

PERSONALITY AND PRESERVICE TEACHER SUCCESS

A thesis presented to the faculty of the Graduate School of
Western Carolina University in partial fulfillment of the
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By

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LIST OF APPREVIATIONS

CAEP	Council for the Accreditation of Educator Preparation
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
INTASC	Interstate New Teacher Assessment and Support Consortium
NBPTS	National Board for Professional Teaching Standards
NCATE	National Council for the Accreditation of Teacher Education
NCLB	No Child Left Behind Act
TEAC	Teacher Education Accreditation Council

ABSTRACT

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Teacher education programs are required by the Council for the Accreditation of Educator Preparation to identify and assess dispositions of preservice teachers throughout the duration of their academic training. Teacher dispositions have been understood to consist of various facets such as beliefs, values, habits, attitudes, and ethics. As such, some researchers suggest that personality assessments can be utilized to measure teacher dispositions. This study sought to determine the relationship between personality traits and preservice teacher success.

CHAPTER ONE: INTRODUCTION

Education in the last five decades had changed dramatically as a result of educational reforms. Such educational reforms include the Elementary and Secondary Education Act (ESEA) of 1965, the No Child Left Behind (NCLB) Act, and the Every Student Succeeds Act (ESSA). The passing of these laws that govern public education policy reflects the increased accountability that is required of schools and teachers, requirements to rely on scientifically based research, increasing quality and distribution of teachers, focus on increasing student performance, and decreasing the achievement gap (ESEA, 1965; ESSA, 2015; NCLB, 2001). These reforms provide the foundation for effective implementation of public education by providing necessary conditions to success, such as establishing high standards, providing resources to support programs, establishing measurable goals to improve educational outcomes, and promoting the need for highly qualified teachers (ESEA, 1965; ESSA, 2015; NCLB, 2001).

Reflecting the changes that have been made concerning the management and structure of the classroom, the success of a child's education also relies upon the performance and quality of the teacher managing the classroom (Mason, 2000; Stronge, Ward, & Grant, 2011). Policymakers have attempted to improve the quality of the teaching force by raising minimum credentials for first year teachers. Among those qualifications, the federal NCLB Act requires that all individuals seeking to enter in to the profession meet the individual state's criteria of being a highly qualified teacher. For example, according to Spellings (2005), for new secondary teachers, "a state must either test content knowledge or require those teachers to have a college major, major equivalent or an advanced degree or credential, in each subject taught, in order to be considered highly qualified" (Reasonable Approach to Implementation section, para. 2).

According to Ripski, LoCasale-Crouch, and Decker (2011) and Rushton, Morgan, and Richard (2007), the NCLB directive is driven by the premise that teachers who possess content knowledge and credentialed training are best suited to serve students and provide quality education.

As a method of identifying high quality teacher candidates, the National Council for the Accreditation of Teacher Education (NCATE) developed a set of standards that emphasized the importance of assessing preservice teacher performance. As such, NCATE accredited colleges are expected to ensure and prove that preservice teachers understand their content and know how to teach effectively (NCATE, n.d.). Preservice teachers are not only required to demonstrate competence in their subject area and teaching skills, but they also have to demonstrate a “professional disposition.” In 2008, NCATE defined professional dispositions as,

“Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities... NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are fairness and the belief that all students can learn” (NCATE, 2008, p. 89-90).

NCATE provides a conceptual framework for candidate performance in which the first standard addresses the knowledge, skills, and dispositions of preservice teachers (NCATE, 2008).

NCATE requires programs seeking their accreditation to devise and implement a system to assess dispositions of and provide evidence that preservice teachers who attend their program display professional dispositions (Villegas, 2007). It is then up to the program to decide how the

assessment will be devised and implemented, whether it is implemented through instructor feedback, interview, assessment, or a combination of methods (Shiveley & Misco, 2009).

Since July 1, 2013, NCATE and the Teacher Education Accreditation Council (TEAC) consolidated into a new accrediting body, the Council for the Accreditation of Educator Preparation (CAEP, n.d.). New CAEP standards outlined in June 2016 indicate that educator preparation providers must create and monitor dispositions beyond academic ability throughout the training program. In the new CAEP Accreditation Manual (2016), the glossary lists the definition of dispositions as, “The habits of professional action and moral commitments that underlie an educator’s performance” (p. 180). Similar to NCATE, CAEP standards (2016) indicate that training institutions may select criteria to measure dispositions and attributes. Additionally, training programs must describe the measures they utilize to measure dispositions, evidence for the reliability and validity of those measures, and report data to illustrate how various factors predict preservice teacher performance in the program and effective teaching practices (CAEP, March 2016).

Originally, in compliance with NCATE, and now in compliance with CAEP, teacher education programs are required to devise their own “dispositions model.” This is followed by the development of a rubric for assessing these dispositions. As such, a universally adopted dispositions model and rubric does not currently exist. For example, Taylor and Wasicsko (2000) developed an assessment tool to measure dispositions, which has been used at Eastern Kentucky University. With this tool, teacher dispositions are assessed indirectly, through observable behavior (Taylor & Wasicsko, 2000). Additionally, the University of Memphis has used the Early Childhood Education and Behaviors Checklist to assess dispositions, which was developed by Rike and Sharp (2008). Further, Arkansas State University utilizes the Teacher Dispositions

Form (Stewart & Davis, 2009). Each of these tools for measuring preservice teacher dispositions addresses various traits. For example, the assessment tool developed by Taylor and Wasicsko (2000) includes some the following dispositions: use of systematic instruction, high expectations of students and themselves, willingness to differentiate, self-efficacy, and flexibility. In contrast, the Early Childhood Education and Behaviors Checklist addresses some of the following dispositions: differentiation, passion and enthusiasm for teaching, fairness when dealing with students, appreciation of diversity, and integrity and honesty (Rike & Sharp, 2008). Finally, Arkansas' Teacher Dispositions Form measures traits focused on responsibility, creativity, dependability, empathy, and professionalism (Stewart & Davis, 2009). According to Splitter (2010), many teacher education programs measure dispositions through the use of interviews, recommendations, essays, personality assessments or a combination of these in order to screen individuals who are unsatisfactory.

Although some universities rely on formal assessment tools to measure preservice teacher dispositions, other universities have elected to utilize more subjective measures for disposition ratings. In order to assure that teacher education programs are effectively screening education program candidates, an objective measure that operationally defines relevant dispositions should be utilized. According to Sockett (2009), personality assessments measure traits that directly influence dispositions. The need for an objective measure for dispositions can be met within the field of personality psychology. Specifically, personality traits have been precisely defined and can be measured directly and objectively through methods such as the five-factor theory of personality. The purpose of this study is to utilize the literature of the five-factor model of personality and argue that specific personality traits correlate with preservice teacher dispositions and success during internship.

CHAPTER TWO: REVIEW OF THE LITERATURE

Much valuable research has emerged since the National Council for the Accreditation of Teacher Education (NCATE) placed importance on teacher dispositions (Borko, Liston, & Whitcomb, 2007; Shiveley & Misco, 2010). Although NCATE and the Teacher Education Accreditation Council (TEAC) consolidated into a new accrediting body, known as the Council for the Accreditation of Educator Preparation (CAEP), the emphasis of measuring preservice teacher dispositions still remains. Each college and university aspiring to attain accreditation from CAEP must develop a mechanism to assess two specific dispositions, but the rest is left up to the individual teacher education programs. The vagueness of exactly which dispositions to measure and the importance of each is the source of much research and debate (Borko, Liston, & Whitcomb, 2007; Johnston, Almerico, Henriott, & Sharpiro, 2011; Shiveley & Misco, 2010). The research conducted on teacher and preservice teacher dispositions is varied as well as the definition of dispositions (Baum & Swick, 2008; Dee & Henkin, 2002; Johnson et al., 2011; Vannatta & Fordham, 2004). According to Helm (2006), before reform movements in the late 1980s and early 1990s, the term “disposition” was rarely used in reference to education. Before the beginnings of educational reform, attitudinal surveys were used that focused on caring as being an attitude of good teachers (Helm, 2006). The importance of measuring teacher dispositions has increased since the introduction of these attitudinal surveys, as evidenced by the requirements of teacher accreditation agencies.

Measuring Teacher Dispositions

The discussion on teacher effectiveness has long been concentrated on topics such as teacher skills and knowledge; however, a third component that is vital to professional standards

is teacher dispositions (Thornton, 2006). Although the term “dispositions” is not new in the field of education, the use and debate over the use of dispositions peaked after the 2002 revision of National Council for the Accreditation of Teacher Education (NCATE) Standards (Shiveley & Misco, 2010). Teacher preparation accreditation agencies, such as the Council for the Accreditation of Educator Preparation (CAEP); associations, such as the Interstate New Teacher Assessment and Support Consortium (INTASC); standards for teaching, such as the National Board for Professional Teaching Standards (NBPTS); and content organizations mention and require the measurement of dispositions as necessary standards for teachers and preservice teachers (Johnston et al, 2011). Although dispositions have been embraced within the standards for NCATE, CAEP, INTASC, NBPTS, and other institutions, they remain a relatively neglected area of teacher education when compared to skills and knowledge of the content area and curriculum (Thornton, 2006).

Despite the significance of considering individual dispositions, historically there have been major issues in deciding which dispositions are relevant for the teaching profession (Unruh & McCord, 2010). This difficulty in determining relevant dispositions is, in part, a product of the generalized definitions provided by accreditation bodies and lack of operationally defined methods for measuring identified dispositions. For example, NCATE defined professional dispositions as,

“Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities... NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that

NCATE expects institutions to assess are fairness and the belief that all students can learn” (NCATE, 2008, p. 89-90).

New CAEP standards state that,

“Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. 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, June 2016, section 3.3).

In the new CAEP Accreditation Manual (2016), the glossary defines dispositions as: “The habits of professional action and moral commitments that underlie an educator’s performance” (p. 180).

Beyond the dispositions of fairness and the belief that all students can learn, teacher education programs are left to develop additional professional dispositions on their own, if they so desire. The committees who develop the additional dispositions use their intuition and common sense to create lists of dispositions that are best resembled by the Boy Scout pledge (i.e., trustworthy, loyal, helpful, friendly, courteous, kind, obedient, etc.) (Unruh & McCord, 2010). The research conducted on teacher and preservice teacher dispositions is diverse, as well as, the definition of dispositions.

