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**DEVELOPMENT OF A TEACHER
DISPOSITIONS FRAMEWORK**

by

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A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
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ABSTRACT

Evaluating a person's dispositions is complex and problematic, considering the affective nature of these invisible traits (Diez, 2006; Wilkerson & Lang, 2007). Teacher preparation programs are responsible for developing critical dispositions in their candidates and ensuring candidates have acquired them before recommendation for certification. Furthermore, school administrators must ensure that the teachers they hire have the right dispositions before placing them in a classroom with students. Valid and reliable instruments must be used to measure teacher and teacher candidate dispositions.

The purpose of this study was to identify a finite set of dispositions critical for an effective teacher and to describe expected levels of performance for each disposition. Additionally, descriptive evidence that could substantiate the existence of a given disposition within a teacher or teacher candidate was identified. Arthur Combs perceptual field psychology (1965) and the InTASC Model Core Teaching Standards and Learning Progressions for Teachers (CCSSO, 2013) were used as a guiding framework for the development of a Teacher Dispositions Framework rubric. Combs' four general areas of perceptions that differentiate effective from ineffective teachers were utilized to organize each of the 43 INTASC dispositions standards into a simplified rubric. Sixteen dispositional components resulted in a finished product that could serve as part of a larger teacher dispositions' assessment protocol. A modified Delphi study using subject matter experts served to validate the content of the rubric.

Teacher preparation programs may use the rubric as a guide for dispositional-based assignments. Teacher candidates and practicing teachers may use the rubric as a self-evaluation instrument or as a guide in the development of a portfolio that could attest to their dispositions.

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Author Mae Johnston Walker
Date 10-10-19

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CHAPTER 1

INTRODUCTION

Today's teacher preparation providers (TPPs) face the challenge of meeting the needs of the country's ever-increasing demand for teachers. In a study by Sutchter, Darling-Hammond, and Carver-Thomas (2019), nearly every state in the U.S. reported teacher shortages in certain subjects. Moreover, in 2016-2017, 36 states reported that a total of 87,000 teaching positions were filled by teachers who were not fully certified. Also, provided in their report was an estimate of teacher supply and demand in the future. Based on data provided by the U.S. Department of Education and the National Center for Education Statistics (2005, 2008, 2009, 2012a, 2013, 2014b, 2015b, 2012b, as cited in Sutchter et al., 2019), it was predicted that by the year 2021 the supply of teachers will be near 200,000, while the demand will be close to 300,000. Along with this challenge is the added need to develop teachers who meet higher standards than ever before (Council of Chief State School Officers, 2013; Council for the Accreditation of Educator Preparation, 2015).

According to a report by the National Council on Teacher Quality (NCTQ, 2018), 25 states strengthened admissions standards for TPPs between 2011 and 2015. In 2013 only seven states had a minimum GPA requirement of 3.0, while in 2015, the higher GPA requirement was adopted by 25 states. Besides the requirement for more rigorous standards for TPPs, once teachers are on the job, they are expected to perform at

increasingly higher levels, as seen in the high-stakes accountability system brought about through the No Child Left Behind Act and extended by Every Student Succeeds Act signed into law by President Obama in 2015 (U.S. Department of Education, n.d.). This legislation requires teachers to be evaluated based on the yearly academic growth of their students, and their scores are used to determine teacher compensation, benefits, and tenure (Pizmony-Levy & Woolsey, 2017). TPPs, therefore, have a challenging and complex job, providing not only an adequate supply of teachers to keep up with the demand but also producing teachers of the highest quality possible. Such is the environment that brought about the need for teacher preparation providers and K-12 educators to examine more closely the attributes of the effective teacher candidate.

The earliest ideas of attributes of a good teacher were that of the scholar. Teachers, first and foremost, were expected to be highly knowledgeable. However, being knowledgeable in a content area does not necessarily enable one to teach what they know (Combs, 1965). Moreover, acquiring the pedagogical skills used by expert teachers does not always guarantee success; some methods used by experts only work because they are experts (Combs, 1965). Katz and Raths (1986) proposed a third domain as critical for the development of effective teachers.

Along with knowledge and pedagogical skill, teachers need to have the right dispositions as well. They suggested that simply acquiring knowledge and skills is not necessarily indicative of using these in the classroom. Teachers need to have appropriate dispositions to ensure they use their knowledge and skills for the benefit of their students. In 1992, the notion of dispositions was fully adopted as a key component for teacher education. The Interstate New Teacher Assessment and Support Consortium (INTASC)

developed a set of ten standards for teacher preparation programs, which included specific domains for knowledge, skills, and dispositions (Council of Chief State School Officers).

TPPs, which are accredited by CAEP, must evaluate teacher candidates according to the INTASC standards in all three domains: knowledge, skills, and dispositions. Valid and reliable evaluation instruments are needed Council for the Accreditation of Educator Preparation (2018). There are several valid instruments designed to measure teacher candidate knowledge and skills; however, measuring dispositions has been more difficult to achieve. Because the affective nature of dispositions makes them hard to define, and even more challenging to measure, few valid and reliable instruments exist at this time. TPPs are required by accrediting bodies such as the Council for the Accreditation of Educator Preparation (CAEP) to assess teacher candidate dispositions. Valid instruments are needed to accomplish this reliably (2018).

Background

In the latter part of the twentieth century, teacher educators tended to focus more on developing content knowledge and pedagogical skills and less on the softer side of teaching, or the dispositions of the teacher. Teacher candidates were identified as “having the knowledge and skills required to be an effective teacher and yet not using them for good in the classroom” (Diez, 2007, p. 389). Katz and Raths (1985) described a teacher who refuses to re-explain a concept to a student as reasonable, appropriated punishment for not paying attention in class. This action indicates that simply having the ability or skill to explain a concept is not enough; the teacher must also possess the correct disposition to use the skill appropriately. At a meeting of the National Council for

Accreditation of Teacher Education (NCATE), a representative of the American Federation of Teachers, Lovely Billups, asked the following question: “When are you going to stop recommending candidates for licensure who are mean to kids?” (Diez, 2007, p. 389).

In response to these concerns, INTASC initiated the development of a set of standards for teacher preparation, which included the development of knowledge, skills, and dispositions of teacher candidates. In 1992, INTASC published ten Model Standards for Beginning Teacher Licensing, Assessment, and Development. These standards represented a significant action that provided the impetus for the shift in teacher preparation from a list of required college courses to a framework of performance-based standards (Potinger, 2009). Each of the ten INTASC standards is further broken down into the substandard categories of performances, essential knowledge, and critical dispositions (CCSSO, 2013). For example, for Standard 1, which focuses on learner development, the dispositional standards are as follows:

- 1(h). The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.
- 1(i). The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.
- 1(j). The teacher takes responsibility for promoting learners’ growth and development.
- 1(k). The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

The goal of teacher preparation programs is to develop highly effective teachers proficient in all three domains: knowledge, skills, and dispositions. Also, TPPs are required by accrediting bodies such as CAEP to develop teacher candidates in regards to all ten of the INTASC standards as well as to assess their learning of the standards, including the knowledge, skills, and dispositional components of each one. CAEP Standard 3.3 specifically requires TPPs to

establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program...furthermore, the provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching. (CAEP Handbook, 2018, p. 39)

Ensuring teacher candidates develop and possess appropriate dispositions for effective teachers is vitally important, as is evidenced by their inclusion in national education standards and teacher preparation accreditation process.

Purpose of the Study

The process of assessing dispositions can be complex and problematic, considering the affective nature of these constructs. The purpose of this study was to develop a teacher dispositions framework and to validate the content through a modified Delphi Study. The first step was to determine a finite set of dispositions that teachers need to possess to be effective. An extensive review of disparate models provided the

foundation upon which the Teacher Dispositions Framework was based. The framework included descriptions of the expected levels of performance for each dispositional component.

The framework was tested for content validity using a modified Delphi Study. The Delphi Study included a panel of experts in the field of education and consisted of one informational whole group discussion followed by multiple rounds of anonymous surveys. The first survey asked participants to rank each dispositional component as critical or not critical. Lawshe's Content Validity Ratio (CVR) was used to calculate which components were kept and which were discarded (1975). The second survey presented participants with descriptions of three performance levels for each component. Participants were asked to rate each description as to the level of clarity and to provide alternate or modified wording for those descriptions ranked as unclear. Finally, during the second survey, participants were asked to suggest evidence that could be used to substantiate the performance levels for each dispositional component.

Significance of the Study

According to INTASC and accrediting bodies such as CAEP, teacher dispositions are considered vital, and TPPs must ensure graduating candidates have the right dispositions for successful, effective teaching. To make these assurances, TPPs require valid and reliable instruments to assess not only their candidates' dispositions but also their content knowledge and pedagogical skills. Unlike the assessment of knowledge and skills, which is more straightforwardly assessed, the assessment of affective domains such as beliefs, values, and attitudes (i.e., dispositions) is difficult and complex work (Raths, 2007; Will, 2006 as cited in Villegas, 2007).

Raths (2007), believes that, for some, the idea that teacher educators take into account the dispositions of teacher candidates for admission into a program or for assessment of their progress is problematic. For example, some TPPs discourage and may disqualify certain teacher candidates who lack the “correct” dispositions.

Disqualifications may mean those candidates who do not embrace the current progressive politics surrounding education (Will, 2006 as cited in Villegas, 2007). This notion must be considered by teacher educators when identifying desired dispositions of their candidates. Raths (2007) believes, as well, that in the process of identifying specific performances or competencies to teach their candidates, TPPs are also identifying goals to strengthen the aligned disposition to the skills in the classroom. The difficulty with this method arises in determining and implementing a process that will prevent the list of skills and matching dispositions from getting too large. The conceptual size of this list must not be so large that teacher educators and teacher candidates become overwhelmed. Raths (2007) summarizes the problems associated with using teacher dispositions in teacher education with the following three points: (1) selecting a finite list of appropriate dispositions to teach and assess, (2) judging a candidates’ dispositions can be difficult especially when determining a cut score by which a decision is made whether to recommend candidate licensure to teach, and (3) carefully considering the best and most appropriate way to understand how dispositions are learned and strengthened (p. 162).

Developing valid instruments to measure dispositions stands as a crucial element of the process TPPs must employ to continue their efforts to provide the best teachers possible while also providing accountability for their work. The instrument developed in this study will be validated for content by subject matter experts (SMEs) and may well

serve as a self-assessment tool for teacher candidates. It can be used by EPP faculty and K-12 administrators to provide a framework to make empirically-based judgments about teacher and teacher candidate dispositions.

Theoretical Framework

This study was grounded on the research conducted by Arthur C. Combs (1965), a prominent psychologist and educational theorist during the mid-1900s. His theories were based on understanding human behavior through the lens of humanistic psychology rather than behaviorist psychology. Combs conceived that understanding and predicting human behavior could be accomplished by studying a person's perceptions of themselves and the world around them. Combs' ideas can be applied to several professions, which he called the "helping" professions: nursing, pastoring, counseling, and teaching, and he believed individuals in these professions should have certain dispositions to be successful "helpers." Combs proposed that the way to predict whether or not individuals possess these dispositions was through an understanding of how they perceived themselves, others, their profession, and the world in general. Based on his theories and his model as developed in the Florida studies, a framework for identifying and describing critical dispositions for effective teachers was constructed and analyzed for content validity.

Research Questions

Three research questions were considered in the study.

1. What is a finite set of dispositions that are critical for all teachers to possess?
2. What are the expected levels of performance for each of these dispositions?

3. What type of evidence could be used to substantiate a given level of performance?

Assumptions

Limitations

The subject matter expert (SME) panel was composed of K-12 practitioners. Although this limits the generalizability of the results of the study, it also improves the practicality of use of the rubric for this population of educators.

Delimitations

The focus of this study was on how to measure dispositions, not how to develop proper dispositions; however, the findings of this study could be used to guide the development of a systemic protocol for developing and evaluating teacher candidate dispositions. Another delimitation is the source for determining a finite set of dispositions was restricted to INTASC standards, and Arthur Combs' perceptual view of effective teaching. According to Raths (2007), it is important to limit the list of critical dispositions so that TPP faculty and students do not get overwhelmed. Raths contended that the list of critical dispositions and the debate surrounding what to include or not include could be endless. Finally, the group of subject matter experts will be from one geographic region and associated with one university. This approach is similar to the other dispositional studies reviewed in the literature (Combs, Soper, Gooding, Benton, Dickman, & Usher, 1969; Diez, 2006; Lang & Wilkerson, 2004; Singh & Stoloff, 2007; & Wasicsko, 2007).

Definitions of Key Concepts and Terms

Several specific terms and concepts were explored during this study.

- Behaviorist psychology -places a strong emphasis on scientific and objective methods of investigation. The primary concern of behavioristic psychology is with observable stimulus-response behaviors that are learned through interaction with the environment (McLeod, 2017).
- Council for the Accreditation of Educator Preparation (CAEP) – fully established in 2013, a nonprofit, nongovernmental accrediting agency that provides quality assurance through external peer review of TPP programs (CAEP, 2015).
- Delphi Study – a research method involving a group of experts who anonymously reply to a survey and subsequently receive feedback of the "group response," after which the process repeats itself. The desired result is to reduce the range of responses and arrive at an expert consensus (Rand Corporation, 2019).
- Humanistic psychology – an approach to studying human behavior in which the whole person is considered a unique individual. A contrast to the deterministic and dehumanizing approach of behaviorist and psychoanalyst (McLeod, 2015).
- Interstate New Teacher Assessment and Support Consortium (INTASC) - a consortium of state and national educational organizations dedicated to the reform of teacher preparation, licensing, and on-going professional development. Its work, established in 1987, is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels (Council of Chief State School Officers, 2016).

- National Council for Accreditation of Teacher Education (NCATE) – the predecessor of CAEP as the accrediting body of TPPs
- National Council on Teacher Quality (NCTQ) – founded in 2000, a nonpartisan, not-for-profit research and policy organization that is committed to modernizing the teaching profession. Their goal is to “ensure every child has an effective teacher and every teacher has the opportunity to be effective” (National Council on Teacher Quality, 2018)

No Child Left Behind Act – signed into law by President George Bush in 2002, the act required states to use standardized tests to assess student learning. The act significantly increased the role of the federal government in education and was part of a movement seeking to hold educators to a higher degree of accountability for student learning.

CHAPTER 2

LITERATURE REVIEW

Teachers must possess certain critical dispositions to be effective in the classroom (Combs, 1965; Combs et al., 1969; Diez, 2006; Freeman, 2007; & Raths, 2007). One of the primary goals for TPPs, therefore, is ensuring that teacher candidates develop and strengthen these requisite dispositions before program completion. Additionally, K-12 leaders aim to ensure their teachers possess those dispositions identified as critical for effective teaching (CCSSO, 2013). The consensus indicates that the development of critical dispositions is essential. Ineffective teachers, accountability systems, and accrediting bodies require TPPs to provide evidence that candidates develop critical dispositions before recommending certification (CCSSO, 1992; & CAEP, 2018). To comply, TPPs must develop and use valid, reliable measures to assess teacher candidate dispositions. Creating a measure of dispositions is a challenging and complicated task; however, due to the difficulties in defining and identifying dispositions.

Dispositions exist within an individual and cannot be directly observed; therefore, the behavior of an individual must be observed to deduce the underlying disposition. With this limitation, finding appropriate evidence that a given disposition resides within an individual is problematic. The literature review that follows investigated these

difficulties to guide the purpose of the study, which was to develop a rubric by which TPPs, K-12 school leaders, and teacher candidates themselves may evaluate these unseen characteristics called dispositions. Thorough consideration of a theoretical framework of teacher dispositions as proposed by Arthur Combs (1965) and several studies involving the assessment of dispositions provided the foundation for the development of a Teacher Dispositions Framework (Combs et al, 1969; Katz & Raths, 1986; Singh & Stoloff, 2007; Wasicsko, 2007; & Wilkerson & Lang, 2004). Additionally, problems associated with assessing teacher dispositions were examined (Diez, 2007; Wilkerson & Lang, 2007; & Karges-Bone, & Griffin, 2009).

The first section of the literature review discusses a theoretical framework based upon the work of Arthur Combs and his perceptual field theory. The next section identifies and defines the key critical teacher dispositions. The third section reviews the current strategies used to assess teacher dispositions. The results are described from several studies aimed at designing, implementing, and testing a systematic protocol for assessing teacher dispositions. The final section identifies problems associated with identifying and measuring dispositions.

Theoretical Framework

Arthur W. Combs applied his perceptual field theory to the teaching profession in one of his widely read works, *The Professional Education of Teachers*, in 1965.

Magnuson (2012) noted that Combs' work was based on a rather new approach for his time, the humanist approach, which bridged the gap between the meaning of human behavior and the significance of empathy in understanding human behavior. Humanistic psychology sought to understand human behavior from the perspective that humans are

good, self-determined beings who strive to achieve self-actualization. This perspective was in stark contrast to the predominant views in the psychology of the early 20th century, which included both behaviorist and psychodynamic theories. These approaches were generally deterministic and reduced the study of human behavior to mere stimulus-response reactions or the result of unconscious, instinctive forces (McLeod, 2015).

Combs' theory was based on the idea that "specific (human) behavior is not predictable, but whole classes of behaviors can be understood from the viewpoint of the person exhibiting the behavior," specifically, from that person's perceptions (Wasicsko, 2007, p.60). According to Combs (1999), human behavior at any moment in time was a "function of how we see ourselves, how we perceive the situations we are in, and what we are trying to do" (p. 17). The challenge of studying human behavior in regards to perceptions lies in the fact that these traits are inside the person and not directly observable.

Combs' approach to studying human behavior was founded on the observation of people and their behavior from the individual point of view. They contend that people do not behave according to the facts as others see them, but rather, as to how they view the facts themselves (1999). Combs stated, "All behavior, without exception, is completely determined by and pertinent to the perceptual field of the behaving organism" (p. 19). The regulation of the behavior of any person was based on that person's perception of the world around them (Combs, 1999). He believed that human beings are constantly searching for a healthy state and move towards this state if the "way seems open to them," and if the ability to see options that move them towards health is either broadened or limited by their perceptions of the world around them.

Based on this theory, the perceptual field and the concept of self were both consistent and dynamic at the same time (Magnuson, 2012). According to the perceptual theory proposed by Combs (1999), the change process occurred in the following sequence: self-awareness, self-acceptance, self-appreciation, and recognition of freedom to be self-directing. He suggested that people modified “self” when they interacted with others and their environment and when they perceived disparity between themselves and their environment. In other words, individual change occurred through awareness and perception (Combs, 1999). Based on this approach, for teacher candidates to change their current dispositions, they need to realize that their behavior and belief systems were in contrast to the model behavior or beliefs of an effective teacher. One potential use of a teacher dispositions rubric is a self-assessment tool whereby teacher candidates can compare their existing attitudes, beliefs, and values against those of effective teachers. Combs suggested that when an individual was aware of the disparity between themselves and their environment, the change process could begin (1999).

Combs believed certain human qualities made some individuals more effective than others in helping professions, i.e., teaching, counseling, and nursing (Wasicsko, 2007). He began with the assumption that knowledge and skills were the essential differences between effective and ineffective helpers; however, the evidence did not support this hypothesis. A sample of effective and ineffective teachers was identified to participate in a study and test his hypothesis (Combs & Soper, 1963). The teachers were selected as part of an undergraduate beginning course in the College of Education at the University of Florida. Freshmen and sophomore students were asked to identify their best and worst teachers. The teachers were not told how they were selected to participate in

the study, only that they had been nominated by a former student to participate. The teachers were asked to complete a survey ranking items they considered as most ideal or least ideal behaviors of effective teachers. Examples of items on the list included the following: the teacher directs and guides the student, the teacher can understand the student's feelings, the teacher is punitive, and the teacher is rejecting the student. Results from the survey indicated that the teachers identified as both "good" and "bad" were equally able to distinguish between effective and ineffective behavior of teachers, thus demonstrating that possessing the knowledge of how to be an effective teacher was not always a predictor of good teaching (Combs & Soper, 1963). Comparably, in the National Education Association review of hundreds of studies on effective teaching methods, no clearly defined methods of effective teachers could be found (Ellena, Stevenson, & Webb, 1961). These studies revealed there was another characteristic of teachers, beyond knowledge and skill, that determined effectiveness in the classroom. Combs and Soper (1963) named these characteristics perceptions; later, Combs et al. used the term dispositions (1969) to describe the underlying traits that effective teachers and other effective "helpers" possessed.

