

AN EXPLORATORY STUDY on the ASSESSMENT of PRE-SERVICE TEACHER
DISPOSITIONS by TEACHER EDUCATION PROGRAMS in IOWA

by

Sharon Evans Brindle

A dissertation submitted in partial
fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Dissertation Committee:
Sally Beisser, Ph.D., Chair
Robyn Cooper, Ph.D.
Linda Espey, Ed.D.

Dean of the School of Education:
Janet M. McMahonill, Ph.D.

Drake University

Des Moines, Iowa

2012

Copyright © Sharon Evans Brindle, 2012. All rights reserved.

TABLE OF CONTENTS

LIST OF FIGURES	v
LIST OF TABLES	vii
ACKNOWLEDGMENTS	viii
ABSTRACT.....	ix
CHAPTER 1. INTRODUCTION	1
Helping Dispositions and Teacher Dispositions	3
Statement of the Problem.....	6
Purpose of the Study	9
Research Questions	9
Significance of the Study	10
Conceptual Framework.....	10
Definitions.....	10
Summary	13
CHAPTER 2. LITERATURE REVIEW	14
Defining Dispositions	15
Conceptualizing Dispositions	18
Assessing Dispositions.....	23
When Dispositions are Assessed	30
Who Assesses the Dispositions.....	31
Geographic Location.....	32
Carnegie Classification/Enrollment Size	33

Summary	34
CHAPTER 3. METHODOLOGY	36
Epistemological and Philosophical Assumptions	37
Research Design.....	38
Survey Research	38
Research Questions	40
Variables.....	40
Descriptive Variables	42
Participant and Sampling.....	45
Survey Instrument	47
Data Collection Procedures	51
Data Analyses Procedures	51
Delimitations	53
Limitations.....	53
Summary	53
CHAPTER 4. RESULTS	55
Data Screening	56
Research Question 1	57
Research Question 2	61
Research Question 3	63
When Dispositions Are Assessed by Geographic Location	63
During Pre-Professional Core	63
Entering Teacher Education Program.....	64

During Teacher Education Program	65
Exiting Teacher Education Program	65
When Dispositions Are Assessed by Carnegie Classification	68
During Pre-Professional Core	68
Entering Teacher Education Program	68
During Teacher Education Program	69
Exiting Teacher Education Program	69
When Dispositions Are Assessed by Teacher Education Program Enrollment	72
During Pre-Professional Core	72
Entering Teacher Education Program	72
During Teacher Education Program	73
Exiting Teacher Education Program	73
When Dispositions Are Assessed by Type of Institution	76
During Pre-Professional Core	76
Entering Teacher Education Program	76
During Teacher Education Program	77
Exiting Teacher Education Program	77
Who Assessed Dispositions	79
How Dispositions Are Assessed	88
How Dispositions Are Assessed and Geographic Location	89
How Dispositions Are Assessed and Carnegie Classification	90
How Dispositions Are Assessed and Teacher Education Program Enrollment ..	90
How Dispositions Are Assessed and Type of Institution	90

What Dispositions Are Assessed	91
Summary	94
CHAPTER 5. CONCLUSIONS AND RECOMMENDATIONS	95
Summary of the Study	95
Discussion of the Results	96
When Dispositions Are Assessed and Geographic Location.....	97
When Dispositions Are Assessed and Carnegie Classification	99
When Dispositions Are Assessed and Teacher Education Program Enrollment.....	100
When Dispositions Are Assessed and Type of Institution.....	103
Who Assessed Dispositions	103
How Dispositions Are Assessed	105
What Dispositions Are Assessed	107
Conclusions.....	108
Implications.....	113
Recommendations.....	114
Recommendations for Future Research	116
Final Thoughts	117
APPENDIX A. InTASC Standards for Beginning Teachers.....	118
APPENDIX B. NCATE Standards.....	125
APPENDIX C. Carnegie Enrollment Classifications	127
APPENDIX D. Midwest Teacher Education Program Survey.....	129
APPENDIX E. Informed Consent Letter.....	135
REFERENCES	139

LIST OF FIGURES

Figure 4.1 Pre-Professional Assessment by Geographic Location.....	66
Figure 4.2 Entering TEP Assessment by Geographic Location	67
Figure 4.3 During TEP Assessment by Geographic Location.....	67
Figure 4.4 Exiting TEP Assessment by Geographic Location	68
Figure 4.5 Pre-Professional Assessment by Carnegie Classification	70
Figure 4.6 Entering TEP Assessment by Carnegie Classification.....	71
Figure 4.7 During TEP Assessment by Carnegie Classification	71
Figure 4.8 Exiting TEP Assessment by Carnegie Classification	72
Figure 4.9 Pre-Professional Assessment by TEP Enrollment.....	74
Figure 4.10 Entering TEP Assessment by TEP Enrollment	75
Figure 4.11 During TEP Assessment by TEP Enrollment.....	75
Figure 4.12 Exiting TEP Assessment by TEP Enrollment	76
Figure 4.13 Pre-Professional Assessment by Type of Institution.....	78
Figure 4.14 Entering TEP Assessment by Type of Institution	78
Figure 4.15 During TEP Assessment by Type of Institution.....	79
Figure 4.16 Exiting TEP Assessment by Type of Institution	79
Figure 4.17 Pre-Professional Assessment by Geographic Location and Carnegie Classification.....	82
Figure 4.18 Pre-Professional Assessment by TEP and Type of Institution.....	83
Figure 4.19 Entering TEP Assessment by Geographic Location and Carnegie Classification	84
Figure 4.20 Entering TEP Assessment by TEP and Type of Institution	84
Figure 4.21 During TEP Assessment by Geographic Location and Carnegie Classification.....	85
Figure 4.22 During TEP Assessment by TEP and Type of Institution.....	86

Figure 4.23 Exiting TEP Assessment by Geographic Location and Carnegie Classification	87
Figure 4.24 Exiting TEP Assessment by TEP and Type of Institution	87
Figure 5.1 Geographic Locations and TEP Assessment of Dispositions.....	98
Figure 5.2 Carnegie Classification and TEP Assessment of Dispositions.....	101
Figure 5.3 TEP Enrollment and TEP Assessment of Dispositions.....	102
Figure 5.4 Type of Institution and TEP Assessment of Dispositions	104

LIST OF TABLES

Table 3.1 Postpositivist Worldview	38
Table 3.2 Characteristics of Survey Research	39
Table 3.3 Variables, Values, and Measurements	41
Table 3.4 Frequency Distribution for Participant Demographics	46
Table 3.5 Research Questions and Survey Questions.....	49
Table 4.1 Dispositional Categories	56
Table 4.2 Frequencies for Demographic Variables	57
Table 4.3 Comparison of Responding Institutions and Sample Population	59
Table 4.4 Descriptive Statistics for Demographic Variables	60
Table 4.5 When Dispositions Are Assessed by Demographics	64
Table 4.6 Frequencies for When and Who Assessed Dispositions.....	80
Table 4.7 Frequencies for How Dispositions Are Assessed.....	88
Table 4.8 Frequencies of Top Assessment Methods by Geographic Location.....	89
Table 4.9 Frequencies of Top Assessment Methods by Types of Institutions	91
Table 4.10 Percent of Institutions Assessing Pre-service teacher dispositions	92

ACKNOWLEDGMENTS

The completion of this dissertation has been a life-long goal. The journey has been an incredible and rewarding experience that I would not want to have missed. It has taught me patience and perseverance and has truly helped make me the person I am today.

I would like to thank my family for all of their love and support. Thank you to my parents, Loraine Evans and the late Steve Evans, for always encouraging me to set goals and work toward them. You are always my role models! To my children Susan, Jennifer, Lori, and Daniel who have been there to support and encourage me as I traveled this dissertation road...THANK YOU.

I would like to thank my dissertation committee members Dr. Sally Beisser, Dr. Robyn Cooper, and Dr. Linda Espey. Each in their own way has provided me with the right amount of pampering and prodding to help me complete this research project. Without their guidance and support, completing this degree would have been impossible. Sally, Robyn, and Linda, you are all amazing women who encouraged me in so many ways. Each of you has left an indelible positive mark on my life. Again, Thank You!

ABSTRACT

Problem: Within the higher education community there is discourse regarding teacher dispositions and the assessment of dispositions. Murray (2007) and Damon (2007) posited that additional scholarship and research were needed to provide a meaningful construct of dispositions. With this lack of consensus, teacher education programs need to explore dispositions and how best to assess them.

Procedures: This quantitative (Creswell, 2012) study explored the background characteristics of teacher education programs in Iowa to determine if there were differences in the assessment of pre-service teacher dispositions. Data were gathered through a survey (Fink, 2009).

Methods: A postpositivist worldview (Crotty, 1998) was used to explore the background characteristics of teacher education programs to determine if there were differences (Green & Salkind, 2011) in how teacher dispositions were assessed. The data were analyzed using descriptive statistics (Johnson and Christensen, 2008; Tabachnick & Fidell, 2007).

Results: Analyses of the data revealed there were differences in the assessment of dispositions based on geographic location, Carnegie classification, teacher education enrollment, and the type of institution.

Conclusions: The study hypothesized there would be differences in how programs assessed dispositions. Data indicated there were differences in when, who, how, and what dispositions were assessed.

Recommendation: Recommendation include using varied methods to assess dispositions, providing students with ongoing feedback regarding dispositions, employing multiple assessors including student self-assessment, creating remediation plans when needed, and stressing the value and role of dispositions in effective teaching.

CHAPTER 1

INTRODUCTION

Teachers and teacher education programs are continuously under pressure to improve instructional strategies, which in turn will result in the increased student achievement that parents, schools, and our nation as a whole are seeking. Stronge (2003) stated, “The single most influential factor affecting student achievement is the teacher” (p. 2). This premise, which is supported by an ever-increasing body of research focused on the relationship between effective teachers and student achievement (Harme & Rianta, 2001; Helm, 2009; Kane, Taylor, Tyler, & Wooten, 2011), has been influential in encouraging institutions of higher learning to explore the components of their teacher preparation programs. This relationship between effective teachers and student achievement has also served as a driving force for national organizations and accrediting agencies to review their standards for teacher education to ensure future educators have developed the professional skills necessary to provide quality instruction to children in the 21st century.

As educational groups such as National Council for Accreditation of Teacher Education (NCATE), state accrediting agencies, and teacher education programs explore ways to improve the overall quality of teacher education, they look not only at the pedagogy and the content knowledge needed to be a teacher, but also at the dispositions teachers need to be effective in the classroom. Darling-Hammond, Wise, and Klein (1999) stated the behaviors of teachers are informed by their judgments and decisions, “which are themselves the products of the teachers’ knowledge, beliefs, and attitudes...” (p. 101).

National committees and agencies have reached similar conclusions regarding the need for teachers to possess not only the content knowledge and pedagogy of education, but also the

dispositions needed to be an effective teacher. For example, in 1996, a national committee composed of members from the Council of Chief State School Officers (CCSSO) and the National Board of Professional Teaching Standards (NBPTS) published the *National Commission on Teaching and America's Future*. Within this document, the panel concluded that “improving our nation’s schools must include, and is heavily dependent upon, improving the quality of our teacher workforce” (Clark, 2005, p. 16). As a result of their work, the National Committee established six goals, with the first one stating, “All children will be taught by teachers who have the knowledge, skills and commitment to teach children well” (Darling-Hammond, 1996 p. 196).

Working toward the goal of helping teacher education programs focus on increasing the quality of teachers entering into the workforce, the 1992, 2004, and 2010 Interstate New Teacher Assessment and Support Consortium (InTASC) Standards required pre-service teachers to demonstrate they possess the knowledge, skills, and dispositions needed to teach. These InTASC principles explicitly included dispositions in each of the 10 Principles that comprise the Standards for Beginning Teachers Licensing and Development (see Appendix A).

The National Council for Accreditation of Teacher Education (NCATE) strongly supported the inclusion of dispositions in teacher education programs by providing the following definition of dispositions as:

Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development... The two professional dispositions that NCATE expects institutions to assess are *fairness* and the belief that all students can learn. Based on their mission and conceptual framework,

professional education units can identify, define, and operationalize additional professional dispositions (2008, p. 56).

Along with this definition, NCATE Standard 1 addressed the candidates' knowledge, skills, and dispositions by stating candidates should be familiar with dispositions, which are "reflected in their work with students, families, and communities" (NCATE, 2008, p. 20).

Renzaglia, Hutchins, and Lee (1997) reinforced this need for teachers to develop and expand professional dispositions by stating, there "is evidence that teachers' beliefs and attitudes drive important decisions and classroom practices" (p. 361). Realizing that it is important for teacher education programs to incorporate dispositions into all classes, they concluded

To the extent that teachers' beliefs and attitudes inform practice and serve as a basis for teaching actions, it is incumbent upon us as a field to continue toward an outcome of highly skilled teachers who are deliberate and thoughtful in their teaching and who have a firmly established core of beliefs and practices consistent with the theoretical and conceptual bases of their preparation programs (p. 361).

Thus, guided by the NCATE accreditation standards, the InTASC Beginning Teacher Standards, and a national focus on increasing student achievement, teacher education programs across the nation have intensified their efforts to ensure that pre-service teachers explore and strengthen not only their content knowledge and pedagogical skill, but also their dispositions.

Helping Professions and Teacher Dispositions

The concept that addresses teacher dispositions was found of the works of Combs (1999) and Combs and Avila (1985) regarding individuals in helping professions such as nursing, teaching, social work, and counseling. Combs posited that what workers in a helping profession believe determines how effective they are in their jobs. In his study of workers in the helping

professions, Combs found that the individual's effectiveness was strongly related to the person's internal attitudes, beliefs, and perceptual characteristics.

Combs (1999) determined five areas of beliefs that appeared to discriminate between effective and ineffective helping professionals. The five areas were

1. Beliefs about the significant data. Good helpers are people who are oriented; they are sensitive and empathic.
2. Beliefs about people. Good helpers hold more positive beliefs about the people with whom they work.
3. Beliefs about self. Good helpers hold positive beliefs about themselves.
4. Beliefs about purpose or priorities. Good helpers hold beliefs about purposes that are people oriented, broader and deeper, and concerned with freeing rather than controlling.
5. Beliefs about personal openness. Good helpers hold beliefs that allow them to be more self-revealing than self-concealing. They are characterized by authenticity in their beliefs (p. 251).

Usher (2002) posited that Combs's five beliefs could be used to help define the term teacher disposition. He defined dispositions as the qualities that characterize a person and the perceptual qualities that determine an individual's way of thinking and acting. Usher's basic assumption was that behavior is the total field of meaning at the time an action occurs. He referred to this field as the perceptual field and it included how one perceived self, other individuals, the job of teaching and its purposes, and the world in general.

Usher (2002) restructured Combs (1999) five beliefs into the following five dispositions of effective teachers:

1. Empathy—the teacher seeks to understand another’s point of view and is committed to understanding the learner’s present perceptions; respects and accepts each person’s unique perception of the world. Empathy is based on one’s perceptual awareness about the nature of teaching and the purpose of teaching.
2. Positive view of others—the teacher is confident in the other person’s worth, abilities, and capacity for growth; see individuals in positive ways and respects the integrity of the learner and believes they can rather than cannot learn. A positive view of others is based on the perceptual awareness one has about what others are like.
3. Positive view of self—the teacher possesses a self-concept that is based in a sense of self-adequacy; believes in own ability to teach and has integrity for self and holds positive expectations about actions. A positive view of self is based in perceptual awareness of what one is like.
4. Authenticity—the teacher is honest and self-revealing; uses teaching strategies that are appropriate to the students; understand the need to be a person as well as a teacher. Authenticity is based upon the awareness of the nature of the task of teaching.
5. Meaningful Purpose and Vision—the teacher is committed to teaching based upon goals, attitudes, and values that are broad-based and are person-centered; values the dignity of all individuals; sees the importance of being visionary and reflective and is committed to the growth of all learners (p. 1).

This research study explored how teacher education programs used the concepts presented by Combs and Usher to conceptualize and assess teacher dispositions.

Statement of the Problem

Since 1985 when Katz and Raths first introduced the term dispositions into teacher education programs colleges and universities across the nation have grappled with how best to define, identify, and assess pre-service teacher dispositions. The national accreditation and support agencies, NCATE and Council of Chief State School Officers (CCSSO), have provided guidance to teacher education programs through standards, principles, and general definitions but the task of defining, identifying, and assessing the dispositions of pre-service teachers has fallen under the auspices of each individual program. This autonomy has led to an ever-growing discourse regarding the various theoretical underpinnings of dispositions and the appropriateness of how they are assessed. Misco and Shiveley (2007) summed up the current discussions found in articles and studies when they stated, “Educational discourse abounds with references to the omnipresent trinity of knowledge, skills, and dispositions” (p. 2).

This ongoing professional discourse is representative of the various methodological foundations used by colleges and universities to guide their work in integrating the concept of teacher dispositions into their programs and assessments (Diez, 2007). As teacher education programs continue to focus on dispositions there is a need to explore the methods used to define, identify, and assess pre-service teachers’ professional dispositions.

Since the mid-1990s, articles and studies have been published discussing the frameworks utilized by colleges and universities as the basis for exploring the professional dispositions of teachers. Within this professional discourse the term *dispositions* has been defined and conceptualized by teacher education programs as observable behaviors, attitudes, morals, virtues, social justice, personality traits, and intellect (Breese & Nawrocki-Chapin, 2006; Burant, Chubbuck, & Whipp, 2007; NCATE, 2008; Osguthorpe, 2008; Ritchhart, 2001; Villegas, 2007).

The use of these terms has resulted in dispositions frequently being regarded in a subjective light that is questioned by some as to the accuracy of the definitions. In an effort to establish a less subjective definition of teacher dispositions Ritchhart (2001) posited the conceptualization of dispositions needed to be viewed as intellectual character and should be defined as *habits of the mind*.

Murray (2007) believed the frameworks used currently are not sufficient and stated “For the construct of dispositions to be of some value to teacher education, considerable scholarship and research would be required to establish its meaning...” (p. 285). This idea was supported by Damon (2007) when he called for teacher education programs to use a rigorous definition for the term dispositions. Thus, while teacher education programs work to align their definition of teacher dispositions to the conceptual framework and mission of their schools, discussions continue to take place between and among the various programs as they seek an accurate way to define and conceptualize those human qualities that make up teacher dispositions.

Teacher education programs have approached the assessment of dispositions through a variety of instruments and have used the results from these assessments in multiple ways. One theme discovered regarding the assessment of dispositions was to examine teachers’ underlying perceptions (Sing & Stoloff, 2008; Taylor & Wasicsko, 2000). Stressing the necessity of clearly defining the principles of dispositions was a second prevalent theme found in studies regarding the use of assessment instruments by teacher education programs (Damon, 2007; Rike & Sharp, 2008; Whitsett, Robinson, Julian, & Beckham, 2007).

A third theme seen in the research regarding the assessment of teacher dispositions was transparency and the need to monitor student growth over time (Ignico & Gammon, 2009; Katz, Mueller, Hindin, & May, 2008; Sockett, 2009). Yet another theme found in instruments used to

assess dispositions was observable behaviors (Harrison, Smithey, McAfee, & Weiner, 2006; NCATE, 2008; Rinaldo, Denig, Sheeran, Cramer-Benjamin, Vermette, Foote, & Smith, 2009; Shively & Misco, 2010; Thornton, 2006). Regardless of the conceptual framework selected teacher education programs must develop and refine the tools used to assess the candidates' dispositions.

As teacher education programs move forward into the second decade of the 21st century they remain under scrutiny from national and state accrediting agencies to demonstrate the promotion and assessment of the dispositions pre-service teachers need to become highly effective teachers. A review of the existing literature showed that while there are studies addressing teacher dispositions there appears to be limited research exploring the assessment of dispositions by teacher education programs.

This study will be of particular importance to teacher education programs in Iowa because the Iowa State Department of Education and the Iowa State General Assembly are currently exploring ways to increase the student achievement for all Prekindergarten through twelfth grade students and pre-service teacher education. A current draft of legislation before the Iowa's Legislature contains language directing teacher education programs to strengthen the procedures used in selecting and retaining students in the teacher education program (Iowa State General Assembly, 2012). These procedures would be designed to ensure pre-service teachers are prepared to teach in an increasingly complex society.

One area being examined is the use of professional teacher dispositions as part of the admission procedures for teacher education programs. As institutions of higher learning increase the standards for admission into the teacher preparation programs, they will need to examine when and how they assess teacher dispositions. In addition, teacher education programs will

need to scrutinize how they are using the data from the dispositions assessment to ensure candidates in their program will be prepared to be the highly effective teacher that parents and school districts are seeking.

Purpose of the Study

Murray (2007) posited there needed to be “considerable scholarship and research” (p. 285) in order to establish the meaning of dispositions. Damon (2007) supported the need for additional research and stated that teacher education programs should use a rigorous definition when defining dispositions. The purpose of this study was to increase the scholarly research regarding teacher dispositions by exploring how teacher education programs in Iowa assessed teacher dispositions. The study described the demographics of the teacher education program and explored the differences in the geographic location, Carnegie classification, teacher education program size, and the type of institution (i.e., public, private not-for-profit, or private for-profit). In addition, it examined the ways teacher education programs assessed teacher dispositions (e.g., when, who, how, and what teacher dispositions are assessed).

Research Questions

1. What are the demographics of teacher education programs assessing teacher dispositions?
2. What are the similarities and differences in the geographic location, Carnegie classification, teacher education program enrollment, and the type of institution (i.e., public, private not-for-profit, or private for-profit)?
3. In what ways do teacher education programs assess dispositions (e.g., when, who, how, and what teacher dispositions are assessed)?

Significance of the Study

The significance of this study was to add to the body of knowledge regarding how teacher education programs in Iowa assessed pre-service teacher dispositions. The data provided information that teacher education programs could use to strengthen the assessment of teacher dispositions. This study will be of particular importance to Iowa as teacher education programs examine ways to strengthen the programs and program admission requirements for candidates seeking teaching degrees. Results of this study also will be of interest to teacher education programs outside of Iowa, state accrediting agencies, and local school districts.

Conceptual Framework

Creswell (2012) stated that theory in quantitative research “explains and predicts relationships between independent and dependent variables” (p. 120). These relationships are the broad explanations of what is expected when the variables are related. Independent variables in quantitative research are defined as the variables that influence or affect outcomes and dependent variables are seen as dependent on the independent variables and are the result of the independent variables (Creswell, 2009). In quantitative research design, theory acts a bridge between the independent and dependent variables (Creswell, 2012). These variables are interrelated and according to Kerlinger (1979) systematically illustrate the relationships among the variables by explaining a phenomenon.

Definitions

Assessment—An evaluated activity or task used by a program or unit to determine the extent to which specific learning proficiencies, outcomes, or standards have been mastered by candidates. Assessments usually include an instrument that details the task or activity and a scoring guide used to evaluate the task or activity (NCATE, 2008).

Candidate—Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other school professionals (NCATE, 2008).

Carnegie Classification—The Carnegie Classification™ is the framework for recognizing and describing institutional diversity in U.S. higher education. The six parallel classifications are: Basic Classification (the traditional Carnegie Classification Framework), Undergraduate and Graduate Instructional Program classifications, Enrollment Profile and Undergraduate Profile classifications, and Size and Setting classification (Carnegie, 2012).

Carnegie Enrollment Profile Classification—Enrollment Profile Classification groups institutions according to the mix of students enrolled at the undergraduate and graduate/professional levels (Carnegie, 2012). See Appendix C for the categories used in this study.

Certification—the process by which a non-governmental agency or association grants professional recognition to an individual who has met certain predetermined qualifications specified by that agency or association (NCATE, 2008).

CCSSO—The Council or Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary advocacy, and technical assistance on major educational issues (CCSSO, 2011).

Colleges of Education—a college that is part of a larger university designed to prepare students to be certified in one or more fields of education.

FTE—Full-time equivalent is calculated as full-time degree seeking students plus one-third of the part-time students.

Helping Professions—professional professions such as teaching where the individual works directly with others.

InTASC—The Interstate Teacher Assessment and Support Consortium (InTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, InTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development (InTASC, 2011).

NCATE—The National Council for Accreditation of Teacher Education (NCATE) is the profession's mechanism to help establish high quality teacher preparation. Through the process of professional accreditation of schools, colleges, and departments of education, NCATE works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century (NCATE, 2008).

Pre-service Teacher—a pre-service teacher is a college student enrolled in a teacher education program who has not completed the requirements for licensure by the Department of Education.

Teacher Dispositions—Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development (NCATE, 2008).

Teacher Education Program—a teacher education program is comprised of the professional classes pre-service teachers must complete in order to be licensed by the Department of Education.

Summary

This study sought to inform teacher education programs, school district, and state accrediting agencies by identifying the various assessment instruments employed teacher education programs in Iowa to assess the professional dispositions of pre-service teachers. Specifically, this study replicated in part a study conducted by Ellis (2007) where NCATE schools were surveyed regarding the use of assessment tools. It explored the demographics of the teacher education programs, the difference in geographic locations, Carnegie classifications, teacher education program enrollment, and type of institution, and the ways teacher education programs assessed pre-service teacher dispositions.

CHAPTER 2

LITERATURE REVIEW

All parents want their children to be taught by highly effective teachers who are able to impact positive student achievement and all school districts seek to hire highly qualified teachers. It is the role of teacher education programs to ensure pre-service teachers enrolled in their college or university are acquiring the content knowledge, pedagogical skills, and dispositions they need in order to become the effective and highly qualified teachers desired by parents and school districts.

To ensure teacher education programs are focused on graduating effective teachers the programs are charged with assessing the content knowledge, pedagogical skills, and dispositions of students enrolled in their programs. Student instruction and assessment in these areas are guided in part by the 2008 National Council for the Accreditation of Teacher Education (NCATE) and the 2010 Interstate Teachers Assessment and Support Consortium (InTASC) standards. NCATE (2008) stated programs are required to assess the dispositions of fairness and the belief that all student can learn. In addition, each college or university was encouraged to identify, define, and operationalize other dispositions based on their mission and conceptual framework. InTASC (2010) provided guidance to teacher education programs by listing three to six Critical Dispositions for each of the ten standards (see Appendix A).