Much valuable research has emerged since NCATE originally placed importance on the dispositions of teachers and preservice teachers in its 2002 and 2008 standards (Ignico & Gammon, 2010; Shiveley & Misco, 2010). Due to the 2002 and 2008 standards produced by NCATE, and the continued focus on similar standards required by CAEP, dispositions have developed into an important measure of teacher preparation and training. Many sources focus on

dispositions in the context of teacher preparation as traits, attitudes, beliefs, or values. These sources attempt to validate indicators of good dispositions like “demonstrates a professional attitude,” “values diversity,” “open-minded thinking,” “readiness to learn,” “possesses moral sensibilities,” and “critical thinking or problem solving ability” (Elik, Wiener, & Corkum, 2010; Johnston et al., 2011; Schussler & Knarr, 2013; Temel, 2014). These general measures of professional dispositions can only be assessed indirectly and subjectively. However, some universities have attempted to create assessment tools to measure dispositions, since a universal assessment tool does not currently exist.

For example, Taylor and Wasicsko (2000) developed an assessment tool to measure dispositions, which has been used at Eastern Kentucky University. With this tool, teacher dispositions are assessed indirectly, through observable behavior (Taylor & Wasicsko, 2000). Additionally, the University of Memphis has used the Early Childhood Education and Behaviors Checklist to assess dispositions, which was developed by Rike and Sharp (2008). Further, Arkansas State University utilizes the Teacher Dispositions Form (Stewart & Davis, 2005). Each of these tools for measuring preservice teacher dispositions addresses various traits. For example, the assessment tool developed by Taylor and Wasicsko (2000) includes some the following dispositions: use of systematic instruction, high expectations of students and themselves, willingness to differentiate, self-efficacy, and flexibility. In contrast, the Early Childhood Education and Behaviors Checklist addresses some of the following dispositions: differentiation, passion and enthusiasm for teaching, fairness when dealing with students, appreciation of diversity, and integrity and honesty (Rike & Sharp, 2008). Finally, Arkansas’ Teacher Dispositions Form measures traits focused on responsibility, creativity, dependability, empathy, and professionalism (Stewart & Davis, 2005). According to Splitter (2010), many teacher

education programs measure dispositions through the use of interviews, recommendations, essays, personality assessments or a combination of these in order to screen individuals who are unsatisfactory.

Although some universities rely on formal assessment tools to measure preservice teacher dispositions, some universities choose to utilize more subjective measures for disposition ratings. In order to assure that teacher education programs are effectively screening education program candidates, an objective measure that operationally defines relevant dispositions should be utilized. According to Sockett (2009), personality assessments measure traits that directly influence dispositions. Within the field of personality psychology, personality traits have been precisely defined and can be measured directly and objectively. In the following section the major current theoretical model of personality will be presented.

The Five-Factor Theory of Personality

For the layperson, personality is defined by terms such as genial, outgoing, punctual, hot-tempered, and high strung. These terms are basic ways that individuals have learned to classify and understand themselves and others around them. A theory of personality must be able to explain the phenomena that these terms refer to and the way that these terms are used in daily life. The five-factor model of personality provides a framework and terminology not only to guide personality research, but also a common language between psychologists and laypersons. The five-factor model functions as a common set of concepts, vocabulary, and structure that serve as a foundation for the five-factor theory of personality. This model of personality functions as a set of classifications and concepts much like the periodic table of elements functions for chemists and biologists (Cooper, Carpenter, Reiner, & McCord, 2014).

The five-factor theory of personality has been one of the most important advances in psychology in the past 50 years (Marsh et al., 2010; McCrae, 2011). The five-factor theory of personality is based on the premise that there are five broad personality traits of which individuals possess qualities (Digman, 1990). Digman (1996) provides a history of the five-factor model of personality, which describes two independent lines of research converging into one broad theory around 1980. According to the history presented by Digman (1996), the first line of research is based on Cattell's original work in the 1930s and 1940s (Cattell, 1933; Cattell, 1944; Cattell, 1947; Cattell, 1948). Cattell used what is now known as the lexical approach, to explore the language referents of personality traits. Cattell's theory included 16 personality factors that essentially yield the "Big Five" personality traits as described by the five-factor theory of personality.

The second line of research began in the 1970s that led Costa and McCrae (1985) to analyze a set of comprehensive personality questionnaires used throughout the modern history of psychology. They were able to locate common personality factors, and ultimately define a set of five broad personality traits that were similar to the lexical traits described by Cattell (Cooper et al., 2011). These comprehensive traits found by Costa and McCrae are described as being "bipolar" in the sense that they range as having a high or low value in the populations, with a convergence around a mean, resembling a Gaussian distribution (Cooper et al., 2011). The five broad personality traits are best understood as domains. Common labels for the five broad domains are Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. These empirically-based traits encompass the entirety of an individual's personality. Each of these five personalities has six narrow, more precise facets that are positively correlated

to the factor in which they belong (Cloninger, 2004). See Table 1 for a concise presentation of the five broad domains and the 30 narrow facets.

The five-factor theory of personality postulates that an individual's personality remains relatively stable throughout life because personality is intrinsic. Because of its intrinsic nature, personality traits are not likely to be a product of an individual's environment. Instead, the environment is a mediator for how an individual's personality traits are expressed. Due to the theory that personality remains stable over time and does not change as a result of the environment, it is reasonable to believe that an individual's personality is suited for a particular occupation. For example, if a teacher ranks low on Conscientiousness and expresses behaviors of carelessness, laziness, and unreliability, it is highly unlikely that his personality will change regardless of experience (McCrae et al., 2000). However, Diez (2007) suggests that individuals who possess unfavorable personality traits can be coached in the development of dispositions. Alternatively, an individual who ranks high on Extraversion might need guidance in how to engage in reflection of their practices. In both of these cases, having the ability to reveal a teacher's personality traits grants the preservice teacher consciousness of their strengths and weaknesses and provides training institutions with a basis for differentiating their program's training. As such, it is of high importance that colleges and universities have a method of assessing dispositions as personality traits in order to address each preservice teacher's need for improvement.

The following paragraphs address each of the "Big Five" domains and the six narrow facets composing each of the domains in detail.

Five Factor Model	Low	High
Extraversion	Reserved, sober, aloof, retiring	Sociable, active, talkative, optimistic
E1: Friendliness	Formal, reserved, distant	Likes people, close attachments
E2: Gregariousness	Loners	Enjoys company of others
E3: Assertiveness	Keeps in the background	Dominant, forceful, ascendant
E4: Activity Level	Leisurely, relaxed in tempo	Rapid tempo, vigorous, busy
E5: Excitement-seeking	Low need for thrills	Craves excitement and stimulation
E6: Cheerfulness	Less exuberant	Cheerful and optimistic
Agreeableness	Cynical, rude, uncooperative	Trusting, helpful, good-natured
A1: Trust	Skeptical, suspicious	Believes others are honest
A2: Morality	Willing to manipulate, lie	Frank, sincere, genuine
A3: Altruism	Self-centered	Generous, concerned for others
A4: Cooperation	Aggressive, competitive	Defers to others, cooperates
A5: Modesty	Arrogant, conceited	Humble, self-effacing
A6: Sympathy	Hard-hearted, realistic	Tender-minded
Conscientiousness	Careless, lazy, unreliable	Organized, reliable, hard-working
C1: Self-efficacy	Low opinion of abilities, inept	Feel well prepared, competent
C2: Orderliness	Disorganized	Neat, tidy, organized
C3: Dutifulness	Casual conscience and morality	Strictly ethical and principled
C4: Achievement-striving	Lackadaisical, not driven	High aspirations and drive
C5: Self-discipline	Tends to procrastinate, quitters	Self-motivated to get job done
C6: Cautiousness	Hasty, snap decisions	Cautious and deliberate
Neuroticism	Calm, relaxed, unemotional	Worrying, nervous, emotional
N1: Anxiety	Calm, relaxed	Fearful, apprehensive, worrying
N2: Anger	Easygoing, slow to anger	Ready to experience anger
N3: Depression	Rarely experiences depression	Prone to guilt, sadness, dejection
N4: Self-consciousness	Undisturbed by awkward situations	Sensitive to ridicule
N5: Impulsiveness	High tolerance for frustration	Desires are irresistible
N6: Vulnerability	Good coping	Unable to cope with stress
Openness to Experience	Conventional, inartistic	Curious, broad interests
O1: Imagination	Prosaic, keeps mind on task at hand	Vivid imagination, active fantasy life
O2: Artistic Interests	Uninterested in art and beauty	Deep appreciation for art, poetry
O3: Emotionality	Blunted affect, low value for feelings	Experience deep, intense feelings
O4: Adventurousness	Prefer routine	Prefer novelty and variety
O5: Intellect	Narrow focus, low curiosity	Enjoy philosophical arguments
O6: Liberalism	Accepts rules, tradition, conservative	Ready to re-examine values

Extraversion

The broad personality domain of Extraversion describes the trait that is characterized by the interest, or lack thereof, in interpersonal interactions. Extraversion also encompasses an individual's level of activity, excitement-seeking, and optimism. The six facets of Extraversion include an individual's friendliness, gregariousness, assertiveness, activity level, excitement-seeking, and cheerfulness. Friendliness measures an individual's tendency to like people or close

attachments or to be reserved. An individual high in gregariousness enjoys the company of others, while an individual low in gregariousness would tend to be a loner. An individual who is high in assertiveness would be dominant and forceful in social situations, while someone low in assertiveness would be more passive and keep to the background. Activity level refers to an individual's tempo in life. An individual with a high activity level would keep busy, while an individual low in activity level would be more at leisure. Excitement seeking addresses an individual's need for thrills, excitement, and stimulation. An individual high in cheerfulness is genial and optimistic, while an individual low in cheerfulness tends to be more pessimistic and less exuberant (Costa & McCrae, 1995).

