all learners.
5. respect for cultural and individual differences by providing equitable learning opportunities for all.
6. desire to communicate with family and community members to make them partners in the educational process.
7. commitment to collaboration with other professionals to improve the overall learning of students.

Emporia State University's professional education faculty support a program designed to develop students who are critical thinkers, creative planners, and effective practitioners. Students will study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the student preparing for a career in the field of education will be immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of pre-service teachers: namely, the merit of diversity, the power of authentic assessment, the essentials of professionalism, the importance of collaboration, the value of technology, and the merit of reflection. ESU's professional education programs devote themselves to the proposition that students who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice will begin their professional lives as critical thinkers, creative planners, and effective practitioners.



[H.://commons.wikimedia.org/wiki/File:ConceptFrwk](https://commons.wikimedia.org/wiki/File:ConceptFrwk)

## Appendix B-Dispositions with Descriptors

### Emporia State University Dispositions with Descriptors

- I. commitment to professionalism and ethical standards
  - 1. is punctual and regularly attends classes
  - 2. maintains positive attitudes during and outside of class
  - 3. is honest and trustworthy in communications & interactions with others
  - 4. demonstrates ethical behavior
  - 5. is open and receptive to change
  - 6. is willing to go beyond required assignments
  
- II. desire to analyze/evaluate concepts and clinical practices, to experiment and to evaluate and/or initiate innovative practice
  - 7. is accepting of constructive feedback from others
  - 8. is curious and willing to experiment with new ideas and techniques
  - 9. conducts self-assessment through reflection
  - 10. recognizes personal limitations & seeks to compensate for/overcome them
  
- III. dedication to life-long learning by participating in professional organizations and by being current with research in their field
  - 11. demonstrates a willingness to read and/or conduct research on his/her own
  - 12. seeks opportunities for professional development
  - 13. takes responsibility for personal learning
  - 14. understands the role as an educator
  - 15. maintains membership in professional organizations
  
- IV. belief in having high expectations for all learners
  - 16. demonstrates belief that all students can learn at their potential
  - 17. makes a positive contribution to the learning of others (students/peers)
  - 18. understands the role of standards and outcomes
  
- V. respect for cultural and individual differences by providing equitable learning opportunities for all

19. is tolerant of, and responsive to ideas and views of others
  20. is respectful of and responsive to individual differences
  21. provides equitable learning opportunities for all
  22. considers backgrounds, interests, and attitudes of all students when planning
- VI. desire to communicate with family and community members to make them partners in education
23. is sensitive to students, peers, & families of different cultures & with special needs
  24. encourages interactions in a mutually respectful and friendly manner
- VII. commitment to collaboration with other professionals to improve the overall learning of students
25. relates well to peers, faculty, staff, and other professionals
  26. is willing to share information and ideas with others
  27. works well with others to develop opportunities for peer & student learning
  28. acts as a consultant with other individuals/systems related to students/clients

## **Appendix C-Block 2 Coordinator's Evaluation of Intern Form**



Coordinator's Evaluation of Intern

End of Block 2

Name of Intern \_\_\_\_\_

**THE PROFESSIONAL PROVIDES SERVICE TO SOCIETY**

(See "initial Candidate Assessment of Dispositions" for specific indicators for items 1-7).

1.	The intern demonstrates commitment to professionalism and ethical standards.	4	3	2	1
2.	The intern demonstrates a desire to analyze and evaluate concepts and clinical practices, to experiment and to evaluate and/or initiate innovative practice.	4	3	2	1
3.	The learner demonstrates dedication to lifelong learning.	4	3	2	1
4.	The intern demonstrates a belief in having high expectations for all learners.	4	3	2	1
5.	The intern demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all.	4	3	2	1
6.	The intern demonstrates a desire to communicate with family and community members and make them partners in education.	4	3	2	1
7.	The intern demonstrates commitment to collaboration with other professionals to improve the overall learning of students.	4	3	2	1

Comments:

Page 3 of 4  
Original: PDS Coordinator

Xerox Copies to: Mentor, Intern & Principal

## **Appendix D-Block 3 Assessment Form**

**PART IV: THE PROFESSIONAL APPLIES INTERDISCIPLINARY KNOWLEDGE**

**A. Demonstrating Content Knowledge**

28. Presents lesson applicable to content objectives or justifies changes in the lesson				
29. Provides appropriate practice for the content outcomes				
30. Demonstrates knowledge of lesson content, incl. accurately answering student questions				
31. Provides real world examples or application of the material				
32. Uses terminology/vocabulary appropriate to the content				
33. Presents content in the appropriate sequence, including review if applicable				
34. Uses teaching strategies appropriate to the content area				
35. Collects evidence that students have learned the content				
36. Ensures students have requisite skills necessary for understanding and applying content				
37. Presents or clarifies lesson objectives to the learners				

**Comments:**

*(Please note specific strengths & needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)*

	Not Applicable	Target	Acceptable	Needs Improvement
<b>PART V: THE PROFESSIONAL RELIES ON SELF-REFLECTION</b>				
<b>A. Reflecting and Inquiring</b>				
38. Seeks and accepts feedback from a variety of sources, including other professionals and students, for insight and direction				
39. Is open to new ideas and continually refines practice through self-examination				
40. Uses reflective practices in planning, monitoring, assessing, and instructing				
41. Actively works to advance own knowledge and use of instructional materials, including technology, for teaching and learning				
42. Reflects on lessons taught including written reflections on lesson plans				

**PART VI: THE TEACHER PROVIDES SERVICE TO SOCIETY (indicators 43, 44, 46, 49, 50) and THE TEACHER BELONGS TO PROFESSIONAL COMMUNITY (indicators 45, 47, 48)**

**A. Demonstrating Professional Behavior and Addressing Diversity**

43. Demonstrates professional behavior				
<ul style="list-style-type: none"> <li>• Presents a professional appearance</li> <li>• Is consistently punctual</li> <li>• Accepts responsibility, completes duties promptly and accurately</li> </ul>				
44. Demonstrates ethical behavior				
<ul style="list-style-type: none"> <li>• Demonstrates good judgment</li> <li>• Follows district and building policies and procedures</li> <li>• Uses discretion in confidential situations</li> <li>• Is honest and trustworthy</li> </ul>				