While teacher education programs have historically taught and assessed the content knowledge and pedagogical skills of their pre-service teachers programs are still exploring how best to conceptualize and assess the professional dispositions their candidates need to become highly effective teachers. The purpose of this research study was to examine how teacher

dispositions are defined, identified, and assessed to determine if there are differences in the protocols used by teacher education programs in the state of Iowa.

Defining Dispositions

Over the last two decades, colleges and universities have worked to define and refine the meaning of the term disposition. In an effort to guide institutions through this process, national accreditation and support agencies have provided standards and general definitions to teacher preparation programs. NCATE (2008) discussed teacher dispositions under Standard 1g which examined pre-service teacher dispositions in terms a teacher being able to demonstrate “classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students” and to “recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so” (p. 20). NCATE provided additional guidance in this area by defining dispositions as

Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. 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. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions (p. 89-90).

While this standard and definition stated two specific dispositions teacher education programs needed to address it clearly allows each institution the autonomy to define and conceptualize teacher dispositions in a way that best fits the institution’s theoretical framework and mission.

InTASC (2010) offered assistance to teacher education programs regarding teacher dispositions by listing Critical Dispositions for each of its 10 standards. (See Appendix A for a complete list of the Critical Dispositions.) An illustration of Critical Dispositions found in InTASC Standard 7, Planning and Assessment, are

(k) The teacher respects students' diverse strengths and needs and is committed to using this information to plan effective instruction.

(l) The teacher values curriculum planning as a collegial activity that takes into consideration the input of students, colleagues, families, and the larger community.

(m) The teacher takes professional responsibility to use long and short-term planning as a means of assuring student learning.

(n) The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances (p. 17).

While this document provided more details regarding dispositions than NCATE (2008), it did not provide the clear direction that some programs were seeking. Burant, Chubbuck, and Whipp (2007) went so far as to say the NCATE definition was a "confusing muddle of 'values' that are 'guided by beliefs and attitudes that are related to value' and 'might include a belief' that ultimately influences behaviors" (p. 398). Thus what might be considered as vagueness by national agencies in defining dispositions has led to an ever ever-growing discourse regarding the various methodological frameworks for defining teacher dispositions.

Dispositions are firmly rooted in the fields of psychology, philosophy, sociology, and cognition. This fertile mix of viewpoints has created a rich base of literature focused on the development of human characteristics that encompass an individual's dispositions. A review of this literature revealed multiple definitions for the term dispositions. One offered by Villegas

(2007) defined dispositions as “tendencies for individuals to act in a particular manner under particular circumstances, based on their beliefs” (p. 373). Dispositions using this definition would imply that a pattern of behavior is predictive a future behavior. Villegas’s view of dispositions is aligned with the NCATE (2008) concept that dispositions are attitudes, values, and beliefs that are demonstrated through verbal and nonverbal actions. Burant et al. (2007) posited that dispositions are beliefs and attitudes that lead to observable behaviors and these observable behaviors are indicators of what pre-service teachers have learned. This also aligns with NCATE’s definition of observable behaviors demonstrating dispositions.

On the other hand, Damon (2007) used a more scientific base when he discussed the concept of dispositions as “a trait or characteristic that is embedded in temperament and disposes a person toward certain choices and experiences that can shape his or her future” (p. 375). He saw this definition as a contrast to the value-driven behavior focus of the NCATE definition. Damon posited dispositions should be viewed in a less subjective manner and more through a behaviorist framework. Ritchhart (2001) viewed dispositions in yet a different light as he discussed intellectual character which serves as an “umbrella term to cover those dispositions associated with good and productive thinking” (p.4). These thinking dispositions are seen as conditional tendencies, habits of the mind, characterological attributes, and mindless responses.

In contrast to those who are seeking to find a universal definition for dispositions Murray (2007) wrote “For the construct *dispositions* to be of some value to teacher education, considerable scholarship and research would be required to establish its meaning...” (p. 385). He believed institutions are attempting to define the construct of dispositions without the benefit of adequate research. In reviewing the current literature it is apparent there are multiple avenues

through which to explore the construct of dispositions and it is no wonder these avenues have contributed to the 'muddle' identified by Burant et al. (2007).

Conceptualizing Dispositions

Just as there are a variety of thoughts regarding how to define the term dispositions, there are multiple conceptual frameworks through which teacher dispositions can be viewed and conceptualized. One framework used by educational institutions is a moral conceptual framework. Osguthorpe (2008) used this framework when he made a case for teachers to be of moral character. Osguthorpe defined moral as "character or development over time that is consistent with what is morally good or virtuous" and moral dispositions as "developed features of what a teacher is and does, what she has, as opposed to what she is coming into" (p. 289). Osguthorpe described the need for teachers to teach in a moral way using their moral inclinations to drive instructional practices. Teachers who demonstrate morally good teaching are aligning their instructional activities with what is good, right, and proper.

This same framework was seen in Villegas's (2007) discussion of educators who base their teaching practices in the principles of social justice. Teachers whose practices are informed by these principles will act in a way that allows all students to have equal access to the curriculum. By acting in this manner teachers are providing instruction to students in a way that is morally good and virtuous. Baum and Swick (2008) addressed a similar concept. They stressed the need for early childhood professionals to value and support the cultural and social diversity of the families with whom they worked. In doing this teachers were being responsive to the needs of the families and acting in a moral way as they formed relationships with the families.

The terms societal transformation, personal virtue, educational values, ethics of character, intellect, and care have also been used when discussing dispositions through a moral framework.

Teachers who display these dispositions are demonstrating fairness, open-mindedness, responsiveness, integrity, and justice when working with students (Misco & Shiveley, 2007; Noddings, 1992; Shiveley & Misco, 2010; Sockett, 2006, 2009). When teachers exhibit these dispositions they are setting high standards for all students, holding all students accountable, are creating learning activities that offer appropriate differentiation, and are teaching in a moral way.

Viewing dispositions as observable behaviors aligns with the NCATE definition of dispositions as being “demonstrated through both verbal and nonverbal behaviors” (p. 90). An example of this is seen in work done by Wasicsko (2007) where he divided dispositions into three categories with one of them being teacher behaviors. He stated these teacher behaviors were in the form of observable activities a teacher demonstrates during class or when working with students. For example, a teacher demonstrating teacher behaviors would be on time to start class, use Standard English when teaching, demonstrate friendliness to children through words and actions, and have a neat and orderly classroom. Wasicsko further defined dispositions as “manifested through intentional, practiced behaviors that can be challenged, developed, and enhanced even as they denote behavioral tendencies that endure over time” (p. 51).

Shiveley and Misco (2010) referred to dispositions as certain beliefs, attitudes, and personality traits that are inferred from observable behaviors, which is similar to Wasicsko's view of dispositions. Jung and Rhodes (2008) investigated the relationship of dispositions to an individual's behavior and suggested dispositions are habitual ways of behaving. After reviewing several studies in this area Jung & Rhodes concluded dispositions should have behavioral components and that individuals need to have competencies in order to reveal dispositions through behaviors. Thornton (2006) conducted research regarding the dispositions of pre-service teacher involved in field placements. In this qualitative study Thornton observed teachers in the

classroom and conducted interviews with the teachers and their students, thus she assessed through coded observations (Bogdan & Biklen, 2007) the dispositions of the teachers.

Dispositions conceptualized as behaviors and attitudes displayed to those with whom you interact is the definition Rike and Sharp (2008) posited in their discussion of assessing pre-service teachers' dispositions through the Early Childhood Educational Behaviors and Dispositional Checklist. Rike and Sharp reviewed how the faculty initially identified the dispositions, created a checklist assessment, and then asked 125 elementary principals to identify the dispositions they believed to be important for beginning teachers. Faculty used this refined checklist throughout the teacher preparation program to assess the pre-service teachers' dispositions by observing the behaviors they demonstrated. In addition to identifying the behaviors the faculty engaged in conversations with the students regarding the strengths and weaknesses they observed. Rike and Sharp concluded the use of the assessment tool was effective and it provided a way to help professors identify dispositional areas growth areas for students.

Falling into this same definitional framework of observed behaviors is the work of Harrison, Smithey, McAfee, and Weiner (2006) where they described dispositions in terms of observational behaviors through which teachers demonstrated what Harrison et al. called "matters of the heart" (p. 74). This study focused on the use of an observational framework based on the work of Danielson (1996) to assess pre-service teacher dispositions. As in the Rike and Sharp (2008) study, this assessment tool was used throughout the teacher education program to facilitate discussions with pre-service teachers regarding their progress in the program. Thus, when teacher dispositions were viewed as observable behaviors pre-service teachers demonstrate

through verbal and nonverbal behaviors teacher educators were able to help their students identify behaviors that indicate effective teaching and those that do not.

Murray (2007) examined the term disposition using Benton Underwood's (as cited in Murray, 2007) five levels of meaning for constructs and posited that disposition as a construct could not be moved into the third level of Underwood's hierarchal model. He concluded that dispositions currently conceptualized by teacher education programs are nothing more than a rate or frequency of a behavior. In presenting this point of view he raised the question if any of the frameworks being used are providing accurate ways to define and conceptualize dispositions. Burant et al. (2007) also questioned if dispositions could be viewed as observable behaviors. He stated that behaviors reflect what one has learned regarding pedagogical skills, not underlying dispositions.

Despite the concerns Murray (2007) and Burant et al. (2007) expressed regarding the conceptualization of dispositions teacher education programs are continuing to work to determine the most appropriate and accurate ways to define dispositions as they apply to their programs. In an effort to better define dispositions Ritchhart (2001) put forth the idea that dispositions should be viewed as thinking dispositions or intellectual character. These thinking dispositions according to Ritchhart represent characteristics that animate, motivate, and direct abilities toward productive thinking. Ritchhart believed these are recognized in the patterns of a person's voluntary behavior. He stated "dispositions depend on the requisite skills and abilities to carry them out" (p.12) thus dispositions must be operationalized as sets of skills.

Jung and Rhodes (2008) broadened the focus of dispositions and explored them as dimensions of personality, patterns of behavior, and cultivatable human qualities. In conceptualizing dispositions through these constructs, they advocated looking at dispositions as

competence-related instead of character-related. When using the character-related dispositional model dispositions are viewed as beliefs, attitudes, or feelings and are assessed through statements such as the teacher values collaborative instructional strategies. Using the competence-related model the assessment statement would read the teacher employs collaborative teaching strategies. Jung and Rhodes posited that teachers might not value collaborative strategies, but they could be taught the pedagogical skills to use them in the classroom.

Ellis, Lee, and Wiley (2009) conducted a mixed methods research study (Creswell, 2007, 2009) that involved 234 NCATE colleges and universities regarding the methodologies they used in the selection of teacher dispositions. After collecting the survey data they coded the institutions' responses into categories based on Wasicsko, Callahan, and Wirtz's (as cited in Ellis et al., 2009) three dispositional categories of teacher behaviors, teacher characteristics, and teacher perceptions. Ellis et al. (2009) found the average number of dispositions coded as behaviors was 1.9, the average number coded as characteristics was 4.3, and the average number coded as perceptions was 2.8. This research illustrated the varied ways universities define and conceptualize dispositions.

Ellis et al. (2009) also found 87.6% of the teacher education programs selected the dispositions assessed in their program through a faculty survey while only 7.7% stated they used a conceptual framework to identify dispositions. An even fewer number, 4.7%, sought the input of outside stakeholders such as the local school districts when determining dispositions to be assessed. One surprising result found in the data were only 50% of the schools reported assessing the dispositions of fairness and all children can learn despite the fact these are the only two

dispositions identified by their accrediting organization, NCATE. This study exemplified the variety of ways teacher education programs identify and conceptualize dispositions.

Through reviewing the current literature it was evident there were multiple ways through which colleges and universities defined teacher dispositions. Teacher education programs need to consider the mission and the strategic plan of their institutions when framing their thoughts and constructs. It is through thoughtful discourse and the examination of mission statements and frameworks that teacher education programs will arrive at a meaningful document that allows them to assess the professional dispositions teachers need to become an effective teacher in today's diverse schools.

Assessing Dispositions

At the beginning of the 21st century, Taylor and Wasiczko (2000) put forth that teacher education programs needed to examine the approaches they used to assess pre-service teacher dispositions. They contended teacher educators should not rely on the traditional instruments of portfolios, observations, and standardized tests to determine dispositions. They posited that while these traditional assessments had been effective in determining the content knowledge and pedagogical skills pre-service teachers possessed they were not the best indicators of effective teacher dispositions. Assessment of dispositions contended Stooksberry (2007) should provide the teacher education program with evidence of a candidate's dispositional strengths, weaknesses, and growth.

One method Taylor and Wasiczko (2000) suggested to accomplish the assessment of dispositions was based on examining the underlying perceptions held by candidates in teacher education programs. These underlying teacher perceptions according to Young and Youngs (2005) have a profound effect on the students in a classroom and impact student achievement.

Taylor and Wasicsko posited the assessment of these perceptions could be done through perception rating scales.

Based on the concept of assessing teacher dispositions through underlying perceptions Sing and Stoloff (2008) developed the Eastern Teacher Disposition Index. This instrument, which contained five subcategories relating to perceptions, was used in a study of 86 graduate and undergraduate students enrolled in teacher education classes. Through the use of descriptive statistics (Tabachnick & Fidell, 2007) to analyze the data Sing and Stoloff found the majority of the students had positive perceptions about self, about other people, about the subject field, about education and the process of learning, and general frame of reference perceptions. Specifically, they found the participant responded with the choice of agreed strongly or agreed with the statements between 83 and 100 percent of the time. Sing and Stoloff concluded the participants involved in the study appeared to have positive perceptions, but concluded there was room for improvement in their dispositions involving collaboration and trust in their abilities, problem solving skills of others, and use of research-based strategies. This study supported the use of perceptions as indicators of dispositions held by educators.

When assessing teacher candidates' dispositions it is important to have clearly defined principles that are public and explicit. In addition, the criteria used in to assess these dispositions should make the expectations clear to pre-service teachers and the assessors (Damon, 2007; Diez, 2006). This is evident in an article written by Rike and Sharp (2008) where they delineated how one teacher education program developed and implemented a checklist for assessing pre-service teacher dispositions. In creating the checklist the faculty defined the term dispositions and researched 25 descriptors and criteria they believed were appropriate for the dispositions. In an effort to validate the selection of dispositions, they sought the input of 125 area principals

regarding what they saw as the nine most important descriptors. Continuing to follow the concept that dispositions must be clearly defined and students must be aware of how they are assessed the dispositional checklist was introduced to the students in one specific class and each student received a copy of the Early Childhood Education Behaviors and Dispositions Checklist.

Throughout the program, the students were engaged in repeated conversations with professors regarding the checklist and its use as an assessment tool. As a result of the development and implementation of this instrument Rike and Sharp (2008) concluded that students had opportunities to examine their growth throughout their teacher education program. Thus, this study illustrated how clearly defined dispositions can be used to encourage growth and development in pre-service teachers.

Whitsett, Robinson, Julian, and Beckham (2007) used the principle of clearly defined dispositions and criteria in seeking data regarding the validity of dispositions included on an existing pre-service teachers' self-assessment instrument. To accomplish this Whitsett et al. (2007) sought information regarding the dispositional development of 52 practicing, first-year teachers. The participants responded to a self-assessment instrument by rating their level of development on specific dispositions as (a) acting, (b) developing, (c) thinking, or (d) listening, with acting being the most developed rating. Through analyses of the data Whitsett et al. found the first-year teachers were scoring at the acting or developing levels on 13 of the 15 dispositions included on the instrument. Whitsett et al. concluded the dispositions used to assess the pre-service teachers appeared to be relevant and important to practicing teachers and thus were ones needed by their students. The clarity of the dispositions was illustrated by the ability of the practicing teachers to understand the dispositions and to rate themselves on the assessment instrument.

In addition to having clearly defined principles and dispositional criteria it is imperative assessments be transparent to both the candidate and the assessor (Sockett, 2009). By creating assessment tools that offer transparent criteria and procedures teacher education programs are able to assess their students in a meaningful way. Falling in line with this concept of transparent criteria and assessment was a longitudinal study conducted by Ignico and Gammon (2010) where data were collected regarding 65 pre-service physical education teachers' dispositions. The study examined the professional dispositional scores of the candidates over the course of the program to determine if there was a difference between the students' self-reported scores and those of their professors. The students and professors completed an assessment tool over ten dispositions at the beginning of the program (class A), in the middle of course work (class B), and at the conclusion of the teacher education program (class C). The data were analyzed using a 2 (Rater) X 3 (Time) ANOVA with an established alpha level of $p < .01$. Ignico and Gammon found a significant difference ($p = .0001$) between the students' scores in class A and class B and the ending class C, with class C being significantly lower. The professors' ratings were significantly lower ($p = .0001$) between class A and class C only. The students' and professors' scores were significantly different for class A ($p = .005$) and class B ($p = .001$) but were not significantly different for class C. Ignico and Gammon purported the class C scores dropped due to increased expectations by both the students and teachers at the conclusion of the program. With the student and professors' scores following the same pattern of growth, the data indicated the dispositions were transparent as each group was able to identify the dispositions. The data also illustrated the change in the students' dispositions over the course of the program.

Following NCATE's (2008) statement that dispositions are based on observable behaviors Katz, Mueller, Hindin, and May (2008) conducted a qualitative study focused on

assessing the behaviors of pre-service teachers through responses to micro-case studies. This study assessed the dispositions of a cohort group and was conducted during their sophomore year. The purpose of the study was to determine if coursework had an effect on the cohorts' sense of developing social consciousness. Data were gathered from the students through responses to two micro-cases, one at the beginning of the year and one toward the end of the year. For each micro-case scenario, the students were to identify a problem they saw in the delivery of instruction or the treatment of students and then provide suggestions on how the situation might be improved.

The data collected were coded and two themes of responses (Anfara, Brown, & Mangione, 2002; Bogdan & Biklen, 2007) emerged: "a) teacher expectations and students' rights and b) teacher style and strategies" (p. 133). Analyses of the themed responses indicated the students were voicing a strong sense of advocacy for students, especially their right to learn and the need to avoid low expectations of students. The responses also indicated strategies that could be more effective in the classroom. Through the use of these micro-case scenarios Katz et al. (2008) were able to determine a candidate's behavior within a specific circumstance. This research by Katz et al. supports the premise that dispositions can be determined through the pre-service teachers' behaviors (Shiveley & Misco, 2010).

Thornton (2006) also incorporated the concept that dispositions can be determined through behaviors by exploring how and why teacher dispositions matter. This study was conducted using a best-case scenario context, where teachers were allowed to create an educational setting and use best practices with the students. Through structured teacher interviews, observations, and student interviews Thornton gathered data to determine if there were differences in the delivery of instruction and if any differences were attributable to

dispositions. Analyzing the data through discourse analysis (Bogdan & Biklen, 2007) and triangulating of the data (Foreman, 1948) Thornton identified specific dispositions that were seen as responses or actions. Next, the behaviors were aligned with positive learning experiences. Thus by analyzing the actions and words of the teachers Thornton was able to identify dispositions through behaviors and to determine the dispositions that supported student engagement and learning.

Harrison, Smithey, McAfee, and Weiner (2006) took a different approach in assessing dispositions through behaviors. They used a modified version of rubrics found in Danielson's Pathwise Classroom Observational System (1996) as a way to determine if their pre-service teachers demonstrated dispositions of effective teachers. This modified rubric addressed 66 competencies with students needing to score acceptable or better in all categories as they progressed through the teacher education program. The use of the rubric allowed Harrison et al. to identify and assess dispositions through observable behaviors.

In addition to using behaviors to assess dispositions the study done by Harrison et al. (2006) also illustrated the concept of assessing dispositions over time (Diez, 2006) as their teacher education program assessed the pre-service teachers three separate times during the program. Rinaldo, Denig, Sheeran, Cramer-Benjamin, Vermette, Foote, and Smith (2009) took this same approach when they investigated if master's level pre-service teachers' perspectives tended to solidify rather than change over time. Participants in this study responded to 21 survey questions using a five-point Likert scale. The study was aligned with conceptualizing dispositions as behaviors not beliefs thus the survey focused on behaviors. Applying statistical analyses (Tabachnick & Fidell, 2007) of the data Rinaldo et al. (2009) found significant changes in the candidates' self-perception of professional commitment in all phases of the program.

Rinaldo et al. were not able to determine if the changes were due to clinical experiences or to content classes taken at the same time as the field placements. Overall, they did conclude that candidates' beliefs were positively affected by the teacher education program offered at their university.

Teacher education programs are frequently faced with developing an assessment instrument that adequately addresses the context of teacher dispositions within their program. As assessment tools are designed the colleges and universities need to determine the reliability and validity of the instruments they employ. One study conducting such research was done by Flowers (2006) where she examined the underlying structure of the Clinical Experience Rubric (CER) which was designed to measure pre-service teachers' dispositions during their clinical experiences, specifically to "examine the fit of the empirical data to the conceptual model of dispositions defined by the CER" (p.480). Data collected from 320 participants were analyzed through statistical measures with the results supporting the underlying structure of the CER. The results, according to Flowers, suggested the three subscales were related.

Alawiye and Williams (2010) identified four dispositional domains and conducted a study to determine the extent to which each domain was valid and reliable in assessing dispositions on the Dispositional Profile Inventory. To establish validity the researchers asked 24 graduate education students to respond to Schulte, Edick, Edwards, and Mackiel's Teacher Disposition Index (as cited in Alawiye & Williams, 2010) and to their Dispositional Profile Index. A cluster analysis of both instruments was done with items that had 50% or better selection on both assessments being kept as part of the Dispositional Profile Index. These items were deemed valid as they were identified on both assessments. To establish reliability data were collected from the 14-day test-retest procedure and descriptive analyses were conducted using

SPSS software. Coefficient scores were significant at the .01 level indicating significant reliability of the four dispositional domains. These two studies are indications that as teacher education programs solidify their frameworks for dispositions they are also working to create valid and reliable instruments through which to assess their students.

Ellis et al. (2009) in a study of 234 NCATE schools found a variety of methods used to assess pre-service teachers' dispositions. Among the instruments used were rating scales, observational instruments, interviews with rubrics, and reflective writing activities. In addition to finding out how institutions assessed their candidates' dispositions they also collected data regarding how the data were used within the individual programs. They found that 88.7% of the colleges and universities used the data in part to determine the candidates' progress through the program.

When Dispositions Are Assessed

A review of the current literature indicated teacher education programs are engaged in assessing the pre-service teacher dispositions at multiple checkpoints in the program. The most common sequence of assessment was conducted as students entered into the teacher education program, during their clinical experiences, and as they exited the program (Harrison et al., 2006; Katz et al., 2008; Whitsett et al., 2007). Ignico and Gammon (2010) explored teacher dispositions and found that in one Midwest university the student dispositions were assessed beginning the third semester they were enrolled in the teacher education program and then during the semesters of their third year.

Research conducted by Rike and Sharp (2008) supported the use of an assessment instrument early in the program and its continued use over time. Rike and Sharp discussed the use of a checklist as students entered into the program at one Southern university and then its

continued implementation until the students exited the program. Evidence for supporting this use of a disposition assessment throughout the program was found in work by Rinaldo et al. (2009). This body of research demonstrated how one teacher education program in Western New York assessed pre-service students during the first semester and continued with the same disposition assessment as the students progressed through teacher education.

Thus, it appears from reviewing the literature that teacher education programs were assessing the dispositions of the pre-service candidates at multiple points in the program. This repeated assessment provided the programs with data that indicated growth and development over time (Katz et al., 2008; Rinaldo et al., 2009; Sing & Stoloff, 2008).

Who Assesses Dispositions

Research indicated the assessment of teacher dispositions for pre-service teachers was conducted by multiple individuals. Studies conducted by Whitsett et al. (2007), Ignico and Gammon (2010), and Sing and Stoloff (2008) found that universities required the teacher education students to self-assess professional dispositions at various points in the programs. These self-assessments began early in the teacher education program and continued through to the student's exit from the program.

Harrison et al. (2006) examined the competencies of pre-service teachers through the use of questions that were assessed by supervisors and observations of the students in clinical settings. While using different methods of assessing dispositions such as checklists and rubrics Katz et al. (2008) and Ignico and Gammon (2010) found that in addition to self-assessments teacher education programs also had cooperating teacher and professors evaluate teacher dispositions of the pre-service teachers. The use of multiple assessors provided the programs

with a well-rounded view of the candidates' dispositions and allowed the programs to help students identify their strong and weak dispositional areas.

Thornton (2006) took a different approach to assessing dispositions and conducted research that involved interviewing the students of the pre-service teachers, examining participant observer notes, and interviewing the pre-service teacher about their teaching and dispositions. This multi-faceted approach allowed the researcher to gather data from several sources during one time-period.

While self-assessment by the pre-service teachers appeared to be the most common, there were teacher education programs exploring additional methods of assessing the professional dispositions of the candidates in the programs. The inclusion of multiple data sources increased the assessors' ability to determine accurately the dispositions the candidates were displaying as they progressed through the course of study.

Geographic Location

Ellis (2007) reviewed teacher education programs from across the United States regarding dispositions assessed and when they were assessed and found there were multiple methods being employed by the institutions. For example one, college located in the Southern part of the U.S. assessed a student's perception of self, others, purpose, frame of reference as people and things while another college located in the South assessed dispositions such as sound judgment, moral reasoning, appropriate and positive interaction with others and ability to work with others.

The finding of Ellis (2007) regarding the use of a variety of assessment protocols is supported in other research projects. Katz et al. (2008) examined the disposition assessment at a large New York City university and found they used student responses to micro-cases to assess

the students' dispositions while in Western New York a university used a questionnaire to assess dispositions (Rinaldo et al., 2009). In looking at a broader geographic area, the literature revealed a continued variance in the assessment methods ranging from self-assessments in Eastern Kentucky to rating scales in a Midwest university (Ignico & Gammon, 2010; Sing & Stoloff, 2008).

In regards to when dispositions were assessed Ellis (2007) found the majority of the programs assessed the pre-service teacher dispositions at entry into the education program, during clinical experiences including student teaching, and upon exiting the program. These checkpoints appeared to be consistent across geographic locations.