Combs discovered that a person's belief systems, rather than their knowledge or skills, were the primary factors attributing to effective helpers, in general, and effective teachers, specifically (Siu-Runyon, 2000). He concluded that beliefs, values, and attitudes (which he later called dispositions) were the key factors that determine effective helpers. Given that dispositions are difficult to identify within a person, a unique approach was essential to adequately and accurately study these concepts. Combs et al. at the University of Florida (1969) determined that studying the traits of an effective helper

(i.e., teacher, counselor, nurse, pastor) should be approached from a less mechanistic point of view to a natural, less-structured perceptual frame of reference. Combs was able to identify that the effective helper was able to combine their knowledge and skill uniquely to help others. It was this uniqueness that obscured the matter of predicting and defining the behavior of effective helpers.

Combs' perceptual psychology can be used as a framework for understanding and predicting a person's behavior. The basic assumption behind the concept "self as instrument," was that people who have learned to use themselves effectively in the helping professions could be distinguished based on their perceptual organization (Combs et al., 1969). The basic tenets of Combs' perceptual field theory are as follows: (a) people behave according to how the world appears to them; (b) behaviors are symptoms of underlying perceptions; (c) core perceptions are formed over a lifetime and change slowly; (d) behavior can be understood in terms of how individuals perceive themselves, their world, and their goals; and (e) reading behavior backward can be used to understand the perceptions of others (Combs et al., 1969).

Combs introduced the "self as instrument" concept, defining an effective teacher as "a unique human being who has learned to use [self] effectively and efficiently to carry out [both personal] and society's purposes in the education of others" (1965, p. 9). Combs' research on the perceptual fields of those in the helping professions can be applied to education to identify and understand the underlying dispositions of effective teachers. Developing a rubric to describe effective teacher dispositions based on Combs' perceptual field theories provides a strong foundation for not only understanding teacher

behavior but also to predict their behavior by revealing their underlying perceptions about self, others, and the profession of teaching.

Defining and Identifying Teacher Dispositions

Defining disposition is a complex task, and there is disagreement on a single meaning of the term. Wasicsko (2007) defined “dispositions as the core perceptions (values, attitudes, and beliefs) exhibited by teachers that permit them, when combined with significant knowledge and skills, to be effective in facilitating learning...” (p. 60). In 2002, the National Council for Accreditation of Teacher Education (NCATE) defined teacher dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth” (p. 53). Also, numerous educational theorists have offered definitions. For example, Wilkerson and Lang (2007) defined dispositions as “a pattern of behavior that is exhibited frequently in the absence of coercion and constituting a habit of mind under some conscious and voluntary control, and that is intentional and oriented to a broad goal” (p. 3). Villegas (2007), on the other hand, described dispositions as the basic tendencies of how a person would act in a particular situation, based on their beliefs and values. According to Singh and Stoloff (2007), dispositions were guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, effective teacher dispositions may include the belief that all children can learn, a vision for high and challenging standards, and a commitment to safe and supportive learning environments. Finally, the Council of Chief State School Officers (CCSSO) defined critical teacher dispositions as “habits of professional action and moral

commitments that underlie the performances and play a key role in how teachers do, in fact, act in practice” (2013, p. 6). Based on this definition, the INTASC standards for teacher dispositions were developed and are currently used by many TPPs to guide curriculum development and assessment of teacher candidates.

Freeman (2007) offered a more extensive definition of dispositions. He suggested a definition of the term dispositions-in-action, which proposed evidence that a given disposition is found in the person’s behavior but is greatly influenced by the context of the situation. Freeman considered dispositions to be the bridge between knowledge and performance. In the opinion of Mumford (1998), dispositions “lurk in a mysterious realm intermediate between potentiality and actuality” (p. 4). When reading the INTASC standards (CCSSO, 2013), the connection between dispositions and actions can readily be seen. For example, INTASC Standard 4 states that, under the category of knowledge, “the teacher understands the cognitive processes associated with various kinds of learning...;” and under the performance category, “the teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials...;” and finally, under the category of dispositions, “the teacher values the development of students’ critical thinking, independent problem-solving...” (p. 24). The teacher might very well understand the cognitive processes required for certain kinds of learning and might be able to choose the best teaching strategies and materials to achieve this kind of learning; however, if the teacher does not value the development of students’ critical thinking and independent problem-solving skills, that teacher will not likely engage in the planning and instruction necessary to achieve these learning goals. Freeman’s perspective aligned with Combs. They asserted that predicting the behavior of a teacher in any given

circumstance cannot be done effectively by simply measuring the knowledge and skill of the teacher, hence the need for additional measures of dispositions.

Although there have been and still are many variations of the definition, the basic premise that dispositions are guided by beliefs, values, and attitudes and are demonstrated through observable behaviors is consistently applied. Moreover, if dispositions are the foundation for teacher behaviors and decision making, then the impact of those dispositions on student success is convincing (DiGiancinto, Bulger, & Wayda, 2017). Although defining something as abstract and fluid as teacher dispositions is extremely difficult, TPPs and K-12 school leaders must ensure teachers and teacher candidates possess and apply the proper dispositions for the profession. There are many accepted definitions of dispositions within the literature, and INTASC has developed a comprehensive list of critical teacher dispositions (CCSSO, 2013). It follows that the next step is to develop a way to measure and evaluate teacher and teacher candidate dispositions.

Assessing Dispositions

Although published studies regarding the measurement of teacher dispositions are exiguous (Wilkerson & Lang, 2007), some noteworthy studies do exist. In the Florida studies, for example, Combs et al. (1969) developed a perceptual dispositions model and used it to determine the effectiveness of teachers. In this model, the terms perceptions and dispositions were used interchangeably. The model identified four general areas of perceptions that differentiate effective from ineffective teachers: (a) perceptions about self, (b) perceptions about other people, (c) perceptions about the purposes of teaching, and (d) general frame of reference perceptions.

Perceptions of self by effective teachers included possessing a natural ability to connect with many students from diverse cultural backgrounds as well as varying capacities to learn. These teachers believed they could help almost any student learn.

Moreover, they tended to have a positive attitude towards teaching and learning.

Perceptions of self by ineffective teachers were the opposite. These teachers often found it difficult to identify with some students. They tended to doubt their ability to teach some students, subsequently believing that some students could not learn. They also tended to be more pessimistic about their careers and their students (Combs et al., 1969).

According to Combs et al. (1969), effective teachers perceived others more realistically and positively. They saw their students and others as dependable, able, and worthy, whereas ineffective teachers did not. Effective teachers tended to look at the purposes of education from a broader perspective. They perceived the purpose of teaching as making positive long-term differences in students' lives and fostering good citizenship rather than focusing on a single grade or test score. Effective teachers asked themselves, "How will my students be better ten years from now because of what we are doing today?" (Wasicsko, 2007, p. 60). Finally, for their general frame of reference, effective teachers were more gregarious and enjoyed working with people more so than working with objects; thus, they focused much effort and time on building positive relationships with their students, colleagues, and other stakeholders (Wasicsko, 2007).

Wasicsko (2007) presented an example between the perceptions and dispositions of an effective and an ineffective teacher through the comparison between two very strict and highly demanding teachers. Both teachers used similar teaching methods. Each gave rigorous tests and arduous homework assignments; however, one was admired and loved

by the students, and the other was loathed. The difference rested in the two teachers' perceptions and dispositions. One teacher was tough because of the core belief that students are capable and need to be challenged.

Moreover, her view of the purpose of education was on the long-term impact of what she teaches her students. Conversely, the other teacher believed in the importance of keeping students busy to make the teacher's life less miserable. Her view of the purpose of education was limited to the present state and not focused on the future of her students. That was the major difference between the effective versus the ineffective teacher. The difference was not found in their content knowledge nor their pedagogical skills; the difference was in their perceptions of self, others, the purpose of teaching, and frame of reference. It was situated in their core values, attitudes, and beliefs, specifically, their dispositions.

TPPs and K-12 school leaders can readily assess a candidate's content knowledge and pedagogical skills with tests and observations. For example, teacher candidates can be taught how to plan a lesson perfectly aligned to standards such as INTASC and Common Core (CCSSO, 2013; & CCSSO, 2016). Those lessons can then be evaluated using specially designed rubrics, such as Charlotte Danielson's Framework for Teaching (2013), which have been tested for validity and reliability. The question arises, however, as to how one can measure the likelihood that candidates will continue to plan and deliver this caliber of lesson when given their classroom and students. According to Lang and Wilkerson, the assessment of dispositions provides a way of predicting if candidates will persist in doing what they were taught to do when no one is watching (2006). Given the

focus now being placed on the assessment of the effectiveness of teachers and indicating the role of dispositions as a critical component, it is essential to have a valid instrument for measurement.

Because of the need for valid measures of teacher dispositions, Wilkerson and Lang (2004), at the University of South Florida St. Petersburg, conducted a study to develop a protocol for assessing their teacher candidate dispositions and included procedures to increase the validity and reliability of their results. Considering the affective nature of dispositions, many TPPs attempt to measure teacher candidate dispositions using instruments that lack fidelity due to the high level of inference required by the rater. Wilkerson and Lang acknowledged that inference is unavoidable for measuring these types of behaviors; however, they developed three instruments to assess teacher candidate dispositions, each with increasing levels of inference. At the lowest level of inference was a Thurstone scale, requiring participants to either agree or disagree with 50 statements. Each statement was aligned to one of the INTASC dispositional standards and was assigned varying levels of difficulty. For example, for INTASC Standard 3.4 (CCSSO, 1992), “The teacher is sensitive to community and cultural norms” (p. 19), the corresponding Thurstone response stated, “I believe good teachers learn about the students’ backgrounds and community so they can understand students’ motivations” (p. 3). Respondents agreeing with this statement possessed positive teacher dispositions. Another sample statement was, “I prefer to live in one community and teach in a different one because I do not understand the values of many of the students” (p. 3). Respondents with positive teacher dispositions would be expected to disagree with this statement. The

challenge with the Thurstone scale was that respondents had a 50% chance of answering correctly, thereby limiting the reliability of the score.

The second instrument developed by Wilkerson & Lang (2004) was a questionnaire, which increased the level of inference required by the rater. Rater training and development of rubrics designed around anticipated responses were required. These actions improved the reliability of this instrument. The questionnaire included nine items, each with a sub-set of questions aligned with INTASC dispositional standards. The responses were assessed on a three-point scale defined as “target,” “acceptable,” or “unacceptable.” For example, INTASC Standard 1.1 (CCSSO, 1992) states, “The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. She/he seeks to keep abreast of new ideas and understanding in the field” (p. 14).

The corresponding questionnaire item inquired, “How have you kept abreast of current developments in your field? For example, did you attend any workshops, subscribe to any journals, read or buy a new book? If so, describe in one to two sentences something you learned and the source” (p. 4). Sample responses showed a clear difference in the dispositions of two respondents. One respondent indicated membership in a national education organization and received journals from them regularly. That individual also stayed abreast of new developments in education by accessing educational news on a national news website. Also, the respondent listed several books recently purchased that were recommended by their peers, supervisors, or professors. This response was rated “target.” Another respondent acknowledged an awareness of developments in education through the local school and school system only. This

response was rated “unsatisfactory.” The two responses indicated a difference in values in regards to continuous learning in the teaching profession, which is a critical disposition, according to INTASC Standard 1 (Wilkerson & Lang, 2004).

Lastly, Wilkerson and Lang (2004) developed a set of questions for focus group interviews. Interviews were conducted with K-12 students, and answers to their questions were coupled with observations of the teacher in the classroom. Due to the high level of inference, raters needed to be trained to “sort good data from noise” (p. 5). For example, INTASC Standard 5.2 states, “The teacher understands how participation supports commitment and is committed to the expression and use of democratic values in the classroom” (CCSSO, 1992, p. 22). A question posed to the focus group asked: “Usually, when you work in groups, do group members tend to work alone and compile the work at the end or do they tend to complete most/all assignments together?” Does the teacher do anything to ensure students work together? If so, what does s/he do?” (Wilkerson & Lang, 2004, pp. 4-5). Examples of comments from students on this question included the following: “I think that smart people get most of the attention. The dumber students do not get talked to as much as the smart ones” and “We usually work altogether, but some kids think they are smarter than others and just work by themselves” (p. 5). When the rater observed patterns of statements from students such as these, it indicated a dispositional problem with the teacher. Results from the focus group interviews were not included in the analysis at this point in the study (Wilkerson & Lang, 2004).

The items for the belief scale and the questionnaire exhibited construct validity due to their alignment with INTASC, and by the development of questions that covered most or all of the INTASC Standards; therefore, dispositional standards content validity

was ensured. Rater-training helped to ensure the reliability of the instruments. The study included 486 respondents for the Thurstone belief scale, and 48 respondents completed the belief scale and the questionnaire. The results of the study indicated a normal distribution of scores, as expected. An assessment of skills, where most participants were expected to have mastered the skills because they were intentionally taught, produced a positively skewed curve, whereas scores on an assessment of dispositions, which are more difficult to teach, were expected to distribute into a normal bell curve (Wilkerson & Lang, 2004).

Additionally, items were assigned scale values based on the estimated difficulty of the item. More difficult items were given higher scale values. Results supported the scaled values in that those items believed to be more difficult were indeed more difficult as respondents were less likely to answer correctly as the scale value increased. Finally, the results from the instruments were correlated with respondent grade point average, yielding a resultant $r = 0.20$; moreover, this indicated that dispositions did not necessarily correlate with high achievement and should be measured independently (Wilkerson & Lang, 2004). These results support the use of INTASC Standards for assessing teacher dispositions as well as the need for valid and reliable measures of dispositions while at the same time acknowledging the difficulty in doing so.

At the University of Nebraska, Schulte, Edick, Edwards, and Mackiel (2005) developed and validated a quantitative instrument for measuring teacher dispositions, the Teacher Dispositions Index (TDI). The items for their instrument were developed with a group of 12 doctoral students, who were K-12 teachers and administrators, as well as university professors. The group had a mean of 14.92 years of experience in the field of

education. The participants were given an overview of the 10 INTASC Standards, and in small group discussions, they generated 79 dispositional items based on those standards. The next step for the study was to present the 79 items to a separate group of experts to validate the content of the TDI. This group consisted of 13 professionals consisting of eight College of Education professors, one field experience coordinator for the College of Education, and four master teachers working as mentors in a collaborative program with the university. The mean years of experience for the second group was 22.54 years. These panelists were asked to rate each of the 79 items on a three-point scale, indicating the level of appropriateness of each item (1 = not appropriate, 2 = marginally appropriate, and 3 = very appropriate). Panelists were also asked to suggest ways to improve any items they rated as a 1 or 2. Based on their input, the original 79 TDI items were reduced to 64, eliminating some items, rewording other items, and adding two items based on comments of the reviewers. To estimate the reliability of the instrument, the 64-item TDI was distributed to 105 undergraduate teacher education students at a Midwestern Metropolitan University. Analysis of data revealed a reliability coefficient greater than 0.95, indicating that participants were consistent in their responses. Validity was established during the first two rounds of the study with subject matter experts. Schulte and colleagues concluded that the TDI could be used as a reliable and valid measure of teacher dispositions (Schulte et al., 2005).

In a later study at Northern Kentucky University, Wasicsko (2005) used Combs' perceptual framework to develop an assessment model for teacher dispositions and then utilized it as part of an introductory course in education. The first assignment in the course asked students to remember a significant event in their life where they were

involved in a teaching or helping situation. This assignment was called “The Human Relations Incident” (HRI) and required students to write in as much detail as they could about this incident, including how they felt about it then, how they felt about in the present, and what they would change, if anything. Trained raters then used four factors as scales to rate the candidates. These factors were as follows: (a) perceptions of self as identified, (b) perceptions of others as able, (c) perceptions of purpose in terms of larger implications, and (d) a frame of reference that focuses on people. Each factor was scored with a 7-point Likert scale, with more effective dispositions being towards a score of seven and less effective dispositions scoring closer to one. Table 1 describes the scales used in this study.

Table 1

Perception of Self

Identified	Unidentified
The teacher feels a oneness with all people. She/He perceives him/herself as deeply and meaningfully related to persons of every description.	The teacher generally feels apart from others. His/her feelings of oneness are restricted to those of similar beliefs.
Perceptions of Others	
Able	Unable
The teacher sees others as having capacities to deal with their problems. She/He believes others can find adequate solutions to events in their lives.	The teacher sees others as lacking the necessary capacities to deal effectively with their problems. She/He doubts their ability to make their decisions and run their lives.
Perceptions of Purpose	
Larger	Smaller
The teacher views events from a broad perspective. His/her goals extend beyond the immediate to larger implications and contexts.	The teacher views events from a narrow perspective. His/her purposes focus on immediate and specific goals.
Frame of Reference	
People	Things
The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his/her thinking.	The teacher is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his/her thinking.

Source: Wasicsko, 2005, p. 64

Raters scored the HRI written by the candidate on each factor with a possible score ranging from four to 28, with higher scores indicating effective teacher dispositions. Training was provided to establish interrater reliability before using the scales, with a minimally acceptable level of 80% interrater agreement (Wasicsko, 2005).

The second assignment was a reflection entitled “My Favorite Teacher,” where the students were asked to write about the characteristics of their favorite teacher. The

third assignment was designed to teach the students how to use the disposition assessment scale. Students were asked to score given select HRI descriptions that had been previously scored by expert raters, the purpose being to determine how close the students' assessment of the HRI was to the professional raters' score. Finally, the students were given back the HRI they wrote in the first assignment and required to score it just as they had scored the sample HRIs. They were then asked to reflect on their responses to determine if they were a good match for the teaching profession (Wasicsko, 2005).

The results of these four assignments revealed that most students were able to make accurate judgments relating to their fitness for a career in teaching and made the decision to continue in teacher education. Some of the teachers decided to change to a different helping profession. A relatively small number of students (who scored the lowest on the four assignments as determined by trained raters blindly scoring the four assignments) were unable to self-assess their dispositional fit for the teaching profession but, despite evidence to the contrary, continued to insist they had the dispositions needed to be successful teachers (Wasicsko, 2005). This model aligned with the perceptual field theory proposed by Combs. Each activity presented to teacher candidates involved writing about their perceptions of either real or fictional events. The HRIs described a classroom scenario with students being asked to respond according to their perceptions of the incident. Based on those perceptions, trained raters could then ascertain the dispositions of the candidate using the perceptual scales. Wasicsko's disposition assessment model presented an example of the effective use of Combs' perceptual psychology approach to predict teacher dispositions.

Singh and Stoloff (2007) of Eastern Connecticut State University developed a dispositions self-assessment tool called the Eastern Teacher Dispositions Index (ESTDI). Their instrument was also based on the work of Arthur Combs and colleagues, who believed that a person's behavior is directly consequential to their perceptions at that time (Combs et al., 1969). Their instrument measured a teacher candidate's perceptions based on five categories: perceptions of self, perceptions about other people, perceptions about a subject field, perceptions about the purpose and process of education, and general frame of reference perceptions. They chose to develop a self-assessment survey which included statements, such as "teachers should engage in self-reflection to capture insight into themselves and their impact on student learning and well-being," "teachers should view teaching as a collaborative effort among educators," and "teachers should engage in research-based instructional practices" (pp. 1173-1174). Candidates were asked to agree or disagree with items based on a five-point Likert scale (Singh & Stoloff, 2007). Findings indicated that the majority of their candidates appeared to have positive dispositions of effective teachers. In their discussion, Singh and Stoloff cautioned the generalizability of their results due to unknown validity and reliability of their instrument; they also included that there was no consensus of the exact nature of dispositions nor was there a way to directly measure them, thereby making the task difficult but necessary none the less (Singh & Stoloff, 2007, p. 1172). Although Singh and Stoloff used Combs' perceptual psychology model to develop their dispositional instrument; they did not take their study to the next level and validate the content of the instrument.

Haberman (1995) developed a teacher dispositions assessment instrument called The Star Teacher Selection Interview. Unlike the other instruments previously discussed, this instrument was designed to be used in the hiring of new teachers for K-12 urban schools. The first stage of assessment was a prescreening interview taken online which looked at ten different dispositional categories: persistence, organization and planning, values student learning, ability to connect theory to practice, establish a connection with at-risk students, relate to students, survive in bureaucracy, explain teacher success, explain student success, and dealing with fallibility. After the prescreening, administrators selected the most desirable applicants and conducted the second component of the assessment, which was a face-to-face interview. During this interview, seven beliefs were assessed: persistence, response to authority, application of generalizations, approach to at-risk students, personal/professional orientation, burnout, and fallibility. Haberman maintained that The Star Teacher Selection Interview instrument had been reliable in predicting teachers' success in their first year of teaching in high poverty schools. However, he did not discuss protocols for establishing validity and reliability of the instrument, and since the dispositional traits measured in this study did not align with INTASC Standards, the content validity was questionable.

Finally, to assess teacher candidates' dispositions at Alverno College, Breese and Nawrocki-Chabin (2007) evaluated candidate dispositions during four semesters using reflective practice and the Diagnostic Digital Portfolio (DDP). Reflective practice was used as a method to teach dispositions and to assess teacher candidate understanding of dispositions. After teacher candidates videotaped key experiences in teaching, they were directed to study and analyze the behaviors of the teacher and the students and then to

interpret how those behaviors impacted learning. This reflective process allowed pre-service teachers to learn appropriate dispositions for teaching and to self-assess their dispositions.

