



THE CENTER FOR
THE RENEWAL OF SCHOOLS
AND THE
EDUCATION PROFESSIONS

"Advancing and Nurturing P-16 educational renewal"

The *Symposium* on Educator Dispositions Proceedings

From: November 21 and 22, 2002

DAY ONE

General Sessions

9:00 – 12:00 Quads C & D

9:00 – 9:15 **Welcome**

Joanne Glasser, President, Eastern Kentucky University

Joanne K. Glasser, Esq., was inaugurated as the 10th President of Eastern Kentucky University on March 8, 2002. Her first year in office has seen her inspire the university with her message of passion for and commitment to quality education, and service. She previously served at Towson University of Maryland as the Executive Vice President for Institutional Advancement (1999-2001), Executive Assistant to the President (1993-1999) and as the Fair Practices/ Affirmative Action Officer (1993-1995).

President Glasser holds the Juris Doctorate from the University of Maryland School of Law and participated in the Harvard Graduate School of Education's Institute of Education Management. She was named as one of Maryland's Top 100 Women of 2001. President Glasser participated in the American Association of State Colleges and Universities (AASCU) Millennium Leadership Institute in 1999.

9:15 – 10:15 **The Arthur W. Combs Lecture**

Introduction: Mark Wasicsko, Acting Provost and Dean of Education, Eastern Kentucky University

Dispositions Define the Effective Teacher and the Effective Person

Betty Siegel, President, Kennesaw State University, Georgia

Betty L. Siegel, President of Kennesaw State University since 1981, is the first woman to head an institution in the 34-unit University System of Georgia. Under her administration, the university has evolved from a four-year college with an enrollment of 4,000 students and 15 baccalaureate-degree programs to its current university status, attained in 1996, with 13,000+ students and 50 undergraduate and graduate degree programs.

Dr. Siegel is the co-founder and co-director with Dr. William Purkey of the International Alliance for Invitational Education and created, with Dr. Purkey, the Center for Invitational Education. This center advances the model of invitational education by offering opportunities for professionals to participate in leadership development programs.

She holds the Ph.D. from Florida State University and honorary doctorates from Eastern Kentucky University, Cumberland College in Kentucky, Miami University in Ohio, and Lynchburg College in Virginia. She is a long time member and former chair of the Board of Directors of the American Association of State Colleges and Universities (AASCU). Dr. Siegel is an internationally and nationally known lecturer and speaker and has delivered keynote addresses at hundreds of national, regional, and state conferences.

10:15 – 10:30 Break

Perkins Lobby

10:30 – 11:15 25 Years of Data on Teacher Dispositions

Mark Wasicsko, Acting Provost and Dean, College of Education, Eastern Kentucky University

Mark Wasicsko is the Acting Provost and Vice President for Academic Affairs and Dean of the College of Education at Eastern Kentucky University. His PhD in Educational Psychology from the University of Florida led him into an interest in perceptual psychology and how it impacts upon the dispositions to teach. He has engaged in research, produced scholarly work, and made presentations on the issue for 25 years and will present a summary of his findings at the opening session. He has made use of this background to spearhead the move to revise the Introduction to Education course at Eastern to more fully address the dispositions to teach. Dr. Wasicsko has served as Provost and Vice President for Academic Affairs at Texas Wesleyan University, Fort Worth, Texas and, most recently, at Aurora University, Aurora, Illinois. He has also served as Dean of Education at Lynchburg College, Lynchburg, Virginia and Texas Wesleyan University. He is a member of the Kentucky Education Professional Standards Board and has worked to expand the communications networks with the Kentucky Department of Education, school superintendents and other stakeholders as well as internally with Arts and Sciences and others involved with preparing educators.

11:15 – 11:45 Implementing the Identification, Development, and Nurturance of Dispositions at Eastern Kentucky University

Larry Sexton, Acting Dean; **Paul Wirtz**, Associate Professor; **Gloria Carr**, Director of Education Student Services; **Connie Callahan**, Associate Professor; Eastern Kentucky University

The presentation will describe how Eastern Kentucky University teaches, assesses, and develops the professional educator dispositions of undergraduate education candidates. The instruction, assignment, and assessment processes will be presented and explained.