45. Models values and dispositions commonly expected of teachers				
<ul style="list-style-type: none"> <li>Demonstrates an appropriate attitude</li> <li>Receptive to feedback from the Coop/Mentor Teacher and University Supervisor</li> <li>Demonstrates belief that all students can learn</li> </ul>				
46. Attends to diversity				
<ul style="list-style-type: none"> <li>Uses a variety of instructional strategies/materials appropriate for diverse learners</li> <li>Plans assessments to allow students to demonstrate knowledge in a variety of ways</li> <li>Responds to diverse needs of all students (e.g., cultural, gender, academic, SES, ELL)</li> </ul>				

Comments:  
 (Please note specific strengths & needs.  
 Specify improvements needed. Give  
 examples of how candidate meets the  
 Target performance level.)

	Not Applicable	Target	Acceptable	Needs Improvement
<b>PART VI: THE TEACHER PROVIDES SERVICE TO SOCIETY and THE TEACHER BELONGS TO PROFESSIONAL COMMUNITY (CONTINUED)</b>				
47. Participates in professional activities				
<ul style="list-style-type: none"> <li>Attends school faculty meetings</li> <li>Participates in school sponsored activities such as workshops, in-service programs, and committees</li> <li>Participates non-school activities such as state and national meetings, workshops, and committees</li> </ul>				

48. Works and communicates effectively with others				
<ul style="list-style-type: none"> <li>Relates to other professionals and parents in a respectful manner</li> <li>Relates to students in a professional and caring manner</li> <li>Is flexible in working with students and colleagues</li> </ul>				

49. When appropriate, makes adaptations for "exceptional" students				
<ul style="list-style-type: none"> <li>Uses available classroom devices to remove barriers for diverse populations</li> <li>Provides adaptation for students on IEP's</li> <li>Provides enrichment or remediation opportunities when needed</li> </ul>				

50. Demonstrates appropriate communication skills				
<ul style="list-style-type: none"> <li>Uses standard written and oral English</li> <li>Speaks and enunciates words clearly</li> <li>Uses appropriate speaking voice (volume)</li> </ul>				

**NOTE:** The student teacher/intern is responsible for distributing copies of the evaluation to the supervisor(s) and to the Cooperating teacher(s).

*Emporia State University Supervisor Assessment of Student Teacher or Intern  
Grading Procedures*

indicators used on the Emporia State University Student Teacher/Intern assessment form assess the culminating phase of the pre-service experience and have been aligned with the Teachers College Conceptual Framework and state professional standards. Students are expected to engage in effective practice, respond to uncertainty in change, apply interdisciplinary knowledge, rely on self-reflection, provide service to society, and belong to professional community. Student teachers/interns will be assessed according to their levels of achievement and provided with written documentation regarding their progress.

When marking an indicator, the cooperating teacher(s), mentor(s) and university supervisor(s) will mark: **Target, Acceptable, Needs Improvement, or Not Applicable.**

**Target** - Demonstrates implementation of the indicators at the level of a successful beginning teacher.

**Acceptable** - Demonstrates implementation of the indicators as would be expected for a student teacher.

**Needs Improvement** - Demonstrates a lack of knowledge and/or ineffective implementation of indicators.

**Not Applicable** - Is marked **only** when the indicator is not observed in the lesson. It is not to be used to communicate that a student teacher is not yet teaching or teaching using the teachers' lesson plan or a scripted plan.

Following explanations provide a detailed definition of student teacher performance levels:

**Target** – The student teacher/intern clearly demonstrates implementation of a majority of the indicators at the level of a successful beginning teacher. Examples should be provided in the Comment section. Few problems occur. He/she is self-directed and always assumes responsibility. The student teacher/intern is very successful, demonstrating exceptional skills, and earns from 70 to 100 points.

**Acceptable** – The student teacher/intern clearly demonstrates implementations of a majority of the indicators as would be expected for a student teacher, who is still learning. He/she usually assumes responsibility and successfully demonstrates effective skills. The student teacher/intern is readily aware of problems, and those problems are usually corrected by the student teacher/intern. Sometimes he/she is self-directed.

**Needs Improvement** – The student teacher/intern demonstrates lack of knowledge and/or ineffective implementation on a substantial number of indicators. The student teacher/intern is not routinely aware of difficulties and demonstrates ineffective skills. The person seldom assumes responsibility.

**Not Applicable** – Is marked **only** when the indicator is not observed in the lesson. It is not to be used to communicate that a student teacher/intern is not yet teaching or teaching using the teachers' lesson plan or a scripted plan. This category should not be consistently marked.

**Scale below indicates the number of points required to earn a specific at the end of the semester:**

Target = 2 points per indicator

Acceptable = 1 point per indicator

Needs Improvement = no (0) points

Not Applicable = no points gained or lost. If "Not Applicable," the total number of indicators used to compute percentages will be reduced accordingly.

**FINAL GRADES: POINTS POSSIBLE**

A 70 – 100

B 50 – 69

C 40 – 49

D 30 – 39

F 29 or less

**EMPORIA STATE UNIVERSITY**  
*University Supervisor Assessment of Student Teacher/Intern.*

Date: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Conference with Student Teacher/Intern  
 Student Teacher/Intern: \_\_\_\_\_ Assessment: \_\_\_\_\_ Routine \_\_\_\_\_ Final \_\_\_\_\_  
*If Final, recommended grade* \_\_\_\_\_  
 Subject/Grade Level: \_\_\_\_\_ Observation/Assessment: 1 2 3 4 5 \_\_\_\_\_ Conference with Cooperating/Mentor Teacher  
 Cooperating Teacher/Mentor: \_\_\_\_\_ Duration of Visit: \_\_\_\_\_ Joint Conference with Student Teacher/  
 Intern and Cooperating/Mentor Teacher  
 District No./School: \_\_\_\_\_ Time/Date Next Visit: \_\_\_\_\_

Student Teacher/Intern Signature\*: \_\_\_\_\_ Cooperating /Mentor Teacher

\*Signatures are not required when the assessment is submitted on-line. Supervisor may sign a hard copy for student teachers/interns to use re job hunting.