Although studies involving assessment of teacher dispositions are limited, those discussed in this review served as a guide for this study. The work of Combs et al. in the Florida studies (1969), along with Wasicsko (2007) and Singh and Stoloff (2007), substantiated the use of a perceptual field model to develop and guide the identification and assessment of teacher dispositions. Wilkerson and Lang (2004) and Schulte and colleagues (2005), along with the CAEP requirements for TPP accreditation, supported the use of INTASC Standards for developing measures of teacher dispositions with valid content.

Examining the identified dispositions of all these studies indicated close alignment with dispositions identified by Combs et al. (1969) and INTASC (CCSSO, 2013); however, caution is warranted when including dispositions outside of those indicated by INTASC (Wilkerson & Lang, 2004). This train of thought will be discussed more fully in the following section. Measuring dispositions is crucial to ensure that teacher candidates will be successful in the classroom; however, valid and reliable measures are difficult to find and even more difficult to create. Developing an assessment of dispositions based on the work of Combs et al. (1969) and InTASC standards (CCSSO, 2013) is auspicious.

Problems with Assessing Dispositions

Philosophers such as Aristotle referred to dispositions when discussing human character, and in theological discussions, dispositions are believed to be the traits that

cause humans to act in particular ways. In psychology, dispositions are often referred to as the nature part of the nature vs. nurture theory. If adopting this view, it would seem dispositions cannot be changed and, therefore, cannot be taught. Wasicsko (2007) also believed that dispositions are stable traits. He developed the Perceptual Rating Scale to assess teacher candidate dispositions for acceptance or denial of admission into a teaching program. On the other hand, according to the theory of perceptual psychology of Combs (1999), dispositions can change slowly over time. This theory was also a belief of another important theorist John Dewey, who contended “the self is not something ready-made, but something in continuous formation through choice of action” (as cited in Karges-Bone & Griffin, 2009, p. 31).

According to Diez (2007), two dominant views surrounding the discussion of teacher dispositions exist, referring to them as “entity” vs. “incremental” perspectives. The entity side viewed dispositions as fixed, and the incremental side adopted the perspective that dispositions could change and grow over time. Kyllonen, Walters, and Kaufman (2005) agreed with the “entity” perspective, connecting dispositions to the “big five” personality traits—extroversion, neuroticism, agreeableness, conscientiousness, and openness—each of which is considered stable qualities of a person. Moreover, Roberts (2006) and colleagues worked on developing the dispositional standards for INTASC and found that all could be linked in some way to the “big five” personality factors. Others believed in the incremental perspective and ascribed to the notion that dispositions can be taught. Oja and Reiman (2007) concluded that although a person is born with certain stable personality traits, the development of those traits is not automatic but rather “occurs when there is optimal interaction with the environment” (p. 95). Sockett (2006)

conceived that dispositions should be firmly rooted within moral education and that it was the responsibility of teacher preparation programs to instill the critical dispositions required for effective teachers.

Mary Diez, along with colleagues at Alverno College, adopted the incremental view of dispositions. They also acknowledged the importance of measuring the development of these dispositions and identified five principles to guide the process of assessing teacher dispositions (2006). The first principle addressed the problem of assessing something that cannot be directly seen or measured. To overcome this challenge, Alverno College suggested making the invisible visible through active means. For example, to assess the disposition “respect for others,” they developed a simulated group-interaction activity where candidates were observed participating in a role-play activity. The candidates were directed to act as a group of teachers discussing an important issue with the district superintendent. The assessment looked for the following criteria:

- active nonverbal attention to persons as they speak,
- positively reinforcing the contributions of others,
- explicitly building on the contributions of others, and
- challenging others’ ideas without attacking them.

After observing this activity, assessors were able to point out concrete examples of nonverbal movements and verbal statements. By using this list of criteria to analyze candidates, they were able to make the invisible disposition “showing respect for others” visible (Diez, 2006).

The second principle identified by Diez (2006) suggested using both structured assessments and ongoing observation of the candidate in action. Examples of this included written assignments, such as lesson plans and guided reflections, along with training cooperating teachers to record observations of the candidate's day-to-day interactions with students and other stakeholders. The disposition "willingness to do what it takes to help students learn" was exhibited when candidates wrote lesson plans with detailed rationales. They could then be assessed using the following criteria:

- accurately identify the varied needs of students,
- demonstrate how the lesson provides differentiation for individuals and groups,
- accurately assess the impact of the lesson, and
- thoughtfully reflect on what is needed next to continue to meet the learners' needs. (p. 57).

The third principle was that dispositions should be assessed over time as part of an ongoing reflection process (Diez, 2006). Alverno College faculty believed the ability to reflect accurately on the teaching process was vital to the success of their candidates; moreover, they believed that to develop reflection skills, the process needed to be taught throughout their educational experiences. At each stage of their education, candidates should engage in more advanced levels of reflective practice. Developing reflective skills involves developing a language to talk about practice; therefore, it was vital for Alverno faculty to develop good prompting questions.

An example of such a question is as follows:

Describe the classroom culture at your field site. Use the following considerations as ways of determining the kind of community created in the classroom.

- respect and relationship building between students and between the students and the teacher
- respect for diversity (i.e., student backgrounds, varied abilities, student needs)
- how teaching and learning occur in the classroom
- physical setup of the classroom
- management and methods of conflict resolution. (pp. 60-61)

In principle four, Alverno faculty suggested that the criteria used in the assessment of dispositions should be public and explicit (Diez, 2006). Candidates needed to know how they are being assessed to self-assess and reflect accurately. It is important to note that by using the term criteria, the Alverno faculty were not referring to a rubric with four levels; instead, they ensured that candidates were provided with detailed explanations of what was expected as well as accurate descriptions of exemplary performances.

Finally, the last principle was that the process of assessing dispositions has moral meaning for teacher educators and their practice (Diez, 2006). The faculty should model the types of dispositions it wants its candidates to develop. For example, holding themselves accountable to a strong work ethic supported their expectation that their candidates would develop the disposition of willingness to do whatever it takes to help students learn. According to Diez (2006), “Our moral compass needs to be our guide in developing assessments of dispositions tied to our conceptual framework, illuminated by

clear criteria and applied in meaningful ways in both structured and natural situations.”

Alverno college approached dispositions from the incremental perspective, believing that dispositions can be developed and changed over time; however, by adopting this view, it is clear that they also understood the importance of producing valid measures of dispositions.

Karges-Bone and Griffin (2009) from Charleston Southern University described lessons they learned from their dispositions journey. They identified six overarching dispositions: professional responsibility, school and technical operations, learning community, communication and collaboration, responsive to diversity, and professional commitment and integrity. They noted that dispositions needed to have “teeth” to be effective, in other words, attached to points and grades. Roberts (2006) suggested developing a disposition assessment instrument to be used as a self-assessment tool providing candidates with information and guidance, which lead to the development of appropriate dispositions for teaching. Most TPPs have an admissions process that typically includes some standardized test scores; however, these give little indication of a candidate’s dispositions.

Wilkerson and Lang (2007) caution TPPs that not only should they develop appropriate dispositions in their teacher candidates, but they must also produce valid and reliable instruments to measure these dispositions. Several lawsuits have surfaced in recent years, resulting from attempts by TPPs to drop students from their programs based on improper dispositions. For example, a Le Moyne College student, Scott W. McConnell, strongly believed in corporal punishment and included these beliefs in a paper he wrote for a classroom management course. In 2006, the college tried to remove

him from their program based on his beliefs. When it was taken to court, the New York State Court of Appeals ruled his due process rights had been violated since the college had no formal process in place to assess dispositions (Wilkerson and Lang, 2007). At Washington State University (WSU), a similar situation occurred with student Ed Swan who expressed views in opposition to the defined dispositions of the university. Unlike Le Moyne, WSU did have a process for measuring teacher dispositions; however, it consisted primarily of subjective criteria. WSU was targeted by an organization called FIRE (Foundation for Individual Rights and Freedoms), claiming their assessment system lacked validity; and WSU was forced to allow Swan to continue in their program (Wilkerson & Lang, 2007). Finally, at the University of Alaska, student Karen Siegfried withdrew from the program because the faculty told her she did not have the right kind of attitude for teaching. She suspected she was going to be suspended (Wilkerson & Lang, 2007). Legal matters such as these underscore the importance of TPPs developing valid measures for assessing teacher candidate dispositions.

Chapter Summary

The study of dispositions is complex and multifaceted in that dispositions are affective constructs that lie within individuals and are unseen. Techniques must be developed to see that which is unseen and to study the human behaviors that reveal these underlying traits. Throughout his extensive studies on dispositions, Combs used humanistic psychology because he preferred to study human behavior from the perspective that people are self-determining beings, as opposed to beings controlled by outside factors, such as basic environmental stimuli or unconscious forces. Combs believed that the study of human behavior was best approached by looking at how a

person perceives themselves, others, and the world in which they live (1999). His perceptual field theory provided a way to understand and predict human behavior based on their underlying perceptions.

The difference between effective and ineffective teachers cannot be understood by looking at their knowledge and skills alone (Combs & Soper, 1963). Combs et al. (1969) contended that the critical difference between effective and ineffective teachers was located within their underlying perceptions of themselves, others, and the world around them. The Florida studies (Combs et al., 1969) provided a strong model for using perceptual field theory as a means to study of teacher dispositions. Others have also applied Combs' perceptual model when developing tools to measure teacher dispositions (Wasicsko, 2005; Singh & Stoloff, 2007).

TPPs are required by accrediting bodies such as CAEP to provide evidence that candidates meet INTASC standards for essential knowledge, performances, and critical dispositions. To do so, TPPs must develop valid and reliable instruments to measure candidate progress in each category. Instruments are readily available for assessing essential knowledge and performance; however, in the category of dispositions, valid instruments are lacking (Schulte et al., 2005; Wilkerson & Lang, 2007). To develop measures of dispositions with valid content, avoid using generic descriptions of dispositions involving morals and ethics and link the content of dispositional measures to defined standards such as INTASC (Wilkerson & Lang, 2007).

Some believe dispositions are set and cannot be changed, Kyllonen et al. (2005)) and others (Combs & Snygg, 1949; Wasicsko, 2007), believe dispositions can be changed and developed over time. The caveat with the assessment of dispositions is that valid

measures must be used. Legal issues are possible and probable when dispositions are not clearly defined, and when measures of the dispositions are not properly validated.

The purpose of this study is to use Combs' perceptual theoretical model and INTASC critical disposition standards to develop a Teacher Dispositions Rubric. The content of the rubric will be validated using a model similar to that used by Schulte and colleagues. In their model, subject matter experts are surveyed, and results analyzed using Lawshe's Content Validity Ratio.

CHAPTER 3

METHODOLOGY

The purpose of this study was to develop a teacher, dispositions rubric, which delineates a finite set of critical dispositions needed for effective teachers. Moreover, descriptions of different performance levels and examples of teacher behaviors which evidence each component is in the rubric. The initial components of the rubric were derived, by the author of this study, based on a review of the literature that considered the variety of varying approaches which have been used to identify finite sets of teacher dispositions (Combs et al., 1969, Wasicsko, 2007, Wilkerson & Lang, 2004, Schult et al., 2005, Singh & Stoloff, 2007, Haberman, 1995, and Breese & Nawrocki-Chabin, 2006).

This study does not attempt to evaluate every extant instrument or rubric. The literature review considered a variety of approaches that have taken in the process of identifying a set of teacher dispositions. The goal is to create a set of dispositions that would be comprehensive, based on learning theory principals, and directly applicable to the current needs of educators. A crosswalk that compared and aligned Combs' perceptual rating scales with the INTASC standards was developed as the first step in the process of rubric development. After rubric development, the content was validated with subject matter experts using a modified Delphi study. This chapter presents the methodology, including a rationale for the selection of these methods. Details about the participants and setting are provided along with a detailed explanation of the

procedures used for conducting the study. Finally, a description of the instruments used as well as how they were developed is provided, followed by an explanation of the procedures for statistical analysis.

Data Collection Procedures

A modified Delphi study was used to determine the content validity of the Teacher Dispositions Rubric. A new rubric, the Teacher Dispositions Rubric, was produced as a result of this study. Mixed methods were employed, including a survey that directed participants to respond to questions on a Likert scale while also providing the opportunity to make additional comments and suggestions. Delphi studies are used to elicit expert opinion in a specific content domain to reach consensus on critical issues. First developed in the 1950s by the Rand Corporation, Delphi techniques were used to identify expert opinions on issues of national defense and advancement of technology. The objective of the original Rand Corporation study was to gather a group of experts, and through a series of questionnaires interspersed with specific feedback, gain a reliable consensus opinion (Lesmond, Dawe, Romkey, & McCahan, 2016). Delphi studies have been used in a variety of subject areas, including engineering, nursing, pharmacy, counseling, and education (Purgason, Lloyd-Hazlett, & Avent Harris, 2018, McMillan, King, & Tully, 2016, Lesmond et al., 2016). They are particularly useful in the social sciences (Helmer, 1967).

Participants and Setting

Expertise is determined by the type of work an individual is involved with as well as their credibility with the target audience (Powell, 2003). Subject matter experts for this

study (SMEs) were K-12 educators enrolled in a Master's of Educational Leadership program in the College of Education at a university in a southern state. The program has rigorous entrance requirements. In addition to grade point average, writing samples, recommendations, and personal interviews, a teacher must hold a Level II teaching license to be admitted to the program. To receive a Level II license in the state where the study took place, teachers must demonstrate that they have received at least three years of positive performance evaluations. Evaluations in this state are rigorous, valid, and reliable, and consist of an evaluation of student's performance, professionalism (dispositions), planning, and pedagogy. All participants were enrolled in a course within the educational leadership program, which focused on the assessment and evaluation of teachers. The content of this study was aligned with the course content and was of interest to the participants. There was no additional assessment of expertise associated with knowledge of teacher dispositions.

An assumption was made that to hold a Type II license and to be admitted to the graduate program in leadership, that participants had a deep level of knowledge of teacher dispositions. This decision was an intentional delimitation of the study. It is recognized that this is also a limitation of the study. This study might have sought expertise from teacher educators or experts in learning theory. However, to do so would have limited the study as well. From the initiation of this study, it was recognized that a recommendation for further study would be to conduct additional studies to validate the rubric with different groups of subject area experts. Table 2 describes the participants in more detail.

Table 2

Subject Matter Experts – Roles in Education and Years of Experience

SME by number	Classroom teacher	Administrator	Coach	Other	Years of experience
1	Special ed			La assistive tech	14
2	Secondary math				5
3	Elementary				9
4	Teacher	Dept. chair	Athletic director	PBIS committee	24
5	Secondary social studies				13
6	Elementary				19
7	Middle school				12
8	Middle school		Coach		14
9	Teacher			Content leader	6
10	Secondary science				4
11	Elementary				12
12	PreK and Elementary				28
13	Elementary			Lead teacher	5
14	Elementary HPE		Coach & athletic coordinator		24
15	Special ed.			Counselor	11
16	Secondary social studies				13
17	Teacher	Dept. chair		Technology leader	8
18	Elementary				6
19	PreK & elementary				18
20	Middle school math				25
21	Middle school				17
22	Elementary				8
Average years of experience					13.4

If the study had used a different group of experts (for example, professors of teacher education), a recommendation for further study would have been for additional studies with practitioner groups. All SMEs had at least three years of experience in teaching due to the requirements of the M.Ed. program; however, most had more than three years of experience as an educator, and the mean years of experience was 13.4.

Participants gave informed consent before participation. There were no known risks associated with participation in this study. Also, there were no benefits provided for participation other than the knowledge gained from the seminar and validating the rubric. Participants were asked to attend one seminar to explain the theoretical framework upon which the instrument was developed. Participants then reviewed the instrument and completed the round one survey. Additional rounds involved reading the content of the rubric and completing surveys.

Validity and Reliability

According to Lilja, Laakso, and Palomäki (2011), Delphi methods are particularly useful when the topic is complex, difficult to define, or controversial. The reliability and validity of this method are dependent upon three key factors, including the selection of experts, the size of the panel, and how the research process is conducted. Lilja et al. (2011) describe an expert as someone at the top of their field and interested in a wide range of knowledge within their field and areas related to their field. They should be able to see connections between local, national, and international developments as well as connections with different fields. An expert should be able to disregard traditional viewpoints and consider solutions to problems from different perspectives; moreover, they should be interested in creating something new. Expertise should be determined by

colleagues or a third party capable of evaluating expertise in the field. In this study, the judgement of teaching expertise (knowledge, skills, and dispositions) was made both by the state department of education in awarding the Type II license and by the M Ed program admissions panel. Additionally, participants were in the final quarter of their M Ed coursework and had successfully demonstrated subject area expertise as identified by the instructor of the course.

Panel size is typically small, with a recommendation of 15-30 participants (Lilja et al., 2011). A typical Delphi study employs a panel of 10-18 experts involved in a systematic, iterative process of identifying important issues within a specific domain. According to McMillan et al. (2016), there is no specific panel size that works best for Delphi studies; however, a sample size of about 15 is suggested. Including more participants will increase the diversity of expertise but will likely lead to decreasing returns.

Finally, the methodology must be carefully planned. Key factors to consider in a Delphi study are anonymity, iterative rounds with feedback, carefully developed questions, and a valid process for data analysis. A traditional Delphi study involves four rounds beginning with a brainstorming session to identify specific information about a content area (Hsu & Sandford, 2007). A modified round one can be used to gather expert opinion on the previously developed dispositions instrument. According to Hsu & Sandford (2007), this is an acceptable technique when the instrument was developed based on an extensive review of the literature.

A teacher dispositions rubric was developed and alpha tested with a small panel of experts to ensure the quality of questions and statements before round one. This panel

included two university professors and three practitioners, each with over ten years of experience. Alpha testing revealed areas of the instrument that needed grammatical corrections and language refinement. Adjustments to the rubric were made before the first informational group meeting. The initial teacher, dispositions rubric, is included in Appendix B.

This Delphi study consisted of multiple rounds, the number of which was dependent on the survey results. The protocol required at least two rounds with a maximum of four. The first round began with a seminar which served to introduce participants to the research surrounding teacher dispositions. The seminar helped participants understand the importance and history of this topic. A brief synopsis of the work by leading researchers provided participants with the context with which to understand the purpose and significance of this study. Examples of leading researchers are Arthur Combs, Mary Diez, Katz and Raths, and Wilkerson and Lang. Moreover, the seminar explained how the INTASC standards were established and reviewed the ten standards, which provided a deeper focus on the critical dispositions' components of the standards.

Following the seminar, the suggested components for the Teacher Dispositions Rubric were presented along with information about how the instrument was developed. Participants were asked to complete an anonymous survey rating the importance of each component of the rubric on a Likert scale. The scale was a four-point scale with criteria identified as: 1 = not critical, 2 = somewhat critical, 3 = critical, and 4 = highly critical. A four-point scale was used to help prevent participants from choosing neutral or mid-range responses, forcing them to select one side or the other (Lesmond et al., 2016).

Participants were also asked to identify any additional disposition components they believed should be added to the rubric. Upon completion of round one, survey results were analyzed to determine the consistency of opinion on the importance of each component of the instrument. Statistical analysis using Lawshe's Content Validity Ratio (CVR) determined which components were kept or deleted from the rubric.

In round two, items not receiving a consensus vote were included in a second survey. The second survey asked experts to either revise their opinion or specify their reasons for remaining outside of consensus (Hsu & Sandford, 2007). Items that were not validated by the group were either removed from the rubric or changed based on suggestions provided by participants. Any components that were suggested to be added to the rubric in round one were added to round two of the survey for validation by participants. The second-round survey data were analyzed using the same method as used in round one. Upon completion of Round Two, the critical components of the teacher dispositions rubric were determined, and the performance level descriptions for each dispositional component were then developed.

In round three of the study, participants were asked to rate the performance level descriptors as to their clarity for differentiating the various levels for each dispositional component. The four-point scale for the performance level descriptors was: 1 = not clearly described, 2 = somewhat clear, 3 = mostly clear, and 4 = clearly described. Participants were asked to provide alternative language for descriptors they rated as "not clearly described" or "somewhat clear." Also, participants were asked to suggest evidence that could be provided with each component to support the attainment of a given performance level. Data from round three surveys were analyzed just as data from

round one and two were analyzed. Lawshe's CVR was used to determine if the group of subject matter experts validated performance level descriptors. Based on these results, any descriptors that did not receive consensus vote were reworded according to participant suggestions and were presented in a final round four survey for validation. Just as in round two, participants were asked if they wanted to revise their opinion or to specify their reasons for remaining outside of consensus. Following Round 4, additional changes were made to the rubric based on qualitative feedback of SMEs. These final changes have not been validated. The unvalidated rubric elements are identified in Appendix C. This completed the Delphi study. The final Teacher Dispositions Rubric was completed and validated by SMEs.