12:00 – 1:00 **Buffet Lunch**

Quads A & B

1:00 – 1:45 **National Board Certification and the Dispositions to Teach**

Stephanie Epp, NBCT and NBPTS Executive Associate, Higher Education Initiative

The National Board for Professional Teaching Standards (NBPTS) is a private, nonprofit organization that operates a national, voluntary system to assess and certify teachers who meet high standards for what accomplished teachers should know and be able to do. The National Board has been certifying teachers since 1994 through a rigorous assessment process that includes a classroom-based portfolio and a set of performance assessment activities. The presentation will address: (1) What dispositions are valued in the National Board's Five Core Propositions and Standards for accomplished teaching? (2) How are these dispositions assessed through the National Board Certification process? and (3) What do teachers experience in candidate support groups and how do these groups nurture dispositions associated with accomplished teaching?

2:00 – 3:30 **Breakout Sessions**

Refreshments in Perkins Lobby

Session A Room 210

“Nothin’s gonna change my world:” Designing a Program to Nurture Dispositions for Diversity. Creating a teacher education curriculum structured around providing opportunities for awareness, acceptance, and action to change dispositions.

Joy Cowdery, Muskingum College, Ohio

One of the most difficult, but important, dispositional perceptions to cultivate in a pre-service teacher is that of teacher as a catalyst for social reform. Without an awareness of the traditional and systematic structures in place that create inequities in education for marginalized groups of student (poor, minority, or disabled) teacher candidates often assume that what was true for them in their school experience is true for everyone. Pre-service teachers need to recognize that students respond differently to traditional curriculum, pedagogy, and accepted social norms because they are different.

A holistic approach to diversity education is necessary. How a teacher education curriculum, which is structured around providing opportunities for awareness, acceptance, and action, can more successfully change dispositions will be discussed.

Session B Room 219

With a Little Help from our Friends: Developing a Dispositional Format for Teacher Education Candidates. Partnering with public school practitioners to identify, select, and use critical dispositions in teacher education programs.

[Phoebe Levine, West Virginia College](#)

The education faculty at West Virginia State College has developed a list of teacher dispositions “with a little help from our friends.” In this case, “our friends” were approximately fifty local public school teachers who were serving as supervising teachers for spring student teachers. The presenter will share the original list of dispositions, the results of the survey of important dispositions, as well as the public school teachers’ and the college faculty’s thoughts about using the dispositions.

Session C Room 209

Introducing Future Teachers to the Local History of Education: An Understanding of the Past Leads to the Development of Dispositions Needed for the Future. Using the history of public education in the state to understand the dispositional traits that have shaped education.

[June Hyndman, Eastern Kentucky University](#)

A former teacher and principal will discuss the importance of understanding the history of public education in the state where one will teach. A PowerPoint presentation complete with photographs and local music will show how educators of Kentucky’s past, through their own effective dispositional traits, helped shape education in Kentucky today. A chronology of the development of public education will be included along with implications for the future. Past and present statistics in literacy, employment, etc. will be shared.

Session D Room 205

Personal Impairments: The Dark Side of Teacher Dispositions. A report on problems in the classroom that are typically symptomatic of serious indispositions on the part of teachers and how remediation waits upon acknowledgement and awareness.

Charles Weiner, Henderson State University, Arkansas

Reports of a nationwide study of personal factors that might impede in-service teachers. Based on analysis of classroom difficulties in the literature, plus a compendium of personal observations during over thirty years in the public schools, the researchers developed a questionnaire designed to gather teacher perceptions concerning their own personal problems and the ways those problems have impacted their own teaching effectiveness. Respondents, all of them practicing teachers, reported various problems (i.e.

significant anxiety, depression, obsessions/compulsions, hallucinations, delusions, and even pedophilia). These personal impairments are, like it or not, integral parts of

“teacher disposition” among many in-service teachers. The important question: What can/should the profession do for/about these individuals?

Session E Room 211

The Evolution of Dispositions.

Presentation of a program that supports the nurturance of dispositions from the initial foundations coursework/field experiences through the beginning years of teaching.

Cheryl Stolle, Jerry Wilde, and Emily Lemming, Indiana University East

The session will focus on four components of dispositional nurturance as incorporated into the Indiana University East teacher education program. The program supports the nurturance of dispositions from the initial foundations coursework/field experiences through the beginning years of teaching. The first component is a rating instrument (APP) designed to assess affective behavior and attitudes (dispositions) of pre-service professionals. The second component is the Faculty Review of Professional Potential (FROPP), which alerts students and faculty to concerns regarding the professional disposition of pre-service teachers. The third component involves the utilization of the Teacher Perceiver with degreed career changers seeking certification. Finally, the Beginning Teacher Mentor program provides dispositional support through the first two years of in-service teaching. The panel will present processes, share forms and data with symposium participants. Questions and discussion will be encouraged.

