

FIFTH ANNUAL SYMPOSIUM ON EDUCATOR DISPOSITIONS

**Sponsored by
The College of Education and Human Services
Northern Kentucky University and
The National Network for the Study of Educator Dispositions**

Preconference Workshop

CONFERENCE DAY ONE - THURSDAY, NOVEMBER 16, 2006

8:00 – 8:45 Continental Breakfast – Upper Terrace

9:00 - 10:15 Welcome and Combs Lecture – Room: Kenton

THE DISPOSITIONS TO TEACH: SHOULD EDUCATION FACULTY BE REQUIRED TO MEASURE UP?

Presenters: Mark Wasicsko, Paul Wirtz, Northern Kentucky University, Cynthia Resor, Eastern Kentucky University

Can a model for dispositions be successfully implemented if the faculty are not committed to the model and cannot demonstrate the dispositions themselves? Should the same dispositional rubrics used for education candidates be used with education faculty? Should dispositions be a criterion in the faculty selection and retention process? And finally, do candidates whose instructors possess the required dispositions acquire more of the desired characteristics? This session will involve the participations in a dialogue about these key issues regarding faculty dispositions and will briefly show how to create a unified dispositions model that applies to students and faculty.

10:30 – 11:30 Cluster One Breakouts

SESSION A (Room – Kenton): PRINCIPAL ATTITUDES TOWARD TEACHER DISPOSITIONS AND ONLINE TEACHER PREPARATION

Presenters: John Huss, Northern Kentucky University, Highland Heights, KY

This presentation investigates the attitudes of principals in Indiana, Kentucky, and Ohio toward the desirability of pre-service teacher preparation programs conducted wholly or almost wholly online. Many of the principals expressed apprehension about teacher dispositions and the ability of online programs to adequately rate the efficacy of potential pre-service candidates.

SESSION B (Room – Owen 1): POETRY AS THE GRAIN OF RICE

Presenter: Dr. Carol Ziegler, SND, Lesley University, Cambridge, MA

“We teach who we are,” Parker Palmer claims. Teaching is often more about relationships than content. Poetry can be effectively integrated into teacher education programs. Like the grain of rice that doubles daily in Demi’s, *One Grain of Rice*, poetry has a way of expanding the inner resources of teachers.

SESSION C (Room – Owen 2): DISPOSITIONS IN ACTION AND TEACHER DEVELOPMENT: A COMPARATIVE STUDY OF TEACHER CANDIDATES, PRACTICING TEACHERS, AND NATIONAL BOARD CERTIFIED TEACHERS

Presenter: Holly Thornton, Appalachian State University, Boone, NC

A tool requiring teachers to rank items reflecting their dispositions in action was given to paired groupings of pre-service and in-service teachers to examine the potential correlation with teachers’ professional

development. Dispositions in action will be examined. The survey tool and its potential use in the field will be shared.

SESSION D (Room – Owen 3): MEASURING DISPOSITIONS FOR ADMISSION TO AN ALTERNATIVE CERTIFICATION PROGRAM

Presenters: Cynthia Williams Resor, Eastern Kentucky University, Richmond, KY

Measuring the dispositions of applicants to an alternative certification program is critical because once accepted, these candidates may be in the classroom in a matter of weeks. This session will describe the disposition assessment system used for admission to the Master of Arts in Teaching/Alternative certification program at Eastern Kentucky University.

11:45 – 1:00 **Buffet Lunch – Upper Terrace**

1:00 – 2:00 **Cluster Two Breakouts**

SESSION E (Room – Owen 1): A DEVELOPMENTAL PERSPECTIVE ON CURRENT PRACTICES IN DISPOSITIONS ASSESSMENT

Presenters: Jody Britten, Butler University, Indianapolis, IN; Jon Clausen and Roger Wessel, Ball State University, Muncie, IN

The authors bridge psycho-social development theory of college age students, with a research based overview of current dispositions assessments conducted on a random selection of over 100 NCATE accredited institutions. Developmental theory suggests that current practices are contradictory of appropriate developmental expectations of college age students.

