

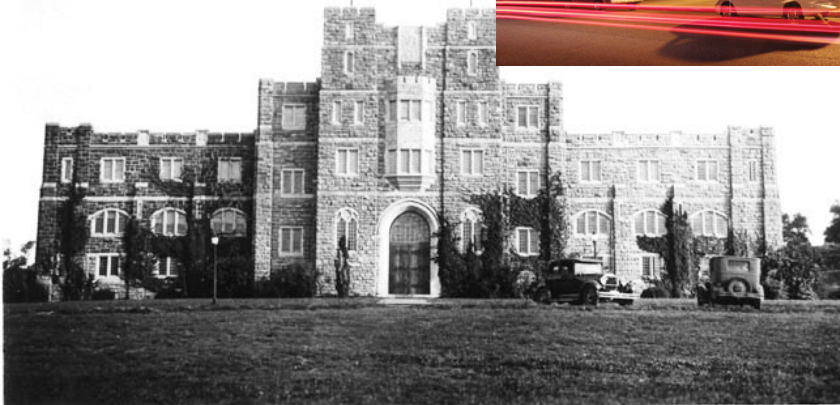
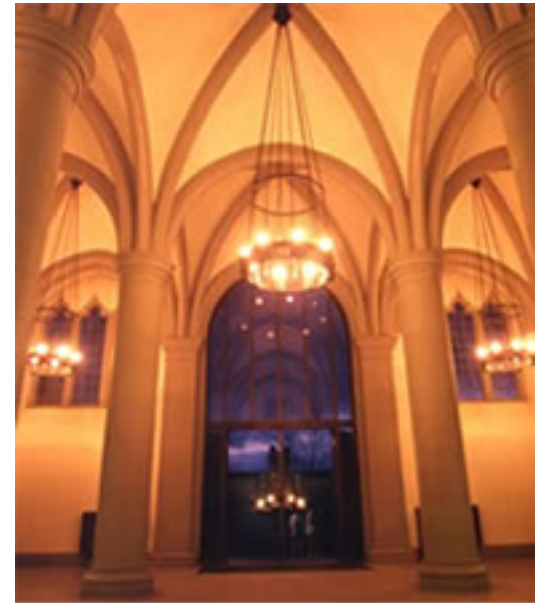
Evidence of Dispositions: Beliefs and Behaviors



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Evidence of Dispositions: Beliefs and Behaviors

- Introduction



The School of Education

- Accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1971
- All professional education programs approved by the Virginia Department of Education
- Degrees offered : Masters, Educational Specialist (Ed.S.), Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.)
- Enrollment: 900
- Graduates: More than 190 new licensed administrators, counselors, and teachers
- More than 55 new doctorates
- **Faculty Accomplishments**
- Funded grants: \$11.2 million
- Books / Book Chapters: 7
- Refereed articles: 108
- Papers at professional meetings: 163
- Editorial boards: 25
- More than 19 International Faculty Activities with 14 Countries
- VA Career VIEW: Serving over 6000 individuals; more than 77 million website hits
- Training & Technical Assistance (T/TAC): Counseling over 8000 educators and families.
- **Teaching Highlights**
- US News & World Reports: Top 100 Graduate Schools of Education; Career & Technical Education ranked as 5th best CTE program
- Association of Public and Land-grant Universities (APLU) Science Math Teacher Imperative (SMTI)
- More than \$120,000 in scholarships and awards for pre-service and practicing educators.

Office of Academic Programs



Session outline

- Understand how we identified and articulated dispositions that are relevant to our institution and our clinical partners, and our educational community.
- How we are creating measures that are focused on the dispositions most relevant for us
- Q/A how you might replicate the methodology, the protocols, and the analyses with your own institution

Dispositions: what are they?

- They used to be “the belief that all students can learn” (NCATE)
- Now we need to look to our communities, our partners, to see what our expectations are.
- At VT we looked to my earlier work with Music Educators and found that the notion of ‘patterns of action based on professional beliefs’ seems to work for us.

Frameworks

Noddings, Nel. (1988). An ethic of caring and its implications for instructional arrangements. *American Journal of Education*, 96(2), 215-231

Katz, Lillian . G., & Raths, James. K. (1985). *Dispositions as goals for teacher education*. *Teaching and Teacher Education*, 1(4), 301–307.

