

**SECOND NATIONAL  
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**

**THURSDAY, NOVEMBER 20, 2003**

9:00 – 9:15 **Opening General Session**  
Quadrants C&D

**Welcome: W. Lyle Cook, Provost and Vice-President of Academic Affairs, Eastern Kentucky University**

Lyle Cook is the newly named Provost and Vice-President for Academic Affairs at EKV. He comes to Eastern from Black Hills State University in Spearfish, S.D. where he guided all academic programs of the four-year liberal arts institution. At Black Hills, among his other accomplishments, he established a Center for Excellence in Science and Mathematics Education. He earned his bachelor's degree in mathematics education from Southeast Missouri State University and a doctoral degree in mathematics from Oklahoma State University. He has more than 30 years of experience as a professor and administrator at Eastern Montana College, Idaho State University, and Louisiana State University –Shreveport, where he was dean of the College of Science.

9:15 - 10:00 **Setting the Agenda: Mark Wasicsko, Dean  
College of Education, Eastern Kentucky University**

**[PRE-CONFERENCE DISPOSITION TRAINING](#)**

**[DESIGNING AND IMPLEMENTING YOUR DISPOSITIONS PLAN](#)**

Mark Wasicsko has returned to his position as Dean of the College of Education at Eastern Kentucky University following a term as Interim Provost and Vice President for Academic Affairs. Studying for his PhD in Educational Psychology with Arthur W. Combs at the University of Florida led him into an interest in perceptual psychology and how it impacts upon the disposition to teach. This interest led to the move at Eastern Kentucky University to more fully address the disposition to teach and subsequently to this conference .

10:00- 10:15      Break

10:15 – 11:15      **Art Combs Lecture**  
**Teacher Dispositions: What Makes Good Teachers Good**  
**James Stronge, The College of William and Mary, Williamsburg, VA.**

Dr. Stronge is Heritage Professor in the Educational Policy, Planning, and Leadership area at the College of William and Mary. Among his primary research interests are a) teacher effectiveness and student success, and b) teacher and administrator performance evaluation. He received his doctorate in the area of educational administration and planning from the University of Alabama. He has been a teacher, counselor, and district-level administrator. His presentation is drawn from his book *Qualities of Effective Teachers* published by the Association for Supervision and Professional Development. He is the author or co-author of numerous articles, books, and technical reports on teacher quality and performance evaluation.

11:15 - 12:00      **The Educational Testing Service's Teacher Attitudes Survey: Results of the Survey of Conference Participants**  
**Alyssa Walters, Associate Research Scientist and Shirley Hall, Training Programs Manager, Educational Testing Service, Princeton, NJ.**

The Teacher Attitudes Survey is designed to help teachers and administrators become aware of attitudes that may facilitate or hinder effective teaching. Survey items were designed to tap general attitudes about teachers' self-efficacy, beliefs about the nature of intelligence, motivation, and biases, as well as specific attitudes towards standardized tests and teaching practice. The session will present the results of the completion of the survey by conference participants.

12:00 – 1:00      **Lunch**

## Quadrants A & B

1:00 – 2:00

### **Breakout Strand One: Surveying to Determine the Need**

#### **Examining and Identifying Teaching Dispositions from a Dispositional Theory Perspective**

##### **Session A Room 210**

Participants will be asked to consider adding information from dispositional theory to their repertoire for examining and identifying what disposition to teach. Adding a broad framework based on dispositional theory will allow participants to examine dispositions from a global perspective. The participants will also look at thinking skills from a dispositional theory perspective.

**Presenter:**

**Margaret Dotson, Berea College, KY**

**Facilitator: Anne Richards, State University of West Georgia, GA**

#### **Design and Use of the “Diagnostic Inventory for Selective Prescription on Self-Evaluation”(DISPOSE)**

[DISPOSE Diagnostic Tool](#)

[DISPOSE SCORING & INTERPRETATION MANUAL](#)

##### **Session B Room 212**

The session will introduce the DISPOSE for examination and expert opinion. Constructed by a consortium consisting of two education professionals and a licensed, practicing psychologist, the DISPOSE is arranged to provide teacher candidates with enough specific information to assess, based on widely-accepted dispositions and “indispositions,” the general relationship between self-identified personality characteristics and the likelihood of success in the teaching profession.

**Presenters:**

**Charles Weiner, Gary Smithey, and Judy Harrison, Henderson State University, AR**

**Facilitator: Judy Briggs, Eastern Illinois University, IL**

#### **3000 [Educators Respond to Preferred Dispositions](#)**

##### **Session C Room 219**

The 3000 in-service educators were surveyed to establish patterns of preferred educator dispositions. The data collected was analyzed by gender, years of teaching experience, subject(s) taught, and level of advanced professional development. The results of this effort will be offered with an emphasis on discernable patterns. The implications for teacher educators will be discussed.