Student Teacher/Intern Preparation: All lesson plans are: PRT Guidebook (Ed. Supervisor: not Alt. Route): \_\_\_\_\_ Satisfactory Progress \_\_\_\_\_ Unsatisfactory Progress \_\_\_\_\_ Completed \_\_\_\_\_ N/A  
 (Check all that apply) Available \_\_\_\_\_ Organized & sequential \_\_\_\_\_ Adequate \_\_\_\_\_  
 Written reflections (Journal/plans) \_\_\_\_\_ Satisfactory Progress \_\_\_\_\_ Unsatisfactory Progress \_\_\_\_\_ Completed \_\_\_\_\_ N/A

Check the appropriate box to indicate the level of achievement during the student teaching/internship experiences covered by this assessment. If "Target" or "Needs Improvement" is checked, provide at least one comment per subsection to support the indicator(s) marked.

**Topic of lesson:**

*(Parts I through IV to be completed while observing a lesson. Observation results and general progress should be discussed with both the student teacher/intern and the cooperating/mentor teacher.)*

	Not Applicable	Target	Acceptable	Needs Improvement
<b>PART I: THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE (Section 1)</b>				
<b>A. Lesson Planning (Also consider indicators 46 &amp; 49)</b>				
1. Prepares clear, logical sequential lesson				
2. Selects a variety of materials and has them readily available for the lesson				
3. Prepares a lesson appropriate for students' developmental needs				
4. Prepares several different instructional strategies				
5. Selects activities which encourage critical thinking, problem solving, and decision making				
6. Creates interdisciplinary learning experiences that employ reading and thinking strategies				
7. Plans opportunities for students to demonstrate understanding throughout the lesson				

Comments:

*(Please note specific strengths & needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)*

Comments:  
 (Please note specific strengths & needs.  
 Specify improvements needed. Give  
 examples of how candidate meets the  
 Target performance level.)

	Not Applicable	Target	Acceptable	Needs Improvement
<b>B. Teaching the Lesson (also consider indicators 46, 48, 49 &amp; 50)</b>				
8. Exhibits knowledge of content and essential concepts				
9. Manages and makes effective use of materials and space				
10. Promotes student involvement, e.g., through individual and cooperative learning activities				
11. Uses available classroom technology appropriate for lesson				

**PART II: THE PROFESSIONAL RESPONDS TO UNCERTAINTY AND CHANGE**

(also consider indicators 26 & 37)

12. Uses questioning effectively in different ways for particular purposes				
13. Makes effective use of instructional time, e.g., introduction, transitions, and closure				
14. Adapts plans as needed				

**PART III: THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE (Section 2)**

**A. Communicating**

15. Conveys information, ideas, concepts, and directions effectively				
16. Uses appropriate oral and written communications				
17. Uses appropriate voice intonation and volume				
18. Uses humor and/or enthusiasm effectively				
19. Uses varied, specific, and accurate feedback				
20. Communicates high academic expectations				
21. Knows and addresses students by name				

**B. Managing the Classroom Environment**

22. Encourages interaction in a mutually respectful and friendly manner				
23. Communicates high behavioral expectations and maintains an orderly student-centered environment conducive to learning, health, and safety				
24. Analyzes the classroom environment proactively to prevent undesirable behavior				
25. Keeps students on task, reinforces appropriate behavior				
26. Handles disruptions fairly and firmly with verbal and non-verbal techniques				
27. Exhibits ability to complete multiple tasks simultaneously				

# Appendix E-Emporia State University Block 2 and Block 3 Curriculum and Admission Requirements

Block 2 and Block 3 classes must be taken at a Professional Development School (PDS). PDS sites are located in the Emporia area, in the Kansas City area, in Topeka, and in Butler County. Assignment to PDS sites will be made on a space-available basis when all required application materials have been received in the Elementary Advising Office and the candidate has met all requirements. To insure placement for spring semester, completed application materials should be received in the Elementary Advising Office by October 1. To insure placement for fall semester, completed application materials should be received in the Elementary Advising Office by March 1.

Block 2 Courses (15 hours) - First Semester PDS

(Must be completed in a Professional Development School)

EE315 Teaching Language Arts in the Elementary School.....	3 hours
EE317 Teaching Mathematics in the Elementary School.....	3 hours
EE318 Classroom Management.....	2 hours
EE320 Observing Teaching/Learning Models .....	4 hours
EE413 Reading for the Elementary Teacher II .....	3 hours
EE414 Reading Practicum .....	1 hour

For admission to Block 2, the PDS phase of Emporia State’s teacher education program, a student must meet the following standards:

- Senior-level or post-baccalaureate classification in the university.
- A cumulative grade-point average of at least 2.5.
- A minimum 2.75 grade-point average in the “core curriculum general education courses”.
- Minimum of “C” grade in Block 1 courses.
- Health clearance must be completed to be in a school setting.
- Complete all application processes in Elementary Advising, VH245.
- Have permission of the Elementary Admissions Committee.



- Participate in personal interview when requested by the Elementary Admissions Committee or the Elementary Education/Early Childhood/Special Education Department.
- Have 5 references on file from faculty members from whom the student has taken courses; one or two from general education faculty members; one or two from teachers of professional education courses (AR324, ED/EL220, ED535, IT325, IT371, EL315, MA308, MU344, PE381, SD550, SD560); and at least two from teachers of elementary education courses (EL230, EL310, EE311, EE312, EE313 or EE316).