Carnegie Classification/Enrollment

The Carnegie Classification™ is the framework for recognizing and describing institutional diversity in U.S. higher education. The six parallel classifications are: Basic Classification (the traditional Carnegie Classification Framework), Undergraduate and Graduate Instructional Program classifications, Enrollment Profile and Undergraduate Profile classifications, and Size & Setting classification (Carnegie, 2012).

Carnegie classifications were investigated by Ellis (2007) in a study regarding the characteristics of dispositions assessed by NCATE accredited teacher education programs across the United States. The study grouped the dispositions into the categories of teacher characteristics, teacher behaviors, and teacher perceptions. The research found the Carnegie classification was not significant in the number of dispositions assessed in doctoral ($M = 3.122$, $SD = 2.06$), master's ($M = 3.122$, $SD = 2.06$), and bachelor's ($M = 3.122$, $SD = 2.06$) classifications. The frequency of behavior dispositions were similar among doctoral ($M = 1.90$, $SD = 2.02$), master's ($M = 1.95$, $SD = 3.19$), and bachelor's ($M = 1.94$, $SD = 2.11$) as were the

frequency of characteristics among doctoral ($M = 4.33$, $SD = 3.99$), master's ($M = 4.66$, $SD = 3.32$), and bachelor's ($M = 3.97$, $SD = 2.85$). The frequency of perception dispositions were similar among doctoral ($M = 3.13$, $SD = 2.80$), master's ($M = 2.40$, $SD = 2.22$), and bachelor's ($M = 3.11$, $SD = 3.72$) (p. 71). Thus, it did not appear in this study the Carnegie Classification of doctoral, master, or bachelor level of degree conferred had a significant impact on the number and types of dispositions assessed.

A review of the literature revealed no other study that explored the relationship of Carnegie classification and the dispositions assessed.

Summary

Colleges and universities throughout the nation are focused on accurately assessing pre-service teachers' dispositions. This review of current literature regarding assessments illustrated the multiple ways to assess the candidates' dispositions using instruments ranging from simple checklists to assess perceptions to micro-case scenarios that indicate behaviors as dispositions. This review points out the need for assessments to have clearly defined principles and criteria and to be transparent to students and assessors. The attributes of geographic location and Carnegie classification/enrollment were explored.

In reviewing literature regarding teacher dispositions, it is apparent there is indeed much discourse surrounding how to define, conceptualize, and assess professional dispositions. While each contingent makes a case for their framework being the most desirable and accurate there is a need for continued research into this area in order to help colleges and universities focus their efforts on the dispositions pre-service teachers need to become the effective teachers sought by parents and schools. To accomplish this task of preparing teachers for the 21st century it is

imperative that teacher education programs continue to explore how to define and conceptualize those human qualities that make-up teacher dispositions.

This study specifically explored how teacher education programs in Iowa assessed dispositions by examining when dispositions were assessed, how dispositions were assessed, who assessed the dispositions, and what dispositions were assessed.

CHAPTER 3

METHODOLOGY

The purpose of this study was to explore how teacher education programs in Iowa assessed the professional dispositions of pre-service teachers. A quantitative approach was selected to investigate the similarities and differences in how teacher education programs in Iowa assessed pre-service teacher dispositions. In addition, it sought to determine if there were differences in when dispositions were assessed, who assessed the dispositions, how the dispositions were assessed, and what dispositions were assessed. This research approach was selected because researchers seek to identify problems based on trends in the field, establish an overall tendency of responses from participants, and investigate specific variables attributed to participants (Creswell, 2012).

Specifically, this study explored the trends in the assessment of teacher dispositions. It investigated which of the variables of geographic location, Carnegie classification, teacher education program enrollment, and type of institutions (i.e., public, private not-for-profit, or private for-profit) were attributes of the participating programs. In addition, the study sought to determine if there were differences in the dispositions assessed, when dispositions were assessed, how dispositions were assessed, and who assessed the dispositions.

This chapter will provide information regarding the epistemological and philosophical assumptions of the study, the methodology including the research design, the research questions and variables, population and sampling, data collection, and data analyses. The chapter also will include a discussion of the limitations and the delimitations of the study.

Epistemology and Philosophical Assumptions

This research study employed an objectivist paradigm, which is based in the philosophical underpinning of Aristotle, Bacon, Locke, and Comte (Fraenkel & Wallen, 2003; Mertens, 2010). This objectivist epistemological view states things exist as meaningful entities independent of consciousness and experiences, that objects have truth in meaning, and that research can attain objective truth and meaning (Crotty, 1998). In addition, Crotty stated that to ensure the soundness of a study and make outcomes convincing, a study should include the epistemology of objectivism, the theoretical perspective of positivism, survey research as the methodology, and statistical analysis as the method. To ensure the soundness of this research the study did as Comte posited use empirical data and reason to explain a phenomenon (Fraenkel & Wallen, 2003).

A postpositivist approach was used to explore the demographics of teacher education programs in Iowa. In addition, it served as the underlying philosophical basis to determine if there were differences in the assessment of pre-service teacher dispositions. Postpositivism was selected for the study because it includes “the belief that the social world can be studied the same way as the natural world in that there is a value-free way to study it and the explanations are of a causal nature” (Mertens, 2010, p. 10).

The axiology, ontology, epistemology, and methodology of postpositivism are supportive of this study involving the assessment and use of teacher dispositions by teacher education programs in Iowa. Table 3.1 includes the specifics for this worldview.

Table 3.1

Postpositivist Worldview

	Postpositivism
Axiology	Researcher's ethics are intertwined with the methodology Researcher has an obligation to conduct good research that is a better fit for studying humans
Ontology	Critical Realism—Reality exist and the researcher's role is to find it Reality exists, but can be known only imperfectly due to researcher's human limitations
Epistemology	Researcher's need to control the design of the study Researcher does not allow for personal biases to influence the outcome Researcher looks to external controls of objectivity; current findings fit with previous knowledge base; findings are replicable
Methodology	Borrowed from the experimental methods of natural science and modified to fit social sciences

(Mertens, 2010; Guba and Lincoln, 1994; Crotty, 1998)

Research Design

Survey Research

This study employed survey research which Crotty (1998) stated is research conducted in a positivist manner and one that employs the statistical analyses of the data. Data collected in this quantitative study were analyzed using statistical procedures in order to explore the similarities and differences in the assessment protocols used by Iowa teacher education programs to assess pre-service teacher dispositions. This survey research design was chosen for the current study because it is non-intervention research and “surveys are information collecting methods used to describe, compare, or explain individual or societal knowledge, feeling, values, preferences, and behaviors” (Fink, 2009, p. 1). The data gathered through survey research describe trends for populations by administering a survey to a small group of participants (Creswell, 2012). The trends studied in this project were the methods of assessing pre-service teacher dispositions,

when the dispositions were assessed, and who assessed the dispositions. The small sample of participants surveyed in this study included teacher education programs in Iowa. The data collected were explored to identify trends in the assessment of pre-service teacher dispositions.

A cross-sectional survey design (Babbie, 1990; Creswell, 2009, 2012; Fraenkel & Wallen, 2003) was employed to gather information from the Iowa teacher education programs at one point in time. Creswell (2012) stated that data collected at one point in time has the advantage of measuring current attitudes and practices and provides information in a short amount of time. Thus, this study examined the current attitudes, beliefs, opinions, and practices of teacher education programs. In addition, this study met Fraenkel and Wallen's (2003) three characteristics for survey research. See Table 3.2 for a summary of these characteristics.

Table 3.2

Characteristics of Survey Research

Characteristics of Survey Research	Disposition Assessment Survey Research Project
1. Information is collected to describe an aspect or characteristic of a group	Data were gathered to describe how Iowa teacher education programs assessed pre-service teacher dispositions.
2. Information is gained from asking questions	Teacher education programs in Iowa were asked survey questions regarding how they assessed pre-service teacher dispositions.
3. Information is collected from sample rather than from every member of the population	The study surveyed teacher education programs in Iowa as the sample population from all teacher education programs in the United States.

(Fraenkel & Wallen, 2003)

Fraenkel and Wallen (2003) posited that survey research frequently is more concerned with what the distribution of the data is rather than with why the observed distribution exists. The current study sought to determine the distribution of the data regarding the assessment of pre-service teacher dispositions by teacher education programs in Iowa. Thus the use of survey

research was an appropriate method through which to gather data regarding when, who, how and what teacher dispositions are assessed by the responding programs.

Research Questions

The following research questions guided this quantitative study.

1. What are the demographics of teacher education programs assessing teacher dispositions?
2. What are the similarities and differences in the geographic location, Carnegie classification, teacher education program enrollment, and the type of institution (i.e., public, private not-for-profit, or private for-profit)?
3. In what ways do teacher education programs assess dispositions (e.g., when, who, how, and what teacher dispositions are assessed)?

Variables

Through operationalizing a quantitative survey design (Creswell, 2009, 2012; Fraenkel & Wallen, 2003) and using the results from the survey questions, this study examined how teacher education programs in Iowa defined, identified and assessed pre-service teacher dispositions. The descriptive variables of geographic location, Carnegie classification, teacher education program enrollment, and type of institution (i.e., public, private not-for-profit, or private for-profit) were explored for their potential impact on the program's identification of dispositions, the methods of assessing dispositions, and the individuals responsible for assessing the dispositions. In addition, when the dispositions were assessed was examined.

Table 3.3 details the variables, values, and measurements of this research project.

Table 3.3

Variable, Values, and Measurement

Variable Label	Values	Measurement
Geographic location	1 = Northwest (north of I-80 and west of I-35) 2 = Southwest (south of I-80 and west of I-35) 3 = Northeast (north of I-80 and east of I-35) 4 = Southeast (south of I-80 and east of I-35)	Nominal
Carnegie classification	1 = RU/VH: Research Universities (very high research activity) 2 = RU/H: Research Universities (high research activity) 3 = DRU: Doctoral/Research Universities 4 = Master's L: Master's Colleges and Universities (large programs) 5 = Master's M: Master's Colleges and Universities (medium programs) 6 = Master's S: Master's Colleges and Universities (smaller programs) 7 = Bac/A&S: Baccalaureate Colleges—Arts & Sciences 8 = Bac/Diverse: Baccalaureate Colleges—Diverse Fields 9 = Bac/Assoc: Baccalaureate/Associate's Colleges 10 = Spec/Faith: Special Focus Institution—Theological seminaries, Bible Colleges, and other faith institutions 11 = Tribal: Tribal Colleges 12 = Other	Nominal
Teacher Education Program Enrollment	1 = 1 – 50 Completers 2 = 51 – 250 Completers 3 = 250 + Completers	Ordinal
Type of Institution	1 = Private for-profit 2 = Private not-for-profit 3 = Public	Nominal

Variable, Values, and Measurement (continued)

<i>Variable Label</i>	<i>Values</i>	<i>Measurement</i>
Date of Department of Education Reaccreditation	Calendar Years	Nominal
Specific dispositions assessed by teacher education program		Nominal
When dispositions are assessed	1 = Pre-professional Core 2 = Entering program 3 = During program 4 = Exiting program	Nominal
How are dispositions assessed	1 = Most important method 2 = Important method 3 = Least Important method	Nominal data with the lower number indicating the more important method of assessment
Individuals responsible for assessing pre-service teacher dispositions	1 = Professor 2 = Cooperating Teacher 3 = University Supervisor 4 = Student Self-assessment	Nominal
How were the dispositions identified	1 = Most important method 2 = Important method 3 = Least Important method	Nominal data with the lower number indicating the more important method

Descriptive Variables

For this study, the descriptive variables of geographic location, Carnegie classification, teacher education program enrollment, and type of institution (i.e., public, private not-for-profit, or private for-profit) were selected as demographic variables of the institutions located in Iowa. These variables were chosen because they were characteristics the institutions already possessed. These specific demographic variables were assigned to discover whether there were differences in the variables of when, who, how and what pre-service teacher dispositions were assessed by the institutions participating in this study.

The measurement for each of the demographic variables of geographic location, Carnegie classification and enrollment, and type of the institution are described in the following sections.

Geographic location. Geographic location was measured through the participant response to a survey item asking them to identify the area of the state in which the program was located. The responses were Northwest, Southwest, Northeast, and Southeast.

Carnegie classification. The Carnegie classification was measured by participants responding to a survey question that identified the institution's current Carnegie classification. These classifications ranged from large universities with a heavy emphasis in research to colleges offering baccalaureate and associate degrees. See Table 3.3 for specific classifications.

Teacher education program enrollment. The enrollment number for each teacher education program was determined through a survey question that asked the participants to indicate the number of students who completed the institution's teacher education program during the 2011 - 2012 academic year.

Type of institution. Participants were asked to identify if the institution was a public institution, a private not-for-profit institution, or a private for-profit institution.

Additional descriptive variables in this study were when teacher education programs assessed pre-service teacher dispositions, who assessed the dispositions, how the dispositions were assessed, and what dispositions were assessed. It was hypothesized there would be differences in when, who, how, and what dispositions were assessed based on the demographic variables of geographic location, Carnegie classification, teacher education programs enrollment, and the type of institution (i.e., public, private not-for-profit, or private for-profit). Thus, the study sought to determine if the demographic variables affected the assessment of pre-service teacher dispositions by teacher education programs.

The following sections delineate how the descriptive variables of the when dispositions were assessed, who assessed the dispositions, how the dispositions were assessed, and what dispositions were assessed.

When dispositions were assessed. Participants were asked to identify at what points in the teacher education program pre-service teacher dispositions were assessed. These checkpoints included, 1 = entrance into the program, 2 = during the program, 3 = exit from the program, and 4 = other.

Who assessed the dispositions. One survey question asked participants to identify who was responsible for assessing pre-service teacher disposition. See Table 3.3 for the specific choices.

How dispositions were assessed. Participants were asked to rank order the top three methods the teacher education program used to assess pre-service teacher dispositions, 1 = most used method, 2 = second most used method, and 3 = least used of the top three methods.

What dispositions were assessed. Though an open-ended survey question (Fraenkel & Wallen, 2003) participants were asked to identify the specific dispositions the teacher education program assessed. Examples of dispositions assessed include respect, caring, cultural competence, and professionalism.

How dispositions were identified. Participants were asked to rank order the methods used to identify the specific dispositions assessed by the teacher education program. The survey question asked for the top three ways the dispositions were identified, 1 = most used method, 2 = second most used method, and 3 = least used of the top three methods.

How assessment data were used. An open-ended question (Fraenkel & Wallen, 2003) regarding how the data are used was one the participants responded to on the survey.

Participants and Sampling

The data for this research project were collected from accredited teacher education programs located in Iowa. The institutions included large and midsized research universities with doctoral program, institutions offering baccalaureate and master's degrees, and institutions offering only baccalaureate degrees. For research purposes, the state was divided into four quadrants identified as Northwest, Southwest, Northeast, and Southeast. Of the potential responding institutions, eight of the teacher education programs were located in the Northwest quadrant, one was located in the Southwest quadrant, twelve were located in the Northeast quadrant and eleven were located in the Southeast quadrant. The cities where the institutions were located ranged for metropolitan areas to small rural towns. The population of Iowa was homogenous with 91% of the population White, 5% Latino, 2.9% Black, and 1.7% Asian (U.S. Census Bureau, 2010). Of the 31 colleges and universities in the state 26 were private not-for-profit institutions, three were public institutions, and two were private for-profit institutions.

A survey was sent to the contact person for each teacher education program during the summer of 2012. This survey sought to determine how the programs assessed the dispositions of their pre-service teachers. The study included all teacher education programs located in Iowa. Information regarding the programs and contact information was obtained from the Iowa Department of Education (2010).

Human subject approval was sought from the Drake University Institutional Review Board prior to the survey being sent to participants.

Table 3.4 provides details of the frequency distributions for participant demographics.

Table 3.4

Frequency Distribution for Participant Demographics—Geographic Location, Carnegie Classification, number completing teacher education program, and date of last Department of Education Reaccreditation Review

	<i>n</i>	% of sample
Geographic Location (<i>n</i> = 25)		
Northwest	7	28
Southwest	2	8
Northeast	11	44
Southeast	5	20
Carnegie Classification (<i>n</i> = 25)		
Research University (very high research activity)	2	8
Doctoral/Research University	3	12
Mater's College or University small program	8	32
Baccalaureate College—Arts & Sciences	7	28
Baccalaureate College—Diverse Fields	4	16
Special Focus Institutions—Theological seminaries, Bible Colleges, and other faith-related institutions	1	4
Number Completing Program 2011-12		
School Year (<i>n</i> = 25)		
51-250 students	10	40
250 + students	2	8
1-50 students	13	52
Type of Institution (<i>n</i> = 25)		
Public	3	12
Private Not-For Profit	20	80
Private For-Profit	2	8
Date of Latest Department of Education Reaccreditation Review (<i>n</i> = 25)		
2012	1	4
2011	5	20
2010	3	12
2009	3	12
2008	5	20
2007	5	20
2005	2	8
2004	1	4

Survey Instrument

A questionnaire (Appendix D), which Creswell (2012) describes as “a form used in a survey design that participants in a study complete and return to the researcher” (p. 382), was used to collect data regarding how teacher education programs in Iowa identified and assessed pre-service teacher dispositions. This survey was adapted from the Survey of U. S. Educator Programs created by Ellis (2007). It included three parts with Part 1, Demographic Information, inquiring about the geographic location, Carnegie Classification, teacher education program enrollment, type of the university (public, private not-for-profit, or private for-profit), and the Department of Education reaccreditation review date. These questions gathered nominal (What is your institution’s geographic location?) and continuous data (During the 2011-2012 academic year, how many students completed your program?) regarding the institutions.

Part II, Identification of Specific Dispositions, explored the selection process used to determine the dispositions assessed by the teacher education program and sought to have those dispositions identified. Questions in this part were designed to gather data that listed the dispositions addressed throughout the program and to determine the methods used to identify these dispositions (How were these dispositions identified?). These questions were in the form of a checklist (Suskie, 1996) and close-ended questions (Fraenkel & Wallen, 2003).

Part III of the survey entitled Assessment, examined the instruments used to assess the identified dispositions, who assessed them, and how the teacher education program used the data from these assessments. These questions sought to identify specifics about the teacher education programs’ assessment methods (How are candidates’ dispositions assessed?) through checklist questions (Suskie, 1996). In addition, an open-ended question (Creswell, 2009, 2012) explored

the teacher education programs use of data (Do the results of the dispositions assessments have any effect on candidates' progression into or through the program?).

This research study replicated in part research conducted by Ellis (2007) regarding the identification, assessment, and use of teacher dispositions by National Council for Accreditation of Teacher Education (NCATE) accredited teacher education programs in the United States. The study was replicated in part because only four of the 32 teacher education programs in the Iowa are accredited by NCATE (NCATE, 2010) thus most programs were not represented in the original study. This study examined how teacher education programs in colleges and universities located in Iowa identified and assessed teacher dispositions. The survey instrument selected for this study was a modification of the original Ellis survey. The modifications included removing questions that were specific to NCATE institutions and creating geographic regions that were unique to Iowa.

The original Ellis (2007) survey was reviewed for validity by “Deans from four educator preparation units with the State of Georgia” (Ellis, 2007, p. 50) and the survey was reviewed by “[Dr.] Mary Diez, Graduate Dean of Alverno College, Milwaukee, WI” (Ellis, 2007, p. 50). The modified survey used in this study was reviewed by disposition experts in the Iowa and the Drake University Institutional Review Board (IRB). Reliability was determined through statistical analyses (Creswell, 2009; Fraenkel & Wallen, 2003; Suskie, 1996) of the survey data.

The survey used in this study was pilot tested prior to being distributed to the teacher education program representatives. Four outside individuals consisting of college professors and state accrediting agency personnel were asked to provide input on the survey instrument. They were asked to look at for clarity of the questions and the comprehensiveness of the questions. Individual reviewers provided suggestions on the clarity of questions ranging from the terms

used to identify pre-professional classes to how best to ask for the specific dispositions assessed.

Overall, the reviewers felt the survey was adequate and addressed the research questions.

The survey consisted of 18 items. Five of these items were related to the demographic variables, 12 were related to the descriptive variables, and one requested information regarding the respondent's position within the teacher education program. Table 3.5 details the relationship between the research questions and the survey questions.

Table 3.5

Research Questions and Survey Questions

Research Question	Survey Question(s) Addressing the Research Question
1. What are the demographics of the teacher education programs assessing teacher dispositions?	1. What is your institution's geographic location? 2. What is your institution's Carnegie Classification? 3. For the 2011-2012 academic year, how many students completed your program? 1 – 50 program completers 51-250 program completers 251 + program completers 4. Which of the following best describes your institution? Public Private Not-For-Profit Private For-Profit
2. What are the similarities and differences in the geographic location, Carnegie classification, teacher education program enrollment, and the type of institution (i.e., public, private, for profit)?	1. What is your institution's geographic location? 2. What is your institution's Carnegie classification? 3. For the 2011-2012 academic year, how many students completed your program? 1 – 50 program completers 51-250 program completers 251 + program completers 4. Which of the following best describes your institution? Public Private Not For Profit Private For Profit

Research Questions and Survey Questions (continued)

Research Question	Survey Question(s) Addressing the Research Question
3. In what ways do teacher education programs assess dispositions (e.g., when, who, how, and what teacher dispositions are assessed)?	<p>6. Please list below or attach a copy of the dispositions assessed by the program.</p> <p>8. Are teacher dispositions formally assessed when students are enrolled in pre-professional classes? If yes, who assess the dispositions? Please check all that apply. Candidate (Self) Cooperating/mentor Teacher College/University Supervisor Professor Other (please specify)</p> <p>9. Are teacher dispositions formally assessed when students enter the teacher education program? If yes, who assesses them? Please check all that apply. Candidate (Self) Cooperating/mentor Teacher College/University Supervisor Professor Other (please specify)</p> <p>10. Are teacher dispositions formally assessed during the program (i.e., practicum or methods classes; prior to student teaching)? If yes, who assesses them? Please check all that apply. Candidate (Self) Cooperating/mentor Teacher College/University Supervisor Professor Other (please specify)</p> <p>11. Are teacher dispositions formally assessed when student exit the teacher education program (i.e., at the completion of student teaching)? If yes, who assesses them? Please check all that apply. Candidate (Self) Cooperating/mentor Teacher College/University Supervisor Professor Other (please specify)</p> <p>12. Are teacher dispositions formally assessed at other times during the program? If yes, please list when they are assessed.</p> <p>13. How are candidates' dispositions assessed?</p>

Data Collection Procedures

Data were collected using the Midwest Teacher Education Program Survey questionnaire designed for this study (see Appendix D). The study was reviewed by the Drake University IRB prior to the questionnaire being sent out to the teacher education programs. Participants were asked to sign an informed consent form (see Appendix E). Participants in the study were contacted via email early in May 2012 and invited to participate in the study. In June, a follow up email reminder regarding the survey was distributed through the Qualtrics© Survey site. In addition, personal phone calls were made to participants seeking their assistance in completing the survey. In July, a personal email was sent to participants who had not yet responded. This final email generated a 77% return rate for the survey, which exceeds the ideal response rate for returning questionnaires of $\geq 67\%$ (Creswell, 2009). Participating programs were provided confidentiality and no program was identified in the study.

Data Analyses Procedures

This study employed SPSS v. 19 to analyze the variables identified in Table 3.3. Descriptive statistics were used to answer the research questions 1) What are the demographics of the teacher education programs assessing teacher dispositions? 2) What are the similarities and differences in the geographic location, Carnegie classification, teacher education program enrollment, and the type of institution (i.e., public, private not-for-profit, or private for-profit)? 3) In what ways do teacher education programs assess dispositions (e.g., when, who, how, and what teacher dispositions are assessed)?

Descriptive statistics are used in research to analyze survey data that can be categorized into two classifications. In one category, descriptive statistics are used measure relationships and in the other, they are used to describe individual variables and their distribution (Alreck & Settle,

1985). This study employed descriptive statistics to describe variables and to show the distribution of the responses from teacher education programs regarding the assessment of pre-service teacher dispositions. Alreck and Settle (1985) stated that “frequency and percentage distributions are the most common and practiced method for describing categorical survey variables” (p. 234). Thus, descriptive statistics were appropriate for this study because the data gathered from the survey were categorical data (e.g., What is your Carnegie classification? Who assesses teacher dispositions?).

Descriptive statistical analyses were conducted based on the quantitative data collected from the survey regarding teacher education programs in Iowa in order to better understand the characteristics of the assessments used by the various programs. In addition, the analyses were conducted to determine if there were similarities and difference in how teacher dispositions were assessed in Iowa teacher education programs.

Descriptive statistics described by Johnson and Christensen (2008) as “statistics that are focused on describing, summarizing, or explaining data” (p. 464) were used to analyze the characteristics of the teacher education programs in Iowa regarding the defining, identifying, and assessing of teacher dispositions. The specific descriptive statistics used in this study included frequency, percentage, range, and mode. These analyses answered the research questions regarding the demographics of the teacher education programs, the differences in the geographic location, Carnegie classification, teacher education program enrollment, and the type of institution, and the ways teacher education programs assess dispositions.

Descriptive statistics were chosen to analyze the data because descriptive statistics are procedures used to describe the characteristics of the sample (Kooker & Robb, 1982) and are used in research projects to summarize data (Coolidge, 2006). A summary and description of the

characteristics of the assessments used by teacher education programs provided a method of exploring the programs and the methods used to assess teacher dispositions.

Delimitations

This study was delimited to the teacher education programs in Iowa that are accredited by the Iowa Department of Education. These programs were chosen because the Iowa is exploring ways in which teacher education programs could improve the quality of their programs and ensure highly effective graduates. In addition, this study was a partial replication of a study conducted by Ellis (2007) that involved NCATE programs across the United States. Iowa has only four NCATE accredited programs thus many of the Iowa programs were not included in the original study.

Limitations

This study was limited to institutions of higher learning in Iowa and may not be representative of all programs across the United States. The data gathered were dependent upon the respondent's willingness to share information regarding the teacher education program at their institution. In addition, the small number of teacher education programs located in the sample limited the study. Furthermore, response rate was not a factor that could be controlled.

Summary

Chapter 3 described the methodological approach used to determine if there were similarities and differences in the methods used by teacher education programs in Iowa to identify and assess pre-service teacher dispositions. The epistemological and philosophical assumptions, the methodology including the research design, the research questions and variables, the population and sampling, data collection, and data analyses were reviewed. In addition, details were provided on how the data were analyzed to address each research question.

