

DRAFT

SIXTH ANNUAL SYMPOSIUM ON EDUCATOR DISPOSITIONS

Sponsored by
The College of Education and Human Services
Northern Kentucky University

CONFERENCE DAY ONE - THURSDAY, NOVEMBER 15, 2007

7:30 – 8:30 Continental Breakfast (Room – Kenton)

8:30 – 9:50 Welcome by Elaine Jarchow, Dean of College of Education and Human Services,
Northern Kentucky University (Room – Kenton)

Keynote Address:

[“PERSON CENTERED DISPOSITIONS: The Life and Legacy of Arthur W. Combs,”](#) by Anne Richards, University of West Georgia (Room – Kenton)

10:00 – 10:50 Cluster One Breakouts

SESSION A: THE ROLE OF HUMOR IN TEACHER DISPOSITIONS: LET’S GIVE ‘EM SOMETHING TO SMILE ABOUT!

Presenter: John Huss, Northern Kentucky University
(Room – Owen 1)

Presentation examines the role of humor in teacher dispositions when used as a tool that animates, motivates, and directs successful teachers. Session describes how humor affects learning outcomes and builds a sense of community; identifies opportunities for humor in the classroom; and presents guidelines for the appropriate use of humor.

SESSION B: [BETWEEN THEORY AND PRACTICE: STUDENT TEACHERS’ ESPOUSED AND OBSERVED DISPOSITIONS.](#)

Presenter: Kay Keiser, University of Nebraska at Omaha
(Room – Owen 2)

By examining the teaching dispositions that were reported by student teachers and the ratings of their cooperating teachers, this study appraises student-centered professionalism, curriculum-centered dimensions of developing teachers. Sharing implications may assist university faculty, cooperating teachers, and candidates in awareness and growth of teaching dispositions.

SESSION C: ANALYZING DISPOSITION DEVELOPMENT AND THE CONCERNS-BASED ADOPTION MODEL

Presenter: Kim L. Creasy, Slippery Rock University
(Room – Owen 3)

This presentation will share the results of a study in a PDS setting that analyzed teacher candidate reflective journals. Teacher candidate journal submissions were matched to the Concerns-Based Adoption Model to determine the influence of the PDS setting on candidate perceptions of involvement and development of professional dispositions.

11:00 – 11:50 Cluster Two Breakouts

SESSION D: EXPLICITLY DEVELOPING PROFESSIONAL DISPOSITIONS IN PRE-SERVICE TEACHERS

Presenters: Lynn Cole, Robert Blake, Linda Miller, and Karen Robertson, Towson University
(Room – Owen 1)

This session will focus on the need for professional dispositions to be explicitly developed in pre-service teachers. The success or failure of pre-service teachers during their internship placements is often based on their demonstration of professional dispositions. Specific strategies will be explored for effectively teaching this critical dimension of teaching.

SESSION E: CHALLENGES OF INTEGRATING DISPOSITIONS INTO THE CURRICULUM

- Effective Communication Module

Presenters: Teresa A. Freking and Dawn Paulson, Eastern Illinois University
(Room – Owen 2)

This presentation addresses current efforts to integrate dispositions into the curriculum of a large Midwestern teacher education program by using human relations incidents, podcasts, and field analyses. Challenges of integrating dispositions into the curriculum and encouraging students, faculty and educational partners to embrace dispositions will be discussed with participant involvement.

SESSION F: THE TEACHER SELF: A KEY TO BETTER UNDERSTANDING ACTIONS AND DISPOSITIONS IN THE CLASSROOM.

Presenter: Kristi A. Preisman, Peru State College
(Room – Owen 3)

This presentation will explain the conviction that greater attention should be given to the teacher self in order to better understand teacher dispositions. This will be done by addressing the impacts of previous and current experiences on the teacher self and describing how these experiences manifest themselves in teachers and their actions in the classroom.

12:00 – 1:00 LUNCH (Upper Terrace)

1:00 – 1:50 Cluster Three Breakouts

SESSION G: A COMPREHENSIVE APPROACH TO TEACHING AND ASSESSING DISPOSITIONS IN EDUCATOR PREPARATION PROGRAMS.