Agreeableness

Agreeableness describes the personality trait that is characterized by an individual's proclivity toward either uncooperativeness or helpfulness. The six facets of Agreeableness include an individual's ability to trust others, morality, altruism, cooperation, modesty, and sympathy. Those low in trust tend to be skeptical and suspicious of others, while those high in trust believe in the honesty of others. Morality measures an individual's tendency toward being genuine or manipulative. An individual high in altruism is generous and concerned for the well-being of others. An individual low in altruism is self-centered. Cooperation measures an individual's ability to work with others. Those high in cooperation defer to others, while those low in cooperation are aggressive and competitive. Modesty measures an individual's tendency toward humility. An individual who is high in modesty is humble and self-effacing, while an individual who is low in modesty is arrogant and conceited. Sympathy measures an individual's ability to relate to other's struggles. An individual who is high in sympathy is compassionate and

tender-minded, while those low in sympathy are hard-hearted, realistic, and less inclined to relate to other's struggles (Costa & McCrae, 1995).

Conscientiousness

The broad personality domain of Conscientiousness describes the trait that is characterized by an individual's motivation, dependability, and organization. The six facets of Conscientiousness also include an individual's self-efficacy, orderliness, dutifulness, strive for achievement, self-discipline, and cautiousness. Self-efficacy measures an individual's competency. An individual high in self-efficacy typically feels well prepared and competent. An individual low in self-efficacy typically has a low opinion of his or her abilities and feels inept. Those high in orderliness value their ability to be neat and tidy. Those low in orderliness are disorganized. Dutifulness measures an individual's dependability. Individuals high in dutifulness tend to be strictly ethical and principled. Individuals low in dutifulness have a casual conscience and morality. Achievement-striving individuals have high aspirations and drive. Individuals low in striving for achievement are not as driven and can be lackadaisical. Individuals high in self-discipline are self-motivated to get the job done while individuals low in self-discipline tend to procrastinate or quit. Cautiousness refers to an individual's ability to think or deliberate before he or she acts. Those high in cautiousness are insightful into their actions and do not act irrationally or without thought. Those low in cautiousness tend to make hasty, snap decisions (Costa & McCrae, 1995).

Neuroticism

Neuroticism describes individuals who are plagued by insecurity and anxiety, and lack emotional regulation. The six facets of Neuroticism are anxiety, anger, depression, self-consciousness, impulsiveness, and vulnerability. Individuals who are high in anxiety are fearful,

apprehensive, and worry a lot. However, individuals who are low in anxiety are calm and relaxed. Individuals who score high in anger are ready to experience anger, quick-tempered, and tend to over-react to frustrations, while those scoring low in anger are more easygoing and not hostile toward others. Depressed individuals are prone to guilt, sadness, and dejection. Those who are low in depression are more satisfied with their lives. The self-consciousness facet measures an individual's security with themselves. An individual high in self-consciousness is sensitive to ridicule and is insecure. An individual low in self-consciousness is undisturbed by awkward situations and is generally satisfied with themselves. Impulsiveness measures an individual's ability to make decisions either without being hindered by his or her impulses or whims. An individual who is high in impulsiveness finds desires to be irresistible. Individuals who are low in impulsiveness have a high tolerance and are not easily swayed by whims. Vulnerability measures an individual's ability to cope with stress, or not. An individual who is high in vulnerability is more likely to be unable to cope with stress while an individual who is low in vulnerability has better coping skills (Costa & McCrae, 1995).

Openness to Experience

The broad personality domain of Openness to Experience describes the trait that is characterized by an individual's acceptance of novel experiences. The six facets of Openness to Experience include imagination, artistic interests, emotionality, adventurousness, intellect, and liberalism. An individual who is high in imagination has a vivid imagination and an active fantasy life. An individual who is low in imagination is prosaic and keeps his or her mind on the task at hand. Artistic interests measure an individual's proclivity to the fine and performing arts. An individual who is high in artistic interests can be said to have a deep appreciation for subjects such as art and poetry. An individual who is low in artistic interests is uninterested in art and

beauty. The emotionality facet measures how in-touch an individual is with his or her emotions. An individual high in emotionality is able to experience and recall deep and intense feelings. An individual who is low in emotionality has a low value for feelings and a blunted affect. An individual who is high in adventurousness tends to prefer novelty and variety in his or her life, while an individual who is low in adventurousness prefers to have a routine and is generally uninterested in experiencing new things. Intellect measures an individual's openness to novel ideas and theories. Individuals high in intellect enjoy philosophical arguments and theories and learning. Individuals who are low in intellect have a narrow philosophical focus and low curiosity. The liberalism facet measures the individual's likelihood to conform to societal norms. Those who are high in liberalism are ready and willing to re-examine the values and beliefs that they hold. Individuals who are low in liberalism are typically conservative and accept arguments of authority and tradition (Costa & McCrae, 1995).

The Five-Factor Model and Job Performance

In the past 50 years, a number of researchers have investigated the validity of measures of personality as determinates for the selection of personnel (Barrick & Mount, 1991). The conclusion of those studies indicated that the validity of using personality as a predictor for job performance is low (Ghiselli, 1973; Reilly & Chao, 1982; Schmitt, Gooding, Noe, & Kirsch, 1984). However, when these studies were conducted, there was not an accepted systematization for classifying personality traits (Barrick & Mount, 1991).

The five-factor model is not only a valid and reliable source of measuring personality, but it may also be a predictor of job performance. Many studies have found correlations between the five-factor model of personality and job performance. Studies and meta-analyses conducted by Barrick and Mount (1991; 2005) and Barrick, Mount, and Judge (2001) have identified research

specifically focusing on utilizing five-factor model traits to predict job performance. Specifically, Barrick et al. (2001) used Extraversion, Agreeableness, and Openness to Experience to predict job performance in specific niches. For example, Extraversion was found to be related to job performance when the job required interacting with others in a manner that influences others in order to obtain power and social status such as management and sales jobs. Agreeableness was found to be an important predictor in jobs with significant interpersonal interactions that involve helping and cooperating with others (Barrick et al., 2001). Barrick, Stewart, Neubert, and Mount (1998) postulated that Agreeableness may be the best personality predictor because those who are low in Agreeableness are more likely to be uncooperative, intolerant, and engage in counterproductive behaviors. Conscientiousness and Emotional Stability have been shown to generalize in the prediction of an individual's overall performance (Barrick & Mount, 2005). Openness to Experience was found to be related to adapting to change and creativity (George & Zhou, 2001). As such, personality assessment has been shown as a useful predictor of job effectiveness (Barrick et al., 2001; Barrick & Mount, 1991; Barrick & Mount, 2005; Mount, Barrick, & Stewart, 1998).

Personality Traits as Dispositions

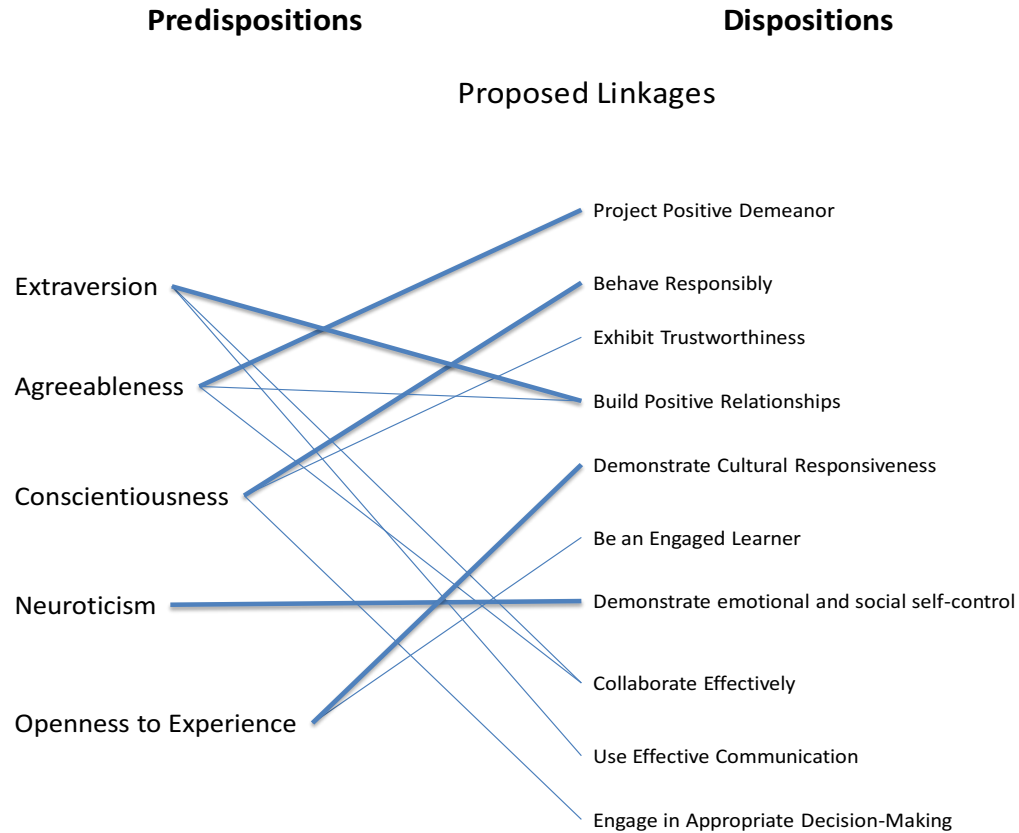
Villegas (2007) defined dispositions as, “tendencies for individuals to act in a particular manner under particular circumstances, based on their beliefs” (p. 373). Additional researchers define dispositions as the tendency to act in a mindful manner through conscious and voluntary goal-directed behavior (Katz, 1995). Other researchers focus on specific behaviors as reflections of dispositions. For example, believing all children can learn, participating in open-minded thinking, reflecting on instructional decisions, and readiness to learn are factors that some researchers believe that all teachers should possess (Elik et al., 2010; Giovannelli, 2003; Katz,

Hindin, Muller, May, & McFadden, 2008). According to some researchers, these dispositions may be better understood as expressions of personality traits (Daemon, 2007; Sockett, 2009).