The chapter also included a discussion of the delimitations and limitations of this research project.

CHAPTER 4

RESULTS

The purpose of this study was to increase the scholarly research regarding the assessment of pre-service teacher dispositions by teacher education programs. The study explored how teacher education programs assessed teacher dispositions. In addition, the study sought to determine if there were differences in how teacher education programs in Iowa assessed pre-service teacher dispositions. A review of the literature revealed there was need for further exploration regarding how teacher education programs assessed teacher dispositions and it was hypothesized that there would be differences in how programs assessed students based on geographic location, Carnegie classification, teacher education program enrollment, and type of the institution (i.e., public, private not-for-profit, or private for-profit).

This chapter reports the results of the data analyses, which in turn provided answers to the following research questions 1) What are the demographics of the teacher education programs assessing teacher dispositions? 2) What are the similarities and differences in the geographic location, Carnegie classification, teacher education program enrollment, and type of the institutions (i.e., public, private not-for-profit, or private for-profit)? 3) In what ways do teacher education programs assess dispositions (e.g., when, who, how, and what teacher dispositions are assessed)?

Following the description of procedures used to screen the data and methods used to ensure assumptions were met in order to conduct analyses of the data, this chapter reports the results for the descriptive statistics conducted on the variables.

Data Screening

In preparation for conducting data analyses all data were screened for outliers and missing data (Tabachnick & Fidell, 2007). Data gathered through open-ended questions were analyzed through open coding (Creswell, 2009). These qualitative responses gathered through the open-ended question regarding what dispositions institutions assessed were grouped into the dispositional categories of caring, communication, creative, critical, and professional. These categories were the dispositional categories found in the Iowa Dispositions Model (Rose, 2006). These dispositional categories provided a framework that allowed for the coding and grouping of the individual dispositions listed by the responding institutions. The use of the dispositional categories provided a way to explore the similarities and differences in what dispositions were assessed by the teacher education programs. See Table 4.1 for categories and subcategories of dispositions.

Table 4.1

Dispositional Categories Created through Coding with the Iowa Disposition Model

Caring Dispositions	Communication Dispositions	Creative Dispositions	Critical Dispositions	Professional Dispositions
Empathy	Presence	Flexible	Reflective	Professionalism
Compassion	Responsive	Inventive	Initiative	Work Ethics
Respect	Attentive	Resourceful	Open-Minded	Confidential
Passion	Authentic	Resilient	Efficacy	Personal Ethics
Rapport	Voice		Humility	Integrity
Cultural Competence	Collaborative			Professional Ethics

Iowa Disposition Model (IACTE, 2008)

Responses to the question regarding geographic location were recoded from four locations, Northwest, Southwest, Northeast, and Southeast into three locations designated Western, Central, and Eastern areas. This recoding provided for a more even distribution of

institution regarding geographic location. Survey question 2, which dealt with the Carnegie classification, was recoded into three responses from the original 12. Due to the small number of institutions of higher education in the Iowa, the recoding of the Carnegie classification into doctoral degree institutions, master's degree institutions, and baccalaureate institutions allowed for a more even distribution of institutions into each category.

Research Question 1 – What are the demographics of the teacher education programs assessing teacher dispositions?

Descriptive analyses were conducted on data gathered regarding the demographics for the 25 teacher education programs that responded to the survey. Table 4.2 includes the frequencies and percent for each demographic.

Table 4.2

Frequencies for Demographic Variables (n = 25)

	Number	%
Geographic Location		
Western	5	20
Central	7	28
Eastern	13	52
Carnegie Classification		
Doctoral Institution	5	20
Master's Institution	7	28
Baccalaureate Institution	13	52
Teacher Education Program Enrollment Size (2011-2012)		
1 - 50 Completers	13	52
51 - 250 Completers	10	40
251 + Completers	2	8
Type of the Institution		
Public Institution	3	12
Private Not For Profit Institution	20	80
Private For Profit Institution	2	8
Respondent's Position		
Associate Dean	2	8
Department Chair	15	60
Professor	3	12

Frequencies for Demographic Variables (continued)

	Number	%
Assessment Coordinator	1	4
Field Placement Coordinator	1	4
Other	3	12

Data analyses indicated there was not an equal division among programs located in each of the three geographic locations. Slightly more than half of the programs responding to the survey were located in the Eastern area. There was an uneven distribution of institutions in regards to the Carnegie classifications for programs in Iowa. The greatest number of programs offered only baccalaureate degrees (52%). Five institutions offered doctoral studies (20%) and seven programs (28%) offered master's degrees. Two of the institutions with doctoral programs were located in the central part of the state and three of the doctoral institutions were in the eastern part of the state.

There were differences in the enrollment size of the teacher education programs that replied to the survey. Only 8% of the programs (2) had more than 250 students completing the teacher education program during the 2011 – 2012 academic year. In comparison, 92% of the programs had between one and 250 students graduating in 2011 – 2012.

Three public programs made up 12% of the responding institutions. Private not-for-profit institutions comprised the majority of the teacher education programs with 80% of the institutions indicating they were a private not-for-profit college or university. Eight percent of the programs were part of private for-profit institutions.

The individual responding to the survey for 60% of the programs (15 programs) was the department chair. Professors made up 12% of the respondents. The other respondents were spread among associate deans (8%), assessment coordinators (4%), and field placement

coordinators (4%). The remaining 12% were not part of any of these categories. Thus, the majority of the respondents were individuals who knew the program well and worked directly with students.

Table 4.3 compares the demographic frequencies for responding institutions to the sample population. The responding institutions appear to be representative of the sample population.

Table 4.3

Comparison of Responding Institutions and Sample Population

	Frequency and Percent of Sample Institutions ($n = 31$)		Frequency and Percent of Responding Institutions ($n = 25$)	
	Frequency	Percent	Frequency	Percent
Geographic Location				
Western	6	19	5	20
Central	8	26	7	28
Eastern	17	55	13	52
Carnegie Classifications				
Doctoral Institutions	6	19	5	20
Master's Institutions	9	29	7	28
Baccalaureate Institutions	16	52	13	52
Type of Institution				
Public	3	9	3	12
Private Not-For-Profit	25	82	20	80
Private For-Profit	3	9	2	8

Review of the data indicated all but one of the Western area institutions responded to the survey. These sample institutions represented 20% of the institutions replying to the survey while 19% of all teacher education programs are located in this area of the state. Institutions located in the Central part of the state comprised 26% of all teacher education programs in the state. The seven Central programs responding represented 28% of the survey respondents. Teacher education programs located in the Eastern portion of the state made-up 55% of the teacher

education programs in the state. The sample population represented 52% of the reporting programs.

Data pertaining to Carnegie classifications showed five doctoral institutions completed the survey. A review of the Carnegie classifications for all institutions in the state indicated six institutions are designated as having doctoral programs. Seven of the masters' institutions completed the survey while two did not. Baccalaureate institutions were represented by 13 if the 16 programs in the state.

All three of the public institutions located in the state responded to the survey. Of the private not-for-profit, institutions 20 of the 25 programs in the state replied to the survey and two of the three the private for-profit institutions responded.

Table 4.4 describes the results of the descriptive analyses, reporting the minimum and maximum values and mode for each of the demographic variables in the study.

Table 4.4

Descriptive Statistics for Demographic Variables

Variables	Min	Max	Mode
Geographic Location ^a	1.00	3.00	1.00
Carnegie Classification ^b	1.00	3.00	3.00
TEP [*]	1.00	3.00	1.00
Enrollment ^c	1.00	3.00	2.00
Type of Institution ^d	2.00	7.00	3.00
Respondent Position ^e			

* TEP = Teacher Education Program

^a Scale: 1 = Eastern Area, 2 = Central Area, 2 = Western Area

^b Scale: 1 = Doctoral Institution, 2 = Master's Degree Institution, 3 = Baccalaureate Institution

^c Scale: 1 = 1 – 50 Completer, 2 = 51 – 250 Completers, 3 = 250+ Completers

^d Scale: 1 = Public, 2 = Private Not-for-Profit, 3 = Private For-Profit

^e Scale: 1 = Dean, 2 = Associate Dean, 3 = Department Chair, 4 = Professor, 5 = Assessment Coordinator, 6 = Field Placement Coordinator, 7 = Other

Research Question 2 –What are the similarities and differences in the geographic location, Carnegie classification, teacher education program enrollment, and type of institution (i.e., public, private not-for-profit and private for-profit)?

Descriptive analyses were conducted on the data to determine the similarities and differences in the geographic location, Carnegie classification, teacher education program enrollment, and type of institution (i.e., public, private not-for-profit, or private for-profit) assessing teacher dispositions. See Table 4.2 for frequency and percent data for each variable.

Data indicated that 52% of the teacher education programs were located in the Eastern area of the state, 28% were located in the Central area, and 20% were located in the Western portion of the state. In exploring the population distribution in the state five (50%) of the ten largest cities were located in the Eastern portion of the state (U. S. Census Bureau, 2011). This population distribution would support the greater number of institutions of higher learning being located in the Eastern part of the state. The unequal distribution of teacher education programs by geographic location would indicate there might be differences in access to teacher education programs in some areas of the state.

Using Carnegie classifications over half (52%) of the institutions reported offering only baccalaureate degrees while 28% of the institutions granted master's degrees. Of the responding institutions, 20% were doctoral institutions. There appears to be differences in the types of programs offered by the various institutions with the larger programs offering post-graduate degrees more frequently than smaller institutions.

In reviewing data regarding the 2011 - 2012 enrollment size of the teacher education programs, 52% of the programs reporting have between 1 and 50 students completing the program. Forty percent of the programs reported between 51 and 250 students earning degrees in

education during 2011 - 2012. Only 8% of the programs reported having more than 250 students completing a teacher education program during the 2011 – 2012 year. Thus, 92% of the teacher education programs served between 1 and 250 students during the 2011 – 2012 academic year. The data indicates substantial differences in the enrollment for each of the teacher education programs.

The majority of the institutions offering teacher education programs were identified as private not-for-profit institutions (80%). Public institutions accounted for 12% of the program settings and only 8% of the institutions were reported as private for-profit institutions. Data would then indicate the majority of the teacher education programs were part of private colleges or universities.

Education department chairs (60%) were the most frequent responders to the survey questions. Professors account for 12% of the individuals replying. Other positions included Associate Deans (8%), assessment coordinators (4%), and field placement coordinators (4%). Positions such as the director of teacher education, program director, and director of student services accounted for 12% of the respondents. The data indicated that the majority of the institutions had the individuals most closely involved in working with pre-service teachers responded to the survey.

In summary, analyses of the demographic of the responding institutions revealed approximately half (52%) of the teacher education programs were located in the Eastern part of the state with the majority (80%) of the programs offering baccalaureate degrees or baccalaureate and master's degrees. Programs appeared to be small to midsized with all but 8% of the programs reporting fewer than 251 students completing the program during the 2011 –

2012 year. Data revealed that 88% of the programs are located in private institutions and only 12% are in public institutions.

Research Question 3—In what ways do teacher education programs assess dispositions (e.g., when, who, how, and what teacher dispositions are assessed)?

Analyses of the data regarding when, who, how, and what dispositions are assessed by teacher education programs are found in Table 4.5. This table is a summary of the differences of when during the teacher education program institutions assess pre-service teacher dispositions. The four, targeted checkpoints were pre-professional core classes, entry into the teacher education program, classes during the teacher education program (professional core), and exiting the teacher education program.

When Dispositions Are Assessed by Geographic Location

During pre-professional core classes. Examination of the data revealed differences in when teacher dispositions were assessed based on geographic location with 80% of the programs located in the Western part of the state assessing dispositions when students were enrolled in pre-professional classes. Five of the seven institutions (71%) located in the Central region assessed dispositions at this checkpoint in the program. Eight of the programs (62%) located in the Eastern part of the state assessed dispositions during pre-professional classes while 38% of them did not assess at this point. In the Western portion of the state, only one of the programs did not assess during the pre-professional core. Thus, more programs in the Eastern geographic area (38%) did not assess pre-service teacher dispositions during pre-professional classes compared to 20% of the programs located in the Western geographic area and 29% in the Central area. Figure 4.1 illustrates the assessment of pre-service teacher dispositions based on the geographic location of the teacher education programs.

Entering teacher education program. Data regarding the assessment of dispositions as students entered into a teacher education program showed 80% of the programs in the Western area assessed at this point, 86% of the Central area programs, and 46% of the Eastern area programs assessed as students entered into the program. There appears to be a difference in the geographic location and the institution's decision to assess dispositions as pre-service teachers begin a program, with more of the Western and Central area institutions reporting assessing at

Table 4.5

When Dispositions Are Assessed by Demographics

	Pre-Professional Classes		Entry to TEP*		During TEP*		Exiting TEP*	
	Yes	No	Yes	No	Yes	No	Yes	No
Geographic Location								
Western Area	4	1	4	1	5	0	5	1
Central Area	5	2	6	1	6	1	6	1
Eastern Area	8	5	6	7	9	4	5	8
Carnegie Classification								
Doctoral Institutions	2	3	2	3	3	2	2	3
Master's Institutions	6	1	6	1	7	0	6	1
Baccalaureate Institutions	9	4	8	5	10	3	8	5
Number of Program Completers (2011-12)								
0 -50 Completers	9	4	9	4	11	2	7	3
51 – 250 Completers	8	1	6	3	8	1	8	1
251 + Completers	0	2	1	1	1	1	1	1
Type of Institution								
Public	1	2	1	2	1	2	1	2
Private—not-for- profit	14	5	13	6	17	2	13	3
Private for-profit	2	0	2	0	2	0	2	0

*TEP = Teacher Education Program

this point more than those in the Eastern region. The great difference is in the number of Eastern institutions that do not assess at this point in the program (54%) compared to 14% of the Central institutions and 20% of the Western programs. Figure 4.2 shows the number and percent of institutions assessing at this point in the teacher education program.

During teacher education program. All five of the responding teacher education programs located in the Western part of the state replied that teacher dispositions were assessed throughout the professional core classes. These classes would include areas such as content methods classes, classroom management, and field placement experiences. In reviewing data for institutions in the Central region, six of the seven reporting programs (86%) assessed dispositions during the professional core classes. Of the programs located in the Eastern area, nine of the programs responded they assessed during the professional core and four said dispositions were not assessed at this point in the program. The data would indicate that institutions located in the Western and Central parts of the state are assessing dispositions more frequently during the teacher education program than those located in the Eastern part. Figure 4.3 shows the differences in the assessment of dispositions during the teacher education program.

Exiting teacher education program. Figure 4.4 illustrates the number of programs in each geographic area that assessed teacher dispositions as students graduated and exited the program. Again, at this checkpoint the five institutions (100%) in the Western part of the state assess teacher dispositions while six of the Central programs (86%) assess at this point. Five of the thirteen Eastern institutions (38%) indicated they did not conduct an assessment as students exited the program.

In looking at the overall impact geographic location has on the when teacher dispositions are assessed it appears the greatest difference is during the professional core classes such as

methods and field placement experiences and when students exit the program. All Western area institutions that responded to the survey indicated they assessed at these two points in the program. Students enrolled in six of the seven programs in the Central area of the state were assessed during the pre-professional core and as they exited the program. In contrast, nine out of thirteen Eastern institutions assessed during the professional core and five of the thirteen programs assessed as students exited the program.

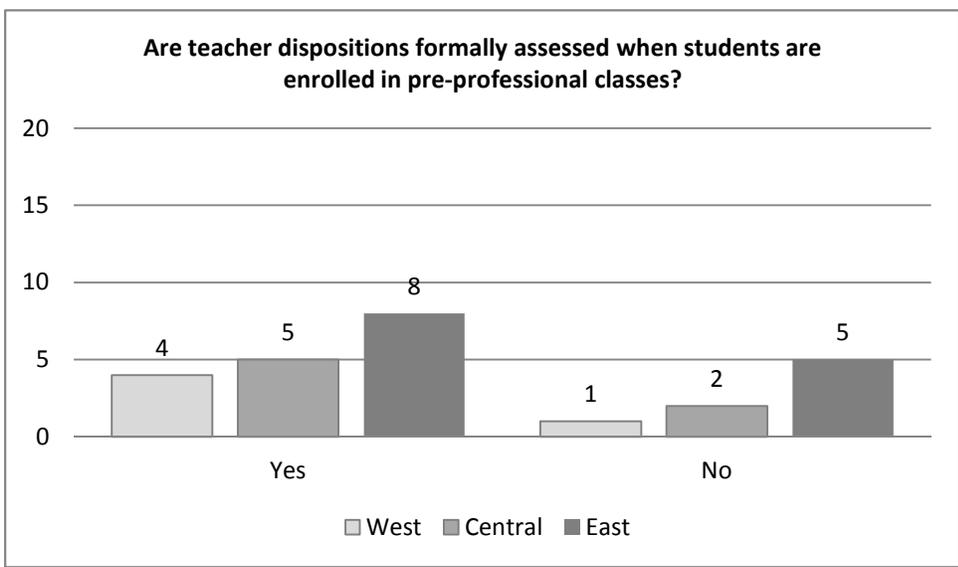


Figure 4.1 Pre-Professional Assessment by Geographic Location (n = 25)

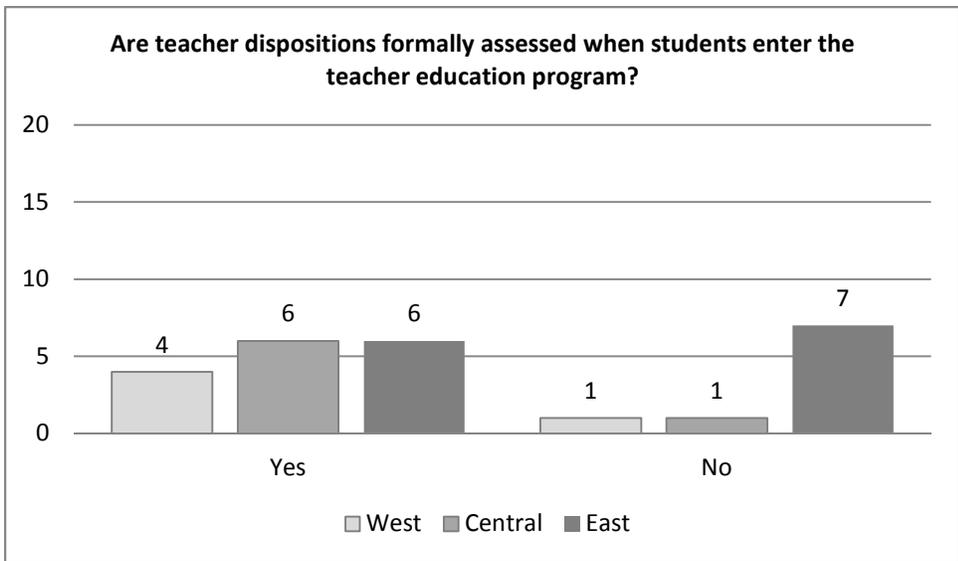


Figure 4.2 Entering Teacher Education Program Assessment by Geographic Location (n = 25)

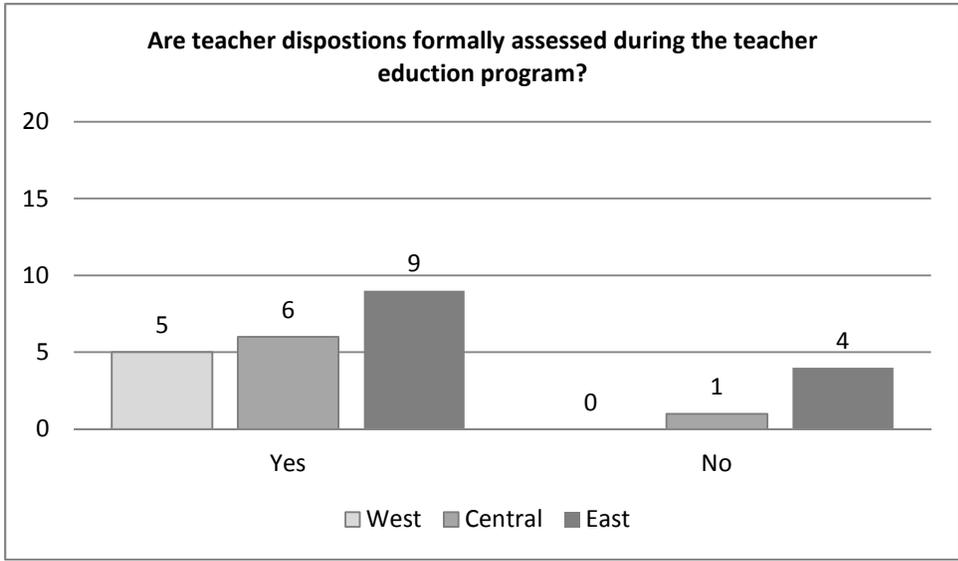


Figure 4.3 During Teacher Education Programs Assessment by Geographic Location (n = 25)

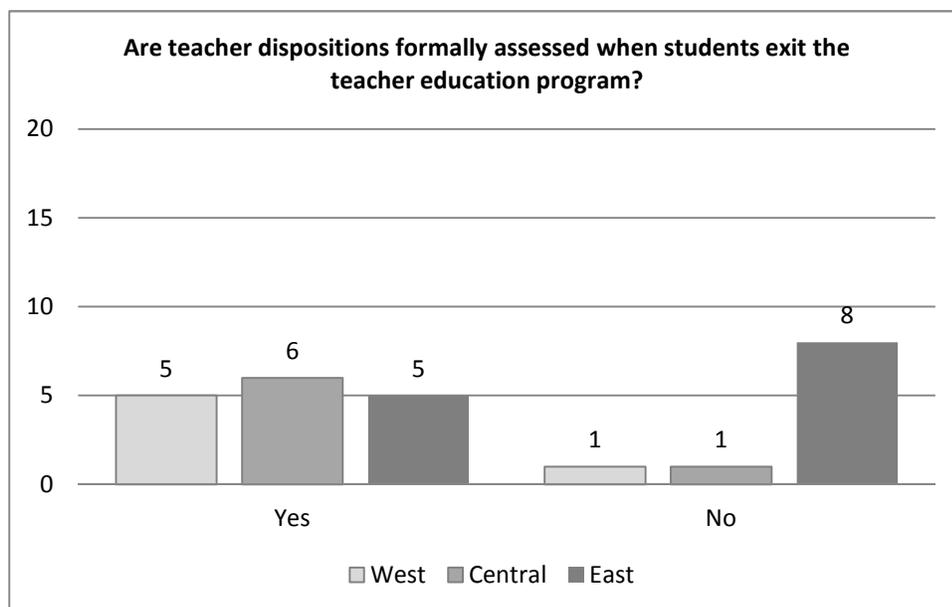


Figure 4.4 *Exiting Teacher Education Program Assessment by Geographic Location (n = 25)*

When Dispositions Are Assessed by Carnegie Classifications

During pre-professional core classes. Data analyses of the assessment of dispositions during pre-professional core classes showed 36% of the baccalaureate institutions assessed dispositions at the pre-professional level. Twenty-four percent of the master's degree institutions assessed at this level but only 8% of the doctoral institutions assess during pre-professional classes. Of the 25 programs responding to the survey, eight programs did not assess at the pre-professional level (12% baccalaureate, 4% master's, 14% doctoral). Figure 4.5 compares the assessment of dispositions during the pre-professional core by Carnegie classification and illustrates the differences in the programs.

Entering teacher education program. The greatest difference in institutions assessing dispositions as students enter into the teacher education program was between institutions with doctoral programs and those who offer master's and baccalaureate degrees. Thirty-two percent of the baccalaureate institutions and 24% of the master's institutions assessed at this point in the

program. This compares with only 8% of doctoral institutions assessing as student enter the program. Figure 4.6 illustrates the differences.

During teacher education program. In exploring the effect Carnegie classification had on when institutions assessed pre-service teacher dispositions during the professional core, the data revealed the majority of the responding institutions identified this as a time when they assessed pre-service teacher dispositions. Twenty programs (80%) indicated dispositions were assessed when students were formally enrolled in the teacher education program. Of these institutions, 12% were doctoral institutions, 28% were master's degree institutions, and 40% were baccalaureate programs. Five of the programs indicated they did not assess teacher dispositions at any time when students were enrolled in professional core classes such as content area methods or field experiences. Of the master's level institutions, all reported assessing dispositions during the professional core. This was the only Carnegie classification area that reported all institution assessing at this point in the program. Of the programs reporting no assessment of dispositions at this point in the program, 12% were baccalaureate institutions and 8% were doctoral institutions. See Figure 4.7 for details regarding the data.

Exiting teacher education program. Teacher education programs in institutions offering baccalaureate degrees were the programs that most frequently assessed pre-service teacher dispositions as the candidates exited the program and graduate. Thirty-two percent of these programs reported assessing at this time. Data showed 24% of master's degree institutions assessed as student exited the program as did 8% of the doctoral institutions. Of those programs not assessing when students exited the program 12% were doctoral institutions, 4% master's institutions, and 20% baccalaureate institutions. Figure 4.8 illustrates the differences in the institutions according to Carnegie classifications.

A review of when dispositions were assessed by the Carnegie classifications of doctoral, master's, and baccalaureate institutions, it appears that at each of the four checkpoints in the teacher education program institutions offering baccalaureate degrees more frequently assessed pre-service teacher dispositions. Those reporting the fewest points at which dispositions were assessed were doctoral institutions. Thus, the Carnegie classification did have some influence on when dispositions were assessed.