**Presenter:**

**Bob Taylor and Pam Wash, Lander University, SC**

**Facilitator: Paul Wirtz, Eastern Kentucky University, KY**

#### **Practical Applications of the ETS Teacher Attitude Survey**

### **Session D Room 220**

This session will be a follow-up of the morning's general session. It will provide more specific information about the development of the Teacher Attitudes Survey and its use as a structured self-reflection tool within professional development initiatives. Practical applications of the Survey for enhancing teacher effectiveness will be discussed.

**Presenters:**

**Alyssa Walters and Shirley Hall, Educational Testing Service, NJ**

**Facilitator: Paul Erickson, Eastern Kentucky University, KY**

### **To Be Rather Than to Seem: Perceptions of Local School Educators About Dispositions of Student Teachers**

#### **Session E Room 221**

It is evident that in order to address concerns about the development of appropriate dispositions in prospective teachers there should be a collaborative effort between P-12 schools and institutions of higher education. This session will focus on a survey distributed to local school educators, university professors, and student teachers asking for a list of professional/personal qualities or traits (dispositions) that might enhance or impede the effectiveness of student teachers. The findings of the survey and the implications for teacher preparation programs will be discussed.

**Presenter:**

**Stella H. Simpson, Trevecca Nazarene University, TN**

**Facilitator:**

**Shannon Means, Eastern Kentucky University, KY**

**2:00 – 2:45**

### **Common Symposium with a Panel of Breakout**

#### **Facilitators**

**Quadrants C & D**

2:45 – 3:00

Wrap up

6:00 – 8:00

### **Thursday Evening Banquet**

6:00 – 6:30

Reception in lobby of Perkins

6:30 - 8:00

#### **Banquet Dinner**

**Quadrants A & B**

#### **Great Opportunities**

**Gary Griesser**

Humorist, recording artist, and singing motivator, Gary Griesser, had a 27 year career as a teacher, counselor, principal, central office supervisor, and district superintendent in Boone County Kentucky, and as an Associate Commissioner in the Kentucky Department of Education. As a professional speaker he has brought encouragement, hope, appreciation, and challenges to 950 audiences in 43 states as a

professional speaker. This Freedom Foundation Award winner promotes patriotism, positive attitudes, harmony in the workplace, encouragement and inspiration through his “music with a message.”

## **FRIDAY, NOVEMBER 21, 2003**

**8:00 – 8:15**      **Continental breakfast & set up for day**  
**Quadrants C & D**

8:15 – 9:15      **Breakout Strand Two: Identifying  
Dispositions**

### **Where Did Dispositions Come From and What Can We Do With Them**

#### **Session F Room 210**

A summary of philosophy, psychology, and organizational behavior in teacher education will be presented along with an identification of the major issues surrounding the notion of disposition as it might be used in teacher education. A conceptual analysis of “disposition” will be undertaken, suggesting that a disposition consists of three parts: intention, values, and strategies. A discussion of the theoretical implications of using this three pronged analysis for evaluating dispositions and for assisting students in developing and changing dispositions will follow.

**Presenter:**

**Lawrence Freeman, Governors State University, IL**

**Facilitator: Linda Young, Asbury College, KY**

### **The Relationship Between Behavior and Experience: A Fundamental Premise**

#### **Session G Room 212**

Identification of the dispositions to teach came about through the exploration of a central premise of Perceptual (field) Psychology: i.e., that an individual’s behavior is an expression of his or her dispositions, perceptions, or meanings. In other words, what we say and what we do in our personal and professional lives is a function of what we believe or understand about ourselves, others, our purposes, and the situation in which we find ourselves. The session will clarify the significance of this fundamental premise.

**Presenter:**

**Anne C. Richards, State University of West Georgia, GA**

**Facilitator: William Wesley, Eastern Kentucky University, KY**

### **The Malleable Pre-Service Teacher: Developing and Field Testing a Disposition Evaluation Instrument**

#### **Session H Room 219**

This session will describe an investigation of pre-service teacher disposition by making an analogy between pre-service teachers and metallurgical terms by describing pre-service teachers as malleable or brittle, elastic or inelastic. The presenter will describe the procedures utilized by faculty members to identify dispositions thought to be predictive of success in the classroom. A prototypical instrument allowing for the assessment of the

degree of dispositions across several areas: relationships with others, reliability, willingness to collaborate, reflective practice, personal appearance, and teaching will be presented.