Caring framework

Sockett (2006)

Dispositions of Character

Dispositions of Intellect

Dispositions of Care

Sockett (2009)

Dispositions-as-virtues

Previous work to map to our community

- Parkes, K. A. and Myers, S. (2009, April) The perceived nature of professional dispositions in pre-service teachers. Research presented for the NCATE, Institutional Orientation, Accreditation and Accountability Quality Conference, Crystal City, District of Columbia.
- Parkes, K. A. (2009, September) Assessing the perceived nature of professional dispositions in pre-service teachers and identifying Professional Dispositions - an alignment between universities and public school clinical teachers. Research presented for the NCATE, Institutional Orientation, Accreditation and Accountability Quality Conference, Crystal City, District of Columbia

Measuring dispositions

- Firstly, upon admission into the program, then as they move through field and student teaching experiences.
- This highlights the move students make from old beliefs to new beliefs, and actions they take in their work with PK-12 students during their education to become teachers.

First steps to meet Standard 3.3

- 2014 Summer
- Formation of a “Dispositions Committee” with representatives from all areas in the SOE
- We analyzed all the ‘disposition’ statements found in syllabi, handbooks, evaluations and compiled a representative document.



Professional Dispositions Virginia Tech School of Education

A. Fairness and Equity

1. Provides equal opportunities for all learners
2. Treats all stakeholders in an equitable manner
3. Respects learners as individuals
4. Demonstrates respect for the diverse knowledge and talents of all learners
5. Establishes and consistently uses appropriate classroom management routines
6. Models fair and ethical behavior
7. Uses appropriate classroom participatory skills
8. Encourages and rewards learners' contributions
9. Recognizes the nature of privilege in education

B. Learning

1. Is committed and willing to assist learners
2. Demonstrates interest in the welfare of learners
3. Is committed to the continuous development of learners
4. Recognizes impacts of a learner's life experiences
5. Holds learners to high expectations
6. Models enthusiasm for and engagement in learning
7. Values learner's motivation

C. Establishing a Professional Community

1. Is respectful of all stakeholders
2. Demonstrates collaboration
3. Is a contributing team member
4. Demonstrates compassion and empathy for all stakeholders
5. Contributes to a supportive learning environment
6. Is open to new ideas
7. Establishes ethical relationships with all stakeholders

D. Professionalism

1. Demonstrates dependability
2. Accepts responsibility for actions
3. Maintains privacy and confidentiality when appropriate
4. Follows through and completes tasks
5. Meets attendance requirements and is punctual
6. Dresses according to professional expectations
7. Shows initiative
8. Is organized and prepared
9. Is reflective
10. Seeks feedback
11. Seeks opportunities for continued professional development
12. Values lifelong learning

E. Communication

1. Values different ways that people communicate
2. Approaches interactions with integrity
3. Is a thoughtful and responsive listener
4. Demonstrates rapport with all stakeholders
5. Uses a respectful tone of voice and language in working with learners, colleagues, and peers
6. Uses honorable and non-judgmental language



Professional dispositions

- **A - Fairness and Equity**

- Provides equal opportunities for all learners
- Treats all stakeholders in an equitable manner
- Respects learners as individuals
- Demonstrates respect for the diverse knowledge and talents of all learners
- Establishes and consistently uses appropriate classroom management routines
- Models fair and ethical behavior
- Uses appropriate classroom participatory skills
- Encourages and rewards learners' contributions
- Recognizes the nature of privilege in education

Professional dispositions

- **B - Learning**
- Is committed and willing to assist learners
- Demonstrates interest in the welfare of learners
- Is committed to the continuous development of learners
- Recognizes impacts of a learner's life experiences
- Holds learners to high expectations
- Models enthusiasm for and engagement in learning
- Values learner's motivation

Professional dispositions

- **C- Establishing a Professional Community**
 - Is respectful of all stakeholders
 - Demonstrates collaboration
 - Is a contributing team member
 - Demonstrates compassion and empathy for all stakeholders
- Contributes to a supportive learning environment
- Is open to new ideas
- Establishes ethical relationships with all stakeholders

Professional dispositions

- **D – Professionalism**
- Demonstrates dependability
- Accepts responsibility for actions
- Maintains privacy and confidentiality when appropriate
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- Is organized and prepared
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Professional dispositions

• **E – Communication**

- Values different ways that people communicate
- Approaches interactions with integrity
- Is a thoughtful and responsive listener
- Demonstrates rapport with all stakeholders
- Uses a respectful tone of voice and language in working with learners, colleagues, and peers
- Uses honorable and non-judgmental language

Next step

- Meetings over Fall 2014, Spring 2015 to identify which dispositions are relevant at admission, at early field experiences and at student teaching.