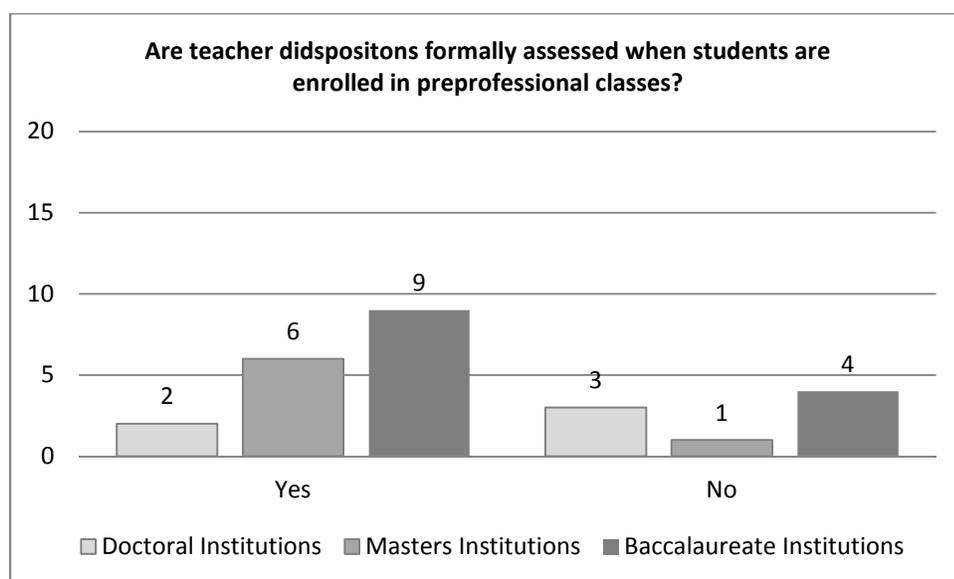


Figure 4.5 *Pre-Professional Assessment by Carnegie Classification (n = 25)*

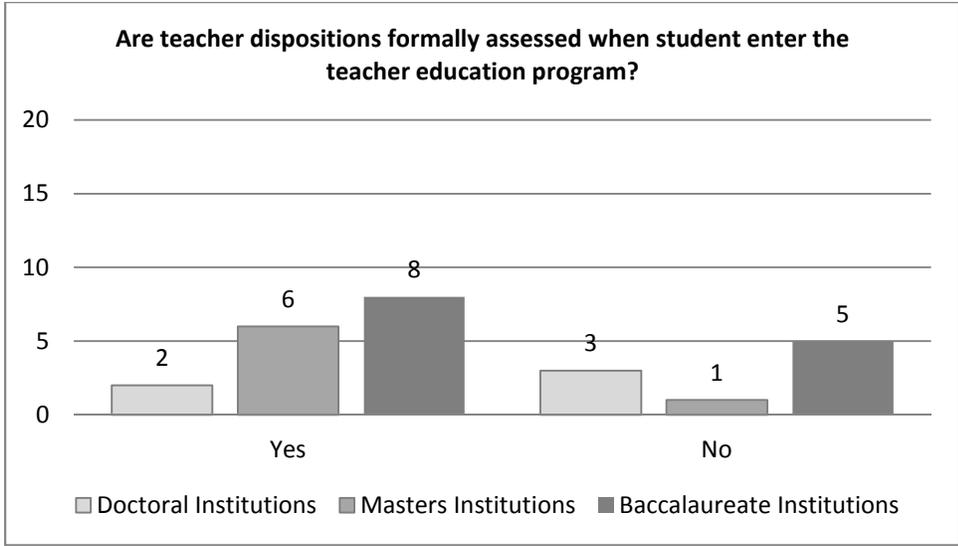


Figure 4.6 *Entering Teacher Education Program Assessment by Carnegie Classification (n = 25)*

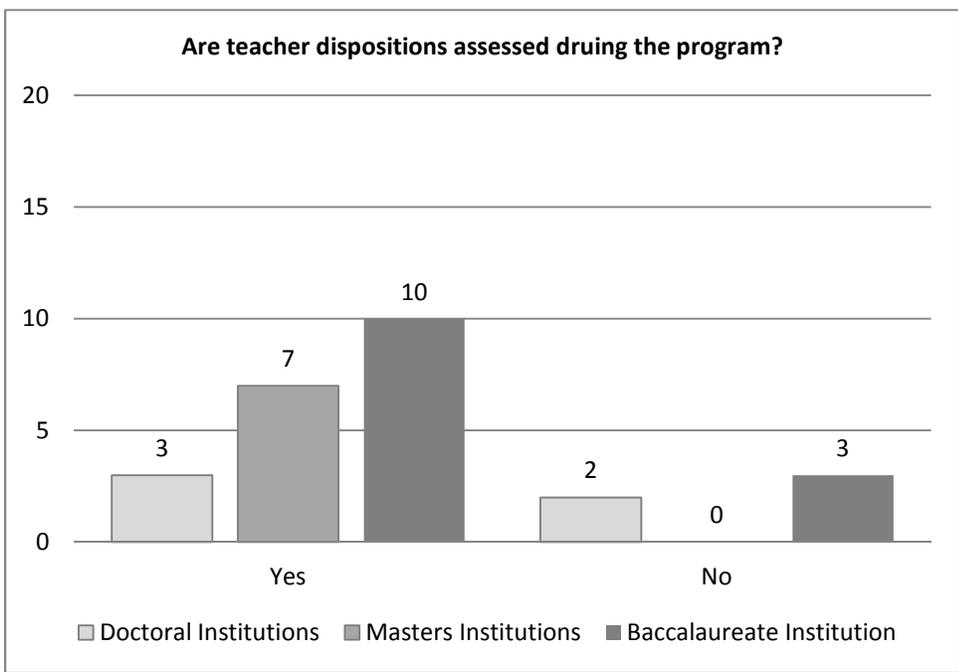


Figure 4.7 *During Teacher Education Program Assessment by Carnegie Classification (n = 25)*

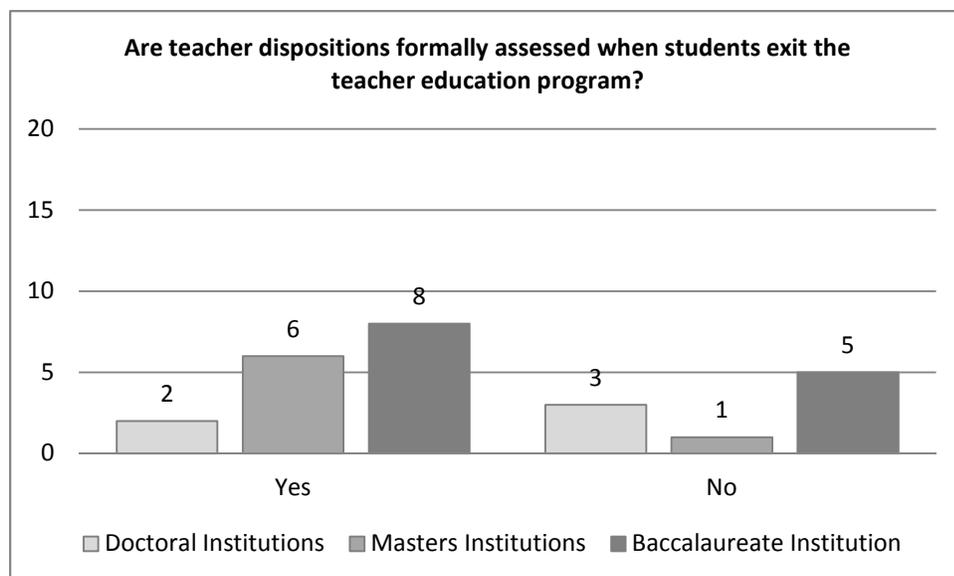


Figure 4.8 *Exiting Teacher Education Program Assessment by Carnegie Classification (n = 25)*

When Dispositions Are Assessed by Teacher Education Program Enrollment (2011 – 2012)

During pre-professional core classes. The enrollment size of the teacher education programs and the assessment of dispositions during pre-professional core classes was a factor in programs with more than 250 students enrolled during the 2011 – 2012 academic year. None of the schools with more than 250 students assessed pre-service teacher dispositions when students were in pre-professional core classes. The smaller programs (1 – 50 students) and the mid-sized programs (51 – 250 students) both assessed teacher dispositions at this point in the educational process. Of the 25 schools responding to the question, 36% of the smaller programs and 32% of the mid-sized programs assessed during the pre-professional core.

Entering teacher education program. Of the 25 programs responding to the survey, programs with 1 – 50 students completing the program in 2011 – 2012 were the programs most frequently indicating they assessed dispositions as students enter the program. Thirty-nine percent of these programs responded yes. Six programs (24%) with 51 – 250 students completing also indicated they assessed dispositions when students were admitted to the teacher education

program. Only one program with more than 251 students responded they assessed candidates at this checkpoint. Data indicated the enrollment size of the teacher education program did influence whether dispositions were assessed when student formally apply to a teacher education program.

During teacher education program. Eleven teacher education programs with 1 – 50 students reported they assessed pre-service teacher dispositions during the time students were enrolled in professional core classes such as content methods or field experiences. These eleven programs represented 44% of the responding institutions. Institutions with 51 – 250 students completing the program in 2011 – 2012 also assessed candidates during the professional core. Eight (32%) identified professional core classes as ones where dispositions were assessed. One program with greater than 251 students assessed during the professional core. Overall, five programs did not assess at this point in the teacher education program.

Exiting teacher education program. Similar to the other assessment points in a teacher education program, the enrollment size of the program appeared to influence the assessment of dispositions as students exited the program. Programs with 51 – 250 students during the 2011 – 2012 academic year were the most frequent reporters of assessment as students exited the program. Eight programs (32%) assessed when students graduated and exited the program. Seven of the programs with 1 – 50 students (28%) responded they assessed at graduation time. Again, one large program of 250 students or more reported assessing as student exited the program and graduated from the institution.

In reviewing the aggregated data regarding the size of teacher education programs and when pre-service teacher dispositions were assessed, it appears the size of the program influenced when the dispositions were assessed. Programs with up to 250 students more

frequently assessed pre-service teacher dispositions than did programs over 250 students. Figure 4.9, Figure 4.10, Figure 4.11, and Figure 4.12 represent the data regarding when institutions assessed dispositions disaggregated by teacher education program enrollment.

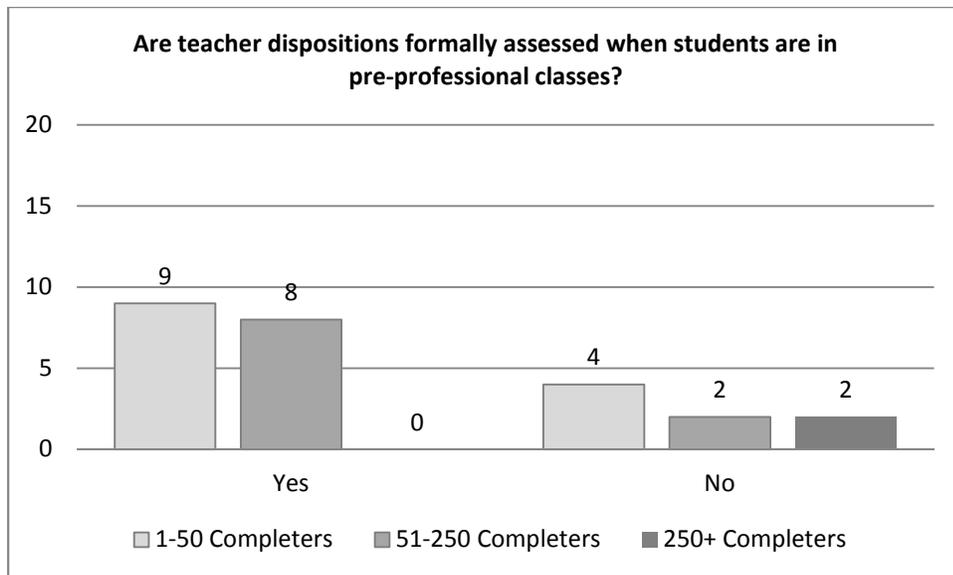


Figure 4.9 *Pre-Professional Assessment by Teacher Education Program Enrollment (n = 25)*

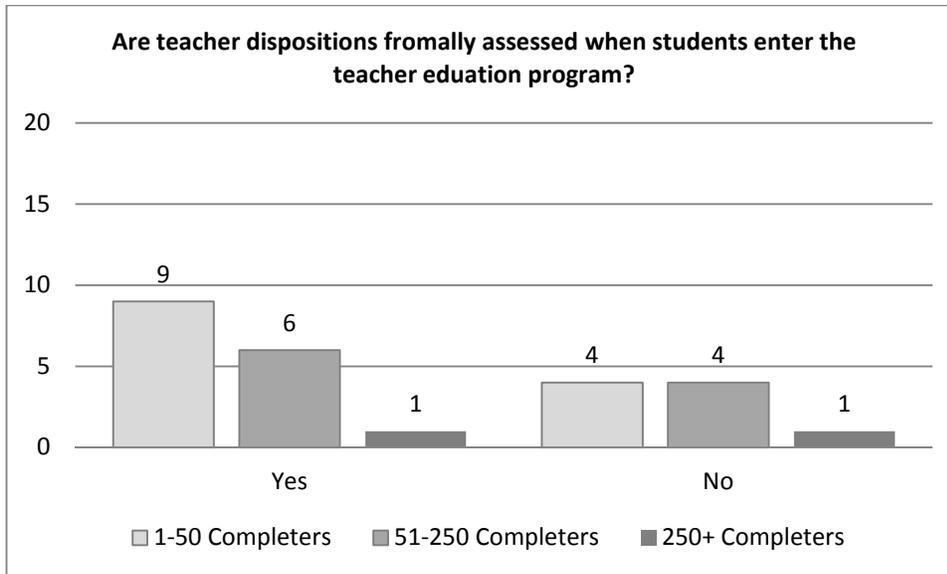


Figure 4.10 *Entering Teacher Education Program (TEP) Assessment by TEP Enrollment*

($n = 25$)

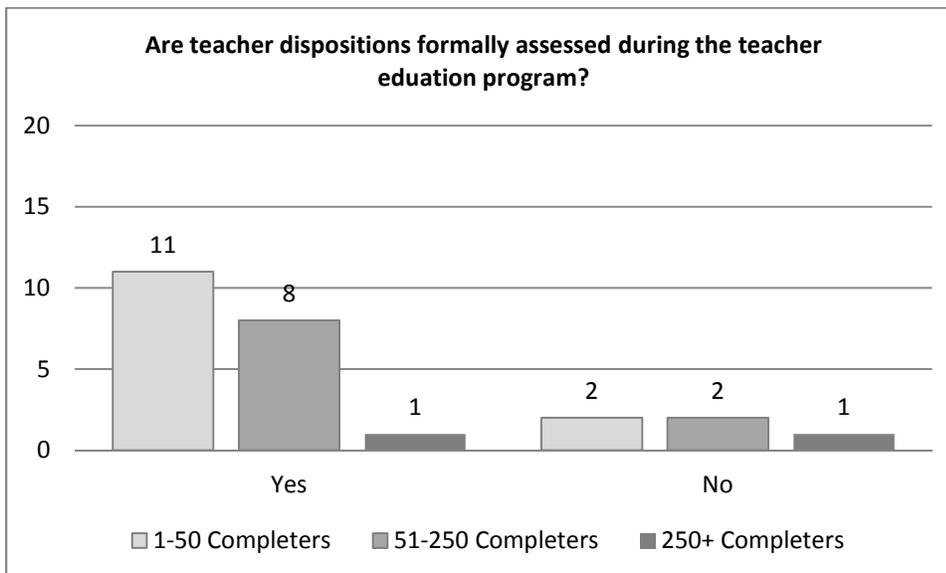


Figure 4.11 *During Teacher Education Program (TEP) Assessment by TEP* Enrollment (n = 25)*

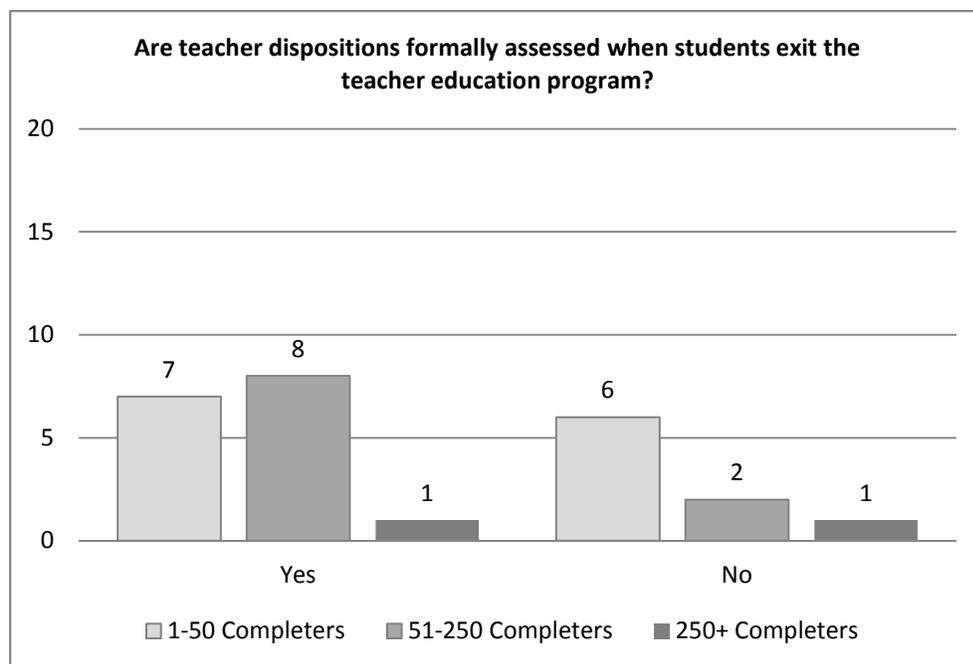


Figure 4.12 *Exiting Teacher Education Programs (TEP) Assessment and TEP* Enrollment*
($n = 25$)

When Dispositions Are Assessed by Types of Institutions

During pre-professional core classes. Data analyses of teacher education programs assessing pre-service teacher dispositions during the pre-professional core revealed that private not-for-profit institutions assessed dispositions more frequently at this point than any other type of institution. Fourteen (56%) of the responding institutions reported they assessed at this point in a student's progress through the teacher education program. This is in comparison to one public institution and two private for-profit institutions that assessed at this checkpoint.

Entering teacher education program. Similar results were revealed regarding the assessment of pre-service teacher dispositions as students formally applied to the program. At this point 68% of the private not-for-profit programs assessed dispositions. Two private for-

profit institutions (8%) assessed the candidates as they entered into teacher education while one public institution assessed at this checkpoint.

During teacher education program. Data regarding the 25 teacher education programs that responded to the survey showed that during the professional core classes 68% of the private not-for-profit institutions assessed dispositions. The results mirrored the responses for assessing as students entered the program with one public program (4%) and two private for-profit programs assessing during the profession core classes.

Exiting teacher education program. As seen at the other assessment checkpoints, data indicated that private not-for-profit institutions responded in greater number regarding assessing pre-service teacher dispositions. Similarly, one of the public programs assessed as student exited the program and graduated and two of the private for-profit programs assessed as students exited the program.

Findings regarding the assessment of pre-service teacher dispositions showed there was a difference in the type of programs (public, private not-for-profit, and private for-profit) and when dispositions were assessed. As students progressed through the pre-professional core and into the formal teacher education program, the private not-for-profit programs assessed at a greater number than the other programs. It should be noted that while the two private for-profit programs represented only 8% of the responding programs, both of the reporting programs assessed 100% of the time as pre-service teachers entered into and progressed through the teacher education program.

Figure 4.13, Figure 4.14, Figure 4.15, and Figure 4.16 illustrate pre-professional assessments and assessments as students progressed the programs based on types of institutions.

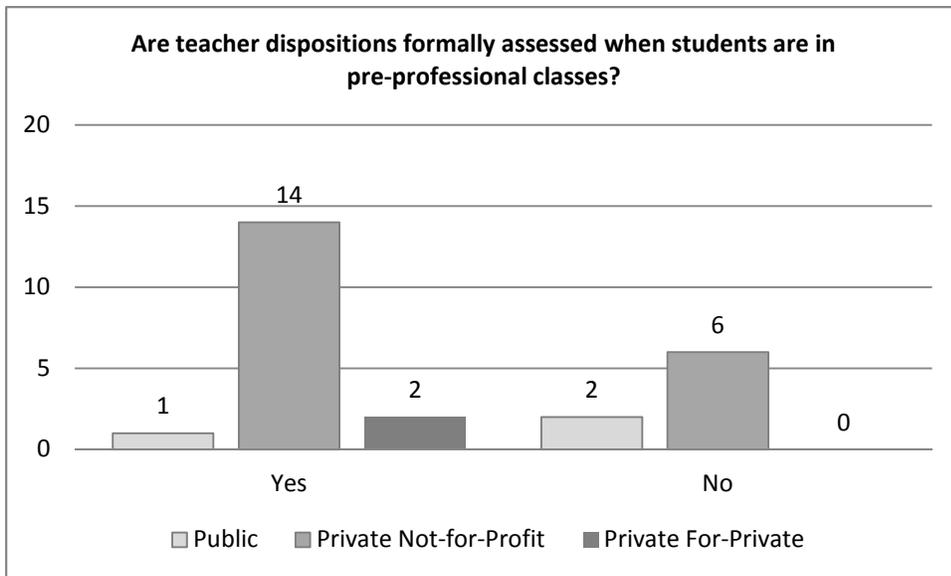


Figure 4.13 *Pre-Professional Assessment by Types of Institutions (n = 25)*

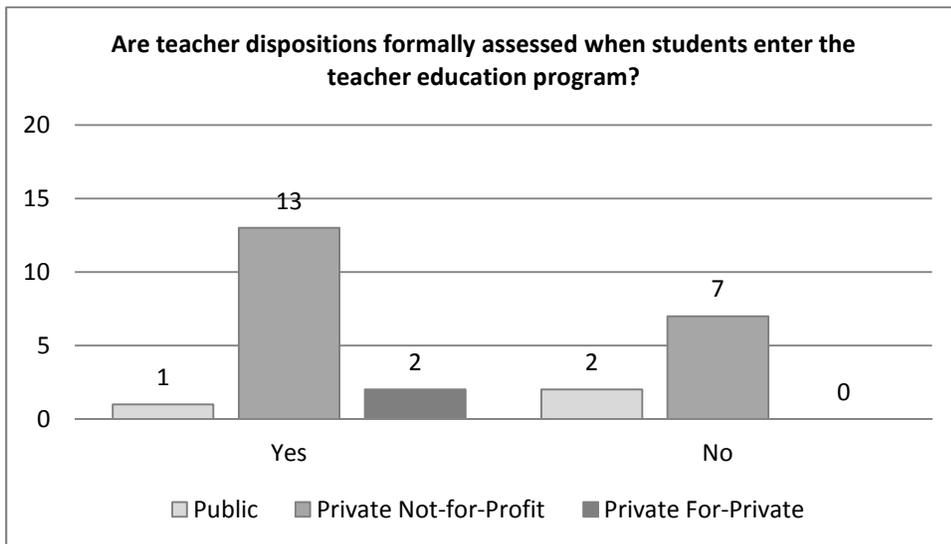


Figure 4.14 *Entering Teacher Education Program Assessment by Type of Institution (n = 25)*

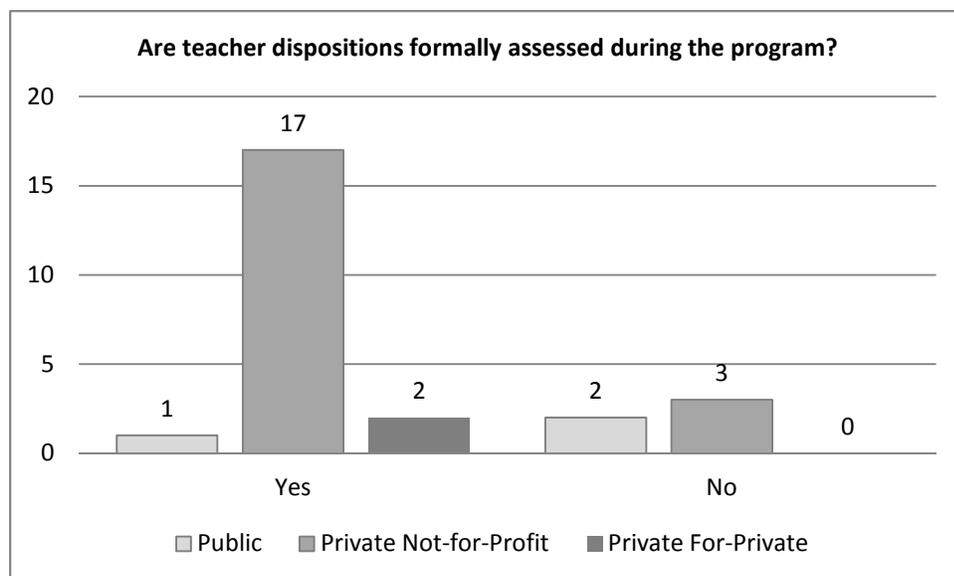


Figure 4.15 *During Teacher Education Program Assessment by Type of Institution (n = 25)*

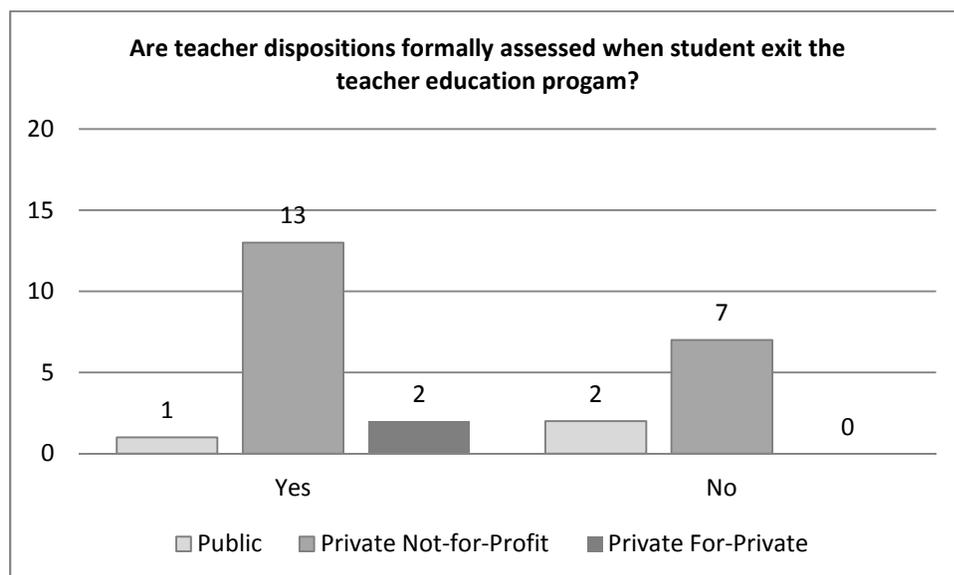


Figure 4.16 *Exiting Teacher Education Program by Type of Institution (n = 25)*

Who Assessed Dispositions

Frequencies detailing when dispositions were assessed and who assessed them are shown in Table 4.6.