For example, Daemon (2007) described personality as an integration of “all of our ideas, abilities, habits, motives, virtues, vices, attitudes, traits, and dispositions.” Daemon (2007) also identifies that the role of dispositions influences the expression of personality components. Therefore, Daemon (2007) indicates that dispositions are conceptually traits or characteristics that dispose individuals to make certain choices. Similar to Daemon (2007), Sockett (2009) also postulates that dispositions can be understood as personality traits. Furthermore, Sockett (2009) indicates that measuring and understanding an individual’s dispositions grants the ability to predict their behavior. Additionally, Sockett (2009) indicated that “attributions of all personality traits are predictive and empirically testable once criteria are established.” As such, assessment of personality is a valuable tool for determining personality traits and certain dispositions.

Not only have personality assessments been used as a predictor of job effectiveness, but the utility of personality assessment may be used to screen preservice teachers for potential problematic dispositions. Personality assessments measure traits that teacher education programs may believe are necessary for their candidates to possess according to Damon (2007) and Sockett (2009). Below is a 2-level dispositional model that serves as a structure for ongoing research and program development at Western Carolina University. This model was produced by the task force on dispositions at Western Carolina University. The left column includes the broad personality domains of the five-factor model. The right column presents the list of rationally-derived dispositions that guide Western Carolina University’s teacher education program. What remains to be determined are the empirical linkages between the five-factor personality traits and the designated dispositions, and between each of these predictor sets and the actual outcomes.

Figure 1: Proposed linkages between personality domains and dispositions



Statement of the Problem

The relationship between personality and job performance has been a frequently studied topic during the past century (Barrick et al., 2001). In this study, we build on the emerging literature of the five-factor model of personality and argue that personality characteristics can provide aid in comprehension when attempting to understand and predict the effectiveness of job performance. However, there has been little research completely focused on the dispositions of teachers and other school personnel. The purpose of this study is to investigate the relationships between personality traits and teacher outcomes during internship. Based on a review of the

literature, the purpose of this study is to produce three correlational matrices to determine: (1) the relationships between disposition ratings and performance ratings for preservice teachers enrolled in internship, (2) the relationships between the five-factor model of personality and performance ratings, and (3) the relationships between the five-factor model of personality and disposition ratings.

Hypotheses

Hypothesis 1: Personality traits will be correlated with dispositions ratings collected from Cooperating Teacher ratings of preservice teachers. The dispositions used in this study are a comprehensive list of rationally-derived ratings that guide Western Carolina University's teacher education program. Western Carolina University is a rural public university located in the southeast. The following list contains the 10 dispositions measured by Western Carolina University: projects positive demeanor, behave responsibly, exhibit trustworthiness, build positive relationships, demonstrate cultural responsiveness, be an engaged learner, demonstrate emotional and social self-control, collaborate effectively, use effective communication, and engage in appropriate decision-making.

Hypothesis 1a: The personality trait Extraversion will be significantly and positively correlated with the disposition Builds Positive Relationships. Hypothesis 1b: The personality trait Agreeableness will be significantly and positively correlated with the disposition Projects Positive Demeanor. Hypothesis 1c: The personality trait Conscientiousness will be significantly and positively correlated with the disposition Behave Responsibly. Hypothesis 1d: The personality trait Openness to Experience will be significantly and positively correlated with the disposition Demonstrate Cultural Responsiveness.

Hypothesis 2: Personality traits will be correlated with performance ratings, as measured by preservice teacher scores on edTPA. Hypothesis 2a: Based on previous findings in similar populations (Barrick & Mount, 1991), Extraversion will be positively correlated with edTPA measures for instructing and engaging students in learning. Hypothesis 2b: Conscientiousness will be positively correlated with edTPA measures for planning for instruction and assessment and assessing student learning. Hypothesis 2c: Openness to Experience will be positively correlated with edTPA measures for planning for instruction and assessment and instructing and engaging students in learning. Hypothesis 2d: Neuroticism will be negatively correlated with edTPA measures for instructing and engaging students in learning.

Hypothesis 3: Performance ratings will be correlated with disposition ratings. Hypothesis 3a: Planning for instruction and assessment will be positively correlated with demonstrate cultural responsiveness, be an engaged learner, and engage in appropriate decision-making. Hypothesis 3b: Instruction and engaging students in learning will be positively correlated with projects positive demeanor, demonstrate cultural responsiveness, use effective communication, and engage in appropriate decision-making. Hypothesis 3c: Assessing student learning will be positively correlated with be an engaged learner and engage in appropriate decision-making.

CHAPTER THREE: METHOD

Subjects

The target group for this study was preservice teachers who were enrolled in an Intern II course at Western Carolina University since 2013. Archival data was retrieved by the Director of Assessment and Technology, Dr. Lee Nickles, from data maintained by the College of Education and Allied Professions at Western Carolina University. This data included demographic information (i.e., ethnicity and gender), personality scores collected from M5-120 administration, disposition ratings from the Cooperating Teacher, and edTPA scores. Of note, no identifiable information was contained in the data retrieved from the archive. Subjects in this study included 594 Western Carolina University preservice teachers. Subjects included 459 females and 135 males.

Measures

The College of Education and Allied Professions at Western Carolina University requires preservice teachers to take a personality questionnaire, the M5-120. Preservice teachers are also measured through a disposition rating and a performance rating throughout their formal training.

The M5-120 personality questionnaire is constructed from the five-factor theory of personality. The 120-item questionnaire is designed to measure the five broad domains of personality: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experiences. The items also measure the six narrow facets that comprise each broad domain. Items on the M5-120 are scored on a 5-point Likert scale ranging from 1 (Inaccurate) to 5 (Accurate). The M5-120 has exhibited good item reliability, validity, and trait reliability ranging from .76 to .87 (Goldberg, 1999; Goldberg et al., 2006; Johnson, 2005). Of note, the “Big Five”

personality domains are an average score for all of the questions that apply to that factor.

Additionally, all reverse questions on the M5-120 were reversed prior to retrieving the archival data, so the correct mean for analysis was available.

Each of the preservice teachers are also assessed through three disposition ratings completed during their formal training. Out of the three disposition ratings, the final rating was utilized because it was completed by the Cooperating Teacher during the Intern II course. Typically, preservice teachers completed the Internship II course during their final semester in the education program. According to the Western Carolina University Internship/Student Teaching Handbook, cooperating teachers function as a mentor for the preservice teacher in planning lessons, implementing and assessing lessons, managing the classroom, managing paperwork, and in professionalism. This study focuses on the last performance rating because it is understood to be the culmination of the preservice teacher's development throughout this or her experience in the classroom.

Of note, the disposition rating contains 10 items, or dispositions, that each preservice teacher is ranked on a scale from 1 (Below Standard) to 5 (Above Standard). The 10 dispositions that Western Carolina University has selected to measure are: projects a positive demeanor, behaves responsibly, exhibits trustworthiness, builds positive interpersonal relationships, demonstrates cultural responsiveness, is an engaged learner, demonstrates emotional and social self-control, collaborates effectively, uses effective communication, and engages in appropriate decision-making. Each of the dispositions are scored on a 5-point Likert scale. The ratings of 1 (Below Standard), 3 (At Standard), and 5 (Above Standard) contain a list of guiding principles or behaviors that the preservice teacher displays. For example, if a preservice teacher earns a rating of 1 (Below Standards) in projecting a positive demeanor, they are described as demonstrating a

low level of enthusiasm and generally negative attitude, expressing pessimism most of the time, using negative language often, disagreeing with others often, and frequently unpleasant and unfriendly. In contrast, if a preservice teacher earns a rating of 5 (Above Standards) in projecting a positive demeanor, they are described as demonstrating a high level of enthusiasm and generally positive attitude, expressing optimism consistently, using positive language often, agreeable with others often, and frequently pleasant and friendly with others. For a comprehensive rubric with ratings for each disposition, see Appendix C.

Additionally, every preservice teacher has to complete a portfolio designed to demonstrate their readiness to perform in a teaching profession (Bastian, Henry, Pan, & Lys, 2015). This portfolio, known as edTPA, is based on a timeframe of three to five days of instruction during the internship experience, utilizes video recordings of instruction, lesson plans, student work samples, and preservice teachers' reflection to examine their ability to effectively plan for instruction, instruct students in their content area, and reflect on and analyze evidence of the effects of instruction on student learning (Bastian et al., 2015). These portfolios are scored by a local, certified rater. Occasionally, another certified rater will score the portfolios to check inter-rater reliability. Subscales on the edTPA are scored on a 5-point Likert scale ranging from Level 1 (Not ready to teach) to Level 5 (Highly accomplished).

Each of the three domains is composed of five rubrics related to teaching practice. Planning for instruction and assessment contains the following rubrics: planning for content understanding, planning to support varied student learning needs, using knowledge of students to inform teaching and learning, identifying and supporting language demands, and planning assessments to monitor and support student learning. Instructing and engaging students in learning contains the following rubrics: learning environment, engaging students in learning,

deepening student learning, subject-specific pedagogy, and analyzing teaching effectiveness. Assessing student learning contains the following rubrics: analysis of student learning, providing feedback to guide learning, student use of feedback, analyzing students' language use and content learning, and using assessment to inform instruction. Of note, for each of the edTPA domains, scores were averaged across the five rubrics to produce an overall domain score that is understood as a comprehensive measure for the domain.

Data and Methods

The research design of this study was quasi-experimental and correlational as it studied the relationships between five-factor model personality traits and disposition ratings, five-factor model personality traits and performance ratings, and disposition ratings and performance ratings.

Archival data was retrieved by the Director of Assessment and Technology, Dr. Lee Nickles, from institutional data maintained by the College of Education and Allied Professions at Western Carolina University. This data included demographic information (i.e., ethnicity and gender), personality scores collected from M5-120 administration, disposition ratings from the Cooperating Teacher, and edTPA scores. The data was generated in an Excel spreadsheet and each of the variables were labelled prior to conducting data analysis. Of note, all questions across each domain were reversed prior to retrieving the archival data, so the correct means for analysis were already produced.

Data from Microsoft Excel was transferred to International Business Machines' Statistical Package for the Social Science Program for data analysis. Descriptive statistics were produced to describe the subjects in the study. The subjects represent the population of preservice teachers enrolled at Western Carolina University from Fall 2013 through Spring 2016.