Meeting evidence

Working Toward Accreditation Virginia Tech School of Education

Documentation of meetings and procedures developing systems of accountability and assessment. After each meeting, the reporter should complete this form and submit to Associate Director of Academic Programs. Documents will be scanned and available to faculty in Scholar site.

Date of meeting: August 22, 2014

Led by: Nancy

Reported by: Connie Jones (GA)

Names or group Attending: All T&L faculty, Brett Jones (EDEP), Jim Garrison (Soc. Foundations), Agriculture Education faculty, Carol Cash and John Gratto (EDEL)

Concerning (check all appropriate):

- CAEP Standard 1: Content and Pedagogical Knowledge
- CAEP Standard 2: Clinical Partnerships and Practice
- CAEP Standard 3: Candidate Quality, Recruitment, and Selectivity
- CAEP Standard 4: Program Impact
- CAEP Standard 5: Provider Quality Assurance and Continuous Improvement

Other: _____

Working Toward Accreditation Virginia Tech School of Education

Documentation of meetings and procedures developing systems of accountability and assessment. After each meeting, the reporter should complete this form and submit to Associate Director of Academic Programs. Documents will be scanned and available to all faculty in Scholar site.

Date of meeting: Sept. 28 - 30

Led by: CAEP

Reported by: Nancy

Names or group Attending: Nancy, Bonnie Billingsley, Kelly Parkes, Carol Cash, Penny Burge, Steve Culver

Concerning (check all appropriate):

- CAEP Standard 1: Content and Pedagogical Knowledge
- CAEP Standard 2: Clinical Partnerships and Practice
- CAEP Standard 3: Candidate Quality, Recruitment, and Selectivity
- CAEP Standard 4: Program Impact
- CAEP Standard 5: Provider Quality Assurance and Continuous Improvement

Other: _____

| Agenda or Discussion Item | Decisions, Proposals, and Notes | Further action needed: what, when, who |
|---------------------------|---|--|
| | Gathered current information about standards, evidence, pathways, etc. | |
| | Some good examples provided, but also felt frustration with responses to concerns and questions that indicated a lack of preparation. | |
| | | |

Lessons learned

Working Toward Accreditation Virginia Tech School of Education

Documentation of meetings and procedures developing systems of accountability and assessment. After each meeting, the reporter should complete this form and submit to Associate Director of Academic Programs. Documents will be scanned and available to all faculty in Scholar site.

Date of meeting: Dec. 8, 2014

Led by: Bodenhorn and Parkes

Reported by: Bodenhorn

Names or group Attending: Bodenhorn and Teaching and Learning faculty

Concerning (check all appropriate):

- CAEP Standard 1: Content and Pedagogical Knowledge
- CAEP Standard 2: Clinical Partnerships and Practice
- CAEP Standard 3: Candidate Quality, Recruitment, and Selectivity
- CAEP Standard 4: Program Impact
- CAEP Standard 5: Provider Quality Assurance and Continuous Improvement

Other: _____

| Agenda or Discussion item | Decisions, Proposals, and Notes | Further action needed: what, when, who |
|---------------------------|--|---|
| Diverse student recruiter | Hire a recruiter | Bodenhorn – rearranging OAP staff and including this responsibility with GA and staff position. |
| Selectivity | Use GPA rather than SAT or GRE. GRE is not related to success in doctoral program in any way, not anticipated to be related to masters. SAT is too old | |

Mapping dispositions to **incoming** pre-service expectations

- A: Fairness and Equity
 - Respects learners as individuals
 - Demonstrates respect for the diverse knowledge and talents of all learners
- B: Learning
 - Demonstrates interest in the welfare of learners
 - Is committed to the continuous development of learners

Mapping dispositions to incoming pre-service expectations

- C: Establishing a professional community
 - Is a contributing team member
 - Demonstrates compassion and empathy for all stakeholders
- D: Professionalism
 - Demonstrates dependability
 - Accepts responsibility for actions
- E: Communication
 - Values different ways that people communicate
 - Is a thoughtful and responsive listener

When to measure these?

- Upon entry to their first field experience.
- Via a survey administered to their university supervisor
- Evaluation is made using several factors – interviews, reference letters, graduate school essay.
- Qualtrics survey 1 to be administered to program leaders (music, mathematics, English, science, ESL, elementary, history)

Qualtrics

For the student identified in the previous question, evaluate their dispositions with the sliding scale based on your impressions thus far.

| | 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | Not Applicable |
|--|---|---|---|---|---|----|----|----|----|----|----|--------------------------|
| He/she respects individuals and demonstrates respect for the diverse knowledge and talents of all | | | | | | | | | | | | <input type="checkbox"/> |
| He/ she demonstrates interest in the welfare of others and is committed to continuous development | | | | | | | | | | | | <input type="checkbox"/> |
| He /she is a contributing team member and demonstrates compassion and empathy | | | | | | | | | | | | <input type="checkbox"/> |
| He /she demonstrates dependability and accepts responsibility for actions | | | | | | | | | | | | <input type="checkbox"/> |
| He / she values different ways that people communicate and is a thoughtful and responsive listener | | | | | | | | | | | | <input type="checkbox"/> |

Participation time!

