

# **THIRD SYMPOSIUM ON EDUCATOR DISPOSITIONS**

**Sponsored by  
The College of Education  
The Center for the Renewal of Schools and the Education Professions  
Eastern Kentucky University**

## **SCHEDULE**

**CONFERENCE DAY ONE  
THURSDAY, NOVEMBER 18, 2004**

- 8:00 – 8:30 **Continental Breakfast, Perkins Lobby**  
8:30 – 8:45 **Opening General Session, Quadrants C&D**  
**Welcome**  
**William Thames**  
**College of Education, Eastern Kentucky University**  
8:45 – 9:00 **Setting the Agenda**  
**Mark Wasicsko, Dean**  
**College of Education, Eastern Kentucky University**

Mark Wasicsko is the driving force behind Eastern Kentucky University's efforts to address the issue of educator dispositions. His interest in the subject and its relationship to perceptual psychology dates from his work with Arthur Combs at the University of Florida. This interest has dictated a professional focus during his career and has subsequently led to this conference.

- 9:00 - 10:15 **Art Combs Lecture**  
**A One Woman Play: "Rediscovering the Soul of Education"**  
**Rebekah Carpenter, State University of West Georgia,**  
**Carrollton, GA**

Rebekah Carpenter is the Center Director for the Thomas B. Murphy Teacher and Training Center at the State University of West Georgia. She holds the Bachelor of Arts degree from Mars Hill College and a masters degree in psychology from the State University of West Georgia. In her masters work, she focused her research on how our culture and system of education often suppress the authenticity, passion, and purpose of our children and youth. She has conducted case studies on stellar teachers who, in spite of this suppression, manage to bring heart, creativity, and passion into their everyday classroom teaching experience. *Rediscovering the Soul of Education* will help educators understand how creating passion and purpose in teaching and learning can be suppressed or invigorated. Often comical, moving, and deeply thought provoking, the play offers inspiration and insight for renewing teachers, students, and schools.

Many who have seen the presentation, written and performed by Rebekah Carpenter, are stirred and have a new sense of resolve to revitalize their own teaching and instruction, so that they are bringing out the absolute best in themselves and in their students.

10:15 – 10:30 **Break**  
**Perkins Lobby**

10:30 – 11:00 **General Session, Quadrants C & D**  
**The Fully Integrated Dispositions Plan (Nearly)**  
**Mark Wasicsko, Eastern Kentucky University**

An update on the state of integrating dispositions into every aspect of the College of Education at ECU. Included will be a progress report on: 1) using dispositions in the admissions process, 2) integrating dispositions into pre-teacher coursework, 3) redesigning the graduate core to address the dispositions of helping professionals in the areas of personal growth and adjustment and leadership, and 4) using dispositions in the hiring process from advertisements to selection.

11:00 – 12:00 **Cluster One Breakouts**

**SESSION A: WHAT ARE THOSE TEACHERS DOING ANYWAY?**

**Room 211**

This presentation examines the teaching practices of elementary (K-6) classroom teachers, who have been designated as master teachers by their principals, to determine what happens in their classrooms that enable their students to be successful. The study addresses the instructional strategies used, common classroom dispositions, and how the dispositions of successful classroom teachers compare with dispositions set out by INTASC standards.

**Presenters:** Susan Thompson, Mary Ransdell, and Celia Rousseau, the University of Memphis, TN  
**Facilitator:** Grant Holley, North Carolina State University, Raleigh, NC

**SESSION B: DEVELOPING TEACHING DISPOSITIONS THROUGH INQUIRY**

**Room 210**

Presents a semester-long study of how teacher candidates created identities and developed teacher dispositions as literacy professionals through their participation in inquiry group workshops. The session will examine how teacher candidates' identities were molded and meanings were negotiated as learners and as future literacy teachers through inquiry group workshops designed to help teacher educators better comprehend and meet the needs of all teacher candidates.