To analyze the data, three correlation matrices were produced comparing the relationships between five-factor model personality traits and disposition ratings, five-factor model personality traits and performance ratings, and disposition ratings and performance ratings. Three Spearman's rank-order correlational matrices were run to determine each of the hypothesized relationships, since the data was ordinal in nature. When running the correlation matrices, missing data were deleted pairwise to maximize all data available.

Results

Personality and Dispositions

A Spearman's rank-order correlation matrix was run to determine the relationship between M5-120 personality ratings and disposition ratings collected from Cooperating Teacher ratings of preservice teachers. Specifically, a Spearman's rank-order correlation was run to determine the relationship between Extraversion and the disposition Builds Positive Relationships. There was a weak, negative correlation between Extraversion and Builds Positive Relationships, which was non-significant relative to the standard alpha level of .05 [$r_s = -.035$, $N=299$, $p=.551$]. Additionally, a Spearman's rank-order correlation was run to determine the relationship between Agreeableness and the disposition Projects Positive Demeanor. There was a weak, positive correlation between Agreeableness and Projects Positive Demeanor, which was significant relative to the standard alpha level of .05 [$r_s = .122$, $N=299$, $p=.034$]. A Spearman's rank-order correlation was run to determine the relationship between Conscientiousness and the disposition Behave Responsibly. There was a weak, positive correlation between Conscientiousness and Behave Responsibly, which was significant relative to the standard alpha level of .05 [$r_s = .198$, $N=299$, $p=.001$]. A Spearman's rank-order correlation was run to determine the relationship between Openness to Experience and the disposition Demonstrate Cultural

Responsiveness. There was a weak, negative correlation between Openness to Experience and Demonstrate Cultural Responsiveness, which was non-significant relative to the standard alpha level of .05 [$r_s = -.015$, $N = 299$, $p = .794$].

Additional Spearman's rank-order correlations were produced for the relations between each variable. Overall, all correlations found between "Big Five" personality domains and disposition ratings were weak (i.e., $r_s < .29$). Of note, the relationships between Agreeableness and the dispositions Behave Responsibly, Use Effective Communication, and Engage in Appropriate Decision-Making were all significant at the standard alpha level of .05. Additionally, the relationships between Conscientiousness and the dispositions Exhibit Trustworthiness and Use Effective Communication were both significant at the standard alpha level of .05. Finally, the relationship between Openness to Experience and the disposition Exhibit Trustworthiness was significant at the standard alpha level .05. Table 2 summarizes the results obtained.

Table 2: Correlation matrix for personality domains and dispositions

		Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness
Projects Positive Demeanor	Spearman's rho	-.025	.122*	.021	-.015	-.022
	Sig. (2-tailed)	.671	.034	.720	.802	.700
	N	299	299	299	299	299
Behave Responsibly	Spearman's rho	-.091	.183**	.198**	.006	-.082
	Sig. (2-tailed)	.116	.001	.001	.920	.159
	N	299	299	299	299	299
Exhibit Trustworthiness	Spearman's rho	-.043	.072	.143*	.033	-.129*
	Sig. (2-tailed)	.457	.216	.013	.570	.025
	N	299	299	299	299	299
Build Positive Relationships	Spearman's rho	-.035	.108	.031	.040	.005
	Sig. (2-tailed)	.551	.063	.597	.493	.927
	N	299	299	299	299	299
Cultural Responsiveness	Spearman's rho	-.020	.088	.073	-.020	-.015
	Sig. (2-tailed)	.732	.130	.208	.730	.794
	N	299	299	299	299	299
Engaged Learner	Spearman's rho	-.027	.099	.098	.016	-.054
	Sig. (2-tailed)	.645	.087	.092	.782	.349
	N	299	299	299	299	299
Emotional & Social Control	Spearman's rho	-.093	.100	.063	.012	-.068
	Sig. (2-tailed)	.107	.084	.274	.840	.242
	N	299	299	299	299	299
Collaborate Effectively	Spearman's rho	-.020	.093	.079	-.035	-.036
	Sig. (2-tailed)	.732	.107	.172	.551	.538
	N	299	299	299	299	299
Effective Communication	Spearman's rho	-.065	.170**	.129*	.016	-.018
	Sig. (2-tailed)	.262	.003	.026	.777	.758
	N	299	299	299	299	299
Appropriate Decision-Making	Spearman's rho	-.042	.116*	.089	.017	-.067
	Sig. (2-tailed)	.471	.045	.124	.768	.251
	N	299	299	299	299	299

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

Personality and Performance

A Spearman's rank-order correlation matrix was run to determine the relationship between M5-120 personality ratings and performance ratings, as measured by scores on edTPA. Specifically, a Spearman's rank-order correlation was run to determine the relationship between Extraversion and performance across the edTPA domain Instructing and Engaging Students in Learning. There was a weak, negative correlation between Extraversion and Instructing and Engaging Students in Learning, which was significant at the alpha .05 level [$r_s = -.132$, $N = 274$,

$p=.029$]. Additionally, Spearman's rank-order correlations were run to determine the relationship between Conscientiousness and the edTPA domains Planning for Instruction and Assessment and Assessing Student Learning. There was a weak, positive correlation between Conscientiousness and Planning for Instruction and Assessment, which was significant relative alpha level .05 [$r_s=.132$, $N=274$, $p=.030$]. The relationship between Conscientiousness and Assessing Student Learning was also weak and positive. In contrast, the correlation between Conscientiousness and Assessing Student Learning was non-significant. Spearman's rank-order correlations were run to determine the relationship between Openness to Experience and Planning for Instruction and Assessment and Instructing and Engaging Students in Learning. The relationship between Openness to Experience and Planning for Instruction and Assessment was weak, positive, and non-significant [$r_s=.054$, $N=274$, $p=.369$]. The relationship between Openness to Experience and Instructing and Engaging Students in Learning was weak, negative, and non-significant [$r_s=-.061$, $N=274$, $p=.314$]. Finally, a Spearman's rank-order correlation was run to determine the relationship between Neuroticism and Instructing and Engaging Students in Learning. There was a weak, positive correlation between Neuroticism and Instructing and Engaging Students in Learning, which was significant relative to the alpha level .05 [$r_s=.139$, $N=274$, $p=.021$].

Additional Spearman's rank-order correlations were produced for the relationships between each variable. Overall, all correlations found between "Big Five" personality domains and edTPA performance ratings were weak (i.e., $r_s<.29$). Of note, the relationship between Agreeableness and Planning for Instruction and Assessment was significant at the alpha level .05. Table 3 summarizes the results obtained.

Table 3: Correlation matrix for personality domains and edTPA ratings

	Statistics	edTPA Planning Domain	edTPA Implementation Domain	edTPA Reflection Domain
Extraversion	Spearman's rho	-.085	-.132*	-.079
	Sig. (2-tailed)	.161	.029	.191
	N	274	274	272
Agreeableness	Spearman's rho	.153*	-.039	.052
	Sig. (2-tailed)	.011	.524	.395
	N	274	274	272
Conscientiousness	Spearman's rho	.132*	.025	.065
	Sig. (2-tailed)	.030	.684	.283
	N	274	274	272
Neuroticism	Spearman's rho	.000	.139*	.089
	Sig. (2-tailed)	.998	.021	.144
	N	274	274	272
Openness to Experience	Spearman's rho	.054	-.061	-.044
	Sig. (2-tailed)	.369	.314	.470
	N	274	274	272

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

Performance and Dispositions

A Spearman’s rank-order correlation matrix was run to assess the relationship between performance ratings, as measured by scores on edTPA, and disposition ratings collected from Cooperating Teacher ratings of preservice teachers. Specifically, Spearman’s rank-order correlations were run to determine the relationships between the edTPA domain Planning for Assessment and Instruction and the dispositions Demonstrate Cultural Responsiveness, Be an Engaged Learner, and Engage in Appropriate Decision-Making. All of these relationships were weak, positive correlations, which were non-significant at the alpha .05 level. Additionally, Spearman’s rank-order correlations were run to determine the relationships between the edTPA domain Instructing and Engaging Students in Learning and the dispositions Projects Positive Demeanor, Demonstrate Cultural Responsiveness, Use Effective Communication, and Engage in Appropriate Decision-Making. Each of these relationships were defined by weak and positive correlations. Of note, the relationships between Engaging Students in Learning and the

dispositions Projects Positive Demeanor [$r_s=.209$, $N=200$, $p=.003$], Use Effective Communication [$r_s=.201$, $N=200$, $p=.004$], and Engage in Appropriate Decision-Making [$r_s=.147$, $N=200$, $p=.038$], were all significant at the alpha level .05. Finally, Spearman's rank-order correlations were run to determine the relationship between the edTPA domain Assessing Student Learning and the dispositions Be an Engaged Learner and Engage in Appropriate Decision-Making. The relationship between Assessing Student Learning and Be an Engaged Learner was weak, positive, and non-significant. Similarly, the relationship between Assessing Student Learning and Engage in Appropriate Decision-Making was weak, positive, and significant at the alpha .05 level.

Additional Spearman's rank-order correlations were produced for the relationships between each variable. Overall, all correlations found between edTPA performance ratings and disposition ratings were weak (i.e., $r_s<.29$). Of note, the relationships between Planning for Instruction and Assessment and the dispositions Projects Positive Demeanor, Behave Responsibly, and Use Effective Communication were all significant at the alpha .05 level. Similarly, the relationships between Instructing and Engaging Students in Learning and the dispositions Behave Responsibly, Exhibit Trustworthiness, Build Positive Relationships, Demonstrate Emotional and Social Self-Control, and Collaborate Effectively were all significant at the alpha .05 level. Finally, the relationships between Assessing Student Learning and the dispositions Projects Positive Demeanor, Behave Responsibly, Exhibit Trustworthiness, Collaborate Effectively, and Use Effective Communication were all significant at the alpha .05 level. Table 4 summarizes the results obtained.