Block 3 Courses (17 hours) - Second Semester PDS

(Must be completed in a Professional Development School)

EL466 Student Teaching, Elementary .....	12 hours
(Or EL464 and appropriate LE courses approved by the Elem. Advising Office)	
EE431 Professional Competencies of Teachers.....	3 hour EE415
Foundations of Curriculum Development.....	2 hours

For admission to Block 3 courses, the student must complete each of the following standards:

- Completion of all Block 2 courses with a grade of C or better.
- A cumulative grade-point average of at least 2.5.
- Satisfactory recommendation from the PDS mentor teacher.
- Satisfactory recommendation from the university supervisor

## Appendix F-Block 1 Admissions Requirements

Students must meet all of the following requirements:

- Pass the Reading, Writing and Math sections of either (or through a combination of) the Collegiate Assessment of Academic Proficiency (CAAP) or Pre-Professional Skills test (PPST)
  - Passing CAAP Scores:
    - Reading - 57
    - Math - 55
    - Writing - sliding scale including both the written essay and the writing skills multiple-choice sections
  - Passing PPST Scores:
    - Reading - 173
    - Math - 172
    - Writing - 172
- Core General Education GPA of 2.75 or higher
  - All Core General Education courses must be completed before Block 1.
  - GPA of 2.75 in Core courses is approximately all B's and 2 C's
- Cumulative GPA of 2.5 or higher
- 100 Hours of Supervised Service Work Experience with Children or Youth - Documentation must be turned into the Advising office
- Pass the Elementary Education Spelling, Reading, and Handwriting tests
  - Tests are given during EL312, Reading and Writing Connections. EL312 must be completed before Block 1
- You must earn a "C" or higher in each of the following courses (\*indicates the courses can be completed concurrently with Block 1)
  - EL312, EL/ED220, EL230, EL310\*, EG101, EG102, MA110, MA307, MA308\*, SD550, SD560\*, SP101, GB303\*, and IT371\*
  - Junior-level or post-baccalaureate classification in the university

## Appendix G-Block 2 Admissions Requirements

Students must meet all of the following requirements:

- Minimum GPA of 2.5 in required professional studies
- Cumulative GPA of 2.5 or higher
- Minimum of "C" grade in Block 1 courses
- Documentation of Health clearance (TB test) to enter the Elementary school
- Participate in personal interview with the PDS coordinators and representatives from the PDS school district
  - The school district must accept you into their classroom
- Have 5 references on file from faculty members whom the student has taken courses:
  - General Education course- at least 1 reference
  - Professional Education courses- at least 1 reference
    - Courses include: AR324, ED/EL220, ED535, IT325, IT371, LI228, MA308, MU344, PE3581, SD550, or SD560
  - Elementary Education course- at least 2 reference
    - Courses include: EL230, EL310, EL312, EE311, EE313, EE314, or EE316
- Senior-level or post-baccalaureate classification in the university

## **Appendix H-Block 3 Admissions Requirements**

Students must meet all of the following requirements:

- Minimum GPA of 2.5 in required professional studies
- Cumulative GPA of 2.5 or higher
- Minimum of "C" grade in Block 2 courses
- Satisfactory recommendation from the PDS mentor teacher
- Satisfactory recommendation from the university supervisor

## **Appendix I-Emporia State University Block 2 Description**

Interns will be taking college courses in math, reading, social studies, language arts, and teaching/learning models, as well as completing a required reading practicum. Successful completion of all assignments and examinations is required and the professor in each course will assign the grade. In order to student teach, interns must receive a minimum of a C in each course, with an overall GPA of 2.5.

Interns will participate in district and building in-service opportunities, as appropriate.

Mentors will confer with interns on focused topics weekly. There will be two formative conference reviews and a final evaluation.

Interns will interact weekly with coordinator via e-mail and/or in person.

Interns are required to plan and teach lessons for whole class instruction for each content area: (social studies, math, reading, language arts). A written critique/reflection by the intern for each lesson is required. Mentor teachers will evaluate these lessons using the Evaluation of Intern Lessons form. The required reading lesson should be whole class instruction for Content Area Reading. Required lessons are not to be combined but planned and taught separately.

Interns must write detailed plans for each lesson taught during the 3-5 day teach and the 10-day full teach. Lessons cannot be used for two separate requirements or class assignments. For example, teaching a math unit during the 3-5 day teach cannot be counted to meet the math lesson requirement for EE 317.

Coordinators will observe lessons/interactions informally throughout the semester and at least once formally during the 10-day teach.

Intern teaching responsibilities during Block 2 should be structured by the Mentor Teacher based on the intern's level of performance. Intern teaching responsibilities should gradually build toward the 10-day teach. At the end of the semester the intern must have submitted 7 lesson evaluations to the site coordinator.

Coordinator will observe one lesson during 10-day teaching using the University Supervisor Assessment of Student Teacher Form.

Completion of all requirements for admission to Block 3, including satisfactory recommendations from the mentor teacher and the PDS coordinator, will be required to move on to the second semester of the PDS ( Block 3, student teaching).

Dress codes should be discussed with the principal and mentor at each site since this may vary by building. If principal or mentors think an intern's dress is not appropriate, the intern will be asked to leave the PDS site until dress is appropriate. Interns must remember they represent Emporia State University. Dress codes will be addressed during Block 2 orientation.

## **Appendix J-Responsibilities and Expectations of Interns**

### **1. Admission Requirements.**

Interns must meet all requirements for admission to Block 2 before beginning the PDS program. Any exceptions must be approved by the Dean's Office.

Interns must meet all requirements for admission to Block 3 in order to participate in the second semester of the PDS program.

### **2. Commitment of Time and Energy**

Interns agree to make the commitment of time and energy necessary for participation in the PDS program.

Prior to participation in the PDS program, interns will sign an acceptance form which indicates they understand they are making a full year commitment to the PDS program. The PDS program runs from 8:00-4:00, Monday through Friday. Extracurricular activities at the PDS site will require additional time beyond the school day. Methods classes and staff development activities may be scheduled after this time, depending on the PDS site. Additional time is required outside of the school to complete assignments for required classes.

### **3. Schedule and Attendance Policy**

The PDS program does not follow the schedule of classes at Emporia State University. Interns will follow the schedule established for their PDS site which may include: orientation meetings, district inservice meetings, building inservice meetings, and class sessions.

Interns will follow the district schedule for holidays except as noted on the calendar distributed for their PDS site.

Interns are in their assigned buildings for the full day y expected of all faculty, except for when they are attending required classes, seminars, and/or meetings. Interns do have a closed lunch hour. They are to remain at the PDS site the entire school day.