- Administrators Disposition Index.
- Teacher Disposition Index.
- Best Practice Award for Professional Ethics and Moral Dispositions in Teacher Education.

Presenters: Laura Schulte, Nancy Edick, Kay Keiser, and Sarah Edwards, University of Nebraska at Omaha
(Room – Owen 1)

Presenters will discuss their comprehensive approach to teaching and assessing dispositions in educator preparation programs that includes the systematic integration of the teaching of dispositions throughout the curricula and relies on the continual assessment of candidates' dispositions as effective educators by the candidates themselves as well as P-12 personnel.

SESSION H: A STUDY OF PRESERVICE TEACHER DISPOSITIONS EVIDENCED IN SECONDARY METHODS PRACTICUM REFLECTIVE JOURNALS.

Presenter: Kristen Crabtree-Groff, Drake University
(Room – Owen 2)

Secondary methods students completed reflective journal entries during their practicum experience. This study highlighted dispositions evident in students' writing, affording a new look at an assignment previously assessed for knowledge and skill acquisition. Data were analyzed through theoretical perspectives of teacher effectiveness (Usher, 2004) and development of self-image (Borich, 1999).

SESSION I: THE INFLUENCE OF DISPOSITIONS OF EFFECTIVE MIDDLE SCHOOL TEACHERS ON TEACHER BEHAVIOR: IMPLICATIONS FOR TEACHER PREPARATION PROGRAMS.

- [Associated paper](#)

Presenter: Pamela Hill, Fitchburg State College

(Room – Owen 3)

Participants will reflect on their personal beliefs about dispositions of effective middle school teachers. Results of a qualitative study, which aligned teacher behaviors with NMSA/NCATE Dispositions will be presented. The relationship of teacher behavior and beliefs and attitudes about teaching, learning, and middle school philosophy and their implications for teacher preparation programs will be examined and discussed.

2:00 – 2:50 Cluster Four Breakouts**SESSION J: ONE TEACHER PREPARATION PROGRAM'S ATTEMPT TO ASSESS, MONITOR, AND IMPROVE ITS TEACHER CANDIDATES' KNOWLEDGE, SKILLS, AND DISPOSITIONS**

Presenters: Nancy Miller and Taida Kelly, Governors State University

(Room – Owen 1)

The Elementary Education Program at Governors State University (GSU) has developed a procedure to identify, early in the program, problems GSU teacher candidates might have, especially in the area of dispositions. After identification, a plan for remediation is established and monitored using a web based system to collect and analyze data.

SESSION K: KNOW WHEN TO HOLD 'EM AND KNOW WHEN TO FOLD 'EM: ADDRESSING PROBLEMATIC DISPOSITIONS.

Presenters: Lisa Coval, Melanie Reid, Cynthia Lindquist, Metropolitan State College of Denver and Robin Brewer, University of Northern Colorado

(Room – Owen 2)

The presenters will focus on a disposition improvement process for addressing problematic dispositions of teacher candidates. The goal of this process is to ensure that all teacher candidates have opportunities to reflect on their actions and develop into effective professionals. Methods for modeling and teaching appropriate dispositions will be discussed.

SESSION L: INDIVIDUAL DISPOSITIONAL CONCERNS IN PRE-SERVICE TEACHERS CANDIDATES: DECONSTRUCTING AND MANAGING

Presenter: Carol E. Watson, Kutztown University

(Room – Owen 3)

This session is designed to examine some incidences of pre-service teacher education students exhibiting behaviors that may indicate some severe dispositional problems. Groups of participants will be encouraged to use their knowledge and expertise to deconstruct described scenarios and suggest positive ways to manage situations.

3:00 – 3:50 Cluster Five Breakouts**SESSION M: NO APOLOGIES FOR THIS AGENDA: A SOCIAL JUSTICE FRAMEWORK FOR ASSESSING DISPOSITIONS**

Presenters: Anne B. Bucalos, Ed.D. and Christine G. Price, Ed.D., Bellarmine University

(Room – Owen 1)

One school of education's journey toward what it believes to be the critical dispositions for highly effective teacher candidates and the education faculty who teach them, within a conceptual framework rooted in social justice.