Table 4: Correlation matrix for edTPA ratings and disposition ratings

		edTPA Planning Domain	edTPA Implementation Domain	edTPA Reflection Domain
Projects Positive Demeanor	Spearman's rho	.166*	.209**	.169*
	Sig. (2-tailed)	.018	.003	.017
	N	200	200	199
Behave Responsibly	Spearman's rho	.158*	.191**	.184**
	Sig. (2-tailed)	.025	.007	.009
	N	200	200	199
Exhibit Trustworthiness	Spearman's rho	.123	.151*	.168*
	Sig. (2-tailed)	.084	.032	.018
	N	200	200	199
Build Positive Relationships	Spearman's rho	.124	.183**	.112
	Sig. (2-tailed)	.081	.009	.116
	N	200	200	199
Cultural Responsiveness	Spearman's rho	.079	.113	.128
	Sig. (2-tailed)	.269	.111	.072
	N	200	200	199
Engaged Learner	Spearman's rho	.066	.134	.113
	Sig. (2-tailed)	.352	.059	.112
	N	200	200	199
Emotional & Social Control	Spearman's rho	.068	.167*	.126
	Sig. (2-tailed)	.338	.018	.077
	N	200	200	199
Collaborate Effectively	Spearman's rho	.108	.164*	.150*
	Sig. (2-tailed)	.128	.020	.034
	N	200	200	199
Effective Communication	Spearman's rho	.220**	.201**	.173*
	Sig. (2-tailed)	.002	.004	.015
	N	200	200	199
Appropriate Decision-Making	Spearman's rho	.120	.147*	.142*
	Sig. (2-tailed)	.090	.038	.045
	N	200	200	199

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

CHAPTER FOUR: DISCUSSION

The major objective of this study was to explore the relationships between personality traits, disposition ratings, and performance ratings of preservice teachers. This has been done by producing correlational matrices comparing each variable. The target group for this study was preservice teachers who were enrolled in an Internship II course at Western Carolina University from Fall 2013 through Spring 2016.

Personality and Dispositions

Based on research covered in the literature review, it was hypothesized that Extraversion would be significantly and positively correlated with the disposition Builds Positive Relationships. Additionally, the personality trait Agreeableness was hypothesized to be significantly and positively correlated with the disposition Projects Positive Demeanor. The personality trait Conscientiousness was hypothesized to be significantly and positively correlated with the disposition Behave Responsibly. Finally, the personality trait Openness to Experience was hypothesized to be significantly and positively correlated with the disposition Demonstrate Cultural Responsiveness.

The Spearman's rank-order correlation matrix concerning relationships between personality domains and disposition ratings indicated that all measured relationships are weak. The strongest correlation is $r_s = .198$ between Conscientiousness and the disposition Behave Responsibly. This correlation was in the direction hypothesized, but was not as strong as expected. Although this correlation was statistically significant at the alpha .05 level, it is not practically significant. Specifically, the coefficient of determination indicates that there is only 3.92 percent overlap between Conscientiousness and the disposition Behave Responsibly.

The relationships between Extraversion and the disposition Build Positive Relationships and between Openness to Experience and the disposition Demonstrate Cultural Responsiveness were found to be weak and negative, which was in the opposite direction as hypothesized. The relationship between Agreeableness and the disposition Projects Positive Demeanor was in the direction hypothesized, but was not as strong as expected.

Personality and Performance

Based on research and literature review, it was hypothesized that personality traits would be correlated with edTPA performance ratings. Based on previous findings in similar populations (Barrick & Mount, 1991), Extraversion was hypothesized to be positively correlated with edTPA measures for instructing and engaging students in learning. Additionally, it was hypothesized that Conscientiousness would be positively correlated with edTPA measures for planning for instruction and assessment and assessing student learning. Openness to Experience was hypothesized to be positively correlated with edTPA measures for planning for instruction and assessment and instructing and engaging students in learning. Finally, it was hypothesized that Neuroticism would be negatively correlated with edTPA measures for instructing and engaging students in learning.

Across the Spearman's rank-order correlation matrix concerning relationships between personality domains and performance ratings, all of the measured relationships are weak. The strongest correlation is $r_s=.153$ between Agreeableness and the edTPA domain Planning for Instruction and Assessment. Of note, this correlation was not one of the hypothesized relationships originally postulated in this study. Although this correlation was statistically significant at the alpha .05 level, it is not practically significant. Specifically, the coefficient of

determination indicates that there is only 2.34 percent overlap between Agreeableness and Planning for Instruction and Assessment.

The relationship between Extraversion and edTPA ratings for Instructing and Engaging Students in Learning was weak and negative, which is in the opposite direction as hypothesized. The relationships between Conscientiousness and the edTPA ratings for Planning for Instruction and Assessment and Assessing Student Learning were in the direction hypothesized, but were not as strong as expected. Additionally, the relationship between Openness to Experience and the edTPA rating for Planning for Instruction and Assessment was in the direction expected, but was not as strong as hypothesized. Further, the relationship between Openness to Experience and the edTPA rating for Instructing and Engaging Students in Learning was in the opposite direction and weaker than hypothesized. Finally, the relationship between Neuroticism and the edTPA rating for Instructing and Engaging Students in Learning was weak and in the opposite direction as hypothesized.

Performance and Dispositions

Finally, it was hypothesized that edTPA performance ratings would be correlated with disposition ratings gathered during an Internship II course during the final semester of the teacher training program. Specifically, it was hypothesized that planning for instruction and assessment would be positively correlated with the dispositions demonstrate cultural responsiveness, be an engaged learner, and engage in appropriate decision-making. Secondly, the edTPA domain of instruction and engaging students in learning was hypothesized to be positively correlated with the dispositions projects positive demeanor, demonstrate cultural responsiveness, use effective communication, and engage in appropriate decision-making. The final hypothesis postulated that the edTPA domain assessing student learning would be

positively correlated with dispositions of be an engaged learner and engage in appropriate decision-making.

The correlations between performance ratings and disposition rating reveal only weak relationships (i.e., $r_s < .29$). Although several measured relationships are statistically significant at the alpha .05 level, none of the measured relationships are practically significant.

Across the Spearman's rank-order correlation matrix concerning relationships between performance ratings and disposition ratings, all of the measured relationships are weak. The strongest correlation is $r_s = .220$ between edTPA's Planning for Instruction and Assessment and the Uses Effective Communication disposition. Of note, this correlation was not one of the hypothesized relationships originally postulated in this study. This significance is most likely inflated due to the sample size. Further, squaring this disposition to get the coefficient of determination, indicates that there is only 4.84 percent overlap between edTPA's Planning for Instruction and Assessment and Uses Effective Communication disposition. Although this relationship is statistically significant, it is not practically significant.

Across all of the hypothesized relationships between edTPA ratings and disposition ratings, all correlations were positive and in the expected direction. However, all of the correlations were weaker than hypothesized.

Overall Implications

Within each of the three individual constructs utilized in this study (i.e., edTPA ratings, disposition ratings, and five-factor personality domains), the subscales correlate appropriately and as expected. This indicates that convergent validity is established since the similar subscales correspond with one another within each of the constructs. Additionally, the correlations between the subscales for each of the measured constructs are not strong enough to suggest that they are

measuring different concepts. Thus, this study has indirectly contributed to the convergent validity of each of the three constructs measured (i.e., edTPA ratings, disposition ratings, and five-factor personality domains).

However, only weak correlational relationships exist between each of the three constructs. These weak relationships suggest that any of the three constructs would be a poor predictor of any of the other constructs. For example, utilizing the five-factor model of personality as a predictor of dispositions would be ineffective. Likewise, using the five-factor model of personality as a predictor of edTPA performance ratings would also be ineffective. Overall, the correlations do not indicate a significant association between the measured constructs. Specifically, if there is a relationship between personality factors, teacher performance, and preservice teacher dispositions, this data does not support that relationship.

Many of the correlations in this study were weak, but statistically significant. This indicates that relationships between variables where $p < .05$ are not due to chance. Although these associations are considered to be statistically significant, they are not practically relevant. That is, there are weak relationships between the variables, but the relationships are small enough that they do not reflect any “real world” application.

Limitations

The first, and most significant, limitation of this study is the restriction in generalizability from relationships identified in the study to relationships in the population. Specifically, the preservice teacher data was only collected from a single public university located in the southeast. Additionally, the archival data only included information from Fall 2013 through Spring 2016. Although this sampling maximizes internal validity, future studies should examine

data collected from multiple universities across various regions to provide a more accurate representation of the preservice teacher population.

Furthermore, when examining the archival data retrieved for this study, there were many gaps in the data collection. The gaps indicate that error occurred during data collection. It is possible that these gaps were the result of students being at different stages in their training when these measures were initiated, thus the ratings were not completed. Specifically, there was a surprising amount of missing data from the M5-120 personality assessment. Additional missing data from disposition ratings may be the result of Cooperating Teachers neglecting to submit these measures. Further research may wish to revisit this data set after additional years of data collection have occurred.

Additionally, this study focused on the method of rating preservice teacher dispositions utilized by a single rural, public university. A more sophisticated research design, therefore, would compare the relationships between personality ratings, measures of preservice teacher success, and different methods of measuring teacher dispositions. Additionally, a more sophisticated design would determine whether the effects of personality on preservice teacher performance vary by teacher training programs' definitions of dispositions and methods of measuring these dispositions.

Specifically, in regard to the measurement of dispositions, further research should look to explore the differences in assessment tools which rely on subjective ratings of dispositions versus tools which utilize operationally-defined or empirical measures to assess preservice teacher dispositions. This study's measure for preservice teacher dispositions utilized a subjective Likert-scale rating, which produced practically non-significant correlations. As such,

exploring the potential relationships between various assessment tools measuring preservice teacher dispositions utilized at other teacher training programs may provide further insight.

Despite these limitations, this study expands knowledge concerning the relationships between personality, dispositions, and preservice teacher success on an empirical level. Although the correlations between each of the variables in this study were weak and practically non-significant, it only reflects a limited sample of preservice teachers and a single, subjective measure of preservice teacher disposition. Hopefully, future research will progress to include a wider variety of preservice teachers to more accurately reflect the population, as well as, explore the various methods that universities utilize to measure preservice teacher dispositions.