Interns are encouraged to enter into the activities of the school as much as their schedule permits. They are to attend faculty and building inservice meetings. Interns are required to attend PTO meetings with their mentor teacher. If they are involved in a grade-level performance, they are expected to fulfill their duties at any scheduled evening performance. Interns are required to attend parent-teacher conferences including evening conferences. Each PDS Director will determine the schedule for flex days, early release days and parent teacher conferences.

Interns are to attend the parent-teacher conference days at their assigned school as directed by their PDS coordinators.

#### Attendance Policy

Interns are to be present on all school days. If an intern is sick or has some other emergency, he/she must notify his/her mentor and the PDS coordinator if he/she will not be coming to school or will be coming in late. If the intern is responsible for teaching on a day when an absence is necessary, appropriate lesson plans and materials must be provided for the mentor teacher to use. There are no personal leave days.

If a necessary absence occurs on a day when class or seminar is scheduled, the intern is responsible for getting notes, assignments, etc. Because each PDS methods class meets fewer times than regular classes, any absence may influence the student's final course grade adversely.



The policy for absences and make up days is addressed by PDS coordinators during orientation for Block 2. Candidates are responsible for following these policies.

#### 4. Policies and Procedures

Interns are expected to be familiar with the policies and procedures contained in this Procedures Book and are responsible for following all policies and procedures. Any questions about policies or procedures should be addressed to the PDS coordinator.

Interns are responsible for following all policies and procedures established by the Board of Education in the school district to which they are assigned and by the school to which they are assigned. This includes having a current TB clearance form with Advising.

Interns will keep all information about students, parents, and staff members in the school at which they are working absolutely confidential.

Interns will demonstrate professional dispositions for teaching as indicated in this Procedures Book.

Interns are to be professionally and appropriately dressed for all school functions. Principals, mentors, and/or site coordinators can ask interns to leave the PDS site and not return until appropriately dressed. Jeans are not considered professional dress. Interns must remember they represent Emporia State University

## **Appendix K-Responsibilities of P. D. S. Directors and Coordinators**

Communication - displays effective listening and comprehension skills

A PDS Director or Coordinator will:

Clearly communicate program goals and objectives for the PDS to mentor teachers and building and district administrators. (Director-district administrators)

Clearly communicate PDS goals, objectives, and policies to interns.

Clearly communicate time lines for required observations, presentations, etc. to interns.

Organization - displays effective organization skills

A PDS Director or Coordinator will:

Effectively coordinate the ESU Teacher Education Program outcomes.

Effectively coordinate university faculty presentation schedules for interns. (Director)

Effectively coordinate additional learning opportunities for interns. (Director)

Supervision - displays effective supervision skills

A PDS Director or Coordinator will:

Observe and supervise interns during Block 2.

Observe and supervise interns during the student teaching semester (Block 3), providing student teaching assessment and documentation.

Conferencing - displays effective conferencing skills

A PDS Director or Coordinator will:

Conduct conferences with interns and mentors on a regular basis.

Work effectively one-on-one to answer questions about individual interns and/or PDS goals/objectives.

## Appendix L- Block 2 and Block 3 PDS Coordinators/University Supervisors Information

Table L1

University Supervisor	Years supervising candidates	Elementary education classroom teaching experience	Elementary principal experience	PDS coordinator or director	Highest degree completed	Block 3 University Supervisor Assessment trained
1	23	Yes	No	Yes	MS	Yes
2	26	Yes	Yes	Yes	Ph.D.	Yes
3	14	Yes	No	Yes	MS	Yes
4	23	Yes	No	Yes	Ph.D.	Yes
5	27	Yes	No	Yes	Ph.D.	Yes
6	5	No	Yes	Yes	MS	Yes

Six supervisors were involved in the Block 3 experience. These supervisors had from 5 to 27 years of experience with a mean of 19.6 years. All but one had elementary education teaching experience and two served as elementary principals. All six supervisors served as the PDS coordinator or director at their PDS site. Three supervisors had master’s degrees and 3 had doctorates. All six completed the Block 3 university supervisor assessment training).

## **Appendix M-Emporia State University Assessment System Decision Points for Initial Program Candidates**

Initial program candidates who have expressed an interest in pursuing an education degree are assigned education advisors upon entering the university and are made aware of the requirements from the beginning of their college career. Once a candidate has met the requirements to be admitted to Phase I/Block 1, the first professional semester, the candidate is carefully monitored by Unit faculty and the advisor. Data are collected throughout this professional segment to support the faculty's assessment.

Initial candidates in Teacher Education are evaluated during their junior or senior year to determine their capacity for continuance in the professional component of the program. This is based on the Pre-Professional Skills Test (PPST, Praxis I) or Collegiate Assessment of Academic Proficiency (CAAP), GPA in the Core General Studies Program, the cumulative GPA, and the GPA in the major. Further, letters of recommendation from five faculty are required for entry into Phase II/Block 3, the student teaching component. Candidate progress is also monitored through assessments within each department.

Entry into Phase I/Block 1 is a collaborative process coordinated by The Teachers College, with input from departments/schools/colleges that help prepare future teachers. Appeals to this procedure go through a committee of faculty from the above listed colleges and school.

The Teacher Work Sample (TWS) is an accountability assessment where student teachers must demonstrate teaching proficiency and their impact on student learning by examining student learning gains and learning objective mastery. The purpose of the TWS is to evaluate the degree of impact student teachers/PDS interns have on all student learning.

The Student Teacher/PDS Intern Assessment Form is composed of 50 indicators keyed to the Conceptual Framework. The form is used by cooperating/mentor teachers and academic and education supervisors. Student teachers and PDS Interns are assessed several times during the

Phase II/Block 3 semester. In addition, candidates complete assessments evaluating their knowledge about diversity through preparation of a multicultural lesson plan and the degree to which they believe they are prepared to teach.

Finally, candidates demonstrate their general pedagogical knowledge through passing the Praxis II Principles of Learning and Teaching Test and the Praxis II Content test for their teaching field.