SESSION F (Room – Owen 2): EXPLORING THE RELATIONSHIPS AMONG DISPOSITIONS ASSOCIATED WITH TEACHER EFFECTIVENESS AND INDICATORS OF STUDENT LEARNING: A PERCEPTUAL PSYCHOLOGY THEORY APPROACH

Presenters: J. Douglas Wright, Technical Education Center-Carroll County Schools, Carrollton, GA

This session will provide an overview of a dissertation study that examined the relationships among teacher dispositions associated with effectiveness, student perceptions of teachers, and indicators of student learning.

SESSION G (Room – Owen 3): ASSESSING DISPOSITIONS: LESSONS LEARNED AT MARIAN COLLEGE

Presenters: Chris Grissom and Susie Beesley, Marian College, Indianapolis, IN

The presenters will share the process and feedback forms used to identify and assess the dispositions of teacher candidates at Marian College which are a result of input from education faculty, general education faculty, and student representatives. Through a collaborative effort, the assessment process, which was initially met with some resistance, is now accepted.

2:15 – 3:15 **Cluster Three Breakouts**

SESSION H (Room – Owen 1): DISPOSED TO THINK: EVIDENCE-BASED ASSESSMENT OF TEACHER CANDIDATE DISPOSITIONS

Presenters: Kathy Grant and Patricia Fisk-Moody, Winston-Salem State University, Winston-Salem, NC

Senior teacher candidates in a capstone course provided evidence of dispositional growth while engaging in three reflective conferences with teacher educator mentors. Dispositional strengths and weaknesses were identified and a plan for meeting challenging competencies was developed. Four themes emerged concerning dispositional conferencing and the promotion of teacher efficacy.

SESSION I (Room – Owen 2): DEVELOPING AND IMPLEMENTING DISPOSITIONS IN TEACHER PREPARATION

Presenters: Herbert W. Hunt, Slippery Rock University, Slippery Rock, PA

Knowledge Skills and Dispositions and of these the most overlooked and yet most critical in teacher preparation may be Dispositions. Participants will develop an understanding of the importance of developing and implementing an instrument for assessing dispositions that can be used throughout the entire teacher preparation program.

SESSION J (Room – Owen 3): COMPARISON OF THE DISPOSITIONS AND PERCEIVED PREPAREDNESS OF TEACHER CANDIDATES IN THREE TYPES OF TEACHER EDUCATION PROGRAMS.

Presenters: Suzanne Soled, NKU and Nithya Narayanaswamy Iyer, SUNY Oneonta

Compares the dispositions and perceived preparedness of three teacher preparation programs: traditional undergraduate teacher education, master's with licensure, and alternative licensure with focus on whether teachers in alternative licensure programs have the dispositions and perceived preparation essential for teaching. We also identified predictors of preparation and disposition for teaching.

3:30-4:30 – Informal Sessions

PARTICIPANT NETWORKING (ROOM - KENTON) – meet and share ideas with fellow presenters and colleagues from around the country.

MEMORIES OF ART COMBS (ROOM – OWEN 1) – Anne Richards, Dick Usher, and Mark Wasicsko recall some of their best memories from knowing and working with Art Combs. Participants are welcome to share memories and/or examples of the impact Art had on their lives and careers.

4:30-5:30 – Reception – Upper Terrace (wine and cheese)

Dinner on your own – see registration packet for great options.

CONFERENCE DAY TWO - FRIDAY, NOVEMBER 18, 2005

8:00 – 8:45 **Breakfast – Upper Terrace**

9:00 – 10:00 **Cluster Four Breakouts**

SESSION K (Room – Owen 1): VALIDATING THE VISION: A PROCESS FOR IDENTIFYING, DEVELOPING, AND VALIDATING DISPOSITIONS FOR SUPERVISORS OF CURRICULUM AND INSTRUCTION.

Presenters: Mary Frances Grasinger, Duquesne University, Pittsburg, PA

This session will involve the participants in an interactive process used to develop and validate a dispositions assessment for supervisors of curriculum and instruction using standards, vignettes, candidate questions, and classic elements of candidate response.

SESSION L (Room – Owen 2): A LITERATURE AND DATA-BASED ANALYSIS OF CONCEPTUALIZATION AND PSYCHOMETRIC ISSUES IN THE ASSESSMENT OF CANDIDATE DISPOSITIONS

Presenter: Elaine Ackerman and John H. Hoover, St. Cloud State University, St. Cloud, MN

Based on comprehensive review of literature, a matrix was developed of definitions of dispositions along with methods for assessing them. Via an analysis of this matrix, core concepts and measurement methods were identified. Recommendations for practice are offered based both on the review of literature and analysis of five-years of data.