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APPENDIX A: TABLES

Table 1: Domains and Facets of the Five Factor Model		
Five Factor Model	Low	High
Extraversion	Reserved, sober, aloof, retiring	Sociable, active, talkative, optimistic
E1: Friendliness	Formal, reserved, distant	Likes people, close attachments
E2: Gregariousness	Loners	Enjoys company of others
E3: Assertiveness	Keeps in the background	Dominant, forceful, ascendant
E4: Activity Level	Leisurely, relaxed in tempo	Rapid tempo, vigorous, busy
E5: Excitement-seeking	Low need for thrills	Craves excitement and stimulation
E6: Cheerfulness	Less exuberant	Cheerful and optimistic
Agreeableness	Cynical, rude, uncooperative	Trusting, helpful, good-natured
A1: Trust	Skeptical, suspicious	Believes others are honest
A2: Morality	Willing to manipulate, lie	Frank, sincere, genuine
A3: Altruism	Self-centered	Generous, concerned for others
A4: Cooperation	Aggressive, competitive	Defers to others, cooperates
A5: Modesty	Arrogant, conceited	Humble, self-effacing
A6: Sympathy	Hard-hearted, realistic	Tender-minded
Conscientiousness	Careless, lazy, unreliable	Organized, reliable, hard-working
C1: Self-efficacy	Low opinion of abilities, inept	Feel well prepared, competent
C2: Orderliness	Disorganized	Neat, tidy, organized
C3: Dutifulness	Casual conscience and morality	Strictly ethical and principled
C4: Achievement-striving	Lackadaisical, not driven	High aspirations and drive
C5: Self-discipline	Tends to procrastinate, quitters	Self-motivated to get job done
C6: Cautiousness	Hasty, snap decisions	Cautious and deliberate
Neuroticism	Calm, relaxed, unemotional	Worrying, nervous, emotional
N1: Anxiety	Calm, relaxed	Fearful, apprehensive, worrying
N2: Anger	Easygoing, slow to anger	Ready to experience anger
N3: Depression	Rarely experiences depression	Prone to guilt, sadness, dejection
N4: Self-consciousness	Undisturbed by awkward situations	Sensitive to ridicule
N5: Impulsiveness	High tolerance for frustration	Desires are irresistible
N6: Vulnerability	Good coping	Unable to cope with stress
Openness to Experience	Conventional, inartistic	Curious, broad interests
O1: Imagination	Prosaic, keeps mind on task at hand	Vivid imagination, active fantasy life
O2: Artistic Interests	Uninterested in art and beauty	Deep appreciation for art, poetry
O3: Emotionality	Blunted affect, low value for feelings	Experience deep, intense feelings
O4: Adventurousness	Prefer routine	Prefer novelty and variety
O5: Intellect	Narrow focus, low curiosity	Enjoy philosophical arguments
O6: Liberalism	Accepts rules, tradition, conservative	Ready to re-examine values

Table 2: Correlation matrix for personality domains and dispositions

		Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness
Projects Positive Demeanor	Spearman's rho	-.025	.122*	.021	-.015	-.022
	Sig. (2-tailed)	.671	.034	.720	.802	.700
	N	299	299	299	299	299
Behave Responsibly	Spearman's rho	-.091	.183**	.198**	.006	-.082
	Sig. (2-tailed)	.116	.001	.001	.920	.159
	N	299	299	299	299	299
Exhibit Trustworthiness	Spearman's rho	-.043	.072	.143*	.033	-.129*
	Sig. (2-tailed)	.457	.216	.013	.570	.025
	N	299	299	299	299	299
Build Positive Relationships	Spearman's rho	-.035	.108	.031	.040	.005
	Sig. (2-tailed)	.551	.063	.597	.493	.927
	N	299	299	299	299	299
Cultural Responsiveness	Spearman's rho	-.020	.088	.073	-.020	-.015
	Sig. (2-tailed)	.732	.130	.208	.730	.794
	N	299	299	299	299	299
Engaged Learner	Spearman's rho	-.027	.099	.098	.016	-.054
	Sig. (2-tailed)	.645	.087	.092	.782	.349
	N	299	299	299	299	299
Emotional & Social Control	Spearman's rho	-.093	.100	.063	.012	-.068
	Sig. (2-tailed)	.107	.084	.274	.840	.242
	N	299	299	299	299	299
Collaborate Effectively	Spearman's rho	-.020	.093	.079	-.035	-.036
	Sig. (2-tailed)	.732	.107	.172	.551	.538
	N	299	299	299	299	299
Effective Communication	Spearman's rho	-.065	.170**	.129*	.016	-.018
	Sig. (2-tailed)	.262	.003	.026	.777	.758
	N	299	299	299	299	299
Appropriate Decision-Making	Spearman's rho	-.042	.116*	.089	.017	-.067
	Sig. (2-tailed)	.471	.045	.124	.768	.251
	N	299	299	299	299	299

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3: Correlation matrix for personality domains and edTPA ratings

	Statistics	edTPA Planning Domain	edTPA Implementation Domain	edTPA Reflection Domain
Extraversion	Spearman's rho	-.085	-.132*	-.079
	Sig. (2-tailed)	.161	.029	.191
	N	274	274	272
Agreeableness	Spearman's rho	.153*	-.039	.052
	Sig. (2-tailed)	.011	.524	.395
	N	274	274	272
Conscientiousness	Spearman's rho	.132*	.025	.065
	Sig. (2-tailed)	.030	.684	.283
	N	274	274	272
Neuroticism	Spearman's rho	.000	.139*	.089
	Sig. (2-tailed)	.998	.021	.144
	N	274	274	272
Openness to Experience	Spearman's rho	.054	-.061	-.044
	Sig. (2-tailed)	.369	.314	.470
	N	274	274	272

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 4: Correlation matrix for edTPA ratings and disposition ratings

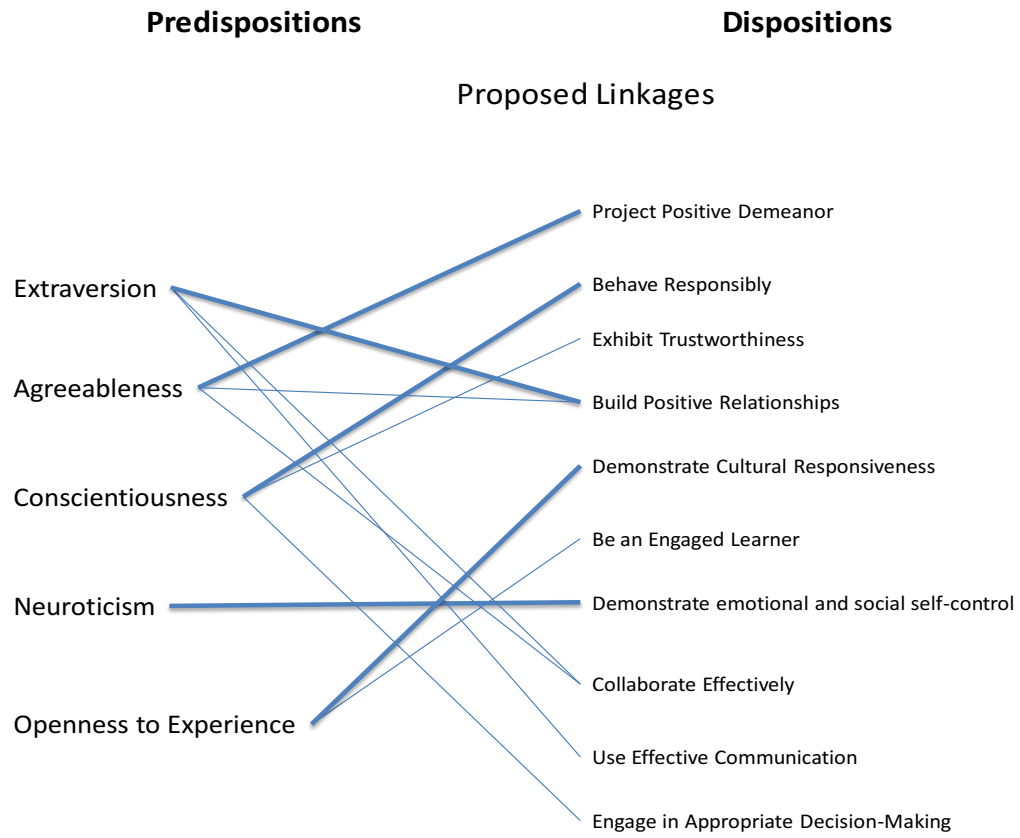
		edTPA Planning Domain	edTPA Implementation Domain	edTPA Reflection Domain
Projects Positive Demeanor	Spearman's rho	.166*	.209**	.169*
	Sig. (2-tailed)	.018	.003	.017
	N	200	200	199
Behave Responsibly	Spearman's rho	.158*	.191**	.184**
	Sig. (2-tailed)	.025	.007	.009
	N	200	200	199
Exhibit Trustworthiness	Spearman's rho	.123	.151*	.168*
	Sig. (2-tailed)	.084	.032	.018
	N	200	200	199
Build Positive Relationships	Spearman's rho	.124	.183**	.112
	Sig. (2-tailed)	.081	.009	.116
	N	200	200	199
Cultural Responsiveness	Spearman's rho	.079	.113	.128
	Sig. (2-tailed)	.269	.111	.072
	N	200	200	199
Engaged Learner	Spearman's rho	.066	.134	.113
	Sig. (2-tailed)	.352	.059	.112
	N	200	200	199
Emotional & Social Control	Spearman's rho	.068	.167*	.126
	Sig. (2-tailed)	.338	.018	.077
	N	200	200	199
Collaborate Effectively	Spearman's rho	.108	.164*	.150*
	Sig. (2-tailed)	.128	.020	.034
	N	200	200	199
Effective Communication	Spearman's rho	.220**	.201**	.173*
	Sig. (2-tailed)	.002	.004	.015
	N	200	200	199
Appropriate Decision-Making	Spearman's rho	.120	.147*	.142*
	Sig. (2-tailed)	.090	.038	.045
	N	200	200	199