**Presenter:** Cynthia A. Lassonde, The State University of New York at Oneonta, NY  
**Facilitator:** Delinda Lybrand, Eastern Kentucky University, Richmond, KY

**SESSION C: DEVELOPING DISPOSITIONS OF PRE-SERVICE TEACHERS THROUGH MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

**Room 212**

This session presents the belief that early experience of pre-service teachers in teacher organizations establishes a high level of credibility for the dispositions held to be desirable in teachers. Session participants will be informed about the undergraduate organizations and the actions and projects which support and develop desirable dispositions of pre-service teachers.

**Presenter: Paula Stewart and Susan Davis, Arkansas State University, Mountain Home, AR**

**Facilitator: Lynn Mahlum, Minnesota State University, Moorhead, MN**

**SESSION D: ASSESSING DISPOSITIONS ABOUT CULTURAL AND RACIAL DIVERSITY AMONG TEACHERS**

**Room 220**

This session will consider three questions: What images do special educators have of themselves as teachers addressing their students' cultural backgrounds? What beliefs do those teachers have about diversity? How do teacher training programs' candidates understand and modify their thinking about cultural diversity over time through a program? An instrument, the Critically Responsive Special Educator Test (CRSET), developed to measure special education teachers' sensitivity toward and inclination to address diversity in their classroom behavior will be examined. The CRSET focuses on three aspects of the teaching-learning process: the teacher, the students, and the learning environment. Participants will take and evaluate the CRSET and discuss the presenter's research.

**Presenter: Howard Weiner, Adelphi University, Garden City, NJ**

**Facilitator: Rita Nawrocki-Chabin, Alverno College, Milwaukee, WI**

12:00 – 1:00

**Buffet Lunch  
Quadrants A&B**

1:00 – 1:30

**Common Symposium on Cluster One Breakout Sessions  
Quadrants C&D**

1:30 – 2:30     **Cluster Two Breakouts**

**SESSION E: DISPOSITIONS IN ACTION: HOW DISPOSITIONS OF EFFECTIVE EDUCATORS ARE EVIDENCED IN PRACTICE**

**Room 211**

The session will examine the construct of dispositions in action and will attempt to answer the questions: So what? What do dispositions look like? How do they affect pedagogy and ultimately student learning? Why do dispositions matter? The presentation assumes the possibility that dispositions can be taught, that they are not merely personality traits or perceptions, and therefore that they may be critical to teacher education and worth examining as the potential core of high quality teacher education programs.

**Presenter: Holly Thornton, University of North Carolina Greensboro, NC**

**Facilitator: Paul Mack, Maryville University, St Louis, MO**

**SESSION F: USING COMER'S DEVELOPMENTAL PATHWAYS TO MEASURE STUDENT DISPOSITION**

**Room 210**

This presentation will describe the developmental pathways theory of Dr. James Comer as it relates to a continuing effort to identify, measure, and enhance student disposition. The Drury University Disposition Evaluation Instrument (DEI) was modified by aligning student disposition indicators with the six developmental pathways; cognitive, language, physical, psychological, social, and ethical. The session will highlight the results and provide information about the use of the developmental pathways and how they can be used to identify, measure, and enhance student disposition.

**Presenters: Edward Williamson, Jayne White, and Cynthia Bice, Drury University, Springfield, MO**

**Facilitator: Karen Frohoff, Eastern Kentucky University, Richmond, KY**

**SESSION G: COOPERATING TEACHERS AS ROLE MODELS OF EDUCATOR DISPOSITIONS**

**Room 212**

The most influential individual impacting the quality of a pre-service student teacher's field experience is the cooperating teacher. Because the pre-service student teacher should be apprenticing with a master teacher, the level of knowledge, skills, and examination of dispositions of the cooperating teacher are determining factors in the direction and outcome of the teacher candidate's experience. This session will present a survey, devised by three New Jersey universities, of cooperating teachers to determine their educational dispositions as well as their preparation as mentor teachers. Analyzed data collected from the spring 2004 semester senior interns will be presented.