Table 4.6

Frequencies for When and Who Assessed Dispositions (n = 25)

	Number	%
When Dispositions Are Assessed		
Pre-Professional Classes	17	68
Entering TEP*	16	64
During TEP*	20	80
Exiting TEP*	16	64
Who Assessed Dispositions—Pre-Professional		
Candidate	15	60
Cooperating Teacher	12	48
University Supervisor	11	44
Professor	15	60
Other	5	20
Who Assessed Dispositions —Enter TEP*		
Candidate	12	48
Cooperating Teacher	12	48
University Supervisor	12	48
Professor	16	64
Other	4	16
Who Assessed Dispositions—During TEP		
Candidate	10	40
Cooperating Teacher *	12	48
University Supervisor *	10	56
Professor*	7	28
Other	3	12
Who Assessed Dispositions—Exiting TEP		
Candidate	12	48
Cooperating Teacher *	14	56
University Supervisor *	13	52
Professor*	7	28
Other	3	12

*TEP = Teacher Education Program

Data regarding when dispositions were assessed revealed that pre-service teachers' dispositions were assessed by 80% of the teacher education at some point during professional core classes such as methods or field placements. Dispositions were assessed by 68% of the programs when students were enrolled in pre-professional classes and 64% of the institutions assessed pre-service teacher dispositions when students applied for admittance to the teacher education program and when they graduated and exited the program.

Analyses of the data revealed the two most common assessors of dispositions during pre-professional classes were the students and professors. Students were reported as self-assessors for 60% of the teacher education programs reporting and 60% of the programs reported professors assessed dispositions during pre-professional classes. Data regarding the assessment of dispositions when students apply for admittance to a teacher education program indicated that 64% of the programs asked for professor assessments. Candidates, cooperating teachers, and university supervisors were indicated by 48% of the programs as assessors when students applied to the program. Fifty-six percent of the programs reported that professors assessed pre-service teacher dispositions during the time students were enrolled in the professional core classes such as methods and field experiences. In addition, 40% of the programs reported that university supervisors also assessed dispositions during the professional core classes. Thus, it appeared that professors most frequently assess dispositions during the time the students were enrolled in classes taught or supervised by university personnel.

Examination of the data revealed the responsibility for assessing dispositions moved from campus-based professors to field-based personnel when dispositions were assessed as students completed student teaching and exited the program. At this point 56% of the programs reported cooperating teachers assessed dispositions and 52% of the programs indicated the university field supervisors assessed dispositions. This is in comparison to only 28% of the institutions reporting professors assessed the dispositions at this point.

In looking at the overall picture of when dispositions were assessed and who the most frequent assessors were the data indicated that teacher education programs were assessing pre-service teacher dispositions at strategic checkpoints as student move into and through the program. The greatest number of programs (80%) assessed dispositions during the professional

core classes where 56% of the institutions required professors to assess students. The next most frequent response to when dispositions were assessed was during pre-professional classes (68%). At this checkpoint, the most reported assessors were the candidate where 60% of the programs required the candidates to self-assess and professors where 60% of the programs sought professors' input regarding teacher dispositions. Each responding institution was asked to select all methods used by the teacher education program to assess pre-service teacher dispositions.

Figure 4.17 summarizes the institutions responses regarding who assessed dispositions during pre-professional classes by geographic location and Carnegie Classification. Figure 4.18 summarizes the institutions responses regarding who assessed dispositions during pre-professional classes by teacher education program enrollment and type of institution (public, private not-for-profit, or private for-profit).

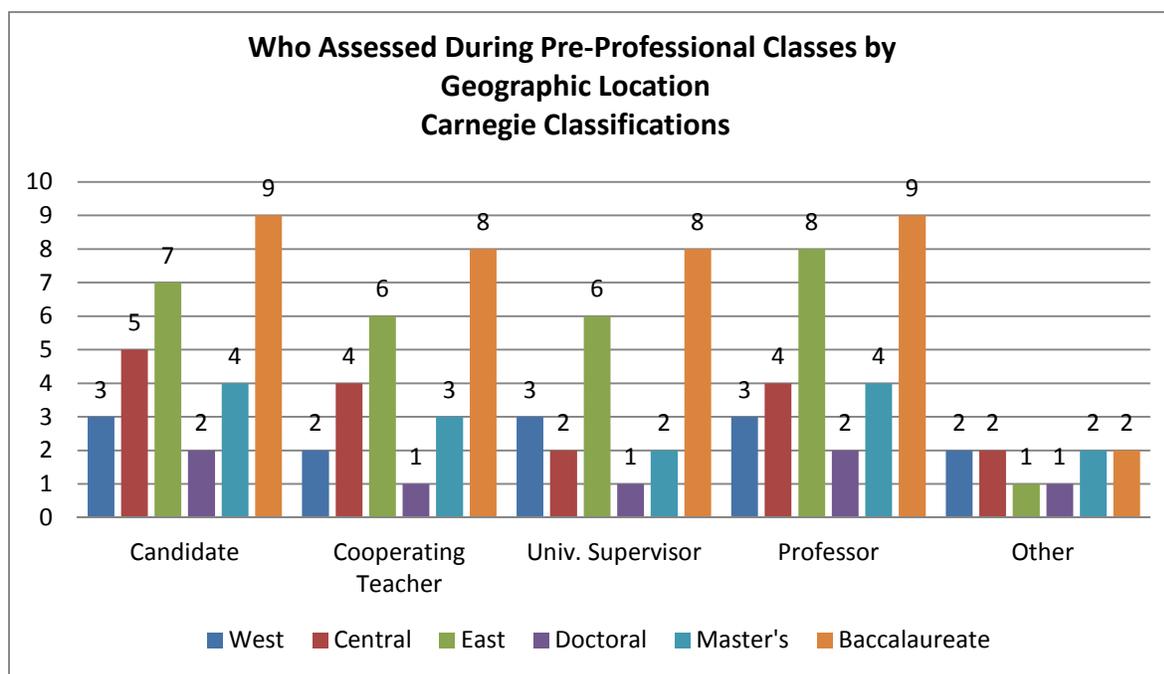


Figure 4.17 *Who Assessed Dispositions by Geographic Location and Carnegie Classification*

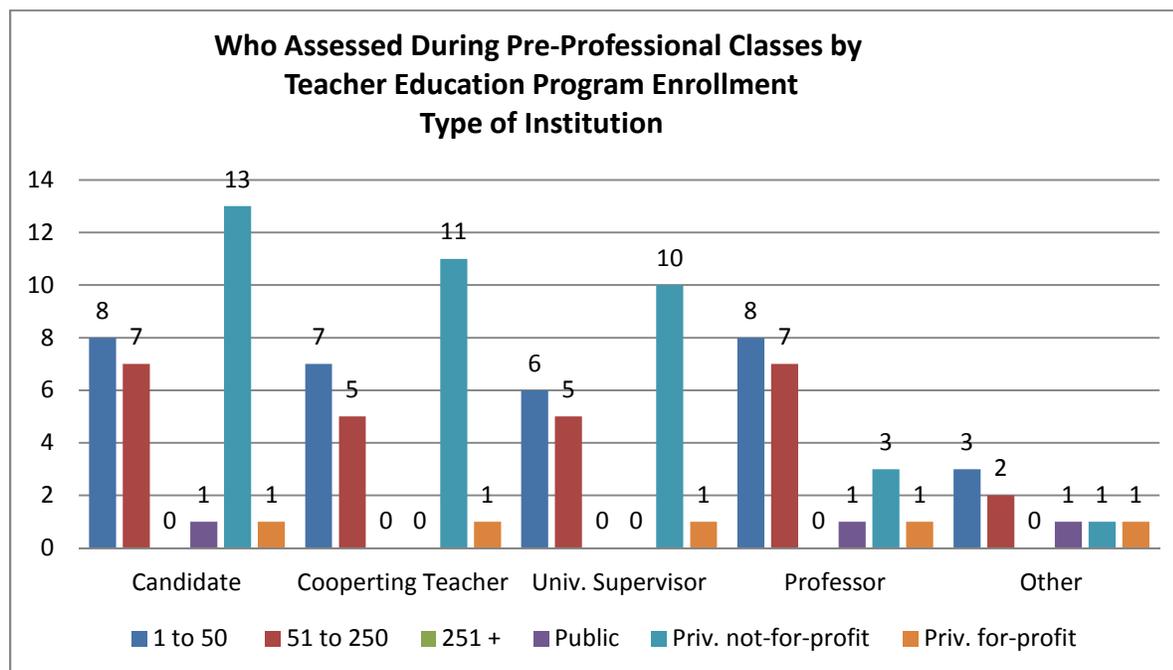


Figure 4.18 *Who Assessed Dispositions by Teacher Education Program Enrollment and Type of Institution*

Figure 4.19 summarizes the institutions responses regarding who assessed dispositions as students entered into teacher education programs by geographic location and Carnegie Classification. Figure 4.20 summarizes the institutions responses regarding who assessed dispositions as students entered into teacher education programs by teacher education program enrollment and type of institution (public, private not-for-profit, or private for-profit).

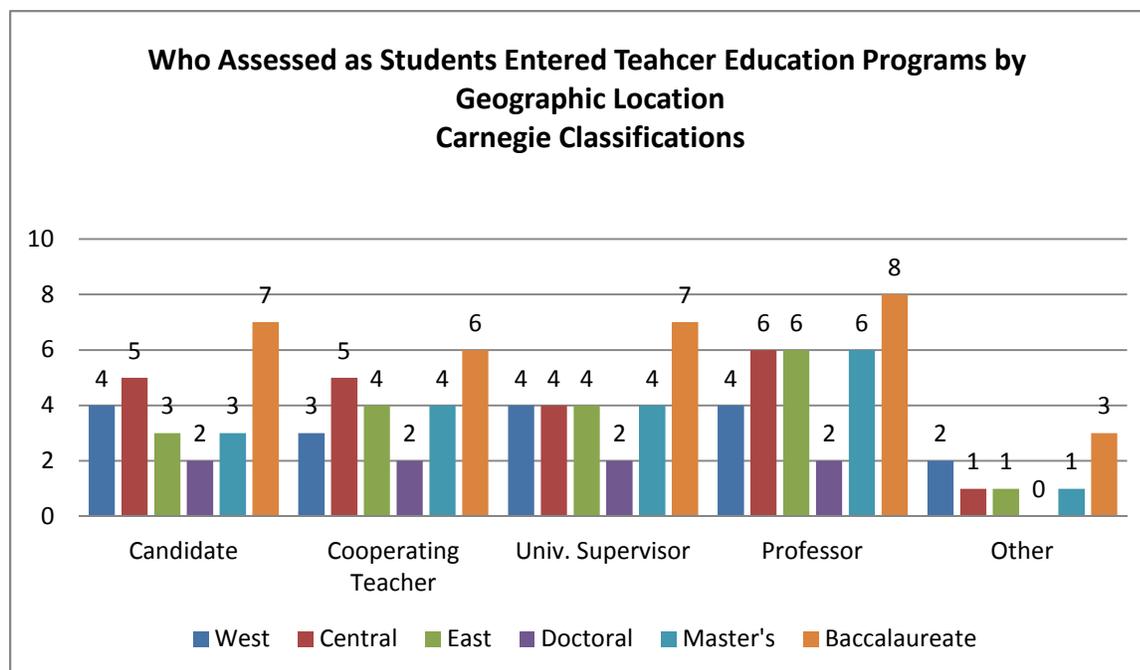


Figure 4.19 *Who Assessed Dispositions by Geographic Location and Carnegie Classification*

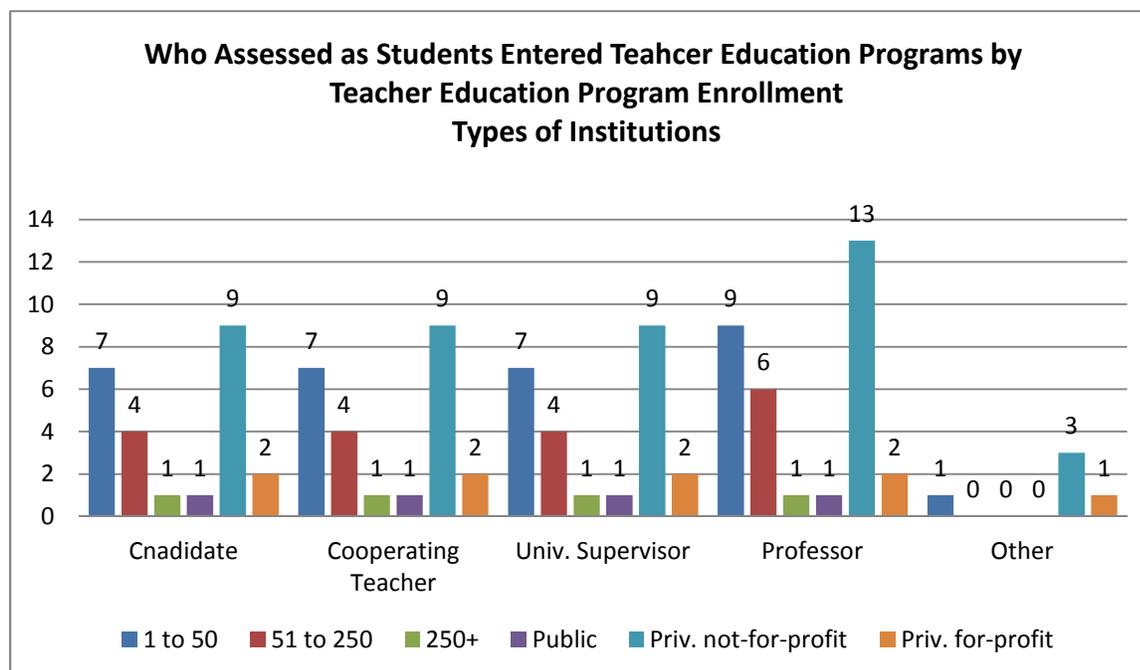


Figure 4.20 *Who Assessed Dispositions by Teacher Education Program Enrollment and Type of Institution*

Figure 4.21 summarizes the institutions responses regarding who assessed dispositions when students were enrolled in professional core classes such as content methods, field experiences, or classroom management classes by geographic location and Carnegie Classification. Figure 4.22 summarizes the institutions responses regarding who assessed dispositions as students entered into teacher education programs by teacher education program enrollment and type of institution (public, private not-for-profit, or private for-profit).

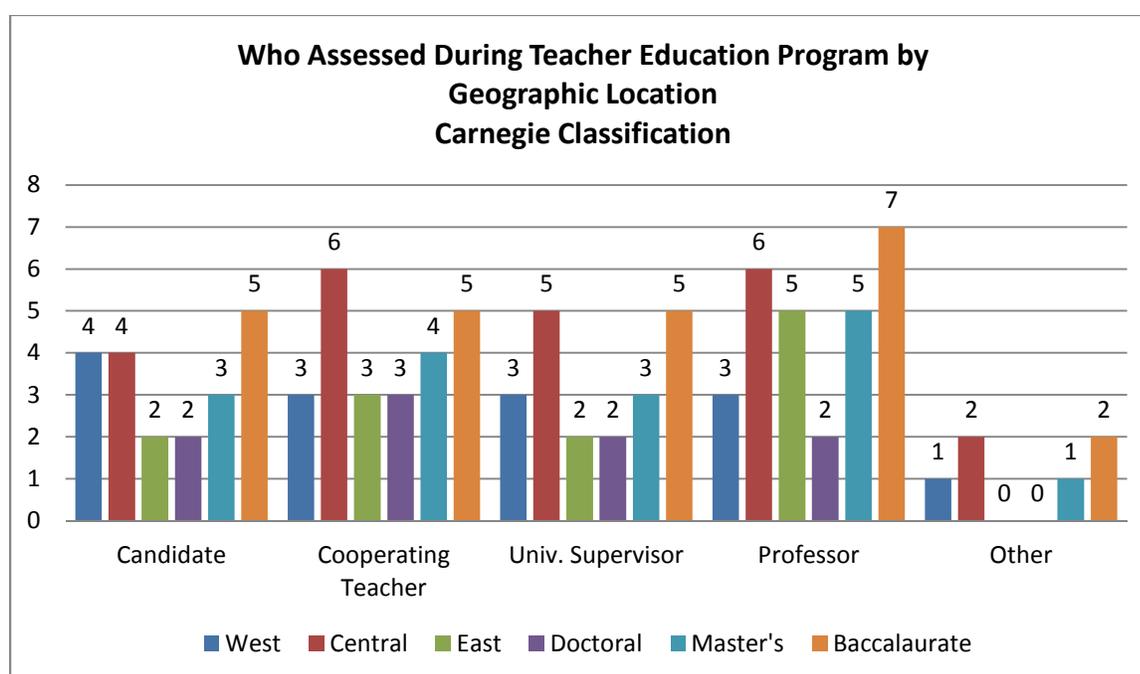


Figure 4.21 *Who Assessed Dispositions by Geographic Location and Carnegie Classification*

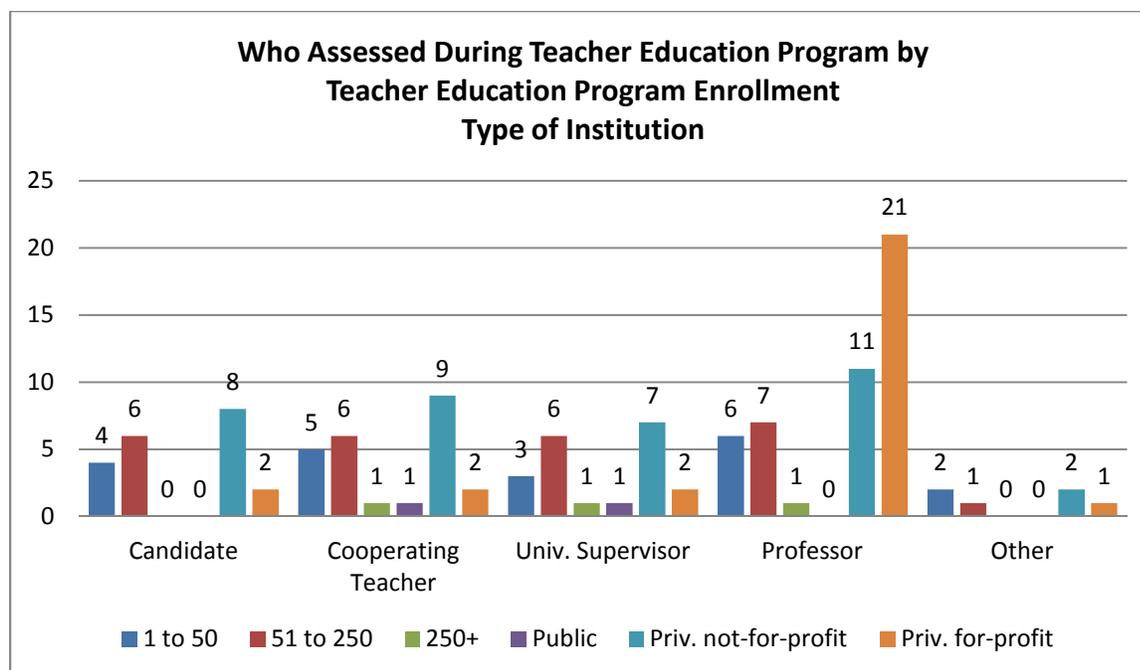


Figure 4.22 *Who Assessed Dispositions by Teacher Education Program Enrollment and Type of Institution*

Figure 4.23 summarizes the institutions responses regarding who assessed dispositions as students exited the teacher education programs by geographic location and Carnegie classification. Figure 4.24 summarizes the institutions responses regarding who assessed dispositions as students exited the teacher education programs by teacher education program enrollment and type of institution (public, private not-for-profit, or private for-profit).

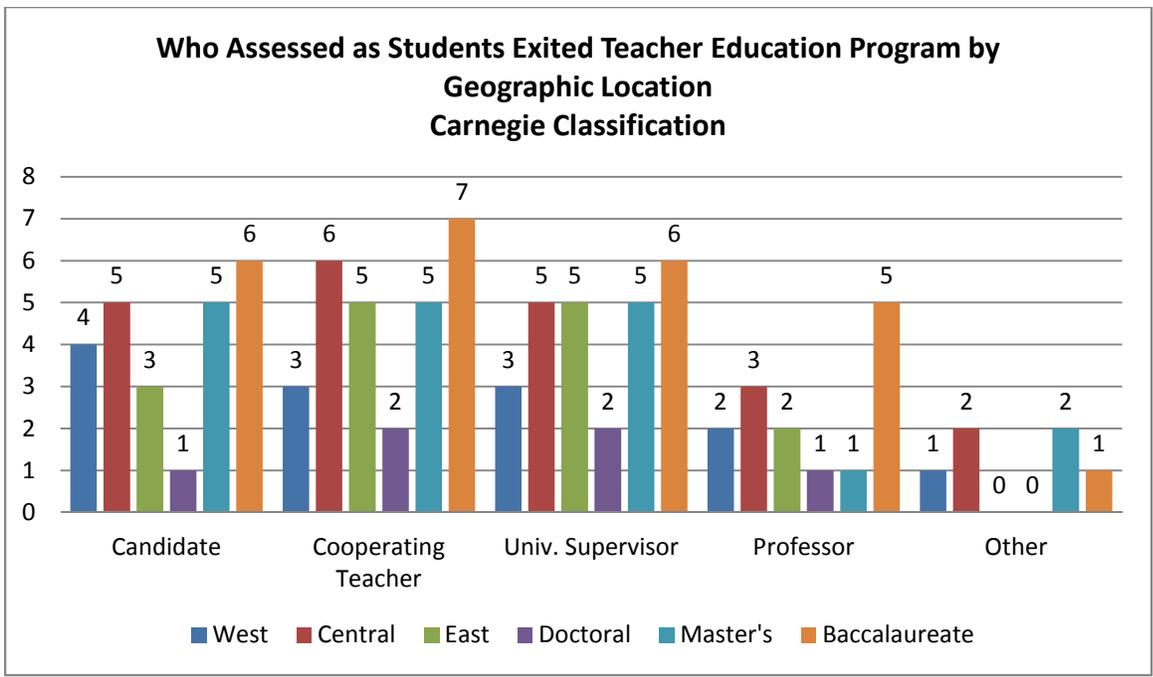


Figure 4.23 *Who Assessed Dispositions by Geographic Location and Carnegie Classification*

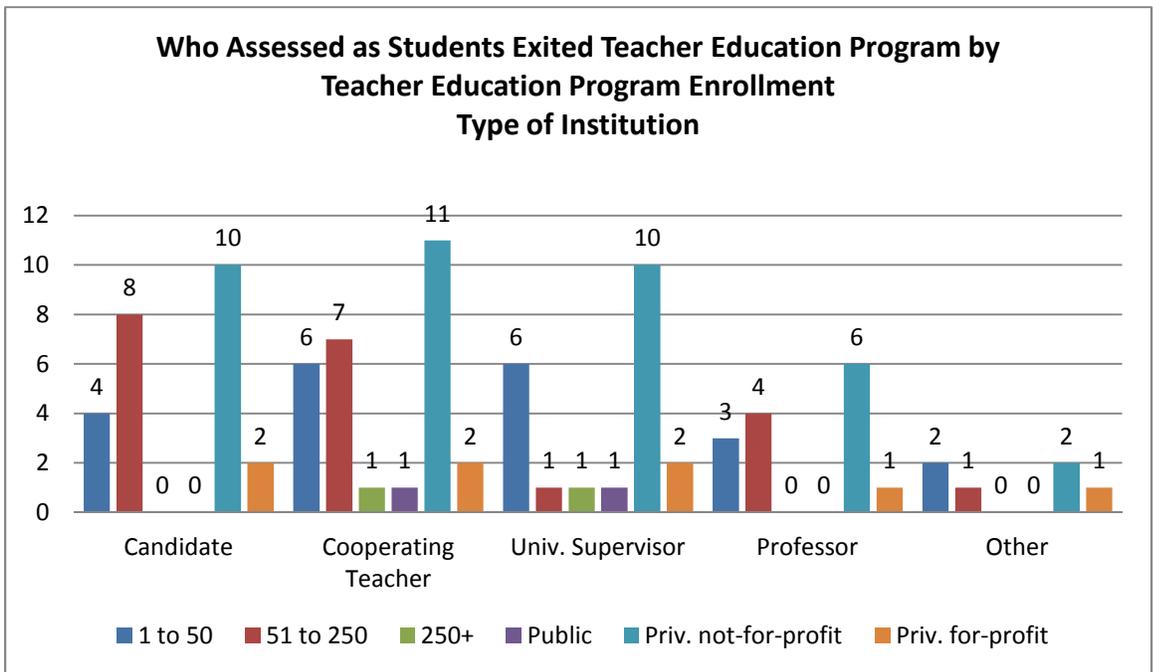


Figure 4.24 *Who Assessed by Teacher Education Enrollment and Type of Institution*

How Dispositions Are Assessed

In addition to exploring when and who assessed pre-service teacher dispositions, this study examined how teacher education programs assessed candidates. Frequencies regarding how dispositions were assessed are found in Table 4.7.

Table 4.7

Frequencies for How Dispositions Are Assessed

How Dispositions Are Assessed	Number indicated as first method	%	Number indicated as second method	%
Interview with Rubric	6	24	3	12
Self-Survey	7	28	10	40
Rating Scale	3	12	3	12
Writing with Rubric	2	8	3	12
Observation Instrument	3	12	4	14
Other	2	8	0	0

Analyses of the data showed that 28% of the institutions reported having the students' self-assess dispositions using a self-survey as their first choice of protocol for the assessment of dispositions. An additional 40% of the institutions reported self-survey as their second method of assessment. The use of an interview with a scoring rubric to assess dispositions was the preferred method for 24% of the teacher education programs with 12% selecting it as the second choice for assessment. The least used method of assessment was a writing sample with a scoring rubric with only 8% of the programs using this instrument as a first choice and 12% selecting it as a second choice.