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

APPENDIX B: FIGURES

Figure 1: Proposed linkages between personality domains and dispositions



APPENDIX C: DISPOSITION RUBRIC FOR WESTERN CAROLINA UNIVERSITY



CEAP Disposition Rating Rubric

	1 - Below Standard	2	3 - At Standard	4	5 - Above Standard
1. Projects a positive demeanor	<ul style="list-style-type: none"> • Demonstrates a low level of enthusiasm and generally negative attitude • Expresses pessimism most of the time • Uses negative language often • Is often disagreeable with others • Is frequently unpleasant and unfriendly 		<ul style="list-style-type: none"> • Demonstrates enthusiasm and a generally positive attitude • Expresses optimism most of the time • Uses positive language often • Is agreeable with others more often than not • Is pleasant and friendly more often than not 		<ul style="list-style-type: none"> • Consistently demonstrates a high level of enthusiasm and positive attitude • Consistently expresses optimism • Consistently uses positive language • Is consistently agreeable with others • Is consistently pleasant and friendly with others
2. Behaves responsibly	<ul style="list-style-type: none"> • Is unaware of their professional standards / policies and sometimes disregards them • Thinks regulations were made for others and may disregard them • Wants exceptions to be made which allow them to avoid established 		<ul style="list-style-type: none"> • Knows of their professional standards / policies and usually follows them without reminders • Knows the purpose of regulations and respects their intent • Accepts reminders for breaches of standards / policies and 		<ul style="list-style-type: none"> • Describe their professional standards / policies and consistently follows them • Understands the purpose of regulations and respects their intent. • Accepts responsibility for personally following standards / policies • Holds oneself accountable for own actions

	<p>standards / policies</p> <ul style="list-style-type: none"> • Does not hold oneself accountable for own actions • Serves as a poor role model for others 		<p>does not attempt to circumvent them</p> <ul style="list-style-type: none"> • Holds oneself accountable for own actions • Serves as a good role model for others 		<ul style="list-style-type: none"> • Serves as an exemplary role model for others
3. Exhibits trustworthiness	<ul style="list-style-type: none"> • Shows pattern of dishonest or deceitful behavior. • Is frequently unreliable / not dependable • Not to be counted on to keep their word or follow through on commitments • Fails to keep personal and professional confidences 		<ul style="list-style-type: none"> • Is truthful and honest in dealing with others. • Is reliable / dependable most of the time • Can be counted on to keep their word and follow through on commitments • Uses discretion in keeping personal or professional confidences 		<ul style="list-style-type: none"> • Is truthful and honest in dealing with others • Is highly reliable / dependable • Keeps their word, meets commitments and supports others in doing so • Always dependable in keeping personal and professional confidences.
4. Builds positive interpersonal relationships	<ul style="list-style-type: none"> • Behaves inappropriately in relationships • Is uninviting and unapproachable • Disrespects and discourages sharing of the feelings, opinions, knowledge and abilities of 		<ul style="list-style-type: none"> • Maintains appropriate relationships • Is inviting and approachable • Demonstrates respect for the feelings, opinions, knowledge and abilities of others • Acts in the 		<ul style="list-style-type: none"> • Builds strong relationships • Is highly inviting and approachable • Encourages others to share individual feelings, opinions, knowledge and abilities • Acts in the best interests of others in most cases

	<p>others</p> <ul style="list-style-type: none"> • Acts out of self interest in most situations • Is uncaring, neglectful and / or cool toward others • Discourages others by emphasizing their limitations 		<p>interests of others</p> <ul style="list-style-type: none"> • Is caring, nurturing, and warm with others • Encourages others by recognizing their successes 		<ul style="list-style-type: none"> • Cares, nurtures and understands others deeply • Empowers others by supporting their efforts
<p>5. Demonstrates cultural responsiveness</p>	<ul style="list-style-type: none"> • Is viewed as socially unjust and irresponsible • Rejects those who are different in ability, race, gender, or ethnicity • Displays intolerant, disrespectful, and unresponsive behavior toward the ideas and views of others. • Interacts in an impolite or disrespectful manner with those perceived as different from self. • Does not demonstrate an attitude that all students can learn • Does not accept responsibility 		<ul style="list-style-type: none"> • Is viewed as socially just • Accepts others who are different in ability, race, gender, or ethnicity. • Displays respectful and responsive behavior toward the ideas and views of others. • Interacts with others in a polite and professional manner with those perceived as different from self. • Demonstrates an attitude that all students can learn • Accepts responsibility for helping all students learn. • Takes care to avoid allowing 		<ul style="list-style-type: none"> • Is viewed as socially just and responsible • Listens carefully to others and respects the views of those perceived as different from self. • Willingly works with others from different ability, race, gender, or ethnic groups. • Welcomes feedback and interaction with others. • Shares strong beliefs that all students can learn • Accepts responsibility for helping all students learn and actively seeks self-improvement. • Reflects often on personal actions and biases that may influence choices. • Consistently

	<p>for own actions and for helping students learn.</p> <ul style="list-style-type: none"> • Allows personal bias to impact interactions and instruction • Ethnocentric, considers only personal perspective • Teaches using one method regardless of individual student needs 		<p>personal bias to impact interactions and instruction</p> <ul style="list-style-type: none"> • Demonstrates commitment to learning more about diversity and teaching from multiple perspectives • Adapts their teaching for the benefit of students with special needs. 		<p>demonstrates a commitment to understanding diversity and teaches from multiple perspectives</p> <ul style="list-style-type: none"> • Differentiates to support the diverse needs of all learners in the classroom
<p>6. Is an engaged learner</p>	<ul style="list-style-type: none"> • Does not contribute or is inappropriately engaged with students and colleagues • Is inattentive during professional activities in and out of school • Rarely participates in class discussions or volunteers for tasks • Contributes little to group processes and discussions • Avoids additional responsibilities or learning opportunities • Doesn't identify 		<ul style="list-style-type: none"> • Contributes and is appropriately engaged with students and colleagues • Is highly attentive during professional activities in and out of school • Responds appropriately when called on • Makes contributions to group processes and discussions • Takes on additional responsibilities • Identifies personal strengths and limitations 		<ul style="list-style-type: none"> • Contributes often and is highly engaged as a leader with students and colleagues • Actively participates in professional activities in and out of school • Eager to participate in discussions, volunteers to answer questions • Makes strong contributions to group processes and discussions • Actively seeks multiple new growth opportunities • Identifies personal strengths and limitations and uses them to best

	personal strengths and limitations				professional advantage.
7. Demonstrates Emotional and Social Self Control	<ul style="list-style-type: none"> • Displays inappropriate affect and emotions • Emotions are not under control • Blames others or outside circumstances for loss of emotional control. • May lose temper and show outbursts of anger • Passive, dependent on others for direction regarding learning and teaching • Relies heavily on external motivation and direction of learning tasks 		<ul style="list-style-type: none"> • Displays appropriate affect and emotions • Maintains basic control of emotions. • Is responsible for emotions and behaviors. • May show emotional reaction, but does not lose temper or control. • Demonstrates self-initiative and independence in learning and teaching • Is internally motivated and directs learning sufficiently 		<ul style="list-style-type: none"> • Displays steady emotional temperament. • Demonstrates strong control of emotions • Holds oneself accountable for emotions and behaviors. • Displays a sense of humor and / or willingness to get along with others • Is creative, resourceful and self-directed in learning and teaching • Is highly self-motivated and self-directed
8. Collaborates effectively	<ul style="list-style-type: none"> • Does not relate well with others. • Does not collaborate or consult with others. • Shows little regard for people and their ideas. • Does not accept 		<ul style="list-style-type: none"> • Relates adequately with others. • Collaborates and consults with others. • Accepts ideas of others. • Accepts suggestions and constructive feedback of 		<ul style="list-style-type: none"> • Willingly works with others to improve the overall environment • Actively seeks out and incorporates ideas of others. • Regularly shares information and ideas.

	<p>suggestions and constructive feedback of others.</p> <ul style="list-style-type: none"> • Does not share information or ideas. • Is disrespectful of peers and others. • Impedes group goals • Resists change and finds it difficult to move in new directions 		<p>others.</p> <ul style="list-style-type: none"> • Shares information and ideas. • Is able to listen to the perspectives of others. • Facilitates group goals • Adapts to change and develops appropriate alternate plans when necessary 		<ul style="list-style-type: none"> • Actively seeks suggestions and constructive feedback. • Is receptive to viewpoints of others and their suggestions. • Directs the achievement of group goals • Embraces change as an opportunity for growth
9. Uses effective communication	<ul style="list-style-type: none"> • Hesitates to express self and/or expresses self in confusing ways • Does not express thoughts ideas clearly. • May use slang, profanity, inappropriate vocabulary or offensive language. • May display distracting language habits. • Fails to use active listening in conversation • Uses incorrect grammar in oral and/or written communications 		<ul style="list-style-type: none"> • Expresses self regularly • Generally uses language to articulate thoughts and ideas accurately • Communication is non-offensive and appropriate • Can convey ideas accurately • Uses active listening in conversation • Usually uses correct grammar in oral and written communication 		<ul style="list-style-type: none"> • Consistently expresses self very well • Uses language or other modalities to articulate thoughts and ideas very clearly and effectively • Communication is free of offensive or inappropriate language. • Consistently uses active listening to acknowledge message of the speaker • Uses correct grammar in oral and written communication.
10. Engages in appropriate	<ul style="list-style-type: none"> • Uses poor judgment and makes 		<ul style="list-style-type: none"> • Uses sound judgment and thoughtful 		<ul style="list-style-type: none"> • Uses sound judgment and thoughtful decision

<p>decision-making</p>	<p>inappropriate decisions without consideration of consequences</p> <ul style="list-style-type: none"> • Does not engage in critical thinking. • Does not demonstrate ability to learn through self-reflection. • Does not evaluate the effects of actions on others • Struggles to solve problems 		<p>decision making with consideration of the consequences</p> <ul style="list-style-type: none"> • Demonstrates ability to think critically. • Demonstrates ability to learn through self-reflection • Evaluates the effect of actions on others • Solves problems in constructive ways 		<p>making with consideration of the consequences</p> <ul style="list-style-type: none"> • Regularly practices critical thinking. • Regularly engages in learning through self-reflection. • Anticipates the effect of possible actions on others • Solves problems in positive and effective ways
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