SESSION M (Room – Owen 3): ORGANIZING A COLLABORATIVE PROCESS FOR IDENTIFYING DISPOSITIONS

Presenters: Cindy Wilson and Taiebeh Hosseinali, University of Illinois at Springfield, Springfield, IL

This presentation will take participants through the process used at one small Midwestern university as the Council on Teacher Education sought to identify the dispositions developed by candidates in their programs. Those who are just getting started in this process will benefit by hearing about this step by step process.

10:15 – 11:15 **Cluster Five Breakouts**

SESSION N (Room – Owen 1): FROM MISS BEETLE TO MR. HOLLAND: USING TEACHERS ON FILM TO HELP CANDIDATES IDENTIFY EFFECTIVE AND INEFFECTIVE TEACHING DISPOSITIONS

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

At Bellarmine University, teacher candidates, faculty, and school-based cooperating teachers assess teaching dispositions. Early analysis of this data indicated a lack of correlation between the self and institutional assessments (Bucalos and Price, 2005). In an attempt to build a common language and set of expectations for assessing dispositions, candidates discuss the dispositions of teachers represented on film to analyze effective and ineffective behaviors.

SESSION O (Room – Owen 2): THE DISPOSITION WHISPERER: DECANTING MEANING FROM NEGATIVE ATTITUDES

Presenters: Kathy Larson and Kathy Kramer, Carroll College, Waukesha, WI

Pervasive negative behaviors within a system can permeate its culture like a toxic infection. In this session, participants will learn to develop the skills like a horse whisperer, to address the toxic educator in healthy ways and develop positive solution techniques among nay-sayers.

SESSION P (Room – Owen 3): MEASURING TEACHER DISPOSITIONS

Presenters: Delar K. Singh and David Stoloff, Eastern Connecticut State University, Willimantic, CT

This presentation reports the findings of a study that measured the dispositions of 86 teacher candidates. The participants responded to the Eastern Teacher Dispositions Index (ETDI). The analyses of data indicate that most of the teacher candidates possess dispositions of effective teachers. The findings are discussed with implications for research and practice.

11:30 – 12:30 Cluster Six Breakouts

SESSION Q (Room – Owen 1): RESEARCH/DOCTORAL STUDENTS ROUNDTABLE

Panel Members: Lindon Ratliff, Delta State University; Douglas Wright, Carroll County Schools; Mark Wasicsko, Northern Kentucky University; Anne Richards, University of West Georgia; Dick Usher, Murray State University.

Thinking about conducting research on educator dispositions? Come brainstorm with recent doctoral students, old curmudgeon faculty members, and generally delightful colleagues (you will have to figure out which is which). Also hear about grant money available from the Field Psych Trust for conducting doctoral studies using the Perceptual Psychological Theory of Art Combs.

SESSION R (Room – Owen 2): TEACHER EDUCATION CANDIDATES' UNDERSTANDING OF DISPOSITIONS

Presenter: Margaret Dotson and students, Berea College, Berea, KY

The aim of this presentation is to examine how teacher education candidates develop an understanding of dispositions. What role does the professional discourse play in shaping their thinking? What types of activities influences the candidates' understanding of dispositions? How can teacher educators help nurture the candidates understanding of teacher dispositions?

SESSION S (Room – Owen 3): AN NCATE ACCREDITED EDUCATION DEPARTMENT'S ADMISSION AND RETENTION POLICIES SPECIFIC TO PERSPECTIVE TEACHER CANDIDATE'S DISPOSITIONS

Presenters: Theresa M. Bouley-Picard, Eastern Connecticut State University, Willimantic, CT

In this presentation I will share our education department's policies for admission and retention into our program as they specifically relate to perspective teacher candidate dispositions. After obtaining NCATE accreditation we have continued our work to refine our practice in assessing candidate dispositions.

12:30: Lunch and Conversation – Upper Terrace (lunch is boxed lunched to accommodate those who have to catch a flight.)