**Presenters:**

**Edward Williamson and Jayne White, Drury University, MO**

**Facilitator: Michael Martin, Eastern Kentucky University, KY**

### **Identifying and Evaluating the Dispositions to Teach among Pre-Service and Practicing Educators**

#### **Session I Room 220**

This session will present a powerful and easy-to-use system for creating teaching standards, and for building rubrics, checklists, and “look-fors.” The system, which is web-based and optionally interfaces to Palm handhelds for portable, rapid data collection, is a complete system for developing and completing performance appraisals for the teaching profession, and for obtaining statistical analysis about dispositions on a district, school, faculty, and individual basis. The system lends itself to both self-appraisals and peer assessment.

**Presenter:**

**Paul Shuster, University of Ottawa/Media-X Systems Inc., ON, Canada**

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

### **Identifying Special Education Teachers’ Dispositions Toward Youth in Foster Care: Implications for Higher Education Teaching and Research**

#### **Session J Room 221**

This multiple case study describes how nine special education teachers collaborated with parents and additional caregivers of youth with behavior disabilities residing in foster care. The study describes the teachers’ dispositions toward sustaining collaborative relationships. The presentation will provide a framework to begin the discussion of identifying potential ways to infuse knowledge and skill relative to dispositions in undergraduate special education preparation programs.

**Presenter:**

**John M. Palladino, Eastern Michigan University, MI**

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

**9:15 – 10:00 Common Symposium with Panel of Breakout Facilitators  
Quadrants C & D**

10:00 – 10:15 Break

**10:15 – 11:15 Breakout Strand Three: Developing  
Dispositions**

### **Dispositions Among Inclusion Teachers: Professional Development that Enhances Teachers’ Effectiveness**

#### **Session K Room 210**

The Inclusion Teacher Support Program is a professional development program that provides intensive in-context support to help address the complex and demanding job of providing high quality instruction to all students in the inclusion classroom. Consultants provide weekly in-classroom as well as individual and large group meetings to address the technical and affective components of inclusion class teaching. There

is a shared vision to guide instruction emphasizing self-reflection and self-awareness, a basic respect and concern for all students, and the development of a fulfilling professional identity.

**Presenters:**

**Howard Weiner and Alan Cohen, Adelphi University, NY**

**Facilitator: Jan Moore, Eastern Kentucky University, KY**

## **The Role of Values in the Development of Dispositions**

### **Session L Room 212**

This session will discuss the relationship between the development of dispositions and personal and professional values. Understanding this relationship is paramount in the development of teacher education programs that seek to promote teaching dispositions that promote student academic success. The presentation will include examples from a teacher education program in New York City.

**Presenter:**

**Alcione N. Ostorgaa, University of Texas Pan American, TX**

**Facilitator: Anisa Alkhatab, Eastern Kentucky University, KY**

## **When Worlds Collide: Reconciling the Inner Life with the Classroom's Outer Form**

### **Session M Room 219**

From the mid-1930's on, educational writings began to appear in which the condition of the teacher's inner life was recognized as central to a productive and psychologically healthy classroom. It was said that broken, incomplete adults could not work to educate the whole child. Today, many teacher education programs have turned from explicit discussions of the teacher's inner condition – his or her disposition – to formalized protocols and external notions of “best practices” eschewing the view of teachers as beings with psyches. The session will trace the development of notions of the inner life in teaching, discuss what they offer teachers, and examine why they have recently been abandoned in teacher education.

**Presenter:**

**Randy-Michael Testa, Double Take Magazine, MA**

**Facilitator: Michaela D'Aquanni, Kennesaw State University, GA**

## **The Raul Project: Developing Dispositions to Meet the Needs of All Students in an Inclusive Classroom**

### **Session N Room 220**

With inclusion as a reality in every classroom, a common problem that many colleges of education face is that their regular education candidates seem unable to appreciate the need to differentiate instruction to meet the needs of students with varying disabilities. This session discusses the development of a set of cumulative folders and case studies of hypothetical, but realistic and culturally diverse, children identified as having a variety of special needs. In a developmental process, candidates are introduced to the same set of children with different projects at each course level. The project seeks to improve the professionalism, quality, and dispositions of the teachers being trained. How the project is implemented in the courses will be presented along with current results of the surveys and reflections.