In aggregating the first and second choices of ways to assess pre-service teacher dispositions, the data indicated self-survey instruments were the most selected method with 68% of the programs selecting this method. This would align with survey data that showed 17 of the 25 responding institutions assessed dispositions using a model designed by a statewide

committee through a Teacher Quality Grant (Rose, 2006). This model was a survey type of assessment with a rating scale. Combining the first and second choice of methods the second most identified method of assessment was an interview with a rubric to score the responses. The third method was the use of an observational instrument.

How dispositions are assessed and geographic location. Exploring the differences in the geographic locations and the how teacher education programs assessed dispositions there was a difference between programs in the Central and Western areas and the Eastern area. In selecting the most preferred method of assessing dispositions, seven programs in the Eastern area selected interview with a rubric as the first way to assess dispositions. This compared with only two programs in the Western area and three in the Central area selecting this method to assess dispositions. Another difference between the geographic locations was that programs in the Central area were more diverse in the methods they chose to use as assessment instruments than those in the Eastern area. Central area programs used five of the six methods listed to assess pre-service teacher dispositions. The one method none of the Central selected was the use of an interview with a rubric. Programs in the Western part of the state were more evenly distributed in the selection of a top method of assessing dispositions while programs in the Eastern area were more clustered around two choices. Table 4.8 indicates the programs selection of a top assessment method.

Table 4.8

Frequencies of Top Assessment Methods by Geographic Locations

	Interview with Rubric	Self-Survey	Rating Scale	Writing with Rubric	Observation Instrument	Other
Western	0	2	0	1	2	1
Central	0	3	2	1	1	0
Eastern	7	2	1	0	0	1

How dispositions are assessed and Carnegie classification. Data revealed there was not a strongly preferred method of assessing pre-service teacher dispositions based on the Carnegie classifications of doctoral institutions, master's institutions, and baccalaureate institutions. The participating institutions were mixed in the preferred choice of assessing dispositions. Two doctoral institutions selected self-survey as the preferred method, two others selected a rating scale, and one indicated faculty professional opinion was the preferred method. In reviewing the data for master's institutions, two selected an interview with a rubric as the preferred method, two selected self-rating scales, two selected observation instrument, and one indicated cooperating teacher's summative evaluation was the preferred method. The baccalaureate institutions also were divided in how they assessed dispositions. Five programs selected interview with a rubric as the first method used to assess dispositions, three indicated a self-survey was preferred, one selected a rating scale, two writing with a rubric, and one used an observations instrument.

How dispositions are assessed and teacher education enrollment. The enrollment size of the teacher education program accounted for some differences in how programs assessed pre-service teacher dispositions. The greatest difference was between programs with 1 to 50 students and programs with 51 to 250 students. Six of the smaller programs selected interviews with a rubric while only one of the programs with 51 to 250 students chose the interview with a rubric as the preferred method of assessment. The data indicated the larger the program the more likely the assessment was a self-survey or rating scale as opposed to a personal interview.

How dispositions are assessed and type of institution. The differences in the methods of assessment and the type of institutions (i.e., public, private not-for-profit, or private for-profit) indicated the private not-for-profit institutions used interviews most frequently to assess pre-

service teacher dispositions. Because of the difference in the number of public institutions (3), private for-profit (2), and private not-for-profit (20) data did not provide a basis to make a comparison in how programs assessed based on the type of institution. See Table 4.9 for the distribution of which type of assessments the institutions chose as the preferred method.

Table 4.9

Frequencies of Top Assessment Methods by Types of Institutions

	Interview with Rubric	Self-Survey	Rating Scale	Writing with Rubric	Observation Instrument	Other
Public Institutions	0	1	1	0	0	1
Private Not-For- Profit Institutions	7	6	2	2	3	0
Private For-Profit Institutions	0	0	0	0	0	1

What Dispositions Are Assessed

The exploration of what dispositions were assessed by teacher education programs is detailed in Table 4.10. The data were aggregated for all programs and then disaggregated by the types of institutions (i.e., public, private not-for-profit, or private for-profit).

Creswell (2007) stated that data analysis is the process of “pulling the data apart and putting it back together in more meaningful ways” (p. 163). Data gathered through the narrative question, “What dispositions are assessed by the teacher education program?”, were analyzed using open coding (Creswell, 2009). The data were then coded in five coding families (Bogdan & Biklen, 2007) that were aligned with a dispositional framework developed by a statewide committee composed of representative from private and public institutions (Rose, 2006). Data were coded into the framework’s dispositional categories of caring, communication, creative,

Table 4.10

Percent of Institutions Assessing Pre-service Teacher Dispositions

Dispositions	% Assessed by all TEPs* (n = 25)	% Assessed by Public TEPs* (n = 3)	% Assessed by Private Not For Profit TEPs* (n = 20)	% Assessed by Private For Profit TEPs* (n = 2)
Caring Dispositions				
Empathy	76	100	75	50
Compassion	68	100	70	50
Respect	80	100	80	50
Passion	68	100	70	50
Cultural Competence	80	100	80	50
Rapport	72	100	70	50
Communication Dispositions				
Presence	72	100	75	50
Responsive	84	100	85	50
Attentive	72	100	75	50
Authentic	72	100	75	50
Collaborative	84	100	85	50
Voice	72	100	75	50
Creative Dispositions				
Flexible	76	100	80	50
Inventive	72	100	75	50
Resourceful	72	100	75	50
Resilient	72	100	80	50
Critical Dispositions				
Reflective	76	100	85	50
Initiative	76	100	80	50
Open-minded	72	100	70	50
Efficacy	72	100	75	50
Humility	68	100	70	50
Professional Dispositions				
Professionalism	84	100	85	50
Personal/Professional Ethics and Integrity	80	100	85	50
Work Ethics & Responsibilities	84	100	85	50
Confidentiality	84	100	85	50
InTASC/NCATE Standards	8	0	5	50
Pre-service Dispositions	4	0	5	0
Observable Behaviors	4	0	5	0

critical, and professional (IACTE, 2008). An examination of the data revealed that 21 of the 25 programs (84%) assessed all or some of the dispositions identified under these categories.

Respect and cultural competence dispositions, which are part of the caring dispositions, were assessed by 80% of all teacher education programs with 100% of the public institutions assessing them, 80% of the private not-for-profit institutions assessing these dispositions and 50% of the private for-profits assessing these dispositions. In the area of communication dispositions, presence and being collaborative were assessed by 84% of all teacher education programs with 100% of the public institutions assessing presence and collaboration, 85% of the private not-for-profit institutions assessing these dispositions, and 50% of the private for-profit programs assessing them.

Seventy-six percent of all teacher education programs assessed the critical disposition of flexibility with 100% of the public institutions assessing flexibility, 80% of the private not-for-profit programs assessing it, and 50% of the private for-profits institutions assessing flexibility. Being reflective and taking initiative, which are part of the critical dispositions, were assessed by 76% of all institutions. One hundred percent of the public institutions, 85% of the private not-or-profit institutions, and 50% of the private for-profit institutions assessed these dispositions.

The professional dispositions of professionalism, work ethic/responsibility, and confidentiality were assessed by 84% of the teacher education programs. Again, 100% of the public institutions assessed these three professional dispositions, 85% of the private not-for-profit institutions assessed these dispositions, and 50% of the private for-profits assessed them.

Teacher education programs responding to the survey indicated multiple pre-service teacher dispositions were assessed. There appeared to be commonality among the institutions in the dispositions that were assessed. This would correlate to the high number of programs (17 out

of 25) that employed some or all of the framework developed by the Teacher Quality Grant committee (Rose, 2006) to identify and assess dispositions.

Summary

This chapter represents the results for the data analyses. Frequencies and descriptive data were reported for the demographics of the respondents in the study. The descriptive statistics were discussed regarding the similarities and differences in the assessment of pre-service teacher dispositions based on geographic locations, Carnegie classifications, teacher education program enrollment, and the type of institution (i.e., public, private not-for-profit, or private for-profit). A discussion of the results and recommendations for practice and future research are presented in chapter 5.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the major findings reported in chapter 4 within the context of the conceptual framework and current literature. The chapter opens with a summary of the study followed by a summary and discussion of the results of the study. The chapter concludes with recommendations for future research.

Summary of the Study

Chapter 1 described the importance of this study and grounded the issue of defining and assessing teacher dispositions in the current literature. Teacher education programs across the country assess pre-service teacher candidates on their content knowledge, pedagogy, and dispositions. By understanding how, by whom, and in what ways institutions assess teacher dispositions teacher education programs will be better able to determine the effectiveness of an assessment. This study is significant because it sought to explore the assessment of pre-service teacher dispositions by teacher education programs in Iowa and it will add to the body of knowledge regarding the assessment of pre-service teacher dispositions.

Chapter 2 began by exploring the various frameworks for defining and conceptualizing the term disposition. It discussed the discourse surrounding dispositions and the concerns some researchers have regarding the need for additional scholarly work regarding dispositions. The multiple methods for the assessment of pre-service teacher dispositions by teacher education programs were reviewed as were the checkpoints at which institutions elected to assess them. Chapter 2 also looked at the individuals who were responsible for the assessment of dispositions. In addition, geographic location, Carnegie classification, teacher education program enrollment, and the type of institution (i.e., public, private not-for-profit, or private for-profit) were

researched to determine their impact on the assessment of pre-service teacher dispositions by teacher education programs.

Chapter 3 described the methodological approach used in this study. It provided the epistemological and philosophical assumptions employed by an objectivist paradigm. The research design and questions were also presented in this chapter. Details regarding the participants and sample population were detailed along with information regarding the survey instrument. Data collection procedures and analyses were described. The chapter concluded with the delimitation and limitations of the study.

Chapter 4 presented the results of the analyzed data. Descriptive statistics were performed on the survey data to provide answers to each of the three research questions. Within chapter 4, each research question was stated and answered based on the results of the analyses.

In the following sections of this chapter (chapter 5), a discussion of the research results is presented relating them within the context of the conceptual framework and current literature.

Discussion of the Results

The focus on increasing student achievement has been an ongoing discourse throughout the past decade. Educators at all levels are seeking way to improve education and increase student achievement. Teacher education programs across the United States have been involved in these discussions and as a result have increased the expectations for pre-service teachers in the areas of content knowledge, pedagogy, and dispositions (INTASC, 2010; NCATE, 2008). Current research indicated that teacher dispositions are contributing factors in increasing student achievement (Clark, 2005; Darling-Hammond, Wise, & Klein, 1999; Kane, Taylor, Tyler, & Wooten, 2011; Renzaglia, Hutchins, & Lee, 1997; Stronge, 2003). The exploration of how to assess these human qualities that are critical to effective teaching is important as programs

prepare students to be the highly effective teachers needed to address the needs of the 21st century learners (Curran, 2009; Diez, 2007; Johnson, Almerico, Henriott, & Shapiro, 2001; Ruitenberg, 2011; Stooksberry, 2007; Wasicsko, Wirtz, & Resor, 2009). This study hypothesized there would be differences in how teacher education programs assessed pre-service teacher dispositions. The survey explored the approaches used by teacher education programs to assess pre-service teacher dispositions. The specific variables explored in the survey were when dispositions were assessed, who assessed the dispositions, how the dispositions were assessed and what dispositions were assessed.

While there were differences between and among the institutions responding to the survey, the data revealed that the teacher education programs in Iowa were assessing pre-service teacher dispositions at multiple checkpoints throughout the program. Dispositions were assessed at these checkpoints by a variety of individuals including professors, field-based supervisors, and students. The data showed teacher education programs in Iowa were using a variety instruments to assess the dispositions of their candidates. In addition, the majority of the institutions were assessing the dispositions that were included in a dispositional framework developed by a statewide task force (Rose, 2006). The following subsections discuss these descriptive variables and the impact geographic location, Carnegie classification, teacher education program enrollment, and type of institution (public, private not-for-profit, or private for-profit) have on the assessment of teacher dispositions by teacher education programs in Iowa.

When Dispositions Are Assessed and Geographic Location

Research findings for this study revealed pre-service teacher dispositions were assessed more frequently by teacher education programs in the Eastern part of the state when students were enrolled in pre-professional classes, as they entered the teacher education program, and

during the time they were enrolled in professional core classes such as content methods. Institutions located in the Central area reported assessing pre-service teacher dispositions at each of the checkpoints in the programs. Teacher education programs located in institutions in the Western part of the state assessed pre-service teacher dispositions more frequently when students were enrolled in pre-professional core classes and as they exited the program than did institutions in the other geographic areas. For institutions in the Western area, all reported assessing at these two checkpoints. Figure 5.11 illustrates these findings.

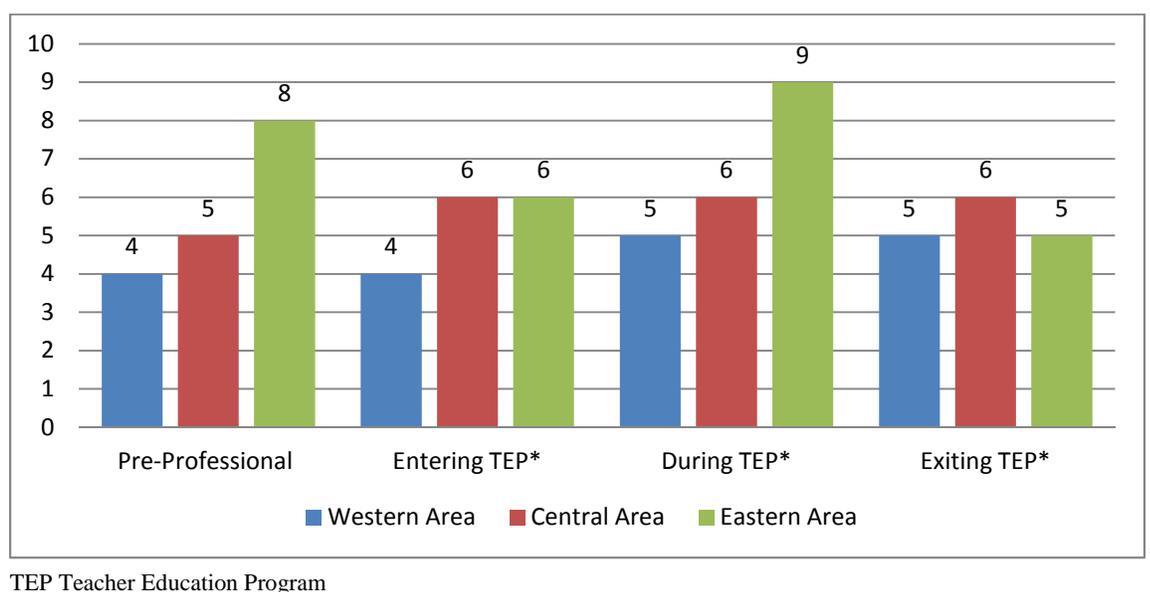


Figure 5.1 *Geographic Locations and Teacher Education Program Assessment of Dispositions*
($n = 25$)

The findings of this study are similar to findings in a study conducted by Ellis (2007) where data indicated teacher education programs routinely assessed dispositions as students entered in the program, during the professional core, and as candidates exited the program. While there were some differences between the number of institutions located in the Western, Central, and Eastern parts of the state, the combined number of programs assessing dispositions

as candidates progressed through a teacher education program, represented the majority of the programs responding to the survey. At the pre-professional checkpoint 68% of all institutions assessed dispositions. As student entered into the programs 64% assessed and during the professional core 80% of all responding programs assessed dispositions. Data showed that as students exited programs 64% of the programs assessed pre-service teacher dispositions. In looking at the assessment of dispositions by institutions located in the West, 100% of these institutions assessed pre-service teacher dispositions when students were enrolled in professional core classes and when they exited the program.

When Dispositions Are Assessed and Carnegie Classification

When the data were examined in relationship to the Carnegie classifications of doctoral institutions, master's institutions, and baccalaureate institutions the majority of all programs regardless of Carnegie classification assessed dispositions at each of the four checkpoints in the teacher education program. This study's data results were supported by the work of Ellis (2007) who found Carnegie classifications was not significant in the number or type of dispositions a program assessed.

The current study found that two of the five doctoral institutions (40%) that responded to the survey assessed dispositions during the pre-professional core, as students formally entered into the programs, and as they exited the program. Sixty percent of the responding doctoral institutions (three out of five) assessed dispositions when students were enrolled in the professional core classes.

In looking at institutions offering master's degrees six out of the seven responding programs (86%) assessed dispositions during the pre-professional core, as students officially

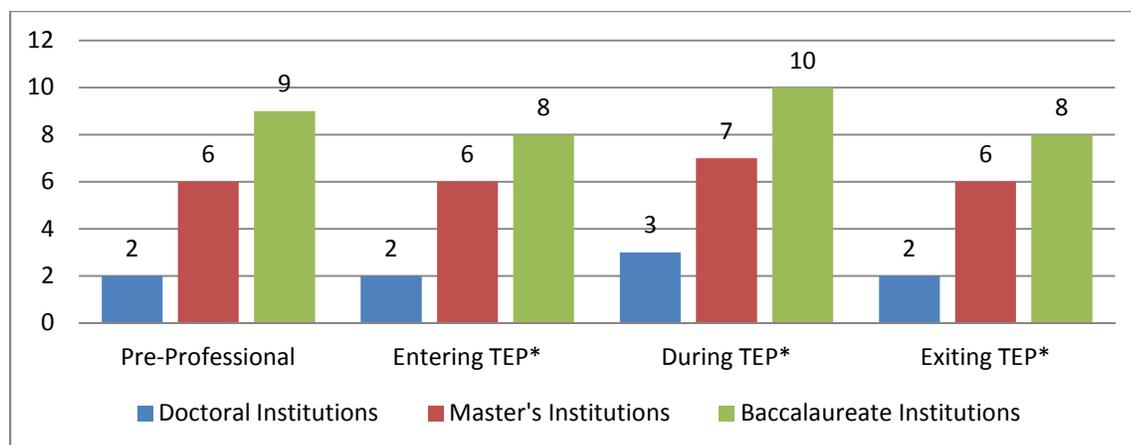
entered into the teacher education program, and when they exited the program. All seven of the master's degree institutions (100%) reported assessing dispositions during the professional core.

There was a greater discrepancy in the number of baccalaureate institutions assessing dispositions as the students progressed through the program. Eight of the thirteen programs that participated in the survey assessed dispositions as students entered into the program and as they exited the program. Seventy percent of the responding programs (nine out of thirteen) assessed pre-service dispositions when students were in the pre-professional core. The greatest number of baccalaureate programs (ten out of thirteen) assessed candidates when they were enrolled in professional core classes such as content area methods classes and field experiences.

Results of the survey revealed that programs in each of the Carnegie classifications assessed the dispositions of pre-service teachers when pre-service teachers were enrolled in the professional core classes. The second most common point among the programs to assess teacher dispositions was when students were enrolled in the pre-professional core classes. At this point 17 out of the 25 responding institutions assessed dispositions. Again, this would support existing research by Ellis (2007) that the Carnegie classification of a program does not significantly impact the assessment of dispositions. Figure 5.2 provides details regarding the data from the survey.

When Dispositions Are Assessed and Teacher Education Program Enrollment

Data gathered through the responses of the participants in the survey indicated that teacher education programs are assessing pre-service teacher dispositions throughout the programs. The larger programs with 250 or more students completing the teacher education



*TEP = Teacher Education Program

Figure 5.2 *Classification and Teacher Education Program Assessment of Dispositions (n = 25)* program during the 2011 – 2012 academic year (2 of the 25 responding programs) assessed at fewer checkpoints in the program than did the smaller programs. For programs with 51 – 250 students completing the program in 2011 – 2012 academic year (10 of the 25 responding programs) data indicated the majority of the programs assessed at each of the four checkpoints of pre-professional classes, entrance in to the teacher education program, during the teacher education program, and exiting the teacher education program. This was also true of programs with 1 – 50 students completing the program in 2011 – 2012 academic year.

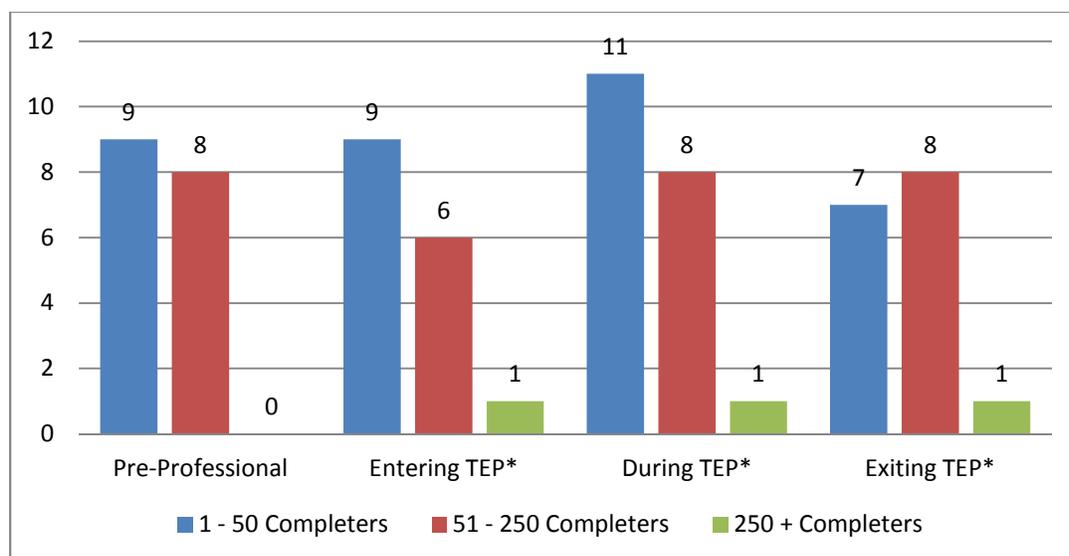
In exploring the overall data, it appeared the larger programs are assessing disposition less frequently than the small and mid-sized programs. Taking into account the unequal distribution of programs by the number of student enrolled in the program the data would indicate that 50% of the programs with 250 + students who responded to the survey assessed the students as they entered the program, while they were in the program, and as they exited the program. None of the programs indicated they assessed during the pre-professional core.

Ten programs with 51 – 120 students completing classes during 2011 - 2012 replied to the survey. Of these 10 programs, 80% assessed in pre-professional core classes, when student

were enrolled in professional cores classes such as methods or field experiences, and as the students exited the program. Only 60% of the programs assessed as student entered the program.

Institutions with 1 – 50 students completing the program in 2011-2012 accounted for 13 of the responding institutions. Of these programs, 85% assessed dispositions during the time students were in the teacher education program. In addition, 69% of the institutions assessed dispositions during pre-professional core classes and when students were admitted to the program. Seven or 54% of the programs assessed as student exited the program.

Figure 5.3 illustrates the number of programs and when the programs assessed pre-service dispositions.



*TEP = Teacher Education Program

Figure 5.3 *Teacher Education Program (TEP) Enrollment and TEP Assessment of Dispositions*

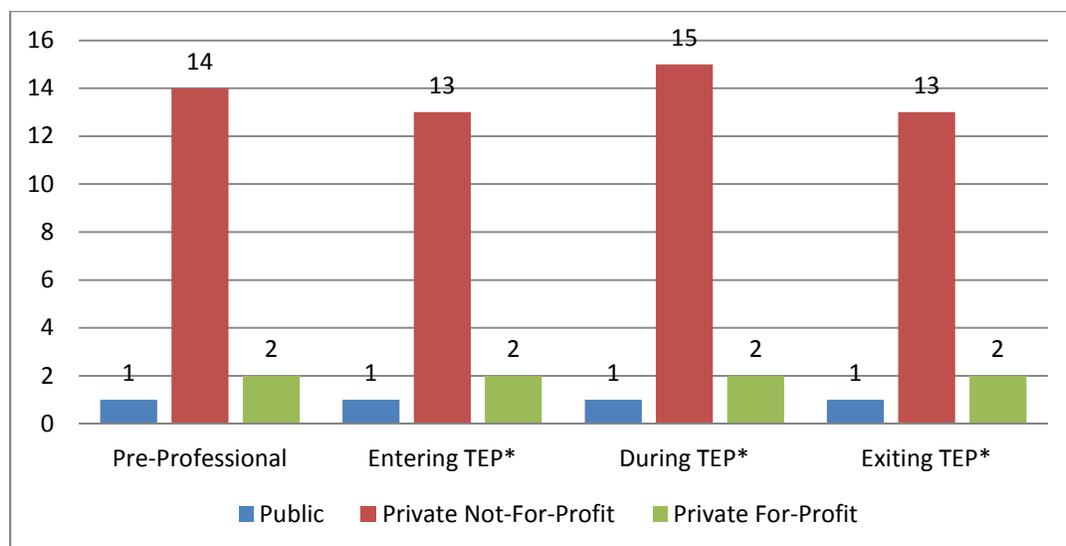
($n = 25$)

When Dispositions Are Assessed and Type of Institution (public, private not-for-profit, or private for-profit)

As seen in the previous disaggregation of the data by descriptive variables, there was an uneven distribution in the number of programs in each of the categories for types of institutions. There were three reported public institutions, 20 private not-for-profit institutions, and two private for-profit institutions. When exploring this data 33% of the public institutions assessed dispositions at each of the four checkpoints of pre-professional classes, entry into the teacher education program, during the teacher education program, and exiting the program. This compares to between 65% and 85% of the private not-for-profit institutions assessing at each of the identified checkpoints. There were two private for-profit institutions that responded to the survey and 100% of them assessed pre-service teacher dispositions at all four of the checkpoints. Overall, it would appear the responding private for-profit programs were assessing dispositions more frequently than the public or private not-for-profit institutions reported assessing dispositions. Figure 5.4 illustrates the number of programs for each type of institution (i.e., public, private not-for-profit, or private for-profit) and when they assessed pre-service teacher dispositions.

Who Assessed Dispositions

This study found teacher education programs had multiple assessors for pre-service teacher dispositions. The majority of the assessors were professionals such as cooperating teachers, professors, and college or university supervisors who worked closely with the candidates as they progressed through a teacher education program. These professionals were the most frequent assessors of teacher dispositions during the time students were enrolled in a professional core and as they exited the program.