Data Analysis Procedure

Lawshe's CVR was used for statistical analysis of the survey results. CVR is based on a content expert agreement on a given construct (Lawshe, 1975). For example, if more than 50% of a panel of content experts agree that a given construct is essential, then that particular item has some degree of content validity. The more participants agree on an item, the greater the degree of content validity. The formula for CVR is: $CVR = (n_e - N)/N$, in which n_e is the number of participants indicating a component is valid, and N is the total number of participants. If the CVR is less than zero, less than half of the participants believed the item to be valid, if the CVR is zero, half of the participants believe the item is valid, and if the CVR is greater than zero more than half of the participants selected the item as valid. If all the participants indicate an item is valid, then the CVR will be one. CVR values greater than zero are needed to validate a particular rubric compone. The closer the CVR is to one, the more valid the component is. Lawshe

provides a table of minimum CVR values according to the number of participants on the panel for a $p = 0.05$. The higher the number of participants in the agreement, the lower the minimum CVR value. For example, with a panel of five participants, the minimum CVR is 0.99, but for a panel with 12 participants, the minimum CVR is 0.56 (Lawshe, 1975). A CVR value was calculated for each item on the rubric. Table 3 outlines the Critical Values.

Table 3

Lawshe's Content Validity Ratio Critical Values

Minimum Values of CVR and CVR _t One-Tailed Test, $p=0.05$	
No. of Panelists	Minimum Value*
5	0.99
6	0.99
7	0.99
8	0.75
9	0.78
10	0.62
11	0.59
12	0.56
13	0.54
14	0.51
15	0.49
20	0.42
25	0.37
30	0.33
35	0.31
40	0.29

Source: Lawshe, 1975, p.568

Instrument Development

The first step in developing the instruments was to create a crosswalk table aligning Combs' perceptual rating scales with the InTASC critical dispositions standards (Combs, 1965, ad CCSSO, 2013). Four domains were established based on Combs perceptual framework. They are perceptions of self, perceptions of others, perceptions of the purpose of education, and the general frame of reference perceptions. Within each domain, Combs describes several components. For example, domain one "perceptions of self" includes five components: (1.a) with people rather than apart, (1.b) able rather than unable, (1.c) dependable rather than undependable, (1.d) worthy rather than unworthy, and (1.e) wanted rather than unwanted. The crosswalk was organized into four domains, each with several subcategories for a total of 20 subcategories. Combs gave descriptions of each subcategory, which served to guide the alignment with InTASC standards. Each of the 10 InTASC standards includes several sub-standards in the categories of essential knowledge, performances, and critical dispositions. In total, there are 43 critical disposition sub-standards. Each sub-standard was aligned with one of the 20 subcategories in Combs' perceptual framework. The crosswalk document is included as Appendix A.

After initial alignment, the crosswalk was examined for trends and patterns. Based on this analysis, several of Combs' subcategories were combined due to significant overlap with the same INTASC standards. For example, Combs' domain four "general frame of reference perceptions" included four subcategories: (4.a) internal rather than external, (4.b) concern with people rather than things, (4.c) concern with perceptual meanings rather than facts and events, and (4.d) an immediate rather than a historical

view of causes of behavior. After alignment with INTASC standards, subcategory 4.a was combined with 4.c, and subcategory 4.b was combined with 4.d. Several other subcategories were combined based on similar patterns. The resultant teacher dispositions rubric was established with four domains and 14 components. Domain one is “perceptions of self,” which has three individual components: (1.a) perceptions of self-efficacy, (1.b) perceptions of collaboration, and (1.c) perceptions of dependability. The rubric included a description as well as critical attributes for each of the 14 components. These 14 rubric components were then presented to SMEs during round one of the Delphi study for content validation.

The second step of the teacher dispositions rubric was to describe performance levels for each of the 14 rubric components. The performance levels were established as unsatisfactory, basic, and distinguished. Language for the performance level descriptions was developed by the researcher in this study based on the original component descriptions and critical attributes established in the crosswalk table and aligned with Combs’ perceptual rating scales and INTASC standards (Combs, 1965, and CCSSO, 2013). Each critical attribute was described for three performance levels. For example, consider component 2.a “perceptions concerning high expectations of students,” one of the critical attributes is “the teacher creates a culture of error in the classroom teaching students that learning occurs through errors with specific, constructive feedback.” The performance level description for the distinguished level is “the teacher creates a culture of error in the classroom encouraging students to take a risk in learning; subsequently, students are bold and willing to take those risks.” The description for the basic level is “the teacher attempts to create a culture of error in the classroom, but students are

hesitant to take risks in learning.” Lastly, the description of the unsatisfactory performance level is, “the teacher does not create a culture of error in the classroom; consequently, students are unwilling to take risks in learning.” During the third round of the Delphi, SMEs completed a survey indicating the level of clarity for each performance level descriptor of each component. Due to the length of the rubric and the amount of reading time required, the participants were separated into two groups. Group one validated domains one and two, which included seven individual components with 33 performance-level descriptions. Group two validated domains three and four, which included seven separate components with 37 performance level descriptions. Upon analysis of this round of data, smaller group size was considered when calculating the CVR.

The survey instruments employed a four-point Likert scale. Participants were not asked to provide any personally-identifying information other than a description of their experience as an educator. They were asked to indicate the number of years they have been an educator and in what capacity (i.e., teacher, counselor, administrator). Surveys asked participants to comment and make suggestions adding a qualitative measure to the study.

Summary

In this chapter, the methodology of the study was described including details about the participants and setting, the data collection procedures, and the statistical analysis. Additionally, explanations were given of how the instruments used in this study were developed. The next chapter will describe the findings of the study, including

results from each round of the Delphi study. Moreover, details on the statistical analysis using Lawshe's CVR will be provided along with a discussion of the qualitative data collected.

CHAPTER 4

RESULTS

The purpose of this study was to determine a finite set of critical dispositions for effective teachers and to develop a rubric describing different performance levels for each dispositional component. Also, descriptors of evidence to support the attainment of a given performance level was to be included with the rubric. This chapter presents a detailed analysis and interpretation of the findings. Finally, the implications of the study will be discussed.

Delphi Study Round One

In Round 1, SMEs participated in a seminar to better understand the purpose and significance of this study. The seminar presented a brief introduction into the research surrounding teacher dispositions, including the work of Arthur Combs (1965) and his perceptual field theory as it relates to the study of teacher dispositions. Additionally, SMEs were introduced to the current InTASC standards (CCSSO, 2013), which guide TPPs as they prepare teacher candidates. The focus was on the critical dispositions' standards rather than the standards regarding essential knowledge and performances. The seminar served to orient the participants with the theoretical framework of the study and provided essential background knowledge.

A total of 22 SMEs participated in Round 1. Survey data were submitted anonymously; however, participants were asked to describe their background working in the field of education along with their number of years of experience. The range of experience for participants was 4 – 28 years. The mean number of years of experience for the group was 13.3 years. All participants were either currently teachers or had previously been teachers and now held coaching or administrative positions.

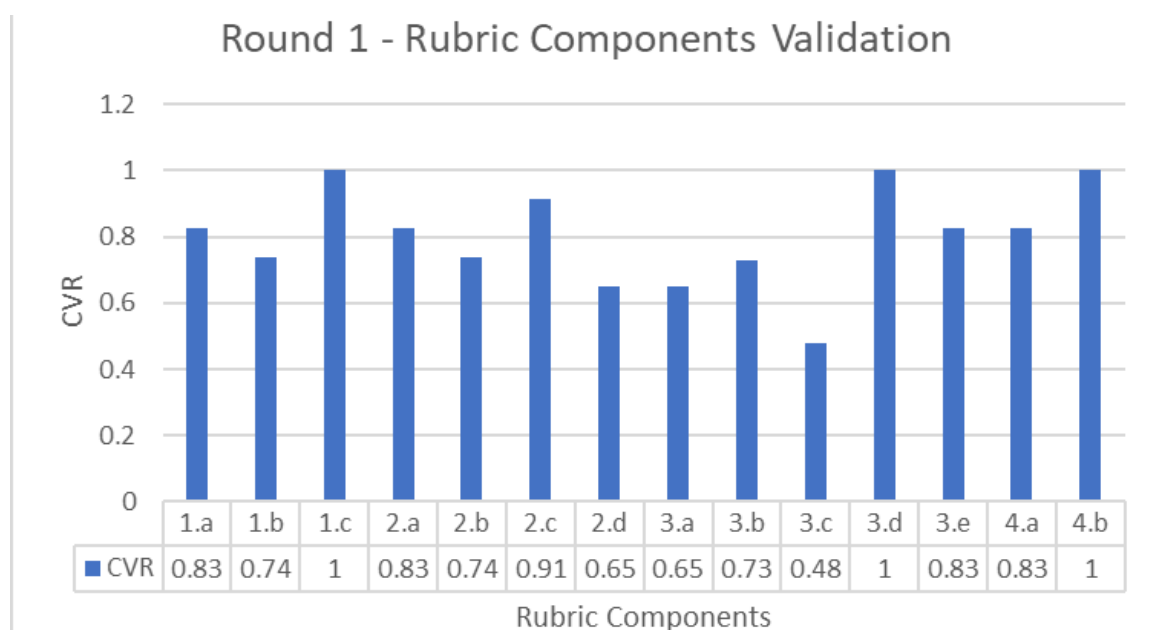
Following guidelines to conduct a Delphi Study (Hsu & Sandford, 2007), SMEs were asked to complete a survey indicating if the suggested components of the teacher dispositions rubric were critical. The survey employed a four-point Likert scale. Participants were asked to indicate if they believed each component was highly critical (4), critical (3), somewhat critical (2), or not critical (1). The components were divided into four domains as established through alignment with Combs' perceptual field theory and the INTASC critical dispositions standards (Combs, 1965; CCSSO, 2013). The four domains were as follows: (1) perceptions of self, (2) perceptions of others, (3) perceptions of teaching, and (4) general frame of reference perceptions. Each domain was further subdivided into several components. For example, the components for domain one "perceptions of self" were: (1.a) perceptions of collaboration, (1.b) perceptions of self-efficacy, and (1.c) perceptions of dependability. The complete rubric with all 16 components, critical attributes, and suggested evidence can be found in Appendix C.

The Content Validity Ratio (CVR) was calculated for each of the 16 rubric components using the following formula: $CVR = ne - (N/2) / N/2$, where "ne" was the number of participants rating the component as highly critical (4) or critical (3) and "N"

was the total number of participants (Lawshe, 1975). The results for these calculations are shown in Table 4.

Table 4

Results for Round One of Delphi Study



According to Lawshe's table of critical CVR values (Lawshe, 1975), when there are 22 participants, the minimum CVR value for content validation is 0.39. Each of the original 14 components of the teacher dispositions rubric received a CVR greater than 0.39; therefore, all components were validated. The component with the lowest CVR of 0.48 was 3.c "perceptions regarding reflective practice"; however, this number is considered a valid CVR for the number of participants in this study as it indicates over half of the participants scored the component as critical. Moreover, several components, including 1.c "perceptions of dependability," 3.d "perceptions of commitment to students and the profession," and 4.b "people-oriented," received a CVR of 1.0 indicating all participants agreed that these components were critical.

Also, during Round 1, participants were asked to make suggestions of any additional dispositional components they believed should be included in the rubric. There were three suggested additions: attendance and punctuality, honesty and integrity, and forgiveness. These suggestions were presented to the whole group for validation during the second round of the Delphi Study.

Because all rubric components met or exceeded the threshold for validation in Round 1, a second round of validation was not necessary. An additional round of the Delphi was used to validate the language developed for the performance levels associated with each rubric component and to validate the new dispositional components suggested by the SMEs.

Delphi Study Round Two

The same SMEs participating in Round 1 participated in Round Two. The average years of experience were 13.3 years, with the range remaining 4-28 years of experience. In Round Two, SMEs were asked to read the rubric performance-level descriptions for each component. They were asked to complete a survey rating the clarity of the language used for each description. A four-point Likert scale was used with a rating of four indicating the performance level was clearly described, three indicated the language was mostly clear, two indicated the language was somewhat clear, and a rating of one indicated the performance level was not clearly described. SMEs were asked to suggest alternative language for any performance levels; they rated a two “somewhat clear” or one “not clearly described.” Additionally, SMEs were asked to suggest possible examples or descriptors of evidence that could be used to support the attainment of a given performance level.

Survey data were analyzed with Lawshe's CVR, using the same method as round one. The critical CVR for Round Two was different because the larger group of participants was divided into two smaller groups to alleviate the amount of time each participant spent completing the survey. Although the groups were split evenly with half of the group rating Domain 1 and Domain 2 and the other half rating Domain 3 and Domain 4, the number of responses collected for each component varied. Some participants did not respond to some parts of the survey. Table 5 describes the number of responses for each rubric component along with the critical CVR values.

Table 5

Delphi Study Round Two Critical CVR Values

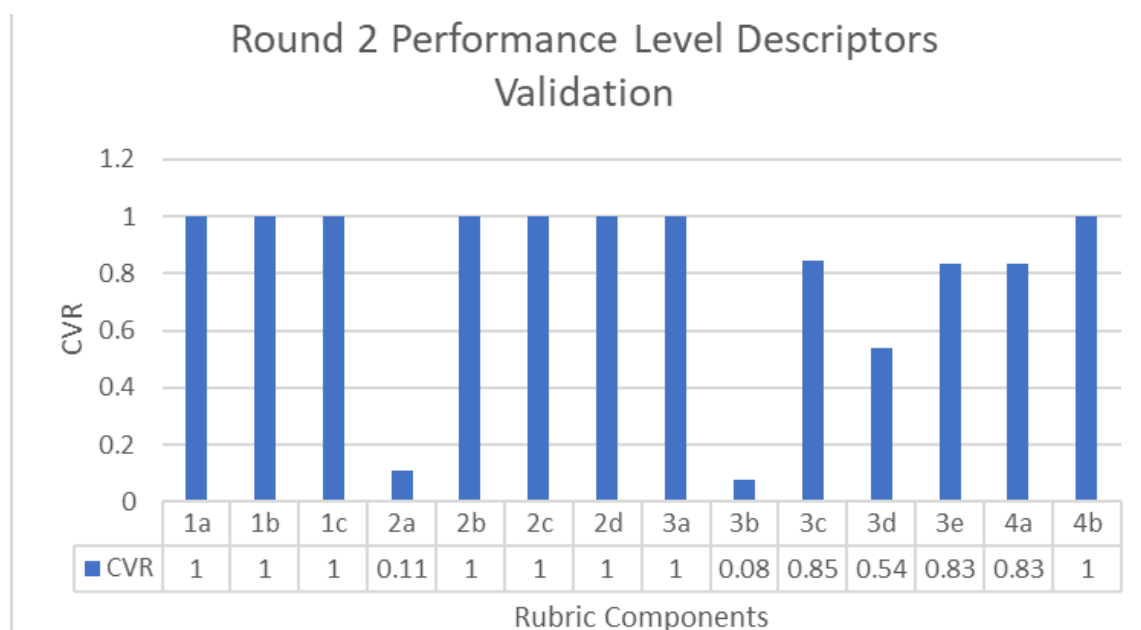
Rubric Component	Number of responses	Critical CVR
1.a, 1.b, and 1.c	6	1.000
2.a, 2.b, and 2.c	9	0.778
2.d	7	1.000
3.a, 3.b, 3.c, and 3.d	13	0.538
3.e, 4.a, and 4.b	12	0.667

Analysis of survey responses indicated all except two rubric components were found valid by the SMEs. Furthermore, eight out of 14 components were validated with a CVR of one, indicating that all participants rated the language as clear. Four additional components were validated with CVRs between zero and one, indicating over half of the

participants rated the language as clear. Finally, two components were not validated, having CVR values lower than the critical CVR. Table 6 describes the results of Round Two.

Table 6

Results from Round Two of Delphi Study



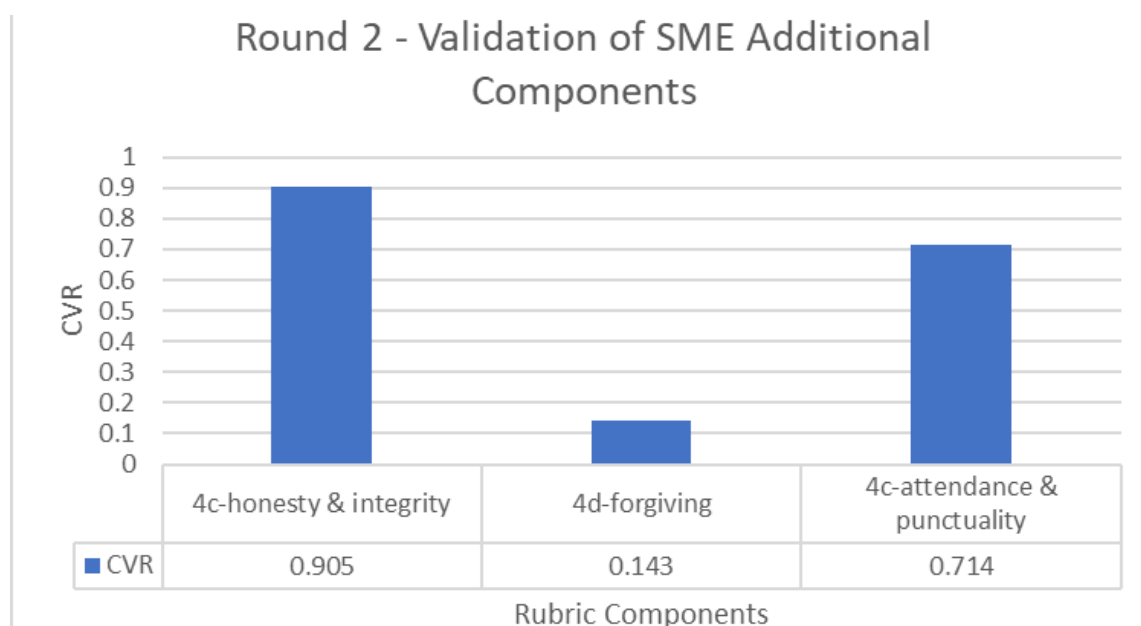
The components that were not validated were 2.a “perceptions concerning high expectations of students and 3.b “perceptions concerning teacher flexibility and responsiveness.” SMEs included comments along with their ratings for these components. Domain 2.a “perceptions concerning high expectations of students” included a critical attribute described as “the teacher believes all students can learn at high levels.” SMEs commented that the belief of a teacher would be difficult to measure. They did not suggest alternative language for this attribute. For domain 3.b “perceptions of teacher flexibility and responsiveness,” SMEs suggested adding the words “concerned with teaching the whole child” to the component description. In addition to these

comments, SMEs suggested examples or evidence that could be used to support and document a given performance level.

Lastly, as part of Round Two of the Delphi Study, SMEs were asked to rate the additional components that were suggested by members of the group. There were three additional components, including honesty and integrity, forgiveness, and attendance, and punctuality. SMEs rated each of these components with the same scale as used in round one. A rating of four indicated the component was “highly critical,” three indicated the component was “critical,” two indicated the component was “somewhat critical,” and a rating of one indicated the component was “not critical.” In this round of the study, there were 21 surveys completed, making the critical CVR 0.429. Applying Lawshe’s CVR to the data indicated the group found two of the three additional components to be valid. See Table 7 for the results of this analysis.

Table 7

Results from Round Two of the Delphi Study



Interpretation of Results

Round 1 results validated all 14 of the original teacher dispositions rubric components. SMEs overwhelmingly agreed that the 14 dispositions identified in this study were critical for effective teaching. The participants suggested three additional dispositions during Round 1; however, the group only validated two of those in Round Two: attendance and punctuality and honesty and integrity.

During Round Two, SMEs evaluated the rubric performance level descriptors for language clarity and comprehensiveness. The majority of the descriptors were found to be clear, except for two components. For component 2.a “perceptions concerning high expectations of students,” the performance level descriptor was “the teacher believes all students can learn at high levels.” SMEs suggested changing the word “believes.” They indicated that measuring a teacher’s beliefs would be difficult. In response, the performance level descriptors for component 2.a were changed. The distinguished level was changed from “the teacher believes all students can learn at high levels” to “the teacher believes all students can learn at high levels and persists in helping every student reach his/her potential.” The proficient level was changed from “the teacher believes most students can learn at some level but doubts the capacity for some to learn at high levels” to “the teacher believes most students can learn at some level but only persists in helping some students reach his/her potential.” Finally, the unsatisfactory level was changed from “the teacher does not believe all students can learn” to “the teacher does not believe all students can learn and does not persist in helping students reach their potential.” Although the word “believe ” was not removed from the description, the

additional language, persistence in helping students, describes the actions of the teacher, which could be more readily observed and measured.