### System for Performance Assessment of Initial Candidates

The sequence of the Unit's system for performance assessment of initial candidates includes five decision points:

1. Admission to the University
2. Admission to Teacher Education, Phase I/Block 1 (Decision Point 1)
3. Admission to Student Teaching, Phase II/Blocks 2 & 3 (Decision Point 2)
4. Completion of Student Teaching (Decision Point 3)
5. Program Completion (Decision Point 4)
6. Alumni Performance (Decision Point 5)

### Decision Point 1 Admission to Teacher Education

Candidates applying for admission to teacher education must submit a completed secondary education Phase I application or an elementary education Block 1 application by the date specified and provide the following evidence:

#### Knowledge of basic skills

1. Achieve a grade point average of at least 2.75 in general education core
2. Earn a grade of "C" or higher in general education courses EG 101, EG 102, SP 101, MA 110, and MA 225 (for Secondary) or MA 308 (for Elementary)
3. Meet PPST (Writing 172, Reading 173, Mathematics 172) OR CAAP (Writing, equivalent to PPST score), Reading 57, Mathematics 55) requirements

#### Demonstration of oral presentation skills in courses

4. Earn a grade of "C" or higher in general education course SP 101

#### Demonstration of written communication skills in courses

5. Earn a grade of "C" or higher in general education courses EG 101 and EG 102

#### Academic ability

6. Successfully complete 60 semester hours of college work
7. Achieve a cumulative grade point average of at least 2.50

#### Content knowledge

8. Achieve a grade of “C” or higher in content courses in the major
9. Meet requirements as specified by the candidate’s department

#### Professional knowledge

10. Earn a grade of “C” or higher in the beginning education course

#### Evidence of a candidate's ability to work with PK-12 students

11. Validate 100 hours working with children
12. Successfully complete tutoring assignment (part of ED/EL 220)

#### Evidence of dispositions suitability for teaching

13. Receive an acceptable rating on the dispositions assessment (Block 2 for elementary)
14. Supply a disclosure statement
15. Supply a departmental recommendation

During Phase I/Block 1 candidates are expected to be developing knowledge, skills, and dispositions that are expected of a Professional, who provides service to society, applies interdisciplinary scholarly knowledge, engages in effective practice, responds to uncertainty and change, engages in self-reflection, and belongs to professional community. critical. At this early decision point, performance is demonstrated in the ED/EL 220 field experience, and further documented by departmental recommendations. If all criteria are not met, an Appeals Committee acts on appeals for candidates seeking conditional acceptance. There are numerous possible scenarios for conditional acceptance, and although decisions are made on a case by case basis, a rubric provides candidates and the Appeals Committee guidance for making decisions regarding conditional acceptance. Admission to Phase I/Block 1 normally occurs during the sophomore or junior year for traditional candidates, but for transfer candidates and for candidates whose program extends beyond four years, admission to Phase I/Block 1 may not occur until they are classified as a junior or senior. Some candidates complete the program as post graduates.

Candidates are encouraged to discuss the teacher education program and teacher licensure with their advisors on a regular basis. They are also invited to discuss these issues with the Dean of The Teachers College. Candidates will not be allowed to take Phase I/Block 1 education courses without being formally admitted to Phase I/Block 1. Decision Point 2 Admission to Student Teaching Phase II and Block 3 are 16-week student teaching experiences. Elementary education candidates are required to complete Block 2 requirements before being admitted to Block 3 student teaching. The admission requirements for elementary Blocks 2 and 3 together are the same as the admission requirements for secondary Phase II.

At the time of admission to student teaching (Phase II/Blocks 2 & 3) candidates are expected to have demonstrated at least at a beginning level the following conceptual framework outcomes:

- knowledge of and ability to integrate general, content, and professional studies, including human development
- knowledge of teaching strategies that will meet the needs of all learners
- knowledge of a variety of assessment techniques
- knowledge and skills in the use of technology
- knowledge of classroom management techniques
- knowledge of KSDE and learned society standards as applicable at the grade level
- ability to prepare and teach lessons that will accommodate diverse learners
- ability to analyze teaching/learning strategies used by the teacher
- ability to analyze teaching and learning strategies
- appropriate written and oral communication skills
- ability to create assessments and evaluate student work
- commitment to teaching
- professional and ethical behavior

Secondary Phase II: Candidates applying for admission to secondary education student teaching must submit a completed Phase II application for by the date specified and provide the following evidence:

Knowledge

1. Maintain a cumulative GPA of 2.50 or higher



2. Attain grades of “C” or better in Phase I courses
3. Receive approval of the major department

#### Skills

4. Demonstrate technology competency (IT 125 or equivalent)
5. Satisfactorily complete Phase I field experience
6. Submit five recommendations; one each must be from general education instructor, Phase I instructor, and faculty advisor; the two additional recommendations may be from individuals of the candidates choice or from individuals specified by the department
7. Satisfactorily complete an abbreviated teacher work sample assignment

#### Dispositions

8. Demonstrate successful completion of the diversity assessment
9. Receive an acceptable rating on the dispositions assessment
10. Receive acceptable rating on departmental dispositions assessment, if applicable

**Elementary Block 2: Candidates Applying for admission to elementary education pre-student teaching internship must submit a completed Block 2 application by the date specified and provide the following evidence:**

#### Knowledge

1. Maintain a cumulative GPA of 2.50 or higher
2. Attain grades of “C” or better in Block 1 courses
3. Receive approval of the major department