- Turn to a partner and describe the types of dispositions your program might look for in **beginning** pre-service teachers – that is, at entry (prior to field and student teaching experiences)
- Discuss expectation origins
- Report back to group

Participation time!

- Turn to a partner and describe the types of measures of dispositions your program conducts for **beginning** pre-service teachers – that is, at entry (prior to field and student teaching experiences)
- Discuss differences, similarities, obstacles, successes
- Report back to group

Early field experience evaluation

- The program leaders decided via the consensus model to measure the following InTASC dispositions.
- Measure INTASC dispositions Supervisor & Cooperating Teacher – two sets of data to inform reliability and validity.
- Qualtrics survey 2

Standard 1

- Learner Development
- 1(h) The teacher respects learners' differing strengths and needs, and is committed to using this information to further each learner's development.
- Scale on all items
- 0 - Not observed; 1- Limited;
2 - Developing ; 3 - Meets standard

Standard 2

- Learning Differences
- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests

Standard 3

- Learning Environments
- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

Standard 4

- Content Knowledge
- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives

Standard 5

- Application of Content
- 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues
- 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

Standard 6

- Assessment
 - 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
 - 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

Standard 7

- Planning for Instruction
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community
- 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard 8

- Instructional strategies
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard 9

- Professional learning and ethical practice
- 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

Standard 10

- Leadership and Collaboration
- 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(t) The teacher embraces the challenge of continuous improvement and change.

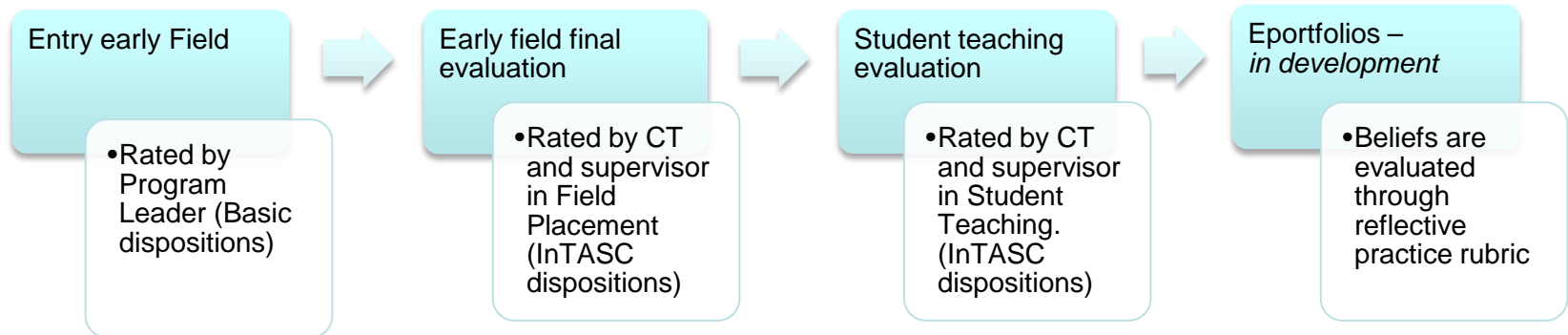
VT Professional behaviors

- Meets all attendance requirements (including punctuality)
- Is dependable and organized
- Handles materials responsibly
- Follows rules and policies
- Communicates clearly and accurately with students/parents/families/ colleagues
- Accepts and responds to feedback
- Displays positive attitude and enthusiasm towards teaching and students

Participation time again

- Of the series of InTASC standards, and the additional “Professional Behaviors” which stood out to you as ‘*most important*’?
- Consider if your program might use these? Why / why not?
- Discuss with a partner.
- Report back to group.

Timeline for measures



Participation time!

- Consider the procedures used to come to agreement about which dispositions are most relevant to our students at VT
- Is this a protocol your program could undertake?
- Consider the timeline for measures.
- Does this timeline seem reasonable to document their growth in their beliefs and actions?

Questions?



Thank you for your kind participation!

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