SESSION N: [DOING IT THE HAWKEYE WAY: IOWA TEACHER PREP'S MODEL OF ARTICULATING AND ASSESSING DISPOSITIONS IN PRE-SERVICE TEACHERS](#)

- [The 4C's Plus Model](#)
- [Teacher Education Candidate Assessment](#)

Presenters: Steven W. Rose, Simpson College and Jack Terndrup, Kirkwood Community College
(Room – Owen 2)

This interactive presentation will illuminate the efforts of Iowa Teacher Preparation Institutions to develop a model of desired pre-service teacher dispositions that the different institutions can work off of to fit their particular missions. It will also discuss how instruction and guidance in appropriate dispositions can be woven into pre-service teachers field and collegiate classroom experiences in a nurturing way.

SESSION O: TEACHER AND RELATED SERVICE PROVIDERS' PERSPECTIVES ON PARTNERSHIPS: DISPOSITIONS AND ORGANIZATIONAL INDICATORS

Presenters: Corine Frankland, Western New Mexico University
(Room – Owen 3)

This presentation will explore research findings focusing on the interpersonal and organizational factors which impact educators' and related service providers' abilities to develop and sustain professional partnerships. Interpersonal skills and dispositions that promote partnerships in educational settings will be identified. Organizational facilitators including administrator support and mentorship opportunities will also be explored.

4:00 – 4:50 Cluster Six Breakouts**SESSION P: [NURTURING AND DEVELOPING DISPOSITIONS IN CANDIDATES DURING THE STUDENT TEACHING FIELD EXPERIENCE](#)**

Presenters: Crystal Pauli and Sandi Steinhoff-Muller, Dakota State University
(Room – Owen 1)

What happens to candidates who do not demonstrate the targeted dispositions at an acceptable level during student teaching? Join us for an examination of an approach used to develop and nurture dispositions in preservice teacher candidates through collaboration between K-12 and university stakeholders.

SESSION Q: BEING ONE'S "TRUE SELF" IN THE CLASSROOM: A MATTER OF DISPOSITIONS?

Presenter: Holly Thornton, Appalachian State University
(Room – Owen 2)

As accountability narrows curriculum, leading to coverage of isolated facts teachers report barriers to acting how they are disposed to meet students' needs. What enables teachers to enact best practices and leads others to embrace the current reform? What factors influence dispositions such as subject area, grade level, and context?

SESSION R: [TEACHING DISPOSITIONS IN ACTION: TALKING THE WALK](#)

Presenters: Marcia Dvorak and Reva Friedman-Nimz, University of Kansas
(Room – Owen 3)

How do experienced teachers live their dispositions? This and related questions are explored, using a collective case study of gifted education teachers displaying reputational expertise. Implications for teacher education are addressed.

4:30 – 5:30 Dean's Reception – Upper Terrace (wine and cheese)

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

CONFERENCE DAY TWO - FRIDAY, NOVEMBER 16, 2007

7:30 – 8:30 **Continental Breakfast (Upper Terrace)**

8:00 – 8:50 *Cluster Seven Breakouts***SESSION S: [AN INSTRUMENT FOR ASSESSING TEACHER CANDIDATE DISPOSITIONS.](#)**

Presenters: Leslie Griffin and Jenetta Waddell, Delta State University

(Room – Owen 1)

The development of a dispositions rating scale assists education faculty at a regional university in identifying teacher candidate dispositional deficiencies and recognizing strengths in formative and summative ways. This paper reviews the development and implementation of the scale and uses a data analysis of results to discuss implications for practice.

SESSION T: PREPARING THE INTENTIONAL TEACHER: MAKING TEACHER EDUCATION STUDENTS RESPONSIBLE FOR THEIR OWN DEVELOPMENT AS PROFESSIONALS.

Presenters: Donna Gardner, Alison Wenhart, Jeanine Haistings, and Cynthia Green, William Jewell College

(Room – Owen 2)

This session will overview the “Care Team” system used to help teacher education students self-assess their progress toward teacher competency and to self-remediate with support from faculty. The system employs a series of benchmarks to provide teacher education students with feedback on 28 essential teacher attributes.