First Day of Conference Recesses Until 6:00 PM

6:00 PM – 8:30 PM

Evening Banquet at Perkins Building

Carl Hurley, America’s Funniest Professor, Speaker

Demonstrating the Dispositions to Teach.

Carl Hurley delights audiences with his reflections on life as viewed by a native of Appalachia with a singular sense of the absurd. Part of a family of natural-born storytellers from the hills of Laurel County, Kentucky, Hurley combines his innate skills as a yarn-spinner with the expressiveness of a great comic actor. Carl spreads an infectious form of fun that is often outrageous yet always good-natured. His unique comedy style, coupled with a background in public education, including a career at Eastern Kentucky University, has earned him the title of “America’s Funniest Professor.”

8:45 PM – 9:45 PM

A Special Presentation in the Hummel Planetarium and Space Theater.

The Hummel Planetarium, which houses the Hummel Space Theater, is one of the largest and most sophisticated planetariums in the United States. It is the 2nd largest planetarium in the world located on a university campus. The Hummel Space Theater's Space Voyager Planetarium is one of only four of its kind installed in the world.

First Day of Conference Concludes

DAY TWO

Quads C & D

8:30 – 8:45 **Setting the Agenda**

Mark Wasicsko, Acting Provost and Dean

8:45 – 10:15 **Breakout Sessions**

Session F Room 210

People We've Known, Teachers We've Had: The Great and the Gruesome. An ethnographical study that addresses improvement of instructional dispositions from the point of view of stakeholders in good instruction – teachers, principals, and supervisors.

[Wanda Letendre, Morehead State University, Kentucky](#)

This presentation springs from an ethnographic doctoral study that addressed improvements of instruction from the point of view of stakeholders in good instruction—teachers, principals, and a supervisor. In the course of the study, participants were asked to identify their best and worst teachers, and provide descriptors of those teachers. The descriptors they provided align with what we are now calling dispositions. Education students are asked to identify their best and worst teachers and expand the question to determine what those teachers were like as people.

Session G Room 211

Documenting Dispositions: the First Year at a Small College. How general studies faculty and education faculty worked together, following a state mandate, to document the “skills, knowledge, and dispositions” necessary to teach young children.

Kathy McCarville and **Heidi Weiman**, Kendall College, Illinois

When the Illinois State Board of Education announced its partnership with the National Council for the Accreditation of Teacher Education (NCATE), all institutions of higher

learning were put on notice that evidence would be required documenting that our future teachers had the “skills, knowledge, and dispositions” necessary to teach young children. At Kendall College, faculty members collaborated and came up with a disposition plan piloted during the 2001-2002 academic year. Forms are distributed to general studies faculty and education faculty during the seventh week of each ten-week term. The statements on the form are connected to the conceptual framework and covered areas such as inclusion, life-long learning, collaboration, responsiveness, reflective practice, and technological proficiency and contain a rating scale and rubric. The addition of dispositions to the skills and knowledge requirements for candidates, has raised the consciousness of faculty, and candidates in the areas of the conceptual framework, and created an atmosphere of cooperation.

Session H Room 212

**Broadening the Playing Field for All Children by Narrowing the Focus of Educators:
Cultivating Educators with Their Eyes on the Principles of Multicultural Education.**
The knowledge, attitudes, and skills necessary for multicultural teaching are described.

Pamela Taylor, University of Southern Indiana

Living in a diverse society requires having awareness and understanding of cultural differences not only of the majority, but also the minority culture groups that make up that society. With the twenty-first century pledging a reversal in the demographic makeup of America’s classrooms (where children of color and the poor will be the majority), the priority should be to prepare teachers to work with students from culturally diverse backgrounds. Researchers suggest that most teachers have concerns about working with diverse student populations and need to examine their beliefs, broaden their knowledge, and develop abilities for relating to students from diverse cultures. The demand for educational equity for all students requires cultivating an awareness that different cultures may require different teaching practices. However, the need for different teaching strategies or practices cannot be accommodated when teachers are not aware of or sensitive to what those needs are. The knowledge, attitudes, and skills necessary for multicultural teaching are described in this presentation.

Session I Room 220

Imbedding Educator Dispositions

Embedding dispositions in the existing evaluation tools for both the undergraduate and graduate programs in a teacher education program.