**Presenters: Jo-Anne Mecca, New Jersey City University, Martha M. Mobley, Kean University, Elizabeth, NJ, and Nancy Norris-Bauer, William Patterson University, Wayne, NJ**

**Facilitator: Cynthia Lassonde, State University of New York at Oneonta, Oneonta, NY**

**SESSION H: A COMPARATIVE ANALYSIS OF DISPOSITIONAL GROWTH IN PRE-SERVICE TEACHER EDUCATION STUDENTS**

**Room 220**

This study compared development of intentional dispositions across four semesters in a beginning teacher education course as students engaged in increasingly more explicit classroom modeling, practice, and reflection. Each succeeding semester incorporated more modeling and discussion of dispositions through readings, analysis of traditional and artistic teaching videos, e.g., *Dead Poets Society*, simulations of classroom management practices, role playing how teachers praise and encourage students, and through sharing Boyatzis' model of dynamic interaction to give students a language for discussing dispositions.

**Presenters:** Lee Breese and Rita Nawrocki-Chabin, Alverno College, Milwaukee, WI

**Facilitator:** Deborah Pulliam, Missouri Southern University, Joplin, MO

2:30 – 2:45

**Break**

2:45 – 3:15

**Common Symposium on Cluster Two Breakout Sessions  
Quadrants C&D**

3:15 – 4:30

**Open Discussion and Wrap Up**

6:00 – 8:00

**Banquet  
Quadrants A&B**

**Entertainment by *Wise Village*.**

Bluegrass music performed by students from Stanton Elementary School, Powell County, Kentucky.

Wise Village was a dream of long time principal Juanita "Faye" King. King and her staff envisioned a program that celebrated the rich heritage of Bluegrass, Appalachian and Folk music that was once a central part of Eastern Kentucky culture. Over the years, as modernization transformed society, families no longer gathered on the front porch to exchange colorful stories and engage in musical camaraderie. Stanton Elementary wanted to recreate those times of the past. With a vision of preserving that heritage and with a talented and dedicated staff, the Village dream became a reality in 1993.

The singers and instrumentalists range in age from five to thirteen years old. The program features Bluegrass selections accompanied by guitars, banjos, mandolins, fiddles, and upright bass. It is currently under the direction of Carmen Billings and Sarah Watson.

Through the years, those directing Wise Village, saw an increasing need to develop the talents of the more mature musicians, so groups within the group of "Wise Village" were formed. In the past, students formed small groups such as "Little Bit of Blue" and "7 Pounds of Bluegrass." The most current branch of the Wise Village group is called "Basic Training." We are sure that you will enjoy the music performed by these talented students.

**CONFERENCE DAY TWO  
FRIDAY, NOVEMBER 19, 2004**

8:00 – 8:30     **Continental Breakfast, Perkins Lobby**  
8:30 – 8:45     **Setting the Agenda**  
                  **Mark Wasicsko**  
                  **Quadrants C&D**  
8:45 – 9:45     **Cluster Three Breakouts**

**SESSION I: CHOOSING DISPOSITIONS: A PROCESS THAT WORKS**

**Room 211**

Participants in this session will be involved in a process for choosing measurable dispositions based upon the six main areas of dispositions that educators focus upon: reflection and self-improvement, professional commitment and responsibility; respect for diversity, effective communication, interpersonal relationships, and attitudes towards learners. The dispositions that a student would need to have in order to meet each area will be discussed and the dispositions will be compared and contrasted to the ten INTASC principles.

**Presenter:** Lynn A. Mahlum, Minnesota State University, Moorhead, MN  
**Facilitator:** Susan Thompson, University of Memphis, Memphis, TN

**SESSION J: TAKING VARIOUS PERSPECTIVES ON DISPOSITIONS: THE IMPLICATIONS FOR COACHING**

**Room 212**

This session will explore three ways of understanding dispositions and the implications of each perspective for coaching candidates to develop appropriate dispositions. The three perspectives are: 1) systemic, in which the three components of a disposition - values/beliefs, intention, and strategies – interact; 2) environmental, in which a disposition is understood to interact with the three components held and pursued by colleagues, students, schools, communities, and/or districts; 3) dynamic, in which a disposition is viewed as it manifests itself over time and in interaction with its environment. The utility of each of these perspectives will be illustrated by actual cases and the implications for coaching candidates will be explored.