Moreover, performance level descriptors for domain 3.b “teacher flexibility and responsiveness” were not validated. SMEs suggested the addition of language to include “teaching the whole child” to clarify this component further. In response, the component descriptor was changed from “The teacher views the role of the teacher as being flexible” to “try different methods rather than rigid.” They are more concerned with the larger issues and implications of education rather than the smaller, immediate, and more specific issues. The rubric language was changed to “The teacher views the role of the teacher as being flexible to try different methods rather than rigid.” They are more concerned with the education of the whole child and with larger issues and implications of education rather than the smaller, immediate, and more specific issues.” The addition of language about the education of the whole child specified what was meant by the phrase, “larger issues and implications of education.” After making the changes suggested by SMEs, ideally, the rubric would go back to the panel for an additional round of the Delphi. Further review was not possible due to limited access to the participants at this time in the study.

In Round Two of the Delphi Study, two of the three additional components suggested by the SMEs were validated. Performance level descriptors were developed for each of these components. See Appendix 3 for the final version of the teacher dispositions rubric and a complete description of these two additional rubric components along with performance level descriptors.

The last addition to the rubric was potential evidence to support the attainment of a given performance level. SMEs suggested possible evidence for most of the dispositional components. These components included items such as detailed lesson plans, samples of student work, parent contact logs, student achievement data, and professional development certificates. Evidence for the components SMEs omitted was added as well. For each of the 16 dispositional components, no less than three possible pieces of evidence were listed in the rubric. Furthermore, for some components, there were six to ten new descriptors suggested. The addition of evidence for each component lends strength to the rubric and increases the capacity for the rubric to be included as one tool in a comprehensive teacher evaluation protocol.

During the Delphi Study, there were some unexpected findings. The SMEs had very little preexisting knowledge with regards to teacher dispositions standards. Moreover, most of them were learning about these standards for the first time. Furthermore, the degree to which the SMEs valued the information provided about teacher dispositions was surprising. They all participated in the study willingly and enthusiastically. They asked many thoughtful questions and made several valuable suggestions to improve the rubric. Although the rubric was primarily designed with TPPs and teacher candidates in mind, it was apparent from the responses of the SMEs that teachers and administrators would value the work as well.

Through the Delphi Study and the participation of subject matter experts, the teacher dispositions rubric was validated. SMEs first validated the rubric components and then the performance level descriptors. SMEs also suggested and validated additional

rubric components that were added to the final product of the study. Finally, by adding the potential evidence for each rubric component, the teacher dispositions rubric was complete.

CHAPTER 5

CONCLUSIONS

Since the 1990s, the concept of teacher dispositions has been discussed by many in the education profession, including teacher educators, school administrators, and government agencies (Freeman, 2007). Teachers require more than just knowledge and skill to be effective, and possessing the right dispositions stands as a critical aspect of a teacher's success (Combs, 1965; Combs et al., 1969; Diez, 2006; Freeman, 2007; Raths, 2007). The purpose of this study was to develop and validate the content of a Teacher Dispositions Framework rubric to answer the following research questions:

1. What is a finite set of dispositions that are critical for all teachers to possess?
2. What are the expected levels of performance for each of these dispositions?
3. What type of evidence could be used to substantiate a given level of performance?

Through the work of INTASC (CCSSO, 1992; CCSSO, 2013), ten rigorous standards were developed to describe the knowledge, skills, and dispositions required of highly effective teachers. TPPs use these standards to guide the development of new teachers. Moreover, accrediting agencies such as CAEP use the standards to measure the effectiveness of TPPs. Measuring a teacher candidate's knowledge and skills can be

accomplished effectively with valid and reliable evaluative tools such as Praxis exams for content knowledge and observational rubrics like The Framework for Teaching (Danielson, 2013) for pedagogical skill; however, the measurement of teacher dispositions is more problematic.

Although measuring invisible constructs like beliefs, values, and attitudes may be arduous and complex, Combs et al. at the University of Florida (1969) developed a perceptual rating scales framework that proved to be effective. The Florida studies are based on Combs' perceptual field psychology, which proposes a person's behavior is determined by their perceptions of themselves, others, and their environment (Combs et al., 1969). Utilizing this theory, they developed a perceptual dispositions model that identified four areas of perceptions to differentiate between effective and ineffective teachers. Those areas of perception include perceptions of self, perceptions of others, perceptions of purposes of education, and general frame of reference perceptions. Combs' research has been used as a framework to design a teacher dispositions evaluation protocol in other studies (Singh & Stoloff, 2007; Wasicsko, 2007).

Others used the INTASC critical dispositions standards as a framework for the development of their tools and protocols. Wilkerson and Lang (2004) developed a three-part protocol for measuring teacher dispositions, which was aligned to the ten INTASC standards. At the University of Nebraska, Schulte, Edick, Edwards, and Mackiel (2005) also developed and validated an instrument for measuring teacher dispositions based on the INTASC standards. Additionally, others developed their set of dispositions (Breese & Nawrocki-Chabin, 2006; Haberman, 1995).

The study used both the perceptual psychology framework proposed by Combs (1965) and the INTASC standards (CCSSO, 2013) to develop a rubric for evaluating teacher and teacher candidate dispositions. Alignment with Combs' perceptual field psychology ensured the incorporation of a valid and reliable approach to measure and predicted human behavior based on participants' perceptions. Furthermore, alignment with INTASC standards ensured the inclusion of dispositions deemed as critical for effective teachers. In my study, Combs' perceptual fields were utilized to organize each of the 43 INTASC dispositions standards into a simplified rubric made up of a finite set of 16 dispositional components. Additionally, three performance levels for each dispositional component were described and a list of descriptive evidence to substantiate the existence of each disposition within an individual was provided. Finally, the content of the rubric was validated through a Delphi study. Thus, each research question of my study was addressed and answered resulting in a finished product that could serve as part of a larger teacher dispositions' assessment protocol. The final version of The Teacher Dispositions Framework is provided in appendix C.

While there are several possible approaches to evaluating teacher dispositions, rubrics that have already been developed tend to be complex, require much training to use, and are designed to assess dispositions in specific contexts such as before admission to a teaching program. The rubric I developed in this study is simplified, uses the language of teachers, and can be used by both schools and teaching programs to support a wide range of different types of assessments of dispositions in diverse contexts and at any point in a teacher's career.

Implications

TPPs face a complicated but essential task when it comes to measuring a teacher candidate's dispositions. Wilkerson and Lang (2007) describe several instances where TPPs had difficult challenges, such as legal proceedings, as a result of addressing dispositions of their teacher candidates. It is critical, therefore, for TPPs to use a well-developed and valid protocol for assessing their candidates' dispositions. The rubric developed in this study could be used as a framework to guide the development of a dispositions assessment protocol.

Implications for Practice

One suggested use for the rubric is as a self-evaluation instrument. By exposing teacher candidates to detailed descriptions of the types of dispositions effective teachers possess, the candidates begin to see whether their existing dispositions align with those of an effective teacher. According to Combs (1965), this is one of the steps necessary for a person to enact change. Combs contends that people modify "self" when they perceive disparity between themselves and their environment; therefore, when teacher candidates see that their belief systems are in contrast to the model belief systems of an effective teacher, they can determine the need for a change.

Another possible use of the rubric is a guide for dispositional-based assignments. Case studies or scenarios with particular dispositions highlighted could be used similarly to the method Wasicsko used the Human Resource Incidents (HRI) in his study (2007). Wasicsko assigned teacher candidates to read HRIs and write about their perceptions of the incident. Through their writing, trained raters were able to determine if a candidate's dispositions aligned with the desired dispositions. Teacher candidates could read a

scenario or case study which highlighted a particular disposition included in the rubric, such as “high expectations of students.” Trained raters could then use the rubric to score candidate responses to targeted questions. Responses would indicate a candidate’s dispositions. Alverno college also designed specific assignments aimed at assessing candidates’ dispositions (Diez, 2006). They used simulations and role-play to assess the disposition “respect for others.” Likewise, the rubric could be used to guide the development of assignments involving “collaboration,” a critical disposition identified on the rubric. The rubric performance level descriptors would aid in developing the parameters of these assignments and in scoring the candidate responses as well.

Finally, the rubric could guide teacher candidates as well as teachers in the development of a dispositions’ portfolio. By using the suggested evidence listed on the rubric, teacher candidates and teachers alike could organize a portfolio that could attest to their dispositions. Evidence such as detailed lesson plans, proof of attendance at professional development workshops, parent contact logs, and reflections of lessons taught or observed could be included in the portfolio. Evaluators could assess the portfolio using the rubric developed in this study.

Implications for Further Research

The teacher dispositions rubric developed for this study could be used as a framework to establish a broader protocol for evaluating teacher dispositions. At Alverno College (Diez, 2006), they suggest an important part of a disposition assessment is to make the criteria public and explicit. The first step in developing a disposition evaluation protocol could be to ask teacher candidates to self-evaluate using the rubric in early teacher education courses. Such an evaluation would expose them to the expected

dispositions of an effective teacher and encourage them to reflect on their dispositions. This process would help students in their early course work decide if they were a good fit for the teaching profession. It would also begin the process of developing critical dispositions within the candidates by making them known early in their teacher education. TPPs could use the results of these self-evaluations to determine which dispositions were most unfamiliar to candidates or in what areas candidates seemed to be the weakest in regards to dispositions. Subsequent course work could be developed in response to these findings.

A second step in developing an assessment protocol could be the development of assignments aligned with the teacher dispositions rubric. Diez (2006) recommends developing structured assignments and using ongoing observation of the teacher candidate to assess dispositions effectively. Alverno college assesses dispositions throughout their candidates' course work, encouraging self-reflection along the way (Diez, 2006). The descriptions and critical attributes described in the teacher dispositions rubric could be used to guide the development of assignments throughout the program, thus exposing candidates to the rubric and descriptions of the expected dispositions numerous times during their course work. TPPs would need to do further research to determine which assignments were most effective and had the greatest impact on teacher candidate dispositions.

Another area of further research could be to conduct additional rounds of the Delphi Study with a more diverse group of subject matter experts. Lilja et al. (2011) suggest that the validity of a Delphi Study is increased with a more heterogeneous panel of experts. Although the panel used in this study was diverse in several ways, including

years of experience, role in education (i.e., teacher, administrator, coach, supervisor), and content area expertise, a panel of educational experts from different geographic areas as well as different roles in education would likely improve the results. To add to the diversity of the panel, I would suggest including educators working at the state level as well as those working in higher education.

Finally, more should be done to determine why SMEs seemed to be relatively unaware of standards for dispositions. The first step would be to determine how much educators know about dispositions standards. In the study, most of the SMEs on the panel said that they had not previously heard or received any information on teacher dispositions standards. Further research would help determine if that is a trend everywhere; moreover, if it is a trend, additional research would help determine why that situation exists. Teacher dispositions are a critical aspect of effective teaching; therefore, it is vital that educators at all levels are aware of the descriptions and informed of the criteria for desired teacher dispositions.

Preparing effective teachers is vitally important work, and locating credible research in the area of disposition evaluation is a difficult task. According to the national standards, effective teachers must possess not only adequate content knowledge and pedagogical skill but also the correct and appropriate dispositions. It follows, therefore, that TPPs should assume the responsibility of the development and evaluation of their candidates' dispositions before certification. To accomplish this, validly and reliably, evaluation procedures and tools must be developed, tested, and implemented. The research provided in the study offers a strong foundation for beginning this critical process.

Limitations

The expert panel relied on professional in-service teachers. Additional dispositions and performance indicators may need to be added to the rubric to guide pre-service teachers during early clinical experiences adequately. Additionally, while the rubric encompasses all of the INTASC dispositions, the rubric may not be valid in all educational contexts. The expert panel consisted primarily of public-school educators, and therefore, it may not be adequate to evaluate dispositions in all private or religiously based schools. While the expert panel identified and validated two components not included in the INTASC Standards, there may be other dispositions necessary in some contexts. Such dispositions could be associated with work-place performance or learning cultures within specific schools.

Delimitations

Although this study was focused on how to measure teacher dispositions rather than how to develop proper dispositions, the findings could be used to guide the development of a systemic protocol for developing and evaluating teacher candidate dispositions. Additionally, the source for determining a finite set of dispositions was restricted to INTASC standards and Arthur Combs' perceptual view of effective teaching. It is important to limit the list of critical dispositions so that TPP faculty and students do not get overwhelmed. Raths (2007) contended that the list of critical dispositions and the debate surrounding what to include or not include could be endless. Finally, the group of subject matter experts was selected from one geographic region and associated with one university; however, this approach is similar to the other dispositional studies reviewed in

the literature (Combs, Soper, Gooding, Benton, Dickman, & Usher, 1969; Diez, 2006; Lang & Wilkerson, 2004; Singh & Stoloff, 2007; Wasicsko, 2007).

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APPENDIX A

TEACHER DISPOSITIONS CROSSWALK

Combs	INTASC	Framework for Teacher Dispositions (FTD)
Domain 1 – Perceptions of Self		Domain 1 – Perceptions of Self
<p>1.a – with people rather than apart (not withdrawn or alienated) -capacity to share self</p> <p>1.e – wanted rather than unwanted -See themselves as likable, attractive (not necessarily in a physical way).</p>	<p>1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.</p> <p>3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</p> <p>10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.</p> <p>10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.</p> <p>10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.</p>	<p>1.a – Perceptions of collaboration The teacher sees him/herself as with people rather than apart, alienated or withdrawn. S/he views self as wanted and likable rather than unwanted.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> - values input of all stakeholders - makes time for collaboration -considers and uses stakeholder input in planning -respects diverse opinions and ideas

<p>1.b – able rather than unable -having what is needed to deal with problems</p> <p>1.d – worthy rather than unworthy -a person of dignity and integrity</p>	<p>4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever-evolving. S/he keeps abreast of new ideas and understandings in the field.</p> <p>8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.</p> <p>9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</p> <p>10(s) The teacher takes responsibility for contributing to and advancing the profession.</p> <p>10(t) The teacher embraces the challenge of continuous improvement and change.</p>	<p>1.b – Perceptions of self-efficacy The teacher views himself/herself as having what is needed to deal with most problems associated with teaching; moreover, the teacher believes s/he is a person of dignity, integrity, and worth.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> -engages in continuous learning in the content area as well as educational research and policy -willing to learn about and use new technologies in the classroom -engages in reflective practices to improve teaching -willingness to change to improve practice -willing to take on leadership roles
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<p>1.c – dependable rather than undependable -trust in their abilities -reliable</p>	<p>1(j) The teacher takes responsibility for promoting learners’ growth and development. 4(r) The teacher is committed to working toward each learner’s mastery of disciplinary content and skills. 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals. 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. 9(o) The teacher understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.</p>	<p>1.c – Perceptions of dependability The teacher sees self as reliable and dependable and trusts in his/her abilities Critical attributes: -takes responsibility for student learning -takes responsibility for instruction and planning -uses data analysis and reflection to improve planning and instruction -upholds and models ethical and legal practices of the profession</p>
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Domain 2 – Perceptions of Others		
<p>2.a – able rather than unable -believes people are capable of dealing with problems and finding adequate solutions (rather than doubting their capacity)</p>	<p>1(i) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning. 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. 6(q) The teacher is committed to engaging learners actively in assessment processes and developing each learner’s capacity to review and communicate about their progress and learning. 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress. 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. 7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</p>	<p>2.a – Perceptions concerning high expectations of students The teacher views others as capable of dealing with problems and finding adequate solutions, rather than doubting other’s capacity Critical attributes: -believes all students can learn at high levels -sets short and long-term goals for student learning and plans instruction towards reaching those goals -creates a culture of error in classroom teaching students that learning occurs through errors with specific, constructive feedback -involves learners in setting their goals and assessing their progress toward reaching those goals -creates many different opportunities for students to exhibit learning</p>

<p>2.b – friendly rather than unfriendly -Sees people as essentially well-intentioned (basically good rather than evil)</p> <p>2.f – helpful rather than hindering -views people as fulfilling and enhancing to self and sources of satisfaction (rather than impeding, threatening or source of frustration and suspicion)</p>	<p>1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development</p> <p>2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p>3(o) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p> <p>10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.</p> <p>10(r) The teacher takes the initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.</p>	<p>2.b – Positive perceptions of all stakeholders</p> <p>The teacher sees people as essentially well-intentioned and believes people are good rather than evil. Moreover, the teacher views people as fulfilling, enhancing to self, and a source of satisfaction rather than impeding, threatening, or a source of frustration and suspicion.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> -respects learner differences including culture, skills, interests, and needs and genuinely seeks to learn more about the individual students in their class -respects and involves families seeking their input to improve student learning -values input from colleagues and actively seeks opportunities to collaborate -understands the importance and value of peer to peer learning and provides multiple opportunities for students to engage in collaboratively learning
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<p>2.c – worthy rather than unworthy -views people as possessing dignity and integrity which must be respected and maintained (rather than violated)</p>	<p>1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development. 2(n) The teacher makes learners feel valued and helps them learn to value each other. 6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. 7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction. 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction. 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs. 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.</p>	<p>2.c – Perceptions regarding the availability of the highest quality education. The teacher views others as worthy rather than unworthy. Additionally, the teacher regards people as possessing dignity and integrity which must be respected and maintained rather than violated Critical attributes: -willing to learn and utilize methods that will improve learning for diverse learners -uses student input and responses to direct and adjust instruction -fosters an appreciation for differences in their classroom -strongly advocates for the rights of all students in their classroom, the school, and the larger community</p>
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<p>2.d – internally rather than externally motivated -believes behavior develops from within (rather than a product of external events to be molded or directed) -sees people as creative & dynamic (rather than passive or inert)</p> <p>2.e – dependable rather than undependable -sees people as essentially trustworthy and behaving lawfully (rather than unpredictable, capricious, or negative)</p> <p>2.f – helpful rather than hindering -views people as fulfilling and enhancing to self and sources of satisfaction (rather than impeding, threatening or source of frustration and suspicion)</p>	<p>5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p> <p>3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.</p> <p>7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</p> <p>8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs</p> <p>10(r) The teacher takes the initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.</p>	<p>2.d – Perceptions concerning the empowerment of others The teacher believes people are internally rather than externally motivated. They believe human behavior develops from within rather than as a product of external events that serve to mold and direct behavior.</p> <p>Critical attributes: -values & utilizes exploratory, discovery, and collaborative learning -involves students in decision making in the classroom (planning, instruction, assessment) -encourages and teaches positive peer to peer interaction to promote student learning and development -seeks to involve families in student learning -seeks opportunities to grow professionally and encourages colleagues to join -values planning and uses student responses, ideas, and needs to guide and direct the planning process -takes into account feedback from stakeholders when planning instruction</p>
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<p>Domain 3 – Perceptions of Teaching</p>		<p>Domain 3 – Perceptions of Teaching</p>
<p>3.a – freeing rather than controlling (facilitator of learning) -assisting, helping, releasing (rather than controlling, manipulating, coercing, inhibiting)</p>	<p>3(o) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p> <p>6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.</p> <p>8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p> <p>8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>	<p>3.a – Perceptions of a teacher as facilitator of learning</p> <p>The teacher views teaching as freeing students rather than controlling them. They see the role of a teacher as a facilitator of learning, assisting, helping, releasing rather than controlling, manipulating, coercing, or inhibiting.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> -frequently plans lessons involving exploratory, discovery, and collaborative learning -equips students to take the lead in managing the classroom and directing their learning through student-led discussions as well as student-led instruction of content -employs several methods for assessing student learning including involving students in developing their assessments -employs teaching strategies that engage learners with different learning modalities and different styles of communication.