Norma Patrick, Melissa Comer, and Derrick Lowrie, Cumberland College, Kentucky

During the summer of 2001, an area high school teacher, a middle school teacher, and two faculty members in the Department of Education at Cumberland College

systematically and intentionally embedded dispositions in existing evaluation tools for both the undergraduate and graduate units. The group first reviewed current literature and research, and then analyzed the College's Mission Statement and Conceptual Framework of the department. The collaborative effort of public school partners and college faculty provided a broad, realistic perspective in designing the disposition component. The presentation will include an overview of the process for embedding dispositions in the Cumberland College teacher education program, sample documents emphasizing appropriate teacher dispositions, and plans for assessing data related to teacher dispositions.

Session J Room 209

Teacher Renewal in the Environment: Report of a Workshop for Teachers Based on Five Dispositions of Effective Teaching. Describes an environmental education workshop class designed to foster participants' growth in 5 dispositions of teacher effectiveness.

Dick Usher, Joseph Baust, Murray State University, Kentucky, and **Mary Usher**, Registered Nurse

The workshop, titled Teacher Renewal in the Environment, provides graduate elective credits in the Murray State University Environmental Education Program and features experiences and activities designed to allow and promote growth in five dispositions of teacher effectiveness through engaging participants mentally, physically, psychologically, and spiritually. Participants facilitate sessions on each of the five dispositions of teacher effectiveness with activities designed to emphasize growth in mind, body, and spirit. The session will describe the planning process, enumerate basic purposes and goals derived from the dispositions of teacher effectiveness, and provide examples of activities.

Session K Quad D

Integration of Dispositions Within a Performance-Based Educator Preparation Program. How dispositions, flowing from the unit's conceptual framework and reflective of the institution's mission, are articulated within a standards-based preparation model in both initial and advanced degree programs.

Verna Lowe and Bonnie Banker, Asbury College, Kentucky

The preparation of teacher educators is more than instilling knowledge of content, curriculum, and pedagogy. The most recent national initiative defines quality teachers, as "the vanguard of education reform," who are the "master of their subjects, contagiously enthusiastic about learning, and exhibit a heartfelt commitment to their students." In response to this challenge, this presentation will describe Asbury's educator preparation program's intent to address dispositions. The department has identified dispositions flowing from the unit's conceptual framework and reflective of Asbury's mission. The unit

believes it has a responsibility to not only respond to the charge of the institutional mission, but to the educational community to address the moral dimensions that impact teaching and learning. These dispositions are articulated within the standards- based preparation model in both initial and advanced degree programs

10:15-10:30 **Break**

Perkins Lobby

10:30 – 12:00 **Breakout Sessions Continue**

Session L Room 209

[Representing Disposition Assessment Output Throughout Professional Education Programs. Explains and demonstrates how disposition assessment can be represented in an accreditation report using a matrix format.](#)

JoAnna Dickey and Paul Erickson, Eastern Kentucky University

This presentation will explain how disposition assessment can be represented in an accreditation report. A demonstration will be given on how a thread of disposition assessment output and methods can be represented throughout the matrix format. Various aspects of matrix development will be discussed and the importance of team interaction in the development of such a format will be presented. The “pros” and “cons” of using such a device for program representation will be addressed.

Session M Room 210

Seeing Dispositions: Translating Our Shared Values into Observable Behavior. Explains how dispositions, streaming from a conceptual framework, are understood at the novice, developing competency, competent, emerging master, and master levels.

[Diane Cudahy, Candace Jaruszewicz, and Bonnie McCarty, College of Charleston, South Carolina](#)

The College of Charleston has a shared set of dispositions that pre-service teacher education candidates as well as graduate school candidates are expected to hold. Faculty can discuss them, coach and measure them. Most importantly, candidates are held accountable for them. Dispositions figure centrally in the Unit Assessment Plan. The dispositions, which stream from the conceptual framework, are understood at the novice (admission to teacher education), developing competency (entering student teaching), competent (recommended for licensure), emerging master (practicing educators, those entering M.Ed. Programs), and master levels. In an interactive format, multiple handouts will be provided, including the set of dispositions and accompanying behaviors, the conceptual framework, standards and Unit Assessment Plan.

Session N Room 211

Comparing Teacher Candidates' Dispositions at Two Institutions. Compares findings related to teacher candidate dispositions at a state university with a largely non-traditional population in teacher education with a small liberal arts university affiliated with the Churches of Christ and with a traditional, residential student population.