**Presenter:** Larry Freeman, Governors State University, University Park, IL  
**Facilitator:** Marlene Helm, Eastern Kentucky University, Richmond, KY

### **SESSION K: DISPOSITIONS-CENTERED PROGRAMS FOR TEACHER EDUCATION**

**Room 210**

This session will present the idea that a teacher education program might best be oriented around the inner life of its participants and will consider the following: What are some central and important dispositions of effective teachers and in what way might these become program organizers? What is a definition or working model of human learning that might serve to immerse candidates in the very processes they are learning about and how might that model become a program organizer? How might the human learning channels or domains (physical, mental, and spiritual) serve to provide program organizers?

**Presenter: Dick Usher, Murray State University, Murray, KY**

**Facilitator: Paige Carney, Eastern Kentucky University, Richmond, KY**

### **SESSION L: TEACHING THE IMPORTANCE OF PROFESSIONAL DISPOSITIONS TO PRE-SERVICE EDUCATORS**

**Room 220**

The only thing that happens faster than teaching about dispositions is the students forgetting what they are supposed to know. This often happened because the students don't make a connection to the content being presented. To avoid this problem, this session will identify a number of general dispositions to teach and will demonstrate experiential based activities which can be employed by the instructor to engage the students directly in the learning process.

**Presenter: Richard Fopeano, Rowan University, Glassboro, NJ**

**Facilitator: Kathryn Polmanteer, Eastern Kentucky University, Richmond, KY**

9:45 – 10:00 **Break**

10:00 – 10:30 **Common Symposium on Cluster Three Breakout Sessions  
Quadrants C&D**

10:30 – 11:30 **Cluster Four Breakouts**

### **SESSION M: HOW DEMOGRAPHICS AFFECT TEACHER CANDIDATES' DISPOSITION TOWARDS DIVERSITY**

**Room 211**

Researchers have suggested that demographics and personal educational experiences have a direct bearing on teacher candidates' ideas of and dispositions toward teaching and learning. This session presents a study identifying dispositions of final internship teacher candidates at multiple universities to determine whether demographics affect issues of diversity related to the teaching and learning process.

**Presenter: Linda Moss, Northeastern State University, Tahlequah, OK**

**Facilitator: Martha Mobley, Kean University, Elizabeth, NJ**

**SESSION N: THINKING AND WORKING OUTSIDE THE COMFORT ZONE: THE DEVELOPMENT OF TEACHER AND STUDENT DISPOSITIONS IN INQUIRY-BASED, INCLUSIVE CLASSROOMS**

**Room 210**

This session will describe the dispositions that were nurtured in a collaborative academic service learning project between a K-3 community and a university community. The project challenged conventional notions about teaching and learning and resulted in both intentional and unexpected dispositional outcomes. The presentation will highlight conditions necessary to foster inquiry and promote inclusive education and will share constraints to dispositional growth and implications for pre-service and in-service professional development.

**Presenters:** Delinda Lybrand, Eastern Kentucky University, Richmond, KY, Kathleen Heikkila, and Debra Thatcher, Northern Michigan University, Marquette, MI.

**Facilitator:** Faye Newsome, Eastern Kentucky University, Richmond, KY

**SESSION O: AS DISPOSED AS YOU CAN BE: IMPROVING THE DISPOSITION TO TEACH**

**Room 212**

This presentation will introduce a new handbook entitled *As Disposed as You Can Be: Improving the Disposition to Teach*. It is arranged and based on general results that can be derived from the *Diagnostic Inventory for Selective Prescription on Self-Evaluation (DISPOSE)*. The handbook is largely organized around major educational dispositions and, to a certain extent, the clinical indispositions that are dealt with in the *DISPOSE*. The approaches to helping oneself become better disposed to teach include brief definitions of each topic; some theoretical discussion of the importance of each disposition/indisposition; didactics regarding how one might improve in these areas; and pragmatic exercises designed to assist teacher-candidates in improving those dispositions.

**Presenters:** Judy Harrison, Gary Smithey, Charles Weiner, Henderson State University, Arkadelphia, AR

**Facilitator:** Christine Price, Bellarmine University, Louisville, KY

**SESSION P: GENERATING DISPOSITIONS TO TEACH THROUGH COLLABORATIVE CASE ANALYSIS**

**Room 220**

The session will focus on a proven method of identifying dispositions to teach which is theoretically grounded in ethics education. The Four Component Model of moral/ethical maturity is relied upon as a framework for case analysis. Small group, facilitated discussion was used to yield principles and behavioral expectations for teacher dispositions. Through this process faculty generate dispositional statements in which all are invested.