<p>3.b – larger rather than smaller -flexible to different methods not rigid -concerned with larger rather than smaller issues -concerned with larger more extensive implications (rather than the immediate and specific)</p>	<p>4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives. 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues. 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning. 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs. 10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals. 10(t) The teacher embraces the challenge of continuous improvement and change.</p>	<p>3.b – Perceptions concerning teacher flexibility and responsiveness The teacher views the role of teacher as being flexible to try different methods rather than rigid. S/he is more concerned with larger issues and implications of education rather than the smaller, immediate, and more specific issues. Critical attributes: - adapts instruction in response to learners' needs, ideas, and interests. -presents multiple perspectives on key issues within the content and promotes critical analysis of these issues (i.e., global warming, genetic engineering, evolution). -seeks opportunities to apply learning to real-life problems -uses different types of assessments (i.e., project-based learning, authentic assessments, performance assessments) -willing to adjust plans as needed and try new research-based strategies -willing to learn and use existing and new technology -seeks help from families and colleagues for students struggling academically, behaviorally, and emotionally and is open to using their suggestions -embraces continuous growth and is willing to change</p>
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<p>3.c – revealing rather than concealing</p> <ul style="list-style-type: none"> - open about themselves -treat their feelings and shortcomings as important and significant (rather than hiding or covering them up) -willing to be themselves 	<p>9(m) The teacher is committed to deepening understanding of his/her frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.</p> <p>4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to address problems of bias appropriately.</p> <p>9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.</p>	<p>3.c – Perceptions regarding reflective practice</p> <p>The teacher is open about his/herself and treats personal shortcomings as important and significant rather than hiding or covering them up. S/he is willing to be transparent and honest about himself.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> -reflects daily on their teaching practice including analysis of student learning -seeks to understand personal biases in regards to culture, gender, language, and abilities and how these can impact the classroom environment as well as relationships with students, families, and colleagues -acknowledges personal biases in regards to the discipline and engages students in learning about all points of view around the topic
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<p>3.d – involved rather than uninvolved (committed) -committed to helping others -willing to interact (rather than remain aloof and remote from action)</p>	<p>3(r) The teacher is a thoughtful and responsive listener and observer. 4(r) The teacher is committed to working toward each learner’s mastery of disciplinary content and skills. 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction. 9(o) The teacher understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy. 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success. 10(s) The teacher takes responsibility for contributing to and advancing the profession.</p>	<p>3.d – Perceptions concerning commitment to students and profession The teacher sees his/her role as involved and committed to helping others. S/he is willing to interact with others rather than remain aloof and remote from the action Critical attributes: -has a students’ first attitude – consistently puts students’ needs before their -works with all students to master content -protects students’ private information including assessment data and individualized education plans (IEP) -uses private student information (assessment data, IEP, health records) in planning instruction in order to provide them with the best opportunities to learn and grow -actively participates in professional development provided at the school, district, state, and national levels -willing to take on leadership roles at the school, district, state or national levels as appropriate for their level of experience</p>
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<p>3.e – encouraging process rather than achieving goals -encourage and facilitate the process of learning and discovery</p>	<p>3(q) The teacher seeks to foster respectful communication among all members of the learning community. 5(r) The teacher values knowledge outside his/her content area and how such knowledge enhances student learning. 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress. 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p>	<p>3.e – Perceptions related to a long-term view of purposes of education The teacher regards the process of education as more important than achieving goals. S/he values the role of the teacher as encouraging and facilitating the process of learning and discovery Critical attributes: -effectively and respectfully communicates with students, colleagues, and other stakeholders -seeks opportunities to engage students in cross-curricular learning -engages students in content area literacy development -promotes and models the importance of being a life-long learner -views learning as a circular process involving instruction, assessment, and feedback followed by additional rounds of the process until the desired level of student learning has occurred.</p>
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Domain 4 – General Frame of Reference		Domain 4 – General Frame of Reference
<p>4.a – internal rather than external -sensitive to feelings of students and seeing things from the child’s point of view</p> <p>4.c – concern with perceptual meanings rather than facts and events -concerned with how things seem to people rather than facts</p>	<p>2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</p> <p>6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.</p> <p>6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.</p> <p>6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p> <p>7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p> <p>8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p> <p>10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.</p>	<p>4.a – Empathy The teacher is sensitive to the feelings of students and others. She/he is concerned with how things seem to other people and is capable of seeing things from other’s points of view.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> -understands the needs of ELL and students with disabilities and is willing to accommodate their needs during instruction and assessment -understands the needs of diverse learners and consistently differentiates teaching, learning, and assessment strategies to meet their needs. -willing to adjust plans based on changing student needs and circumstances. -understands that students learn differently and is committed to assessing their learning in a variety of ways and providing constructive feedback to improve their learning -respects and appreciates diverse family beliefs, norms, and expectations -seeks to develop understanding relationships with all students regardless of gender, race, SES, religion, disabilities.

<p>4.b – concern with people rather than things</p> <p>4.d – an immediate rather than a historical view of causes of behavior -see causes of human behavior in their current thinking, feelings, beliefs, and understanding rather than caused by forces exerted on them in the past</p>	<p>3(r) The teacher is a thoughtful and responsive listener and observer.</p> <p>6(q) The teacher is committed to engaging learners actively in assessment processes and developing each learner’s capacity to review and communicate about their progress and learning.</p> <p>6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p> <p>6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.</p> <p>7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p> <p>10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.</p>	<p>4.b – People-oriented</p> <p>The teacher is more concerned with people rather than things and believes the causes of behavior derive from immediate factors rather than from historical events. In other words, the teacher believes human behavior is caused by a person’s current thinking, feelings, beliefs, and understanding rather than caused by forces exerted on them in the past.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> -willing to listen to suggestions of other stakeholders especially students -regularly engages in careful observation of student learning, behavior, communication, and social interaction to learn more about students’ needs, interest, and culture -promotes student goal setting and involves students in assessing their progress towards goals -understands the unique needs of ELL and students with disabilities and is committed to making the accommodations and modifications they need in order to learn -consistently puts students’ needs first regardless of personal and professional goals
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APPENDIX B

TEACHER DISPOSITIONS RUBRIC

VERSION 1

Domain 1 – Perceptions of Self	Unsatisfactory	Basic	Distinguished
<p>1.a – Perceptions of self-efficacy The teacher views themselves as having what is needed to deal with most problems associated with teaching, and they believe they are a person of dignity, integrity, and worth.</p>	<ul style="list-style-type: none"> -the teacher does not engage in continuous learning in the content area nor educational research and policy -the teacher is not willing to learn and implement new technology in the classroom -the teacher does not engage in reflective practice and is reluctant to make changes to instruction for improved student learning -the teacher is not willing to take on leadership roles 	<ul style="list-style-type: none"> -the teacher engages in continuous learning in their content area as well as in educational research and policy as required for their job. -the teacher is willing to learn and implement into their instruction, new technology for the classroom -the teacher engages in reflective practice occasionally -the teacher is willing to make changes to improve student learning if provided with support and resources from school administration. -the teacher is willing to take on leadership roles within their school but not outside of their school. 	<ul style="list-style-type: none"> -the teacher frequently engages in continuous learning in their content area as well as in educational research and policy above and beyond what is required for their job. -the teacher seeks out opportunities to learn, and implement into their instruction, new technology for the classroom -the teacher regularly engages in reflective practices to identify best practices and improve student learning -the teacher actively researches and pursues training to make changes to instruction to improve student learning -the teacher takes on leadership roles within their school, district, and/or professional organizations.

<p>1.b – Perceptions of collaboration The teacher sees themselves as with people rather than apart, alienated or withdrawn. They view themselves as wanted and likable rather than unwanted.</p>	<ul style="list-style-type: none"> -the teacher does not value the input of stakeholders -the teacher does not make time for collaboration -the teacher does not consider nor use stakeholder input in planning instruction -the teacher does not respect diverse opinions and ideas 	<ul style="list-style-type: none"> -the teacher values input from some stakeholders but doubts the value of input from others. -the teacher makes time for collaboration -the teacher is willing to consider stakeholder input in planning but may be reluctant to make changes in instruction -the teacher respects diverse opinions and ideas 	<ul style="list-style-type: none"> -the teacher values and actively seeks out input from all stakeholders -the teacher makes time for collaboration and leads others to engage in collaboration as well -the teacher considers and uses stakeholder input in planning instruction -the teacher highly respects diverse opinions and ideas and seeks opportunities to incorporate those ideas in the classroom
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<p>1.c – Perceptions of dependability The teacher sees their self as reliable and dependable and trusts in their abilities</p>	<p>-the teacher does not take responsibility for student learning but rather blames other factors on lack of student success</p> <p>-the teacher takes responsibility for instruction but does not value planning as a vital part of teacher responsibilities to ensure student learning</p> <p>-the teacher does not use data analysis nor reflection to improve planning and instruction</p> <p>-the teacher does not uphold nor model ethical and legal practices of the profession</p>	<p>-the teacher takes responsibility for student learning but does not pursue opportunities to improve personal knowledge and skills to improve student learning</p> <p>-the teacher takes responsibility for instruction but may or may not engage in thoughtful daily planning to ensure high-quality instruction occurs in their classroom</p> <p>-the teacher rarely uses data analysis and reflection to improve planning and instruction</p> <p>-the teacher usually upholds and models ethical and legal practices of the profession but may occasionally cut corners if they disagree with the practice or believe it is not important</p>	<p>-the teacher takes responsibility for student learning and actively pursues opportunities to increase personal knowledge and skills to improve student learning</p> <p>-the teacher takes responsibility for providing the highest quality instruction and greatly values the planning process to ensure this type of instruction occurs daily in their classroom.</p> <p>-the teacher frequently uses data analysis and reflection to improve planning and instruction</p> <p>-the teacher always upholds and models ethical and legal practices of the profession</p>
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Domain 2 – Perceptions of Others	Unsatisfactory	Basic	Distinguished
<p>2.a – Perceptions regarding high expectations of students The teacher views others as capable of dealing with problems and finding adequate solutions rather than doubting their capacity</p>	<ul style="list-style-type: none"> -the teacher does not believe all students can learn -the teacher does not set goals for student learning -the teacher does not create a culture of error in the classroom; consequently, students are unwilling to take risks in learning -the teacher rarely provides specific constructive feedback -the teacher only offers one way for students to exhibit their learning 	<ul style="list-style-type: none"> -the teacher believes most students can learn at some level but doubts the capacity of some to learn at high levels -the teacher sets long- and short-term goals for student learning but fails to plan and align instruction towards reaching those goals consistently; furthermore, the teacher does not involve students in goal setting -the teacher attempts to create a culture of error in the classroom, but students are hesitant to take risks in learning -the teacher sometimes provides specific, constructive feedback -the teacher occasionally allows students to exhibit their learning in different ways; however, most of the time student learning is measured in one way 	<ul style="list-style-type: none"> -the teacher believes all students can learn at high levels -the teacher sets long- and short-term goals for student learning and plans instruction towards reaching those goals; moreover, the teacher involves learners in setting their goals and assessing their progress toward reaching those goals -the teacher creates a culture of error in the classroom, encouraging students to take risks in learning; subsequently, students are bold and willing to take those risks. -the teacher continuously provides timely, specific, and constructive feedback -the teacher frequently creates many different opportunities for students to exhibit their learning

<p>2.b – Positive perceptions of all stakeholders The teacher sees people as essentially well-intentioned and believes people are good rather than evil. Moreover, the teacher views people as fulfilling, enhancing to self, and a source of satisfaction rather than impeding, threatening, or a source of frustration and suspicion.</p>	<ul style="list-style-type: none"> -the teacher lacks respect for learner differences and does not see the importance of learning more about the individual students in their classroom. -the teacher lacks respect for families and does not seek their input to improve student learning -the teacher does not value the input of colleagues and does not engage in collaboration -the teacher does not understand the importance of peer to peer learning and does not provide opportunities for students to engage in collaborative learning 	<ul style="list-style-type: none"> -the teacher respects learner differences in some areas but may be hesitant to seek out opportunities to learn more about the individual students in their classroom -the teacher respects student families but rarely involves them; moreover, the teacher rarely seeks family input to improve student learning -the teacher somewhat values the input of colleagues but only engages in collaboration when it is a requirement of their job. -the teacher understands the importance of peer to peer learning but rarely provides opportunities for students to engage in collaborative learning 	<ul style="list-style-type: none"> -the teacher respects learner differences including differences in culture, skills, interests, and needs and seeks out opportunities to learn more about the individual students in their classroom -the teacher highly values and respects student families and actively pursues opportunities to involve families often seeking their input to improve student learning -the teacher values the input of colleagues and actively seeks opportunities to collaborate -the teacher understands the importance of peer to peer learning and provides multiple opportunities for students to engage in collaborative learning
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<p>2.c – Perceptions regarding availability of highest quality education</p> <p>The teacher views others as worthy rather than unworthy. Additionally, the teachers see people as possessing dignity and integrity which must be respected and maintained rather than violated</p>	<ul style="list-style-type: none"> -the teacher is not willing to learn and utilize methods that will improve learning for diverse learners -the teacher does not use student input and responses to direct and adjust instruction -the teacher has little appreciation for differences in the classroom and therefore does not foster this appreciation among the students -the teacher rarely advocates for the rights of students 	<ul style="list-style-type: none"> -the teacher is willing to learn methods to improve learning for diverse learners if the school district provides the opportunities but is often hesitant to utilize these methods in the classroom -the teacher sometimes uses student input and responses to direct and adjust instruction -the teacher somewhat appreciates differences in the classroom but does not see the importance of fostering this appreciation among the students -the teacher sometimes advocates for the rights of students but usually only for the rights of the students in their classroom 	<ul style="list-style-type: none"> -the teacher seeks out opportunities to learn methods that will improve learning for diverse learners; moreover, the teacher enthusiastically and immediately utilizes these methods in the classroom -the teacher frequently uses student input and responses to direct and adjust instruction -the teacher values and appreciates differences in the classroom and fosters this appreciation among the students in the classroom -the teacher strongly advocates for the rights of all students in their classroom, the school, and the larger community
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<p>2.d – Perceptions concerning the empowerment of others The teacher believes people are internally rather than externally motivated. They believe human behavior develops from within rather than as a product of external events that serve to mold and direct behavior.</p>	<ul style="list-style-type: none"> -the teacher does not value nor utilize exploratory, discovery, and collaborative learning -the teacher does not involve students in decision making in the classroom -the teacher does not see the value of peer to peer interaction to promote student learning and development -the teacher does not involve families in student learning -the teacher does not engage in professional growth -the teacher does not value planning and does not consider student responses, ideas, or needs when planning -the teacher does not value planning and only does so as a requirement of their job 	<ul style="list-style-type: none"> -the teacher somewhat understands the value of exploratory, discovery, and collaborative learning but utilizes this learning infrequently -the teacher sometimes involves students in decision making in the classroom but limits their opportunities to decisions of little academic importance -the teacher understands the importance of positive peer to peer interaction to promote student learning and development but rarely provides the teaching and encouragement necessary to engage students in this type of learning -the teacher sometimes involves families in student learning if it is a requirement for their job -the teacher engages in professional growth only as required by their job -the teacher somewhat values planning but rarely uses student responses, ideas, and needs to guide and direct the planning process -the teacher rarely takes into account feedback from stakeholders when planning instruction 	<ul style="list-style-type: none"> -the teacher values and frequently utilizes exploratory, discovery, and collaborative learning -the teacher involves students in decision making in the classroom including planning, instruction, and assessment -the teacher encourages and teaches positive peer to peer interaction to promote student learning and development -the teacher seeks opportunities to involve families in student learning above and beyond what is required for their job -the teacher seeks opportunities to grow professionally and encourages colleagues to do so as well -the teacher values planning and use student responses, ideas and needs to guide and direct the planning process -the teacher takes into account feedback from stakeholders when planning instruction
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Domain 3 – Perceptions of Teaching	Unsatisfactory	Basic	Distinguished
<p>3.a – Perceptions of the teacher as facilitator of learning. The teacher views teaching as freeing students rather than controlling them. They see the role of the teacher as facilitating learning, assisting, helping, releasing rather than controlling, manipulating, coercing, or inhibiting.</p>	<ul style="list-style-type: none"> -the teacher does not plan lessons involving exploratory, discovery, and/or collaborative learning. -the teacher does not involve students in managing the classroom -the teacher does not involve students in leading discussions or delivering instruction -the teacher typically uses only one method of assessment and does not involve students in the development of assessments. -the teacher rarely employs teaching strategies using different learning modalities and/or different styles of communication 	<ul style="list-style-type: none"> -the teacher sometimes plans lessons involving exploratory, discovery, and/or collaborative learning -the teacher sometimes involves students in managing the classroom, but only with teacher prompting and reminders do the students engage in these activities. -the teacher sometimes involves students in directing their learning; however, students are hesitant to take the lead in discussions or delivery of instruction -the teacher employs several methods of assessing student learning but does not involve students in developing their assessments. -the teacher sometimes employs teaching strategies that engage learners in different learning modalities and/or different styles of communication 	<ul style="list-style-type: none"> -the teacher frequently plans lessons involving exploratory, discovery, and collaborative learning -the teacher equips students to take the lead in managing the classroom -the teacher equips students to direct their learning through student-led discussions and student delivery of instruction -the teacher employs several methods for assessing student learning and involves students in developing their assessments. -the teacher frequently employs teaching strategies that engage learners with different learning modalities and styles of communication

<p>3.b – Perceptions of teacher flexibility and responsiveness The teacher views the role of teacher as being flexible to try different methods rather than rigid. They are more concerned with larger issues and implications of education rather than the smaller, immediate, and more specific issues.</p>	<ul style="list-style-type: none"> -the teacher does not adapt instruction in response to learners' needs, ideas, and interests. -the teacher presents only one perspective on key issues within the content and does not promote critical analysis -the teacher rarely applies learning to real-life problems -the teacher usually uses only one type of assessment and rarely uses project-based, authentic, or performance assessments -the teacher is unwilling to adjust plans and try new research-based strategies -the teacher is unwilling to learn and use existing and new technology -the teacher does not seek help from families and colleagues for students struggling academically, behaviorally, and/or emotionally -the teacher does not embrace continuous growth and is reluctant to change 	<ul style="list-style-type: none"> -the teacher is willing to adapt instruction in response to learners' needs, ideas, and interests but lacks a system for doing so effectively -the teacher may present more than one perspective on key issues within the content but does not engage students in critical analysis of these issues. -the teacher occasionally applies learning to real-life problems -the teacher sometimes uses different assessment types including project-based, authentic, and/or performance assessments -the teacher will adjust plans as needed and try new research-based strategies if their job requires it -the teacher is willing to learn and use existing and new technology if their job requires it -the teacher sometimes seeks help from families and colleagues for students struggling academically, behaviorally, and/or emotionally but often does not put their suggestions into practice -the teacher is willing to grow and only change as required by their job 	<ul style="list-style-type: none"> -The teacher systematically adapts instruction in response to learners' needs, ideas, and interests through regular reflection and record-keeping of assessment and anecdotal data. The teacher presents multiple perspectives on key issues within the content and promotes critical analysis of these issues. -the teacher actively seeks opportunities to apply learning to real-life problems -the teacher frequently uses different types of assessments including project-based, authentic, and performance assessments -the teacher is willing to adjust plans as needed and seeks out new research-based strategies to try in the classroom -the teacher actively seeks opportunities to use existing and learn new technology -the teacher seeks help from families and colleagues for a student struggling academically, behaviorally, and/or emotionally and is open to their suggestions often putting them into practice immediately -the teacher embraces continuous growth and is willing to change
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<p>3.c – Perceptions regarding reflective practice The teacher is open about themselves, and they treat their shortcomings as important and significant rather than hiding or covering them up. They are willing to be themselves.</p>	<p>-the teacher rarely reflects on their teaching practice and does not analyze student learning in connection with their practice</p> <p>-the teacher is not aware of personal biases in regards to culture, gender, language, and abilities.</p> <p>-the teacher does not acknowledge personal biases in regards to the discipline</p>	<p>-the teacher sometimes reflects on their teaching practice but has difficulty connecting these reflections when analyzing student learning</p> <p>-the teacher is aware of personal biases in regards to culture, gender, language, and abilities but does not seek to understand how these biases can impact the classroom environment and relationships with students, families, and colleagues</p> <p>-the teacher acknowledges personal biases in regards to the discipline but is not willing to engage students in learning about all points of view around the topic.</p>	<p>-the teacher reflects daily on their teaching practice and searches for connections between these reflections when analyzing student learning</p> <p>-the teacher seeks to understand personal biases in regards to culture, gender, language, and abilities including how these can impact the classroom environment and relationships with students, families, and colleagues</p> <p>-the teacher acknowledges personal biases in regards to the discipline and engages students in learning about all points of view around the topic</p>
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<p>3.d – Perceptions of commitment to students and profession</p> <p>The teacher sees their role as involved and committed to helping others. They are willing to interact with others rather than remain aloof and remote from the action</p>	<ul style="list-style-type: none"> -the teacher does not have a students’ first attitude and is reluctant to put student needs before their own -the teacher is not willing to work with all students to master content -the teacher does not protect students’ private information -the teacher does not use private student information in planning instruction -the teacher does not participate in professional development at any level -the teacher is not willing to take on leadership roles at any level regardless of their level of experience 	<ul style="list-style-type: none"> -the teacher sometimes has a students’ first attitude and sometimes is willing to put students’ needs before their own -the teacher is willing to work with most students to master content but may be hesitant to work with students with special needs -the teacher protects students’ private information including assessment data and IEP information but may not use this information in planning instruction -the teacher participates in professional development as required by their job -the teacher is willing to take on leadership roles at the school but is hesitant to take on roles at higher levels even for those that would be appropriate for their level of experience 	<ul style="list-style-type: none"> -the teacher has a students’ first attitude and consistently puts students’ needs before their own -the teacher is willing to work with all students to master content -the teacher protects students’ private information including assessment data and individualized education plans (IEP) -the teacher uses private student information (assessment data, IEP, health records) in planning instruction to provide them with the best opportunities to learn and grow -the teacher actively participates in professional development provided at the school, district, state, and national levels -the teacher is willing to take on leadership roles at the school, district, state, or national levels as appropriate for their level of experience
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<p>3.e – Perceptions around a long- term view of purposes of education</p> <p>The teacher believes in the process of education more than achieving goals. S/he sees their role as encouraging and facilitating the process of learning and discovery</p>	<ul style="list-style-type: none"> -the teacher’s communication with students, families, and other stakeholders is not effective and may be disrespectful at times -the teacher rarely engages students in cross-curricular learning -the teacher rarely engages students in content area literacy development -the teacher does not promote nor model the importance of being a life-long learner -the teacher engages in instruction and assessment but rarely provides meaningful feedback to students and does not repeat instruction if the desired level of student learning has not occurred 	<ul style="list-style-type: none"> -the teacher communicates with students, families, and other stakeholders respectfully but the communication is often ineffective -the teacher sometimes engages students in cross-curricular learning -the teacher sometimes engages students in content area literacy development -the teacher speaks to students of the importance of being a life-long learner but does not model this in their life -the teacher sees learning as a circular process of instruction, assessment, and feedback; however, due to time constraints rarely repeats the process until the desired level of student learning has occurred 	<ul style="list-style-type: none"> -the teacher effectively and respectfully communicates with students, families, colleagues, and other stakeholders -the teacher actively seeks opportunities to engage students in cross-curricular learning -the teacher frequently engages students in content area literacy development -the teacher promotes and models the importance of being a life-long learner -the teacher views learning as a circular process involving instruction, assessment, and feedback followed by additional rounds of the process until the desired level of student learning has occurred.
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Domain 4 – General Frame of Reference	Unsatisfactory	Basic	Distinguished
<p>4.a – Empathy The teacher is sensitive to the feelings of students and others. She/he is concerned with how things seem to other people and is capable of seeing things from others’ points of view.</p>	<ul style="list-style-type: none"> -the teacher lacks an understanding of the needs of ELL and students with disabilities and is reluctant to accommodate their needs during instruction and assessment. -the teacher lacks understanding of diverse learners and rarely differentiates teaching, learning, and/or assessment -the teacher is not willing to adjust plans based on changing student needs and circumstances -the teacher lacks respect and appreciation for diverse family beliefs, norms, and expectations -the teacher does not seek to develop understanding relationships with students 	<ul style="list-style-type: none"> -the teacher somewhat understands the needs of ELL and students with disabilities but lacks knowledge and skill necessary to accommodate their needs during instruction and assessment -the teacher has a basic understanding of diverse learners but has a limited repertoire of strategies to differentiate teaching, learning, and assessment -the teacher is unsure how to adjust plans based on changing student needs and circumstances and is resistant to do so when necessary -the teacher may respect diverse family beliefs, norms, and expectations but rarely demonstrates appreciation for this diversity through classroom instruction - the teacher only seeks to develop understanding relationships with a select group of students 	<ul style="list-style-type: none"> -the teacher understands the needs of ELL and students with disabilities; moreover, the teacher has the knowledge and skill necessary to accommodate these learners and is willing to do so during instruction and assessment -the teacher understands that students learn differently and consistently differentiates teaching, learning, and assessment strategies to meet their needs -the teacher knows how to adjust plans based on changing student needs and circumstances and is willing to do so when necessary -the teacher respects and appreciates diverse family beliefs, norms, and expectations and seeks opportunities to enhance learning in the classroom through the discovery and understanding of these cultural differences -the teacher seeks to develop understanding relationships with all students regardless of gender, race, SES, religion, disabilities

