

Proceedings (see links below)

FOURTH ANNUAL SYMPOSIUM ON EDUCATOR DISPOSITIONS

The College of Education and Human Services

Northern Kentucky University

NOVEMBER 17-18, 2005

Arthur W. Combs Lecture: This year's Combs Lecture was a panel of individuals whose institutions pioneered the implementation of dispositions constructs in educator preparation programs. The panelists have five or more years of experience implementing dispositions elements in their respective institutions and will share results, insights and recommendations gleaned from their experiences. Members included: Lee Breese, Alverno College; Larry Freeman, Governors State University (retired); Anna McEwan, Asbury College; Mark Wasicsko, Northern Kentucky University

SESSION A: IDENTIFYING AND ADDRESSING DISPOSITIONAL ISSUES FROM FOUNDATIONS TO STUDENT TEACHING Presenters: Cheryl Stolle and Jerry Wilde, Indiana University East, Richmond, IN

Presenters will discuss and share three program components used to address and/or identify dispositional issues in pre-service teachers. ➤The Faculty Review of Professional Potential (FROPP) ➤The Assessment of Professional Potential (APP) ➤The Admissions and Graduation Portfolio. The session will include interactive discussion and participants will be encouraged to share similar or alternative practices and experiences.

SESSION B: THE DEVELOPMENT OF AN ASSESSMENT OF TEACHER CANDIDATES' PROFESSIONAL DISPOSITIONS IN CLASSROOM INTERACTIONS Presenter: Theresa M. Bouley-Picard, Eastern Connecticut State University, Willimantic, CT

NCATE evaluates teacher education programs based on not only teacher candidates' ability to know and demonstrate content, pedagogical, and professional knowledge and skills but also their ability to know and demonstrate a disposition that is necessary to help all children learn. Although we have always been mindful to familiarize teacher candidates with the dispositions expected of teaching professionals, until now there has been no formal assessment of dispositions of teacher candidates enrolled in our program.

SESSION C: DEVELOPING DISPOSITIONS THROUGH COMMUNITIES OF PRACTICE IN TEACHER EDUCATION Presenter: David Carroll, Western Washington University, Bellingham, WA

This paper outlines a framework for conceptualizing the development of dispositions of teaching, provides initial profiles of beginning teacher education candidates' dispositions, and suggests a taxonomy of performances of understanding related to dispositions for teaching.

SESSION D: ASSESSING DISPOSITIONS: THE SEARCH FOR A "CLEAN" AND EFFICIENT

SOLUTION Presenters: Reid Riggle and Mary Greenlaw, St. Norbert College, De Pere WI

We will discuss the process used by SNC faculty to devise an efficient strategy for judging the dispositions of the pre-service teachers. Assessment tools and procedures will be shared, including the use of LiveText.

SESSION E: OH THE STORIES WE TELL: LITERACY CONCEPTIONS AND TEACHING DISPOSITIONS Presenters: Christine G. Price and Anne B. Bucalos, Bellarmine University, Louisville, KY

Exploring the connections among early and school-age literacy experiences and emergent teacher dispositions is fertile territory for teacher preparation programs. This presentation is based on the results of a qualitative research study linking early literacy experiences to effective and ineffective dispositions that preservice and inservice teachers bring to the classroom.

SESSION F: INTERVENTION STRATEGIES TO FACILITATE HEALTHY STUDENT DISPOSITIONS Presenters: Cynthia Bice, Jayne White and Ed Williamson, Drury University, Springfield, MO

Following the development of the Disposition Evaluation Instrument, Drury University faculty members have created an intervention handbook to facilitate healthy dispositions. This handbook contains intervention strategies derived from James Comer's School Development Program theories.

SESSION G: A MODEL OF DISPOSITION MODIFICATION FOR PRESERVICE TEACHERS Presenters: Karen Ihrig and Elisabeth Hess Rice, The George Washington University,

Presenting a model of change in preservice teacher dispositions as concepts of intra/interpersonal knowledge are integrated into coursework. Participants will have the opportunity to view the researcher's coding process and discuss the model and its implications for teacher education.