Harriett McQueen, Oklahoma Christian University and

Carlette Hardin, Austin Peay State University, Tennessee

In the recent report by the U.S. Department of Education to the Congress entitled, "Meeting the Highly Qualified Teacher Challenge" (2002), colleges of education have been accused of creating barriers which keep qualified prospective teachers out of teacher education and producing teachers of low quality. In 1996, the National Commission on Teaching and America's Future put forth the goal of a "competent, caring, and qualified" teacher in every classroom by 2006 - a goal that the Department of Education Report suggests will not be met. Title II data show that the majority of teacher candidates do enter classrooms prepared to teach. We are judging the level of competency and quality by scores on state-mandated tests. But, as Albert Einstein once said, "Not everything that can be counted matters and not everything that matters can be counted." And, in the word of John Goodlad (2002) "test scores correlate with no human trait we know." We cannot measure the level of caring, which is an equal component of the NCTAF goal, by a test. Is the absence of this component a contributing factor to the "low quality" accusation? The presenters will compare their findings.

Session O Room 212

The Impact of a Field Immersion Program on Pre-Service Teachers' Attitudes Toward Teaching Culturally Diverse Students. Reports on influencing both understanding and attitude toward cultural diversity through courses taught on-site at a culturally diverse, urban elementary school and a long-term field placement in the same school.

Robert Wiggins, Oakland University, Michigan

An understanding of community and a positive attitude toward cultural diversity are critical components in the preparation of quality teachers. This study sought to influence both understanding and attitude through courses taught on site at a culturally diverse, urban elementary school and a long-term field placement in the same school. Participants in this program were predominately single, white females from suburban communities. Pre- and post-questionnaire responses from 47 pre-service teachers suggest that the experience of the immersion program significantly improved the attitudes of those involved. These findings support the idea that a targeted field placement coupled with support from peers and teachers can be instrumental in preparing culturally responsive teachers- even for those with little or no prior experience in urban, culturally diverse communities.

Session P Room 220

Building Undergraduate Teacher Educator Learning Communities That Result in Effective Dispositions. Focuses on Gordon Donaldson's Leadership Stream - Relationships - which leads to nurturing effective dispositions.

[Kandis Croom and Rebecca Shopfner, Arkansas Tech University](#)

[Bibliography](#)

Not only in higher education, but also in P-12 educational settings, time and focus are not dedicated for the purpose of building learning communities within the classroom. Gordon Donaldson, Jr., in his book, [Cultivating Leadership in Schools](#), discusses the importance of connecting people, purpose, and practices as basic leadership concepts that build effective teacher dispositions. Gordon identifies three basic concepts as "leadership streams" for school leaders, which he defines as relationships, commitment to purpose, and action. Before classroom communities can move to purpose and action, the presenters suggest that relationships must first be built among student members of the classroom in order to maximize teaching and learning. As undergraduate students transition from student to professional and prepare to move into the teacher-leadership role, the importance of disposition and relationship building for the purpose of increasing student achievement is not something that has been experienced and/or modeled as a common teaching and learning practice. This presentation focuses on the first leadership stream-relationships, which leads to nurturing effective dispositions.

Session Q Quad D

The Relationship of Arthur Combs' Five Areas of Belief Reformulated into Five Dispositions of Teacher Effectiveness. Focuses on work in the perceptual characteristics of effectiveness and findings that suggest it is what a helper believes that makes a difference in professional performance.

[Dick Usher, Professor Emeritus, Murray State University, Kentucky](#)

The presentation will present 5 dispositions of effective teachers and show how they have been used in work with teachers. The 5 dispositions will be related to a) current work by other researchers in the area of teacher effectiveness and, b) previous work in mental health on the adequate, fully-functioning person. These 5 dispositions have provided the guidelines for a special workshop on teacher renewal sponsored by the MSU Center for Environmental Education, have guided consultant work with teachers in Conroe, Texas, and formed the basic purposes of an advanced educational psychology class for teachers. In each case activities that focused upon the mental, physical, and spiritual needs of the participants were used to facilitate the development of their effectiveness dispositions.

12:00 – 1:00 **Buffet Lunch**

Quads A & B

1:00 – 2:30 **Seminars on the Four Conference Strands**

Identifying, Developing, Nurturing, and Successful Programs

Identifying Room 212/220

Mark Wasicsko and Steve Hyndman

Developing Quad C

Gloria Carr and Debbie Haydon

Nurturing Quad D

Larry Sexton and Paul Erickson

Promising Programs Quad A

Paul Wirtz and June Hyndman

Technology Facilitators

Ed Richard and Rande Jones

2:30 – 3:30 **Power Point Presentations Developed in Seminars**

Quads A & B

Mark Wasicsko, Gloria Carr, Larry Sexton, and Paul Wirtz

Conference Evaluation

Conference Concludes