<p>4.b – People-oriented The teacher is more concerned with people rather than things and believes the causes of behavior derive from immediate factors rather than from historical events. In other words, the teacher believes human behavior is caused by a person’s current thinking, feelings, beliefs, and understanding rather than caused by forces exerted on them in the past.</p>	<ul style="list-style-type: none"> -the teacher is not willing to listen to the suggestions of other stakeholders including students -the teacher rarely engages in careful observation of student learning, behavior, communication, and social interaction to learn more about students’ needs, interests, and culture -the teacher does not promote student goal setting -the teacher lacks understanding of the unique needs of ELL and students with disabilities and therefore is not committed to making the accommodations and modifications they need to learn -the teacher considers personal and professional goals as more important than student needs 	<ul style="list-style-type: none"> -the teacher sometimes elicits suggestions from stakeholders including students -the teacher sometimes engages in careful observation of student learning, behavior, communication, and social interaction to learn more about students’ needs, interests, and culture -the teacher sometimes attempts to involve students in goal setting but fails to follow through and involve students in assessing their progress towards goals -the teacher understands the unique needs of ELL and students with disabilities; however, accommodations and modifications are made sporadically -the teacher sometimes puts students’ needs first as long as they do not interfere with personal and professional goals 	<ul style="list-style-type: none"> -the teacher often elicits the suggestions of other stakeholders especially students -the teacher regularly engages in careful observation of student learning, behavior, communication, and social interaction to learn more about students’ needs, interests, and culture -the teacher promotes student goal setting and involves students in assessing their progress towards goals -the teacher understands the unique needs of ELL and students with disabilities and is committed to consistently making the accommodations and modifications they need to learn -the teacher consistently puts students’ needs first regardless of personal and professional goals
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APPENDIX C

TEACHER DISPOSITIONS RUBRIC

VERSION 2

Teacher Dispositions Rubric – Version 2

Domain 1 – Perceptions of Self	Unsatisfactory	Basic	Distinguished	Possible Evidence/Examples
<p>1.a – Perceptions of self-efficacy</p> <p>The teacher views themselves as having what is needed to deal with most problems associated with teaching, and they believe they are a person of dignity, integrity, and worth.</p>	<p>-the teacher does not engage in continuous learning in the content area nor educational research and policy</p> <p>-the teacher is not willing to learn and implement new technology in the classroom</p> <p>-the teacher does not engage in reflective practice and is reluctant to make changes to instruction for improved student learning</p> <p>-the teacher is not willing to take on leadership roles</p>	<p>-the teacher engages in continuous learning in their content area as well as in educational research and policy as required for their job</p> <p>-the teacher is willing to learn and implement into their instruction, new technology for the classroom</p> <p>-the teacher engages in reflective practice occasionally</p> <p>-the teacher is willing to make changes in order to improve student learning if provided with support and resources from school administration</p> <p>-the teacher is willing to take on leadership roles within their school but not outside of their school</p>	<p>-the teacher frequently engages in continuous learning in their content area as well as in educational research and policy above and beyond what is required for their job</p> <p>-the teacher seeks out opportunities to learn, and implement into their instruction, new technology for the classroom</p> <p>-the teacher regularly engages in reflective practices to identify best practices and improve student learning</p> <p>-the teacher actively researches and pursues training in order to make changes to instruction to improve student learning</p> <p>-the teacher takes on leadership roles within their school, district, and/or professional organizations.</p>	<p>-certificates of attendance in professional development workshops</p> <p>-transcripts showing completion of continuing education/college courses</p> <p>-sharing new knowledge/skills at faculty meetings or PD</p> <p>-lesson plans showing integration of new strategies learned especially technology integration</p> <p>-lesson plans with reflections documented</p> <p>-professional organization membership ID</p> <p>-</p>

<p>1.b – Perceptions of collaboration The teacher sees themselves as with people rather than apart, alienated or withdrawn. They view themselves as wanted and likable rather than unwanted.</p>	<p>-the teacher does not value the input of stakeholders -the teacher does not make time for collaboration -the teacher does not consider nor use stakeholder input in planning instruction -the teacher does not respect diverse opinions and ideas</p>	<p>-the teacher values input from some stakeholders but doubts the value of input from others. -the teacher makes time for collaboration -the teacher is willing to consider stakeholder input in planning but may be reluctant to make changes in instruction -the teacher respects diverse opinions and ideas</p>	<p>-the teacher values and actively seeks out input from all stakeholders -the teacher makes time for collaboration and leads others to engage in collaboration as well -the teacher considers and uses stakeholder input in planning instruction -the teacher highly respects diverse opinions and ideas and seeks opportunities to incorporate those ideas in the classroom</p>	<p>-documentation of attendance at collaboration/PLC meetings -documentation of parent phone calls -parent and student survey results -lesson plans showing incorporation of changes based on stakeholder input and/or ideas gained from collaboration with other teachers</p>
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<p>1.c – Perceptions of dependability The teacher sees themselves as reliable and dependable and trusts in their abilities.</p>	<p>-the teacher does not take responsibility for student learning but rather blames other factors on lack of student success</p> <p>-the teacher takes responsibility for instruction but does not value planning as a vital part of teacher responsibilities to ensure student learning</p> <p>-the teacher does not use data analysis nor reflection to improve planning and instruction</p> <p>-the teacher does not uphold nor model ethical and legal practices of the profession</p>	<p>-the teacher takes responsibility for student learning but does not pursue opportunities to improve personal knowledge and skills to improve student learning</p> <p>-the teacher takes responsibility for instruction but may or may not engage in thoughtful daily planning to ensure high-quality instruction occurs in their classroom</p> <p>-the teacher rarely uses data analysis and reflection to improve planning and instruction</p> <p>-the teacher usually upholds and models ethical and legal practices of the profession but may occasionally cut corners if they disagree with the practice or believe it is not important</p>	<p>-the teacher takes responsibility for student learning and actively pursues opportunities to increase personal knowledge and skills in order to improve student learning</p> <p>-the teacher takes responsibility for providing the highest quality instruction and greatly values the planning process to ensure this type of instruction occurs daily in their classroom</p> <p>-the teacher frequently uses data analysis and reflection to improve planning and instruction</p> <p>-the teacher always upholds and models ethical and legal practices of the profession</p>	<p>-protocol for data collection and analysis</p> <p>-results from student data analysis</p> <p>-detailed lesson plans documenting the use of student data to guide instruction</p> <p>-lesson plans with reflective annotations regarding student learning</p>
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Domain 2 – Perceptions of Others	Unsatisfactory	Basic	Distinguished	Possible evidence/examples
<p>2.a – Perceptions regarding high expectations of students</p> <p>The teacher views others as capable of dealing with problems and finding adequate solutions rather than doubting their capacity.</p>	<p><i>-the teacher does not believe all students can learn and does not persist in helping students reach their potential (this language has not been validated)</i></p> <p>-the teacher does not set goals for student learning</p> <p>-the teacher does not create a culture of error in the classroom; consequently, students are unwilling to take risks in learning</p> <p>-the teacher rarely provides specific constructive feedback</p> <p>-the teacher only offers one way for students to exhibit their learning</p>	<p><i>-the teacher believes most students can learn at some level but only persists in helping some students reach his/her potential (this language has not been validated)</i></p> <p>-the teacher sets long- and short-term goals for student learning but fails to plan and align instruction towards reaching those goals consistently; furthermore, the teacher does not involve students in goal setting</p> <p>-the teacher attempts to create a culture of error in the classroom, but students are hesitant to take risks in learning</p> <p>-the teacher sometimes provides specific and/or constructive feedback</p> <p>-the teacher occasionally allows students to exhibit their</p>	<p><i>-the teacher believes all students can learn at high levels and persists in helping every student reach his/her potential (this language has not been validated)</i></p> <p>-the teacher sets long- and short-term goals for student learning and plans instruction towards reaching those goals; moreover, the teacher involves learners in setting their goals and assessing their progress toward reaching those goals</p> <p>-the teacher creates a culture of error in the classroom encouraging students to take risks in learning; subsequently, students are bold and willing to take those risks</p> <p>-the teacher continuously provides timely, specific, and constructive feedback</p>	<p>-student learning targets (SLTs)</p> <p>-student self-assessment (i.e. portfolios)</p> <p>-lesson plans designed for all types of learners</p> <p>-samples of a variety of different types of student work</p> <p>-samples of student work returned with specific, constructive feedback</p> <p>-teacher observation indicating student willingness to take risks</p> <p>-providing regular updates of student learning for students and parents (i.e. posting or sending grades home frequently)</p>

		learning in different ways; however, most of the time student learning is measured in one way	-the teacher frequently creates many different opportunities for students to exhibit their learning	
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<p>2.b – Positive perceptions of all stakeholders The teacher sees people as essentially well-intentioned and believes people are good rather than evil. Moreover, the teacher views people as fulfilling, enhancing to self, and a source of satisfaction rather than impeding, threatening or a source of frustration and suspicion.</p>	<p>-the teacher lacks respect for learner differences and does not see the importance of learning more about the individual students in their classroom</p> <p>-the teacher lacks respect for families and does not seek their input to improve student learning</p> <p>-the teacher does not value the input of colleagues and does not engage in collaboration</p> <p>-the teacher does not understand the importance of peer to peer learning and does not provide opportunities for students to engage in collaborative learning</p>	<p>-the teacher respects learner differences in some areas but may be hesitant to seek out opportunities to learn more about the individual students in their classroom</p> <p>-the teacher respects student families but rarely involves them; moreover, the teacher rarely seeks family input to improve student learning</p> <p>-the teacher somewhat values the input of colleagues but only engages in collaboration when it is a requirement of their job.</p> <p>-the teacher understands the importance of peer to peer learning but rarely provides opportunities for students to engage in collaborative learning</p>	<p>-the teacher respects learner differences including differences in culture, skills, interests, and needs and seeks out opportunities to learn more about the individual students in their classroom</p> <p>-the teacher highly values and respects student families and actively pursues opportunities to involve families often seeking their input to improve student learning</p> <p>-the teacher values the input of colleagues and actively seeks opportunities to collaborate</p> <p>-the teacher understands the importance of peer to peer learning and provides multiple opportunities for students to engage in collaborative learning</p>	<p>-parent contact logs</p> <p>-detailed lesson plans showing incorporation of students' varied cultures, skills, and interests</p> <p>-teacher observations and lesson plans indicating the use of collaborative learning strategies</p> <p>-Collaboration/PLC meeting agenda/minutes</p>
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<p>2.c – Perceptions regarding availability of highest quality education The teacher views others as worthy rather than unworthy. Additionally, the teacher views people as possessing dignity and integrity which must be respected and maintained rather than violated</p>	<p>-the teacher is not willing to learn and utilize methods that will improve learning for diverse learners</p> <p>-the teacher does not use student input and responses to direct and adjust instruction</p> <p>-the teacher has little appreciation for differences in the classroom and therefore does not foster this appreciation among the students</p> <p>-the teacher rarely advocates for the rights of students</p>	<p>-the teacher is willing to learn methods to improve learning for diverse learners if the school district provides the opportunities but is often hesitant to utilize these methods in the classroom</p> <p>-the teacher sometimes uses student input and responses to direct and adjust instruction</p> <p>-the teacher somewhat appreciates differences in the classroom but does not see the importance of fostering this appreciation among the students</p> <p>-the teacher sometimes advocates for the rights of students but usually only for the rights of the students in their classroom</p>	<p>-the teacher seeks out opportunities to learn methods that will improve learning for diverse learners; moreover, the teacher enthusiastically and immediately utilizes these methods in the classroom</p> <p>-the teacher frequently uses student input and responses to direct and adjust instruction</p> <p>-the teacher values and appreciates differences in the classroom and fosters this appreciation among the students in the classroom</p> <p>-the teacher strongly advocates for the rights of all students in their classroom, the school, and the larger community</p>	<p>-documentation of PD attendance especially PD that addresses differentiation strategies</p> <p>-lesson plans indicating the use of differentiation strategies along with the rationale for their use</p> <p>-lesson plan annotations regarding student learning during the lesson</p> <p>-documentation of the use of formative assessment data to guide future instruction.</p> <p>-participation as a volunteer for school events</p> <p>- leadership roles or participation in advocacy groups within education at the local or national level</p>
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<p>2.d – Perceptions concerning the empowerment of others The teacher believes people are internally rather than externally motivated. They believe human behavior develops from within rather than as a product of external events that serve to mold and direct behavior.</p>	<p>-the teacher does not value nor utilize exploratory, discovery, and collaborative learning</p> <p>-the teacher does not involve students in decision making in the classroom</p> <p>-the teacher does not see the value of peer to peer interaction to promote student learning and development</p> <p>-the teacher does not involve families in student learning</p> <p>-the teacher does not engage in professional growth</p> <p>-the teacher does not value planning and does not consider student responses, ideas, or needs when planning</p>	<p>-the teacher somewhat understands the value of exploratory, discovery, and collaborative learning but utilizes this learning infrequently</p> <p>-the teacher sometimes involves students in decision making in the classroom but limits their opportunities to decisions of little academic importance</p> <p>-the teacher understands the importance of positive peer to peer interaction to promote student learning and development but rarely provides the teaching and encouragement necessary to engage students in this type of learning</p> <p>-the teacher sometimes involves families in student learning if it is a requirement for their job</p>	<p>-the teacher values and frequently utilizes exploratory, discovery, and collaborative learning</p> <p>-the teacher involves students in decision making in the classroom including planning, instruction, and assessment</p> <p>-the teacher encourages and teaches positive peer to peer interaction to promote student learning and development</p> <p>-the teacher seeks opportunities to involve families in student learning above and beyond what is required for their job</p> <p>-the teacher seeks opportunities to grow professionally and encourages colleagues to do so as well</p>	<p>-lesson plans incorporating exploratory, discovery, and collaborative learning strategies</p> <p>-students participate in development of classroom rules</p> <p>-student-created assessments and rubrics.</p> <p>-strategies that allow students to be involved in the delivery of content (pictures or video of students participating)</p> <p>-teacher observation indicating positive peer to peer interactions in the classroom</p> <p>-documentation of communication with parents and involving parents in student learning</p> <p>-documentation of involvement/leadership with “Family Night” type activities</p> <p>-teacher observation indicating teacher role as facilitator with students taking leadership and ownership of learning in the classroom</p> <p>-detailed lesson plans indicating the use of student responses, ideas, and needs to direct instructional planning</p>
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	<p>The teacher does not value planning and only does so as a requirement of their job</p>	<p>-the teacher engages in professional growth only as required by their job</p> <p>-the teacher somewhat values planning but rarely uses student responses, ideas, and needs to guide and direct the planning process</p> <p>-the teacher rarely takes into account feedback from stakeholders when planning instruction</p>	<p>-the teacher values planning and uses student responses, ideas and needs to guide and direct the planning process</p> <p>-the teacher takes into account feedback from stakeholders when planning instruction</p>	<p>-lesson plans indicate use of stakeholder feedback to guide instructional planning (i.e. parents, colleagues, supervisors, businesses in the community, colleges)</p>
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Domain 3 – Perceptions of Teaching	Unsatisfactory	Basic	Distinguished	Possible Evidence/Examples
<p>3.a – Perceptions of a teacher as facilitator of learning. The teacher views teaching as freeing students rather than controlling them. They see the role of the teacher as facilitating learning, assisting, helping, releasing rather than controlling, manipulating, coercing, or inhibiting.</p>	<p>-the teacher does not plan lessons involving exploratory, discovery, and/or collaborative learning</p> <p>-the teacher does not involve students in managing the classroom</p> <p>-the teacher does not involve students in leading discussions or delivering instruction</p> <p>-the teacher typically uses only one method of assessment and does not involve students in the development of assessments</p> <p>-the teacher rarely employs teaching strategies using different learning modalities and/or different styles of communication</p>	<p>-the teacher sometimes plans lessons involving exploratory, discovery, and/or collaborative learning</p> <p>-the teacher sometimes involves students in managing the classroom but only with teacher prompting and reminders do the students engage in these activities</p> <p>-the teacher sometimes involves students in directing their learning; however, students are hesitant to take the lead in discussions or delivery of instruction</p> <p>-the teacher employs several methods of assessing student learning but does not involve students in developing their assessments</p> <p>-the teacher sometimes employs teaching strategies that engage learners in different learning modalities and/or different styles of communication</p>	<p>-the teacher frequently plans lessons involving exploratory, discovery, and collaborative learning</p> <p>-the teacher equips students to take the lead in managing the classroom</p> <p>-the teacher equips students to direct their learning through student-led discussions and student delivery of instruction</p> <p>-the teacher employs several methods for assessing student learning and involves students in developing their assessments</p> <p>-the teacher frequently employs teaching strategies that engage learners with different learning modalities and styles of communication</p>	<p>-lesson plans involving exploratory, discovery, and collaborative learning strategies</p> <p>-incorporation of student jobs in managing the classroom</p> <p>-teacher observation indicating the establishment of procedures and routines</p> <p>-activities allowing students to delivery instructions and lead discussions (pictures or videos)</p> <p>-student-developed assessments and rubrics</p> <p>-lesson plans indicating delivery of instruction for various learning styles</p>