SESSION U: EVALUATING TEACHER DISPOSITIONS IN SELECTED TEACHER PREPARATION PROGRAMS

Presenter: Andrea Baldwin, Andrews University

(Room – Owen 3)

This paper will present empirical research findings on the work of three selected teacher education programs on introducing teacher dispositions into their curriculum, instruction and assessment practices. Findings revealed that each institution has included dispositions into their conceptual framework and created a list of dispositions. They are being incorporated to varying extent from one institution to the next.

9:00 – 9:50 *Cluster Eight Breakouts***SESSION V: TEACHER DISPOSITIONS AND FAMILY-SCHOOL PARTNERSHIPS: THE FAMILIES AS FACULTY PROJECT**

Presenter: Corine Frankland, Western New Mexico University

(Room – Owen 1)

The WNMU-FAF project provides opportunities for pre-service teachers to more fully understand the importance of dispositions as they relate to family-school partnerships. Through in-home visits with families who have children with exceptionalities, teachers develop an enhanced appreciation of interpersonal communication skills and the importance of developing genuine partnerships with families.

SESSION W: [THE DISPOSITIONS TO TEACH: SHOULD EDUCATION FACULTY BE REQUIRED TO MEASURE UP?](#)

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

(Room – Owen 2)

Should dispositions be a criterion in the faculty selection and retention processes? Results of a survey of deans will be presented along with ideas for using dispositions in hiring faculty.

SESSION X: Teaching and Assessing Dispositions in Principal Preparation Programs: An Exploratory Study**Presenter: Ronald A. Lindahl, Alabama State University**

(Room – Owen 3)

This paper will present the results of a recent qualitative study on how dispositions are taught and assessed in principal preparation programs. The 35 respondents represented 33 principal preparation programs across the U.S.

10:00 – 10:50 Cluster Nine Breakouts**SESSION Y: DISPOSITIONS AND STUDENT TEACHING****Presenter: Linda Young, Indiana University South Bend**

(Room – Owen 1)

This presentation addresses dispositions related to student teachers in the Teacher Educator Program of the School of Education at Indiana University South Bend. This session will focus on what these dispositions “look like” in the field; how proficiency is demonstrated; and, how candidates are mentored when dispositions interfere with student teaching success.

SESSION Z: SCAFFOLDING STUDENTS’ UNDERSTANDING OF DISPOSITIONS IN THEIR FIRST TEACHER EDUCATION COURSE**Presenter: Margaret L. Dotson, Berea College**

(Room – Owen 2)

The aim of this presentation is to share the results of an action research project that was aimed at trying to improve how dispositions were introduced to students who were taking their first teacher education course. The steps used to scaffold students understanding dispositions will be shared.

SESSION AA: A STUDY OF HOW DISPOSITIONS ARE DEFINED AND ASSESSED**Presenters: Virginia Fender and Kathy Morrison, University of Texas at Tyler, and Brenda Walling, East Central University**

(Room – Owen 3)

This session examines the characteristics of dispositions found at over 100 entities, and endeavors to examine how institutions define and measure the dispositions that are identified.

11:00 – 11:50 Cluster Ten Breakouts**SESSION BB: DATA-DRIVEN INTERVENTION TO FOSTER TEACHER DISPOSITIONS****Presenter: Linda S. Melin, Northern Illinois University**

(Room – Owen 1)

Using LiveText web-based software, a protocol was developed for instructors to assess the dispositions of all candidates enrolled in non-clinical courses within selected teacher education programs at Northern Illinois University. The data are analyzed, and individual development plans are implemented to foster appropriate dispositions for teaching

SESSION CC: [SELECTING TEACHERS TO WORK FOR AN ORGANIZATION THAT MANAGES MULTICULTURAL, MULTINATIONAL, SCHOOLS AND OPERATES SEVEN DIFFERENT CURRICULUMS—A CHALLENGING TASK.](#)**Presenter: John Collins, Global Education Management Systems, United Arab Emirates**

(Room – Owen 2)

The presentation describes how teachers are selected by one major international employer of teachers and also indicates the qualities sought. Some of the difficulties and challenges, together with how they are overcome, are described. A survey conducted among the organization’s principals reveals interesting anomalies in the selection of interview questions chosen to be of most importance.

12:00 – 1:00 LUNCH (Upper Terrace)