SESSION H: THE ABILITY TO "IDENTIFY WITH DIVERSE POPULATIONS:" A REQUIRED TEACHER DISPOSITION? Presenters: Mark Wasicko, Wanda Griffith, Jill Niemeyer, Paul Wirtz, Northern Kentucky University, Highland Heights, KY

This session focuses on the efficacy of self-reflection for assisting pre-education students to make good decisions about their "fit" for a career in education and on the ethical considerations surrounding admitting candidates who cannot demonstrate required dispositions. The tools used to measure dispositions, course materials used with students, data collected and resulting findings will be presented along with a theoretical framework and procedure to "defer" student admission.

SESSION I: BUILDING POSITIVE DISPOSITIONS TOWARD RACIAL DIVERSITY Presenters: Paula J. Stewart and Susan Davis, Arkansas State University, Mountain Home, AR

A campus with no racially diverse area partner public schools explored ways to meet NCATE standards. The models attempted and the success of the models is shared. Audience participation

is encouraged.

SESSION J: DISPOSED TO THINK, DISPOSED TO TEACH, DISPOSED TO BE Presenter: Laurance J. Splitter, Hunter College, New York, NY

I articulate a holistic framework which embraces both the cognitive, affective and moral dispositions of our humanity, and their associated behaviors. Classrooms can be *inquiring dialogical communities* that engage students in the serious question of what it means to be a decent human being.

SESSION K: LICKING THE SPOON: DISPOSITION GROWTH RINGS Presenter: Dick Usher, Murray State University, Benton, KY

Personal poetry and stories taken from the author's manuscript 'Licking the Spoon' will be used to explicate and understand effectiveness dispositions as growth rings created around life experiences.

SESSION L: ASSESSING DISPOSITIONS: THE ROLE OF INTUITION AND SELF-MANAGEMENT Presenter: Ann Calder Rose, West Liberty State College, West Liberty, WV

An examination of the interrelated roles of assessor intuition and candidate self-management as they relate to assessment of teacher candidate dispositions, this session provides a closer look at how to document and validate dispositions in a manner that melds observation and belief.

SESSION M: CREATING A CULTURE OF THINKING THAT HONES TEACHING DISPOSITIONS Presenters: Neil H. Brewer, Faye Marsha G. Camahalan, Donna E. Daily, Catherine A. Shea, Indiana University Southeast, New Albany, IN

A presentation on creating a culture of thinking in the college classroom so that teachers' dispositions are nurtured developed and assessed.

SESSION N: TEACHERS IN POPULAR FILM: A TYPOLOGY OF STYLES Presenter: Edward Pajak, Johns Hopkins University, Columbia, MD

A typology of teacher disposition styles is presented. Readily identifiable in popular films, curriculum philosophies, and instructional models, differences among the styles in perceptions, preferences, goals, and sources of motivation and satisfaction will be described.

SESSION O: TRACKING THE DISPOSITIONS OF PRE-SERVICE AND IN-SERVICE [TEACHERS: WHAT WE ARE LEARNING](#) Presenters: Jan Wilson, Gena Riley, Roland Thornburg, Jacksonville State University, Jacksonville, AL

This session will discuss data that represent the observed dispositions of in-service teachers by their peers in the school environment and by pre-service teacher interns in the school environment. Reflections addressing the observed dispositions will also be discussed.

SESSION P: ASSESSING DISPOSITIONS: CONTEXT, COMPETENCY AND COMMONALITIES

Presenters: Martha M. Mobley, Kean University, Union, NJ; Jo-Anne Mecca, New Jersey City University, Jersey City, NJ; Nancy Norris-Bauer, Williamson Paterson University, Wayne NJ

Performance dispositions from nine NCATE campuses were compared for similarities/discrepancies in defining and assessing the values, commitments, and professional ethics of their teacher candidates.