#### Skills

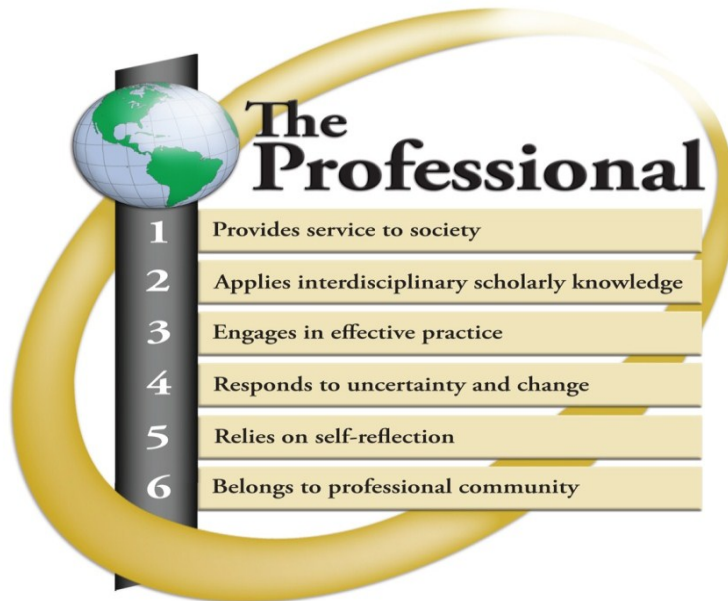
4. Demonstrate technology competency (IT 125 or equivalent)
5. Submit five recommendations; one each must be from general education instructor, Block 1 instructor, and faculty advisor; the two additional recommendations may be from individuals of the candidates choice or from individuals specified by the department

#### Dispositions

6. Demonstrate successful completion of the diversity assessment
7. Receive an acceptable rating on the dispositions assessment

# Appendix N-2010 Teachers College Conceptual Framework

The Teachers College Conceptual Framework



## **Vision**

Emporia State University will be recognized as a premier student-centered University that provides high quality, state-of-the-art academic programs and experiential opportunities preparing graduates for successful professional careers in the dynamic environment of the information age and knowledge economy.

## **Mission**

The unit, The Teachers College, affirms the institution's vision as a premier student-centered university. The mission of The Teachers College and personnel preparation unit of Emporia State University is to develop professionals who are critical thinkers, creative planners, and effective practitioners. Our graduates are skilled practitioners who are prepared with essential knowledge, skills and dispositions in fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students.

Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

## **Philosophy , Purposes, Goals/Institutional Standards of the Unit**

The conceptual framework defines the philosophy, purpose, goals and institutional standards of the program and integrates diversity, appropriate technology, and field experiences throughout the education program. Our conceptual framework has evolved from the current, revised

definition of the mission statement based on a 20<sup>th</sup> century view of the professional to a new definition and model of The Professional, who provides service to society, applies interdisciplinary scholarly knowledge, engages in effective practice, responds to uncertainty and change, relies on self-reflection, and belongs to professional community. The graphic below presents the new conceptual framework with the six proficiencies, exemplifying initial and advanced programs, defining quality, and preparing professionals for success in a complex, global information society.

The unit developed the new conceptual framework titled “The Professional” with program goals, outcomes, and assessment procedures that build on our earlier program goals, outcomes and assessment procedures. This new conceptual framework captures the continuing philosophy that for educators to help all students learn, they must have a command of content, critical ideas and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. The unit embraces the idea that while successful professionals can be highly effective in different ways, common proficiencies draw on shared understanding of how to foster student learning.

Our philosophy, expressed in this new framework, is built on a knowledge base about teaching and learning from *A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve* edited by Linda Darling-Hammond and Joan Baratz-Snowden (2005), and *Preparing Teachers for a Changing World: What Teachers Should Learn and be Able To Do* edited by Linda Darling-Hammond and John Bransford (2005), both sponsored by The National Academy of Education. In addition to professional consensus, contributors to these documents used four kinds of research evidence to support recommendations for preparing teachers: basic research on how people learn within social contexts; the influences of different conditions, including specific teaching strategies on what and how people learn; what kind of teacher learning opportunities are associated with teaching practices that, in turn, influence student learning; and how teachers learn (p. 10). Contributors utilized John Dewey’s notion outlined in *The Child and the Curriculum* (1902) that the needs of the child and the demands of the curriculum are mediated by teachers to create a model that helps to organize vast amounts of information relevant to effective teaching and learning.

Underlying our philosophy are beliefs that the world has become a global society that, through the use of technology, is becoming “smaller.” Educators must have knowledge of and respect for all people. To be successful in a world without cultural boundaries requires a commitment to work with all children and youth in the context of their families and/or communities. Educators must have knowledge of and experiences with many cultures. We believe that throughout the education program, students should develop and possess upon graduation, the knowledge, skills and dispositions outlined herein. In addition to providing opportunities to learn about diversity within course content and related learning experiences, the unit is committed to including diverse faculty, as well as diversity of candidates in the program.

Emporia State University’s (ESU) faculty, including professional education and content area faculty, support a program designed to develop educators to instruct learners. ESU’s candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and practical experiences.

The candidate preparing for a career in the field of education is immersed in an academic milieu that values a number of tenets the faculty believe to be essential for the professional development and growth of teachers, other school personnel, and others in the helping professions: especially,

the value of diversity; the relevance of authentic assessment; the essentials of professionalism; the importance of collaboration; the value of leadership; the significance of access to information; the usefulness of appropriate technology; and the power of reflection.

ESU's professional education programs offered through The Teachers College are devoted to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice begin their professional lives as professional educators.

### **Education is a Profession**

The Professional understands roles and responsibilities as a professional who upholds ethics and promotes equity and diversity in a democratic society. The professional educator prepares independent learners who use knowledge, skills, dispositions, and self-assessment strategies to thrive in a complex, global information society.

This view of The Professional grows out of research by the Carnegie Foundation for the Advancement of Teaching, which investigates the fields of law, engineering, teaching, nursing, and the clergy. Drawing from several professions, Shulman (1998, p. 516) identified "six commonplaces" shared by all professionals (see also Gardner & Shulman, 2005). These six proficiencies inform the characteristics of our vision of The Professional: provides service to society; applies interdisciplinary scholarly knowledge; engages in effective practice; responds to uncertainty and change; relies on self-reflection; and belongs to professional community.

### **Candidate Proficiencies Related to Knowledge, Skills, and Professional Dispositions**

Following is each proficiency and its respective list of candidate knowledge, practical ability, and dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards.

**Proficiency 1: Provides Service to Society.** The Professional provides service to society through ethical and moral commitment to instruct students to seek diverse and global perspectives. Service to society means that educators responsibly serve others by moving beyond their own personal knowledge and experiences to using a wider set of understandings of the problems of helping all students learn.