**Presenters:** Curtis Guaglianone and Pamela LaneGaron, California State University Fresno, Ca

**Facilitator:** William Thames, Eastern Kentucky University, Richmond, KY

- 11:30 – 12:30 **Buffet Lunch**  
**Quadrants A&B**
- 12:30 – 1:00 **Common Symposium on Cluster Four Breakout Sessions**  
**Quadrants C&D**
- 1:00 – 2:00 **Cluster Five Breakouts**

**SESSION Q: THE CHALLENGE OF ASSESSING PRE-SERVICE TEACHER DISPOSITIONS:  
NAVIGATING MURKY WATERS**

**Room 211**

The presentation will explore the dispositions debate and address questions including whether appropriate dispositions can be taught, whether there will be tolerance for diversity in dispositions, and whether there are professionals genuinely qualified to judge appropriate dispositions. Recommendations for appropriate measurement tools, implications for teacher education programs, and the need for additional research will be explored.

**Presenters: Anne B. Bucalos and Christine G. Price, Bellarmine University, Louisville, KY**

**Facilitator: Bruce Bonar, Eastern Kentucky University, Richmond, KY**

**SESSION R: WHY IS THE STUDY OF DISPOSITIONS A NECESSARY COMPONENT OF AN  
EFFECTIVE TEACHER PREPARATION PROGRAM?**

**Room 210**

The study of dispositions in educator preparation is critical for two reasons. First, the disposition to teach is commonly identified as the primary quality of successful educators, and second, addressing dispositions in educator preparation programs is required for state and national accreditation. This presentation will define dispositions; clarify why they are important in the preparation of educators, and present several models of how dispositions are addressed by educator preparation institutions.

**Presenters: Paul Erickson, Paul Wirtz, and June Hyndman, Eastern Kentucky University,  
Richmond, KY**

**Facilitator: Julie Bucknam, Eastern Kentucky University, Richmond, KY**

**SESSION S: IDENTIFYING AND EVALUATING THE DISPOSITIONS TO TEACH AMONG  
PRE-SERVICE AND PRACTICING EDUCATORS  
Room 220**

This session will present a powerful and easy-to-use system (Windows and Macintosh) for creating teaching standards, and for building rubrics, checklists, and performance indicators. The system, which is web-based, simplifies the development and completion of performance appraisals for the teaching profession, and for obtaining statistical analysis about dispositions on a district, school, faculty, and individual basis. The system also supports walkthroughs, self-appraisals, reflections, journals, portfolios, and peer assessment. Automated data transfer to Palm and Pocket PC handhelds allows for simplified, portable, and rapid data collection anywhere.

**Presenter: Paul Shuster, Media-X Systems Inc., Ottawa, Canada.**

**Facilitator: Steve Hyndman, Eastern Kentucky University, Richmond, KY**

**SESSION T: COOPERATING TEACHERS' PERCEPTIONS OF TEACHER DISPOSITIONS:  
POTENTIAL BRIDGES AND BARRIERS IN A SECONDARY TEACHER EDUCATION PROGRAM  
Room 212**

How teacher education programs can better collaborate with cooperating teachers in an effort to both reinforce and encourage teacher dispositions among secondary pre-service teachers that support effective teaching and learning will be discussed. The session will explore two specific questions: 1) What are the cooperating teachers' perceptions of teaching dispositions? and 2) What is the potential influence of cooperating teachers' perceptions of dispositions on pre-service teachers' professional growth and development? Work-to-date will be shared and critical insights sought.

**Presenters: Kim E. Koeppen, Hamline University, St. Paul, MN. and Judy Davison-Jenkins, St Cloud State University, St. Cloud, MN.**

**Facilitator: Glenda Cosenza, Northern Illinois University, DeKalb, IL**

2:00 – 2:15      **Break**  
2:15 – 2:45      **Common Symposium on Cluster Five Breakout Sessions  
Quadrants C&D**  
2:45 – 3:00      **Conference Wrap up and Adjourn**