<p>3.b – Perceptions of teacher flexibility and responsiveness</p> <p>The teacher views the role of teacher as being flexible <i>to try different methods rather than rigid. They are more concerned with the education of the whole child and with larger issues and implications of education rather than the smaller, immediate, and more specific issues. (italicized language has not been validated)</i></p>	<p>-the teacher does not adapt instruction in response to learners needs, ideas, and interests</p> <p>-the teacher presents only one perspective on key issues within the content and does not promote critical analysis</p> <p>-the teacher rarely applies learning to real-life problems</p> <p>-the teacher usually uses only one type of assessment and rarely uses project-based, authentic, or performance assessments</p> <p>-the teacher is unwilling to adjust plans and try new research-based strategies</p> <p>-the teacher is unwilling to learn and use existing and new technology</p> <p>-the teacher does not seek help from families and colleagues for students struggling academically,</p>	<p>-the teacher is willing to adapt instruction in response to learners needs, ideas, and interests but lacks a system for doing so effectively</p> <p>-the teacher may present more than one perspective on key issues within the content but does not engage students in critical analysis of these issues.</p> <p>-the teacher occasionally applies learning to real-life problems</p> <p>-the teacher sometimes uses different assessment types including project-based, authentic, and/or performance assessments</p> <p>-the teacher will adjust plans as needed and try new research-based strategies if it is required by their job</p> <p>-the teacher is willing to learn and use existing and new technology if it is</p>	<p>-the teacher systematically adapts instruction in response to learners needs, ideas, and interests through regular reflection and record-keeping of assessment and anecdotal data</p> <p>-the teacher presents multiple perspectives on key issues within the content and promotes critical analysis of these issues</p> <p>-the teacher actively seeks opportunities to apply learning to real-life problems</p> <p>-the teacher frequently uses different types of assessments including project-based, authentic, and performance assessments</p> <p>-the teacher is willing to adjust plans as needed and seeks out new research-based strategies to try in the classroom</p> <p>-the teacher actively seeks opportunities to use existing and learn new technology</p>	<p>-teacher notes including anecdotal data of student learning and behavior as well as an indication of how these observations will influence and guide future lessons</p> <p>-lesson plans connecting content to real-life problems</p> <p>-examples of project-based assignments</p> <p>-lesson plans providing students with opportunities to think critically about real-life issues while presenting multiple perspectives on the issue</p> <p>-examples of use of different types of assessments (project-based, performance, authentic)</p> <p>-PD log or certificates</p> <p>-Lesson plans incorporating new research-based strategies and/or new technology</p> <p>-notes from conferences with students, parents, counselors, SPED teachers.</p>
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	<p>behaviorally, or emotionally</p> <p>-the teacher does not embrace continuous growth and is reluctant to change</p>	<p>required by their job</p> <p>-the teacher sometimes seeks help from families and colleagues for students struggling academically, behaviorally, and/or emotionally but often does not put their suggestions into practice</p> <p>-the teacher is willing to grow and change only as required by their job</p>	<p>-the teacher seeks help from families and colleagues for students struggling academically, behaviorally, and/or emotionally and is open to their suggestions often putting them into practice immediately</p> <p>-the teacher embraces continuous growth and is willing to change</p>	
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<p>3.c – Perceptions regarding reflective practice The teacher is open about themselves, and they treat their shortcomings as important and significant rather than hiding or covering them up. They are willing to be themselves.</p>	<p>-the teacher rarely reflects on their teaching practice and does not analyze student learning in connection with their practice</p> <p>-the teacher is not aware of personal biases in regards to culture, gender, language, and abilities.</p> <p>-the teacher does not acknowledge personal biases in regards to the discipline</p>	<p>-the teacher sometimes reflects on their teaching practice but has difficulty connecting these reflections when analyzing student learning</p> <p>-the teacher is aware of personal biases in regards to culture, gender, language, and abilities but does not seek to understand how these biases can impact the classroom environment and relationships with students, families, and colleagues</p> <p>-the teacher acknowledges personal biases in regards to the discipline but is not willing to engage students in learning about all points of view around the topic.</p>	<p>-the teacher reflects daily on their teaching practice and searches for connections between these reflections when analyzing student learning</p> <p>-the teacher seeks to understand personal biases in regards to culture, gender, language, and abilities including how these can impact the classroom environment and relationships with students, families, and colleagues</p> <p>-the teacher acknowledges personal biases in regards to the discipline and engages students in learning about all points of view around the topic</p>	<p>-lesson plans and/or teacher notes with reflections</p> <p>-reflections during pre/post evaluation conferences</p> <p>-lessons about controversial topics indicating discussions and activities that present all points of view regarding the topic</p>
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<p>3.d – Perceptions of commitment to students and profession</p> <p>The teacher sees their role as involved and committed to helping others. They are willing to interact with others rather than remain aloof and remote from the action</p>	<p>-the teacher does not have a students' first attitude and is reluctant to put student needs before their own</p> <p>-the teacher is not willing to work with all students to master content</p> <p>-the teacher does not protect students' private information</p> <p>-the teacher does not use private student information in planning instruction</p> <p>-the teacher does not participate in professional development at any level</p> <p>-the teacher is not willing to take on leadership roles at any level regardless of their level of experience</p>	<p>-the teacher sometimes has a students' first attitude and sometimes is willing to put students' needs before their own</p> <p>-the teacher is willing to work with most students to master content but may be hesitant to work with students with special needs</p> <p>-the teacher protects students' private information including assessment data and IEP information but may not use this information in planning instruction</p> <p>-the teacher participates in professional development as required by their job</p> <p>-the teacher is willing to take on leadership roles at the school but is hesitant to take on roles at higher levels even for those that would be appropriate for their level of experience</p>	<p>-the teacher has a students' first attitude and consistently puts students' needs before their own</p> <p>-the teacher is willing to work with all students to master content</p> <p>-the teacher protects students' private information including assessment data and individualized education plans (IEP)</p> <p>-the teacher uses private student information (assessment data, IEP, health records) in planning instruction in order to provide them with the best opportunities to learn and grow</p> <p>-the teacher actively participates in professional development provided at the school, district, state, and national levels</p> <p>-the teacher is willing to take on leadership roles at the school, district, state, or national levels as appropriate for their level of experience</p>	<p>-attendance at student activities outside of school day</p> <p>-teacher observation indicating teacher engagement with all students including those with special needs</p> <p>-lesson plans indicating proper integration of student accommodations and modifications</p> <p>-detailed lesson plans indicating knowledge of private student information in order to provide for individual learning needs</p> <p>-PD attendance records/certificates</p> <p>-leadership roles</p>
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<p>3.e – Perceptions around a long-term view of purposes of education</p> <p>The teacher believes in the process of education more than achieving goals. S/he sees their role as encouraging and facilitating the process of learning and discovery.</p>	<p>-the teacher's communication with students, families, and other stakeholders is not effective and may be disrespectful at times</p> <p>-the teacher rarely engages students in cross-curricular learning</p> <p>-the teacher rarely engages students in content area literacy development</p> <p>-the teacher does not promote nor model the importance of being a life-long learner</p> <p>-the teacher engages in instruction and assessment but rarely provides meaningful feedback to students and does not repeat instruction if the desired level of student learning has not occurred</p>	<p>-the teacher communicates with students, families, and other stakeholders respectfully but the communication is often ineffective</p> <p>-the teacher sometimes engages students in cross-curricular learning</p> <p>-the teacher sometimes engages students in content area literacy development</p> <p>-the teacher speaks to students of the importance of being a life-long learner but does not model this in their own life</p> <p>-the teacher sees learning as a circular process of instruction, assessment and feedback; however, due to time constraints rarely repeats the process until the desired level of student learning has occurred</p>	<p>-the teacher effectively and respectfully communicates with students, families, colleagues, and other stakeholders</p> <p>-the teacher actively seeks opportunities to engage students in cross-curricular learning</p> <p>-the teacher frequently engages students in content area literacy development</p> <p>-the teacher promotes and models the importance of being a life-long learner</p> <p>-the teacher views learning as a circular process involving instruction, assessment, and feedback followed by additional rounds of the process until the desired level of student learning has occurred.</p>	<p>-parent contact log</p> <p>-emails with students, families, colleagues</p> <p>-lesson plans that include cross-curricular learning</p> <p>-lesson plans that include content area literacy development</p> <p>-staying abreast of new knowledge in content area by taking courses, subscribing to content specific periodicals or reading books in their content area and sharing this new knowledge with students</p> <p>-examples of use of formative assessment to guide future instruction</p>
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Domain 4 – General Frame of Reference	Unsatisfactory	Basic	Distinguished	Possible Evidence/Examples
<p>4.a – Empathy The teacher is sensitive to the feelings of students and others. S/he is concerned with how things seem to other people and is capable of seeing things from others' points of view.</p>	<p>-the teacher lacks an understanding of the needs of ELL and students with disabilities and is reluctant to accommodate their needs during instruction and assessment.</p> <p>-the teacher lacks understanding of diverse learners and rarely differentiates teaching, learning, and assessment</p> <p>-the teacher is not willing to adjust plans based on changing student needs and circumstances</p> <p>-the teacher lacks respect and appreciation for diverse family beliefs, norms, and expectations</p> <p>-the teacher does not seek to develop understanding relationships with students</p>	<p>-the teacher somewhat understands the needs of ELL and students with disabilities but lacks knowledge and skill necessary to accommodate their needs during instruction and assessment</p> <p>-the teacher has a basic understanding of diverse learners but has a limited repertoire of strategies to differentiate teaching, learning, and assessment</p> <p>-the teacher is unsure how to adjust plans based on changing student needs and circumstances and is resistant to do so when necessary</p> <p>-the teacher may respect diverse family beliefs, norms, and expectations but rarely demonstrates appreciation for this diversity through classroom instruction</p> <p>- the teacher only seeks to develop understanding</p>	<p>-the teacher understands the needs of ELL and students with disabilities; moreover, the teacher has the knowledge and skill necessary to accommodate these learners and is willing to do so during instruction and assessment</p> <p>-the teacher understands that students learn differently and consistently differentiates teaching, learning, and assessment strategies to meet their needs</p> <p>-the teacher knows how to adjust plans based on changing student needs and circumstances and is willing to do so when necessary</p> <p>-the teacher respects and appreciates diverse family beliefs, norms, and expectations and seeks opportunities to enhance learning in the classroom through the discovery and understanding of</p>	<p>-lesson plans with appropriate differentiation, accommodations, and modifications for learners with special needs</p> <p>-teacher observation indicating successful incorporation of strategies to help learners with special needs</p> <p>-annotations and reflections indicating adjustments made based on student needs or circumstances changing</p> <p>-activities and instruction involving learning about diverse cultures</p> <p>-collection of student information via surveys, questionnaires, interest inventories</p> <p>-attendance at student after school activities</p>

		relationships with a select group of students	these cultural differences -the teacher seeks to develop understanding relationships with all students regardless of gender, race, SES, religion, disabilities	
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<p>4.b – People-oriented The teacher is more concerned with people rather than things and believes the causes of behavior derive from immediate factors rather than from historical events. In other words, the teacher believes human behavior is caused by a person’s current thinking, feelings, beliefs, and understanding rather than caused by forces exerted on them in the past.</p>	<p>-the teacher is not willing to listen to the suggestions of other stakeholders including students</p> <p>-the teacher rarely engages in careful observation of student learning, behavior, communication, and social interaction to learn more about students’ needs, interests, and culture</p> <p>-the teacher does not promote student goal setting</p> <p>-the teacher lacks understanding of the unique needs of ELL and students with disabilities and therefore is not committed to making the accommodations and modifications they need in order to learn</p> <p>-the teacher considers personal and professional goals as more important than student needs</p>	<p>-the teacher sometimes elicits suggestions from stakeholders including students</p> <p>-the teacher sometimes engages in careful observation of student learning, behavior, communication, and social interaction in order to learn more about students’ needs, interests, and culture</p> <p>-the teacher sometimes attempts to involve students in goal setting but fails to follow through and involve students in assessing their progress towards goals</p> <p>-the teacher understands the unique needs of ELL and students with disabilities; however, accommodations and modifications are made sporadically</p> <p>-the teacher sometimes puts students’ needs first as long as they do not interfere with personal and professional goals</p>	<p>-the teacher often elicits the suggestions of other stakeholders especially students</p> <p>-the teacher regularly engages in careful observation of student learning, behavior, communication, and social interaction in order to learn more about students’ needs, interests, and culture</p> <p>-the teacher promotes student goal setting and involves students in assessing their progress towards goals</p> <p>-the teacher understands the unique needs of ELL and students with disabilities and is committed to consistently making the accommodations and modifications they need in order to learn</p> <p>-the teacher consistently puts students’ needs first regardless of personal and professional goals</p>	<p>-results of student and/or parent surveys or questionnaires</p> <p>-anecdotal notes from student observations</p> <p>-student engagement in setting goals and keeping track of their progress (ex. portfolios)</p> <p>-lesson plans indicating incorporation of appropriate accommodations or modifications for learners with special needs</p> <p>-attendance at collaboration meetings and PDs during after school hours and breaks</p>
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<p>4.c Honesty and Integrity</p>	<p>-the teacher keeps inaccurate records that are not up-to-date</p> <p>-the teacher fails to report incidents regarding students</p> <p>-the teacher frequently speaks in a derogatory manner regarding students, parents, colleagues, or supervisors in inappropriate settings</p>	<p>-the teacher keeps mostly accurate records although they may be lacking in some details and they may not be kept up-to-date</p> <p>-the teacher reports incidents regarding students mostly accurately; however, there may be some biases in their reports that they may or may not be aware of.</p> <p>-the teacher sometimes speaks in a derogatory manner regarding students, parents, colleagues, or supervisors in inappropriate settings; however, their intentions for the communication are to improve student learning</p>	<p>-the teacher keeps thorough, accurate, and timely records of student learning and behavior</p> <p>-the teacher reports incidents regarding students accurately and without bias</p> <p>-the teacher never speaks of students, parents, colleagues, or supervisors in a derogatory manner; moreover, if there are issues that must be addressed they do so only in proper settings where communication is necessary to improve student learning</p>	<p>-grade records</p> <p>-anecdotal records</p> <p>-incident reports</p> <p>-meeting minutes</p>
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4.d Attendance and Punctuality	<p>-the teacher is frequently absent and may use more than the number of days allotted by the district</p> <p>-the teacher is often late to school</p> <p>-the teacher frequently misses professional meetings and often arrives late or leaves early</p>	<p>-the teacher is not absent more than the number of days allotted by the district</p> <p>-the teacher is late to school occasionally</p> <p>-the teacher usually attends professional meetings but may be late or leave early occasionally</p>	<p>-the teacher is rarely absent from school</p> <p>-the teacher is rarely late to school</p> <p>-the teacher rarely misses professional meetings and consistently arrives on time and stays until the meeting is dismissed</p>	<p>-attendance logs</p> <p>-timesheets</p> <p>-PD sign-in sheets</p>
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APPENDIX D

TEACHER DISPOSITIONS

SURVEY 1

	Not Critical 1	Somewhat Critical 2	Critical 3	Highly Critical 4
2.d – Perceptions concerning the empowerment of others				
Domain 3 – Perceptions of Teaching				
3.a – Perceptions of a teacher as facilitator of learning				
3.b – Perceptions concerning teacher flexibility and responsiveness				
3.c – Perceptions regarding reflective practice				
3.d – Perceptions concerning commitment to students and profession				
3.e – Perceptions related to a long-term view of purposes of education				
Domain 4 – General Frame of Reference				
4.a – Empathy				
4.b – People-oriented				

Part III: Please add any additional dispositional components you believe should be included.

1. _____
2. _____
3. _____
4. _____

APPENDIX E

TEACHER DISPOSITIONS

SURVEY 2

Teacher Dispositions Survey

Part 1: Please describe your educational experience including titles and time of service in each position

Part 2:

- After reading the descriptors for each performance level in your assigned domains, determine the degree of clarity for each set of descriptors, and select the appropriate box to indicate your rating.
- If you select 1 or 2, please include your suggestions for alternative language that would help clarify the descriptors.
- Also, consider pieces of evidence that could be submitted in a teacher portfolio to support each component (i.e., emails documenting communication with parents or other stakeholders, lesson plans documenting the implementation of accommodations/modifications and/or differentiation, certificates of attendance at professional development workshops)

Domain 1 – Perceptions of Self	Not clearly described 1	Somewhat clear 2	Mostly clear 3	Clearly described 4	Suggest alternative language that could clarify the statements	Evidence
1.a – Perceptions of collaboration						
1.b – Perceptions of self-efficacy						
1.c – Perceptions of dependability						
Additional notes domain 1						

Domain 2 – Perceptions of Others	Not clearly described 1	Somewhat clear 2	Mostly clear 3	Clearly described 4	Suggest alternative language that could clarify the statements	Evidence
2.a – Perceptions concerning high expectations of students						
2.b – Positive perceptions of all stakeholders						
2.c – Perceptions regarding availability of highest quality education						
2.d – Perceptions concerning the empowerment of others						
Additional notes domain 2						

Domain 3 – Perceptions of Teaching	Not clearly described 1	Somewhat clear 2	Mostly clear 3	Clearly described 4	Suggested alternative language that could clarify the statements	Evidence
3.a – Perceptions of a teacher as facilitator of learning						
3.b – Perceptions concerning teacher flexibility and responsiveness						
3.c – Perceptions regarding reflective practice						

3.d – Perceptions concerning commitment to students and profession						
Domain 3 – Perceptions of Teaching continued	Not clearly described 1	Somewhat clear 2	Mostly clear 3	Clearly described 4	Suggested alternative language that could clarify the statements	Evidence
3.e – Perceptions related to a long-term view of purposes of education						
Additional notes domain 3						
Domain 4 – General Frame of Reference	Not clearly described 1	Somewhat clear 2	Mostly clear 3	Clearly described 4	Suggest alternative language that would clarify the statements	Evidence
4.a – Empathy						
4.b – People-oriented						
Additional notes domain 4						

APPENDIX F

TEACHER DISPOSITIONS

SURVEY 3

SURVEY 3

Listed in the table below are the additional teacher dispositions suggested by the group from our meeting last week. Some of the suggested dispositions were not included in this list because they seemed to be covered by other components already included in the rubric.

Ex. One of the suggested additions was “willingness to change.” In component 1.c “perceptions of self-efficacy,” one of the critical attributes of this component is the willingness to change.

Please complete the following table indicating to what degree you feel each teacher disposition component is critical to be an effective teacher. Place an X in the chart to indicate your rating of each component.

Domain 4 – General Frame of Reference	Not critical 1	Somewhat critical 2	Critical 3	Highly critical 4
4.c Honesty & Integrity				
4.d Forgiving				
4.e Attendance & Punctuality				

APPENDIX G

HUMAN USE APPROVAL LETTER



LOUISIANA TECH
UNIVERSITY

MEMORANDUM

OFFICE OF SPONSORED PROJECTS

TO: Ms. Traci Walker and Dr. Bryan McCoy

FROM: Dr. Richard Kordal, Director of Intellectual Property & Commercialization
(OIPC) *RK*
rkordal@latech.edu

SUBJECT: HUMAN USE COMMITTEE REVIEW

DATE: July 23, 2019

In order to facilitate your project, an EXPEDITED REVIEW has been done for your proposed study entitled:

“Development and Validation of a Framework for Teacher Dispositions”

HUC 20-002

The proposed study’s revised procedures were found to provide reasonable and adequate safeguards against possible risks involving human subjects. The information to be collected may be personal in nature or implication. Therefore, diligent care needs to be taken to protect the privacy of the participants and to assure that the data are kept confidential. Informed consent is a critical part of the research process. The subjects must be informed that their participation is voluntary. It is important that consent materials be presented in a language understandable to every participant. If you have participants in your study whose first language is not English, be sure that informed consent materials are adequately explained or translated. Since your reviewed project appears to do no damage to the participants, the Human Use Committee grants approval of the involvement of human subjects as outlined.

Projects should be renewed annually. *This approval was finalized on July 23, 2019 and this project will need to receive a continuation review by the IRB if the project continues beyond July 23, 2020. ANY CHANGES* to your protocol procedures, including minor changes, should be reported immediately to the IRB for approval before implementation. Projects involving NIH funds require annual education training to be documented. For more information regarding this, contact the Office of Sponsored Projects.

You are requested to maintain written records of your procedures, data collected, and subjects involved. These records will need to be available upon request during the conduct of the study and retained by the university for three years after the conclusion of the study. If changes occur in recruiting of subjects, informed consent process or in your research protocol, or if unanticipated problems should arise it is the Researchers responsibility to notify the Office of Sponsored Projects or IRB in writing. The project should be discontinued until modifications can be reviewed and approved.

Please be aware that you are responsible for reporting any adverse events or unanticipated problems.

A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM

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