#### **A. Candidates exhibit knowledge of**

- 1) characteristics of diverse learners.
- 2) legal issues and ethical standards that apply to sound educational practices.
- 3) educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.

#### **B. Candidates demonstrate practical ability to**

- 1) integrate and use concepts from their general, content, and professional studies in their educational environment.
- 2) demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
- 3) implement non-biased techniques for meeting needs of diverse learners.

#### **C. Candidates exhibit dispositions that exemplify**

- 1) professionalism and ethical standards.
- 2) respect for cultural and individual differences by providing equitable learning opportunities for all students.

**Proficiency 2: Applies Interdisciplinary Scholarly Knowledge.** The Professional utilizes a body of interdisciplinary scholarly knowledge that forms the scientific basis for entitlement to practice. There is a systematic and principled aspect of education and a base of verifiable

evidence or knowledge that supports the work. Research on practices and outcomes suggests principles that guide the judgments practitioners must make.

**A. Candidates exhibit knowledge of**

- 1) general education within an intellectual framework.
- 2) subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
- 3) philosophical, historical, social, and theoretical foundations of education.

**B. Candidates demonstrate practical ability to**

- 1) integrate knowledge across and within disciplines.
- 2) use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
- 3) determine and assess what students need to know and be able to do in order to succeed.

**C. Candidates exhibit dispositions that exemplify**

- 1) a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
- 2) the belief that educating children and adults requires the integration of multiple kinds of knowledge.

***Proficiency 3: Engages in Effective Practice.*** The Professional engages in theory-based effective practice and decision making. Teachers must be able to function as members of a community of practitioners who share knowledge and commitments, work together to create curriculum and systems that support students, and collaborate in ways that advance their combined understandings and skills.

**A. Candidates exhibit knowledge of**

- 1) on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
- 2) teaching and learning as a dynamic, constructive, and metacognitive process.
- 3) a repertoire of teaching and learning strategies, designed to help students increase their power as learners.

**B. Candidates demonstrate practical ability to**

- 1) utilize creative planning and curriculum integration to promote learning of all students.
- 2) create learning experiences commensurate with a student's level of readiness.
- 3) assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.

**C. Candidates exhibit dispositions that exemplify**

- 1) a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
- 2) a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.

***Proficiency 4: Responds to Uncertainty and Change.*** The Professional responds to uncertainty caused by different needs of students and a changing world with new technologies that appear at an unprecedented rate. Educators need to know a great deal about how to achieve their goals for students in situations that are unpredictable and uncertain.

**A. Candidates exhibit knowledge of**

- 1) ever changing educational needs of students living in a global society.
- 2) appropriate technology and how it may be used to enhance teaching and learning.

3) various instructional strategies that can be used to meet the needs and learning styles of individual students.

**B. Candidates demonstrate practical ability to**

1) use and support effective communication techniques in order to develop a positive learning environment.

2) make use of appropriate technology to support student learning.

3) integrate effective behavior management into all interactions with students.

**C. Candidates exhibit dispositions that exemplify**

1) a commitment to challenge all students to learn and to help every child to succeed.

2) an awareness of the larger social contexts within which learning occurs.

**Proficiency 5: Relies on Self-Reflection.** The Professional recognizes the importance of experience and the ability to reflect on one's practice and its outcomes. Self-reflection includes such things as problem-solving, self-evaluation, and critical thinking. Critical self-reflection was recognized by John Dewey as the most important teacher quality. The educator who has the ability to engage in self-reflection can evaluate, synthesize information, and make decisions about how to modify practices and how to appropriately assess student learning outcomes.

**A. Candidates exhibit knowledge of**

1) theories of human physical, cognitive, social, and emotional development.

2) appropriate techniques for teaching and using self-reflection strategies.

3) a variety of assessment strategies to diagnose and respond to individual learning needs.

**B. Candidates demonstrate practical ability to**

1) apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.

2) employ appropriate assessment techniques in order to measure student performance and growth.

3) develop a storehouse of learning strategies that help students understand and integrate knowledge.

**C. Candidates exhibit dispositions that exemplify**

1) a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.

2) a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.

**Proficiency 6: Belongs to Professional Community.** The Professional is a member of a professional community that creates, records, reproduces, disseminates, organizes, diffuses, utilizes, preserves, and deletes information and develops professional standards. The work of educators in schools is greater than the sum of the individual parts. Schools that provide healthy environments for learning and teaching require the common efforts of all their members.

**A. Candidates exhibit knowledge of**

1) professional ethics and standards for practice.

2) teamwork and practices for creating healthy environments for learning and teaching.

3) effective communication techniques in order to develop a positive learning environment.

**B. Candidates demonstrate practical ability to**

1) respond respectfully to ideas and views of others.

2) recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.

3) utilize student learning standards to promote student learning and achievement.

### **C. Candidates exhibit dispositions that exemplify**

- 1) a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
- 2) a willingness to learn from other professionals in the field.

### **Summary Description of Unit's Assessment System**

The unit's conceptual framework provides the basis for developing and assessing candidate proficiencies based on state and national standards. Five decision points have been delineated in the unit assessment system for each initial and advanced program: (1) admission to program or program of study, (2) admission to field experience or clinical practice, (3) completion of field experience or clinical practice, (4) program completion, and (5) follow-up of program completers. Each program includes four to five types of assessments: a planning assessment; a field or clinical experience assessment; a student learning assessment; a dispositions assessment; and if applicable, a Praxis II assessment. Unit assessments for all initial candidates include the Praxis II scores, student teacher evaluation, teacher work sample (includes both planning and student learning), and a dispositions assessment. In addition, each initial program has a unique set of two to four assessments that apply to the content area. Advanced programs have six to eight assessments that apply specially to the content area but include the same five types of assessments. Assessment data for the unit assessments are maintained by the associate dean, and specific content assessments are maintained by program coordinators. Program coordinators submit annual assessment reports showing how the data document that standards are being met and/or the need for program improvement. Unit assessment data is also reviewed by applicable committees and councils to assess programs and unit operations.

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