**Presenters:**

**Joy Cowdery and Sandy Long, Muskingum College, OH**

**Facilitator: Mary Brown, West Liberty State College, WV**

## **Morality and Teacher Dispositions**

### **Session O Room 221**

It is imperative for teachers in America's classrooms to possess moral dispositions. Education is inherently a moral enterprise. Therefore, we need teachers who possess knowledge and discernment of what is good or virtuous, who have the courage to act on their beliefs, who are committed to justice, and who truly care about students, parents, and society. This session will share components for a teacher education program to

facilitate the development of teachers who possess moral dispositions and who are equipped to foster a moral foundation in students. How a teacher education program can define moral dispositions, assist preservice teachers in becoming morally engaged, and guide teachers in developing a moral identity will be outlined.

**Presenters:**

**Anna McEwan and Linda Young, Asbury College, KY**

**Facilitator: June Hyndman, Eastern Kentucky University, KY**

**11:15 – 12:00      Common Symposium with Panel of Breakout Facilitators  
Quadrants C & D**

**12:00 – 1:00      Lunch  
Quadrants A & B**

**1:00 – 2:00      Breakout Strand Four: Nurturing and  
Assessing Dispositions**

### **Identifying, Developing, Nurturing Five Dispositions of Effective Teachers**

#### **Session P Room 210**

Pioneer research on the characteristic beliefs of effective helpers done by the late Arthur W. Combs and his associates identified five primary areas of belief related to teacher effectiveness: empathy, positive views of other people and their potential, positive views of self, more visionary goals and purposes, and personal authenticity. It is hypothesized that these areas of belief are key dispositions of effective teachers and are crucial to healthy more fully functioning persons in the general society. This session will identify, present, and explain each of the five dispositions and provide sample interactive activities and experiences designed to foster their development and nurturance.

**Presenters:**

**Dick Usher, Mary Usher, and Letitia Usher, Murray State University, KY**

**Facilitator: Larry Sexton, Eastern Kentucky University, KY**

### **Developing an Empathetic Response to Non-Standard English**

#### **Session Q Room 212**

Because they understand the problem, teachers who are disposed to be empathetic can help students feel at ease in the classroom, and help students do better in their academic work. This presentation will illustrate how taking the viewpoint that regional pronunciation and usages are motivated and sensible can help teachers work effectively with students to address problems associated with the usage of non-standard English. The session will describe a set of topics that teachers can prepare and discuss with students to help them realize that the language problems they may be experiencing are understandable.

**Presenter:**

**Sarah Tsiang, Eastern Kentucky University, KY**

**Facilitator: Imogene Ramsey, Eastern Kentucky University, KY**

### **Submerged in the Discovery of Dispositions**

#### **Session R Room 219**

There is a need for those developing and reorganizing teacher-training programs to define and identify what is meant by teacher dispositions, and to incorporate activities that develop and nurture the types of

dispositions reflected by effective teachers. This presentation will map out how dispositions, required by national and state standards, have been woven through the Conceptual Framework of the Teacher Education Unit, and threaded into syllabi through required course activities.

**Presenters:**

**Michaela D'Aquanni, Kristine Porter, and Howard Fan, Kennesaw State University, GA**

**Facilitator: Jayne White, Drury University, MO**

### [Assessing Teacher Dispositions](#)

#### **Session S Room 220**

The National Council for Accreditation of Teacher Education requires that teacher candidates be assessed in the area of dispositions. Teacher candidates in NCATE accredited institutions must be presented with clear guidelines and expectations in order to meet the standards. This session will review and divide various research regarding dispositions into two major groups, those that propose that dispositions are set upon entry into college and those that propose that dispositions can be changed. Policies regarding implementation of the NCATE standard in the institution will be shared along with future research plans.

**Presenters:**

**June Hyndman, Paul Erickson, Shunnan Chen, Eastern Kentucky University, KY**

**Facilitator: Kenneth Henson, The Citadel, SC**

### [Nurturing Intentional Dispositions Through Reflective Practice](#)

#### **Session T Room 221**

Dispositions are often placed high on the list of necessary teacher behaviors, yet, defining affectively laden dispositions often occurs through implication rather than constructs of learning. Intentional dispositions can be learned and can play a central role for some perspectives on education. A focus on intentional teacher dispositions can be an effective counterweight to some current trends, but the affective nature of teacher dispositions remains the least addressed component in teacher education programs. This session will posit that classroom dispositions should be both consciously developed and intentionally practiced. Results of how reflective practice is nurtured and the evaluation of intentional dispositions will be shared.

**Presenters:**

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

**Facilitator: Anna McEwan, Asbury College, KY**

**2:00 – 2:45**

**Common Symposium with Panel of Breakout Facilitators  
Quadrants C & D**

**2:45 – 3:00**

**Conference wrap up – Mark Wasicsko**