SESSION Q: A CONTEXTUAL APPROACH TO TEACHER DISPOSITIONS Presenter: Larry Freeman, Governors State University (retired), Homewood, IL

This presentation will outline an approach to dispositions that identifies and addresses problems arising from the fact that teaching does not take place in the abstract but in specific classrooms with specific children.

SESSION R: MIDDLE SCHOOL TEACHER DISPOSITIONS: URBAN AND SUBURBAN FIELD NOTES

Presenter: Paul J. Mack, Maryville University of St. Louis, St. Louis, MO

This research was conducted in spring 2005 at three middle schools in the St. Louis, Missouri metropolitan area. Follow up teacher and principal interviews were conducted. The goal of was to identify teacher behaviors that create classroom-learning environments that encourage engagement and achievement.

SESSION S: STRUGGLING WITH THE ASSESSMENT OF DISPOSITIONS: BLENDING THE DIVERGENT VIEWS OF PROGRAM NEEDS AND UNIT ACCOUNTABILITY Presenters: Jon Bellum and Russell Agne, University of Vermont, Burlington, VT

This presentation outlines the ongoing use of the Professional Attributes and Dispositions Assessment (PADA) at the College of Education & Social Services, University of Vermont. We will focus on four main themes that have emerged as we prepare to fully implement the PADA across programs including 1) how to create valuable data, 2) using technology to collect data, and 3) blending gate keeping with program renewal.

SESSION T: ADDRESSING DISPOSITION ACROSS SPECIAL EDUCATION CLINICAL EXPERIENCES **Presenter:** Nellie Pearson, Northern Illinois University, DeKalb, IL

We offer a model for assessing the disposition of pre-service teachers across three clinical experiences. In doing so, we have been able to address concerns and to look for students to improve skills in identified areas.

SESSION V: REFLECTION AS A DISPOSITION **Presenter:** Kathy Larson, Cooperative Education Services Agency, Oconomowoc, WI; and Kathy Kramer, Carroll College, Waukesha, WI

This session provides reflective tools for educators both at pre-service and professional levels so that they are fully conscious of their dispositions and the effect of their dispositions when interacting within the profession in the context of teaching and leading. Participants will experience to self-assess their dispositions and analyze behavioral data that will verify the influence of dispositions on their performance. Join us in this journey.

SESSION W: EFFECTIVE LEADERS AS EFFECTIVE PERSONS – THE DISPOSITIONS TO LEAD

Presenters: Mark Wasicsko, Paul Wirtz, Northern Kentucky University, Highland Heights, KY

This session focuses on effective leader dispositions. The presenters' contend that effective leaders possess necessary perceptions that are preconditions for effectiveness. These necessary perceptions or "dispositions" can be measured, enhanced and selected for in the hiring process. The session will present four essential dispositions: the ability to identify with diverse populations, the belief that people are able and worthy, the ability to focus on the larger purposes and goals, and a people- versus a thing-orientation. A brief presentation of a conceptual framework that integrates dispositions with leadership skills and an instrument used to assess these dispositions will be presented.

SESSION X: ESSENTIAL DISPOSITIONS – WASHINGTON STATE'S CONCEPTUAL FRAMEWORK

FOR TEACHERS Presenters: Debby Lierman, Seattle Pacific University, Seattle, WA; Lauren McClanahan, Western Washington University, Bellingham, WA; Paul Ganalon, City University, Seattle, WA; J. Mickie Clise, Heritage University, Yakima, WA; Connie Reichel, Washington State Office of Superintendent Public Instruction, Olympia, WA

Using a team approach, colleges and universities in Washington State, in collaboration with the Office of the Superintendent of Public Instruction (OSPI), are working to define five broad categories of dispositional traits for use as an assessment guideline for teacher candidates across the state.

SESSION Y: DISPOSITIONS 911 Presenters: Linda Marley and Camy Weber, Oakland City University, Oakland City, IN

The participant will discuss their programs' dispositions identification process for pre-service teachers, as well as procedures, effective and less effective, used after the assessment. Sharing and examining attitudes toward dispositions should be enriching.

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