*TEP = Teacher Education Program

Figure 5.4 *Assessment of Teacher Dispositions by Types of Institutions (public, private not-for-profit, or private for-profit) (n = 25)*

In addition to educational professionals assessing teacher dispositions, the responding programs indicated the candidates self-assessed themselves as they move through the program. The most common times for students to self-assess were when they were enrolled in pre-professional classes, as they entered a teacher education program, and as they exited the program.

Results similar to those of the current study were found in existing literature. Ignico and Gammon (2010), Sing and Stoloff (2008), and Whitsett et al. (2007) all reported teacher education programs required students to self-assess dispositions. Harrison et al. (2006) and Katz et al. (2008) provide support for the assessment of teacher dispositions by cooperating teachers, professors, and field supervisors. This study provided additional support and evidence regarding who assessed pre-service teacher dispositions.

How Dispositions Are Assessed

Participants in this study indicated multiple types of instruments were utilized to assess pre-service teacher dispositions. The methods selected by the institutions were similar to ones found in the current literature (Ignico & Gammon, 2010; Sing & Stoloff, 2008; Whitsett, et al., 2007). Of the reporting institutions, 68% reported using some type of a self-survey or self-assessment instrument for the assessment of pre-service teacher dispositions. A similar instrument was used by teacher education programs in a study conducted by Sing and Stoloff (2008) where students used the Eastern Teacher Disposition Index to assess dispositions based on perceptions they held.

The use of a self-assessment was found in the work of Whitsett et al. (2007) where teachers rated their development of acting on dispositions through the use of a self-assessment instrument. The use of a checklist to assess teacher dispositions was also seen in a study by Rike and Sharp (2008). In this study, the assessments were done over time and discussed with the students at various checkpoints in the program. In addition to supporting the use of checklist as self-assessment instruments, it supported the respondents' reports of assessing dispositions during pre-professional classes, as students enter into the teacher education programs, during professional core classes such as methods and field experiences, and as they exited the program. Thus, the teacher education programs in this study were utilizing an assessment tool design that had been used effectively by other institutions across the country.

Teacher education programs responding to the survey stated they conducted interviews with pre-service teachers as a means of assessing teacher dispositions. As a follow up to the interview, they scored the responses with a rubric. The use of a rubric to assess dispositions was seen in the work of Harrison et al. (2006) where a rubric was used to determine if the pre-service

teachers were demonstrating the dispositions of effective teachers. Ellis et al. (2009) also found teacher education programs used interviews that were scored with rubric as one method of assessing pre-service teacher dispositions.

Exploration of the data by descriptive variables showed the Eastern area institutions used interviews and self-surveys more frequently than institutions in the Central and Western areas did. Programs in the Central area more consistently selected self-surveys and rating scales for the assessment of pre-service teacher dispositions. Institutions in the Western area indicated dispositions were assessed more frequently through the use of observation instruments and self-surveys. In both the Central and Western areas, no more than three institutions selected any single assessment method. The common thread running through all areas was the use of a self-survey to assess pre-service teacher dispositions.

When comparing teacher education programs based on Carnegie classification, the data revealed there was not a strong preference for an assessment instrument. Thus, it did not appear that the Carnegie classification impacted assessment selection.

Data regarding the variable of the enrollment size of a program was a factor in how institutions assessed dispositions. Larger programs, those with more than 250 students completing the program in 2011 – 2012, were more likely to select a method that involved self-assessment or a rating scale type of instrument. This might be due to the large number of students enrolled in the program and the feasibility of meeting individual with each student to conduct face-to-face interviews. In comparison, the small programs with 1 – 50 students completing the program in 2011 - 2012 and the mid-sized programs with 51 – 250 students completing the program in 2011 - 2012, more frequently selected an interview as a method of assessing pre-service teacher dispositions.

With regards to the type of institution (i.e., public, private not-for-profit, or private for-profit) there again was a difference in the methods selected. The private not-for-profit institutions selected interviews and self-surveys as a preferred method of assessing dispositions while the larger, public institutions did not select this type of assessment.

Regardless of how the responding teacher education programs indicated they assessed teacher dispositions, it was evident the teacher education programs were assessing dispositions over time, which according to Diez (2006), Harrison, et al. (2006), and Rinaldo et al. (2009) provides accurate data regarding the dispositions. All institutions acknowledged the value in assessing pre-service teacher dispositions as the candidates acquired the content knowledge, pedagogy, and dispositions they needed to become the effective teachers of the 21st century. The results of the study supported the hypothesis that there are differences in how teacher education programs assess teacher dispositions. All institutions reported assessing dispositions at least one time during the program, with at least one method of assessment.

What Dispositions Are Assessed

Recent literature regarding the discourse surrounding the identification and defining of the term teacher disposition revealed that dispositions have been described in multiple ways. Among them are tendencies to act in a specific way under a given set of circumstance (Villegas, 2007), attitudes, values and beliefs (Burant et al., 2007; NCATE, 2008; Sharp & Rike, 2008), intellectual character (Ritchhart, 2001), observable behaviors (Jung & Rhodes, 2008; Shively & Misco, 2010; Wasicsko, 2007), and patterns of behavior (Jung & Rhode, 2008). Data gathered through this survey indicated that programs are assessing dispositions that fit into many of the dispositional definitions found in the literature. For example, dispositions such as respect, responsiveness, and flexibility can be assessed through behaviors a teacher demonstrates in the

classroom. Dispositions such as cultural competence, presence, and professional and personal ethics and integrity would be ones that might be categorized as the beliefs or values discussed by Burant et al. (2007) and Sharp and Rike (2008). The patterns of behavior that Jung and Rhodes (2008) brought forth as a way to define dispositions could be seen in the dispositions assessed by the responding institutions that fall in to the areas of reflectiveness and inventiveness. Thus, in reviewing what dispositions the teacher education programs assessed it was evident that the programs were assessing dispositions that would be part of the existing definitions of teacher dispositions found in the current literature.

The selection of specific dispositions were also supported in the work of Combs (1999) and Usher (2002) regarding individuals employed in helping professions such as nursing and teaching. Usher's five dispositional categories of empathy, positive view of other, positive view of self, authenticity, and meaningful purpose and vision are seen in the dispositions assessed by the teacher education programs in this study. The seminal works of Combs (1999) and Usher (2002) regarding dispositions and perceptions of workers in helping professions has helped to guide and frame the majority of the dispositions currently assessed by teacher education programs.

Conclusions

This study sought to provide information that would help teacher education programs more fully understand when pre-service teacher dispositions were assessed, who was responsible for assessing the dispositions, how the dispositions were assessed, and what dispositions were currently being assessed by teacher education programs. Various descriptive variables for the institutions were explored to determine if there was an impact on the assessment of pre-service teacher dispositions by the responding institutions. In review, it was hypothesized that there

would be differences in when, how, by whom and what dispositions were assessed based on the demographics of geographic location, Carnegie classification, teacher education program enrollment, and the type of institution (i.e., public, private not-for-profit, or private for-profit). This hypothesis was based on current studies regarding the assessment of dispositions where numerous methods of assessments were found along with multiple assessors. The data indicated there were differences in the assessment of pre-service teacher dispositions. However, the data did not indicate the existence of substantial differences.

A strength in the assessment of pre-service teacher dispositions by teacher education programs participating in this study was the data indicating students were being asked to self-assess their professional dispositions at various times throughout the teacher education programs. The frequency of self-assessment by the students indicated the teacher education programs were aware of the importance of students exploring their own strength and weaknesses in the area of teacher dispositions. In light of this, teacher education programs need to discuss the importance of dispositions at all level of the program in order to underscore the impact the students' dispositions have in ensuring the students are prepared to become highly effective teachers. Teacher education programs need to provide the students with clearly identified benchmarks and examples of the dispositions so the students will have a deeper understanding of the dispositions and how they are manifested in delivering instruction to students and working collaboratively with administrators, colleagues, families, and community members.

As students self-assess their dispositions professors, university supervisors, and cooperating teachers who have assessed the student dispositions need to ensure the students receive feedback regarding their dispositional strengths and growth areas. This feedback or dialogue regarding specific dispositions allows students to see how other professionals view their

dispositions. It provides additional information to help the students realistically identify their strengths and growth areas. By engaging in conversations with others, the students will become a more realistic assessor of their dispositions and internalize the value of dispositions.

Dialogue with students regarding their dispositions should be an ongoing conversation with the students as they progress through the teacher education program. These conversations should be conducted by the professors, university supervisors, and cooperating teachers who are familiar with the students' content knowledge, pedagogical skills, and dispositions. These conversations will reinforce the value dispositions have in ensuring the students will become highly effective teachers.

An additional strength found in the assessment of the data regarding pre-service teacher dispositions was the indication that teacher education programs were asking various professionals to assess the dispositions. The assessors selected at various points in the program to assess the pre-service teacher's dispositions were individual who had direct contact with the student. By selecting professionals who were working closely with the student in either a classroom setting or a field placement, the assessment of dispositions will be more meaningful. In addition, it will provide a well-rounded picture of the pre-service teacher and the strengths and growth areas identified. The use of multiple professional assessors will strengthen the data gathered for each student.

Data gathered from this study indicated a strong commitment by teacher education programs to the assessment of pre-service teacher dispositions. Strengths of the programs were evidenced by the multiple checkpoints at which the institutions chose to assess pre-service teacher dispositions. Through strategically placing assessments during pre-professional classes, entry into the teacher education program, during professional core classes, and as the students

exit the program, the institutions were able to identify and track how the pre-service teachers' dispositions were strengthened and enhanced as the students progressed through the programs.

The data gathered from the multiple assessment checkpoints within a teacher education program allowed institutions to identify areas of the program where a greater emphasis might be placed on pre-service teacher dispositions. This emphasis fosters the students' ability to enhance and refine their dispositional characteristic as they progress through the teacher education program. Using data collected at strategic points in the students' advancement through a teacher education program encourages the professionals who interact with the pre-service teachers to afford a greater focus on dispositions and the role they play in the classroom. This focus offers opportunities to expand the role dispositions have in the effective delivery of instruction to students and in creating a supportive learning environment for all students.

Data regarding how teacher education programs assessed pre-service teacher dispositions revealed institutions responding to the survey were assessing students through the use of numerous types of assessment. Self-assessment by students was most frequently reported method of assessing pre-service teacher dispositions. In addition to the self-assessment instruments completed by students, institutions reported they sought information regarding pre-service teacher dispositions from on-campus professors and from field-based personnel such as cooperating teachers and university field supervisors. Assessment data from these assessors were gathered through the use of items such as an interview that was evaluated through the use of a rubric, observations and observation checklists, and rating scales. Data from the current research project illustrated the importance teacher education programs have placed on dispositions and the role they have in ensuring future teachers are able to work effectively with a diverse population of students.

Teacher education programs that participated in this study are assessing pre-service teacher dispositions using assessment instruments designed to provide data points from a variety of assessment tools. The continued use of multiple assessment tools will help teacher education programs ensure they are looking at all aspects of a student's professional dispositions. The data from these assessments are valuable as professors and cooperating teachers work with students to strengthen and enhance their professional dispositions. It is also important for programs to identify dispositional areas that need to be addressed in specific areas of the programs. Thus, the use of multiple types of assessment to identify pre-service teacher dispositions is two-fold. One, it provides support to students as they grow in the area of dispositions and two, it provides teacher education programs with data that will allow them to strengthen their programs.

Institutions responding to the survey question regarding what specific pre-service teacher dispositions were assessed by the teacher education program reported assessing dispositions that were coded into five dispositional categories. The dispositional categories included caring dispositions, communication dispositions, creative dispositions, critical dispositions, and professional dispositions. Data showed that the majority of the teacher education programs assessed dispositions that fell into these five categories. This strong response in reporting the dispositions assessed illustrated the commitment teacher education programs have to exploring the professional dispositions possessed by effective teachers. The data also highlighted the similarity in the specific dispositions assessed at each of the various institutions. The use of similar language to identify pre-service teacher dispositions helped to ensure students who graduate from the various institutions are prepared to teach in the 21st century.

Across the nation, national and state accrediting agencies are encouraging teacher education programs to explore how they are preparing pre-service teachers to work with students

in the school of the 21st century. One way to ensure the best and brightest of our young adults are entering in to the teaching profession and more importantly staying in the profession is to maintain a focus and commitment to identifying and strengthening pre-service teacher dispositions. By teaching and assessing not only content knowledge, pedagogical skill, but also professional dispositions, teacher education programs across the country will ensure they are graduating candidates who are fully equipped to assume the role of teacher in the schools of today.

This study highlighted how teacher education programs in Iowa identified and assessed pre-service teacher dispositions. It showed the strengths of the programs and the commitment each teacher education program had to ensuring students were aware of their dispositions and the role they have in fostering the characteristics of effective teachers. The responding programs should be proud of their individual and collective commitment to providing a quality education for the students enrolled in their institutions.

Implications

Understanding the assessment of pre-service teacher dispositions is critical to teacher education programs as they evaluate the effectiveness of their programs and the effectiveness of the students exiting the program. Research has shown the beliefs, attitudes, or dispositions of teachers influence their work with students in the classroom (Harme & Pianta, 2001; Kane et al., 2011; Strong, 2003). The findings in this study provide implications for policy and practice.

It is evident the assessment of pre-service teacher dispositions is an important part of preparing candidates to become highly effective teachers. Through assessment, teacher education programs are able to identify areas of growth for specific candidates. By identifying these growth areas programs are able to develop remedial plans to assist the student in strengthening the

identified dispositions. If remediation is not successful, teacher education programs have data to use when counseling students out of the profession. Strengthening the dispositions of all candidates will help them be better prepared to work with diverse students.

As pre-service teachers progress through the program, they are able to self-assess their strengths and growth areas in regards to dispositions. This personal exploration of dispositions allows the student to internalize the dispositions most critical to becoming the highly effective teacher who will work well with all students. As pre-service teachers gain a deeper understanding into who they are and how they operate, they increase their ability to be work with students in the 21st century as an effective and competent facilitator of learning.

Programs are assessing pre-service teacher dispositions through multiple instruments and several different professionals are assessing the candidates as they progress through a teacher education program. The use of multiple assessors is important for programs to continue as each assessor sees the candidate through a different lens. These multiple viewpoints of dispositions help pre-service teachers identify and enhance those human qualities that are called dispositions. It is important teacher education programs continue to value the input from a variety of sources.

Recommendations

Based on the results of the current study, the following recommendations are made regarding the assessment of pre-service teacher dispositions by teacher education programs.

1. Consider assessing dispositions at each checkpoint, especially during the pre-professional classes and as students enter into the teacher education program. These were areas where fewer institutions reported assessing dispositions.
2. Explore how to better utilize dispositional data as part of the teacher education program's admission process. This would help to address the current concerns

regarding accepting only the “brightest and the best” students into teacher education.

3. Require students to self-assess dispositions at all checkpoints in a teacher education program in order to determine areas of strengths and weakness. This self-exploration would encourage students to be reflective regarding not only the content knowledge and pedagogy needed to be an effective teacher, but also the dispositions that are critical for today’s teachers.
4. Seek input from the educational professionals who work most closely with the pre-service teachers, especially in the field-based professionals who work with pre-service teachers in the classrooms.
5. Examine the assessment instruments to determine if one protocol is more effective in assessing pre-service teacher dispositions than others are in assessing the dispositions.
6. Explore the number and types of dispositions assessed by teacher education programs.
7. Use dispositional data as a basis for discussions with students regarding their strengths and growth areas.
8. Create and implement remediation plans for students who demonstrate weaknesses in specific dispositional areas.
9. Stress the value of teacher dispositions and the role of dispositions in providing instruction to all students.
10. Utilize information from teacher dispositions as a component of program reviews to help determine the success of the program.

Recommendations for Future Research

This study contributed to the existing literature regarding the assessment of pre-service teacher dispositions by exploring the assessment practices of teacher education programs in Iowa. The following are recommendations for areas of further research in the assessment of pre-service teacher dispositions.

1. Compare the sample population from this study, which was small and restricted to one state, with a larger, multiple state sample to determine how or if the results differ.
2. Research the inter-rater reliability in the assessment of teacher dispositions by teacher education programs. Results would strengthen a program's data reliability when assessments were completed by multiple assessors.
3. Explore how teacher education programs train and support assessors in using assessment tools.
4. Study of the design, implementation, and effectiveness of remediation plans to determine their effectiveness in strengthening and enhancing candidate dispositions.
5. Examine how professional core content and methods classes promote dispositions and help candidates understand the value of dispositions in working with students.
6. Explore how teacher education programs use data gathered from the assessment of pre-service teachers' dispositions.

Final Thoughts

Teaching in today's classrooms is a complex and challenging endeavor. In order to better prepare pre-service teachers to assume this role, teacher education programs need to continue to identify and stress the dispositional qualities teachers need to be successful in the classroom. It is critical that the candidates of today's teacher education programs become the teachers needed to engage the youth of the 21st century in the educational process. The teachers who will work with these students must be able to meet the demands society has for citizens who are engaged in critical inquiry and are able to work in a diverse and ever changing society. While the teachers of the 21st century will still need content knowledge and pedagogical skill, it is imperative they possess the professional dispositions of caring, communication, creativity, critical reflection, and professional and personal ethics in order to emerge students into a curriculum that enhances our growing and changing society.

*Appendix A**InTASC Standards and Critical Dispositions***Standard 1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Critical Dispositions:

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Critical Dispositions:

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.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Critical Dispositions:

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

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.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Critical Dispositions:

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.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Critical Dispositions:

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.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Critical Dispositions:

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Critical Dispositions:

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective 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(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

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

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Critical Dispositions:

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

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

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Critical Dispositions:

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and 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.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Critical Dispositions:

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change

(CCSSO, 2011, p. 10-19).

*Appendix B**NCATE Unit Standards***Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of the candidates, the unit, and its programs.

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate the field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all student learn.

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P – 12 schools faculty, candidates, and students in P – K schools.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching including the assessment of their own effectiveness as related to candidates performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institution standards (NCATE, 2008, p. 12 - 13).

Appendix C

Carnegie Enrollment Profile Classifications

Doctorate-granting Universities. Includes institutions that awarded at least 20 research doctoral degrees during the year. Excludes Special Focus Institutions and Tribal Colleges.

RU/VH: Research Universities (very high research activity)

RU/H: Research Universities (high research activity)

DRU: Doctoral/Research Universities

Master's Colleges and Universities. Generally includes institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees during the update year. Excludes Special Focus Institutions and Tribal Colleges.

Master's/L: Master's Colleges and Universities (large programs)

Master's/M: Master's Colleges and Universities (medium programs)

Master's/S: Master's Colleges and Universities (smaller programs)

Baccalaureate Colleges. Includes institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and where fewer than 50 master's degrees or 20 doctoral degrees were awarded during the update year. Excludes Special Focus Institutions and Tribal Colleges.

Bac/A & S: Baccalaureate Colleges—Arts & Science

Bac/Diverse: Baccalaureate College—Diverse Fields

Special Focus Institutions. Institutions awarding baccalaureate or higher-level degrees where a high concentration of degrees (above 75%) is in a single field or set of related fields. Excludes Tribal Colleges.

Spec/Faith: Theological seminaries, Bible colleges, and other faith-related institutions

(Carnegie, 2012)

*Appendix D***Midwest Teacher Education Program Survey**

Sharon Evans Brindle, Doctoral Candidate

DRAKE UNIVERSITY**Des Moines, Iowa**

The following is a survey conducted by a doctoral candidate at Drake University. The purpose of the study is to identify similarities and differences in methods being used by accredited teacher education programs in Iowa to identify and assess teacher dispositions. By completing this survey, you are granting consent for your information to be used in the reporting of the findings. Participation in this survey is strictly voluntary. Neither you nor your institution will be identifiable in the dissertation or any subsequent reports. Any questions about the survey process should be directed to Sharon Evans Brindle, 515-865-8048 or sharon.brindle@drake.edu

Thank you for your participation.

Part I**Demographics of the Teacher Education Program**

1. What is your institution's geographic location? (Please check appropriate classification.)

Northwest Iowa (west of Interstate 35 and north of Interstate 80)

Southwest Iowa (west of Interstate 35 and south of Interstate 80)

Northeast Iowa (east of Interstate 35 and north of Interstate 80)

Southeast Iowa (east of Interstate 35 and south of Interstate 80)

2. What is your institution's Carnegie classification? (Please check appropriate classification.)

RU/VH: Research Universities (very high research activity)

RU/H: Research Universities (high research activity)

DRU: Doctoral/Research Universities

- _____ Master's L: Master's Colleges and Universities (larger programs)
- _____ Master's M: Master's Colleges and Universities (medium programs)
- _____ Master's S: Master's Colleges and Universities (smaller programs)
- _____ Bac/A&S: Baccalaureate Colleges--Arts & Sciences
- _____ Bac/Diverse: Baccalaureate Colleges--Diverse Fields
- _____ Bac/Assoc: Baccalaureate/Associate's Colleges
- _____ Spec/Faith: Special Focus Institutions--Theological seminaries, Bible colleges, and
other faith-related institutions
- _____ Tribal: Tribal Colleges
- _____ Other (Please specify _____)

3. For the 2011 – 2012 academic year, how many students completed your program?

- _____ 1 – 50 Program Completers
- _____ 51 – 250 Program Completers
- _____ 250 + Program Completers

4. Which one of the following describes your institution?

- _____ **Public**
- _____ Private not-for-profit
- _____ Private for-profit

5. The last Department of Education Reaccreditation Review took place during what calendar year? _____

Part II

Identification of Specific Dispositions

6. Please list below or attach a copy of the dispositions assessed by the program.

7. How were these dispositions identified?

Please rank order the ways the dispositions were identified by dragging and dropping the items in order with 1 being the most important.

- _____ Faculty survey/collaboration
- _____ NCATE requirement
- _____ Employer feedback
- _____ Examination of Conceptual Framework
- _____ Advisory Committee/P-12 Partner feedback
- _____ Iowa Dispositional Model
- _____ InTASC requirement
- _____ Other (please specify):

Part III**Assessment**

8. Are teacher dispositions formally assessed when students are enrolled in pre-professional classes (i.e. Introduction to Education classes, Human Relations classes, etc.)?

YES **NO**

If YES, who assesses the dispositions? Please check all that apply.

- Candidates (Self)
- Cooperating/Mentor Teacher
- College/University Supervisor
- Professor
- Other (please specify _____)

9. Are teacher dispositions formally assessed when students enter the teacher education program?

YES **NO**

If YES, who assesses the dispositions? Please check all that apply.

- Candidates (Self)
- Cooperating/Mentor Teacher
- College/University Supervisor
- Professor
- Other (please specify _____)

10. Are teacher dispositions formally assessed during the program (i.e. practicum or methods classes; prior to student teaching)?

YES **NO**

If YES, who assesses the dispositions? Please check all that apply.

- Candidates (Self)
- Cooperating/Mentor Teacher
- College/University Supervisor
- Professor
- Other (please specify _____)

11. Are teacher dispositions formally assessed when students exit the teacher education program (i.e. at the completion of student teaching)?

YES NO

If YES, who assesses the dispositions? Please check all that apply.

- Candidates (Self)
- Cooperating/Mentor Teacher
- College/University Supervisor
- Professor
- Other (please specify _____)

12. Are teacher dispositions formally assessed at other times during the program?

YES NO

If YES, please list when they are assessed. _____

13. How are the candidates' dispositions assessed?

Please rank order the way the dispositions were identified by dragging and dropping the items in order with 1 being the most important.

- Interview with rubric
- Self-survey

- _____ Rating scale
- _____ Reflective writing with rubric
- _____ Observation Instrument
- _____ Other (Please specify _____)

14. Do the results of the dispositions assessments have any effect on candidates' progression into or through the program? _____ If yes, please describe:

15. What is something your program does well regarding the assessment of teacher dispositions?

16. Is there something your program could improve on in the assessment of teacher dispositions?

17. Please copy and paste any survey, rubric, observation instrument(s), reflective writing rubric, or other reflection tools, or other instruments used by your unit to assess teacher dispositions that you would be willing to share.

18. What is your position within the teacher education program?

- _____ Dean
- _____ Associate Dean
- _____ Department Chair
- _____ Professor
- _____ Assessment Coordinator
- _____ Field Placement Coordinator
- _____ Other

Thank you for your time and consideration of this dissertation survey.

*Appendix E***INFORMED CONSENT DOCUMENT**

Title of Study: An Exploratory Study on the Assessment of Pre-service Teacher

Dispositions by Teacher Education Programs in Iowa

Investigator: Sharon Evans Brindle

This is a research study. Please take your time in deciding if you would like to participate. Please feel free to ask questions at any time.

INTRODUCTION

The purpose of this study is to learn more about how teacher education programs define, identify, and assess pre-service teacher dispositions. You are being invited to participate in this study because you are a faculty member in a teacher education program and are have been identified as a contact person for your program by the department of education.

DESCRIPTION OF PROCEDURES

If you agree to participate, you will be asked to complete an online survey regarding the how your program defines, identifies, and assesses teacher dispositions in pre-service teachers.

Questions you will be asked to respond to include checklist questions, forced choice questions, rank order questions, open-ended questions, and close-ended questions. This survey will be a one-time participation.

Your participation will last for approximately 15 minutes. During which you will be asked to respond to 12 research questions.

RISKS

While participating in this study you may experience the following risks: The risks in participating in this survey are minimal and include things such as loss of time due to responding to questions or discomfort in responding to questions.

BENEFITS

If you decide to participate in this study there may not be a direct benefit to you or your program. It is hoped the information gained in this study will benefit society by providing additional information regarding how teacher education defines, identifies, and assesses teacher dispositions. The information gathered through this survey could be used by programs to strengthen their promotion and assessment of dispositions.

COSTS AND COMPENSATION

You will not have any costs from participating in this study. You will not be compensated for participating in this study but you may receive a copy of the survey data analysis if you would like one.

PARTICIPANT RIGHTS

Your participation in this study is completely voluntary and you may refuse to participate or leave the study at any time. If you decide to not participate in the study or leave the study early, it will not result in any penalty or loss of benefits to which you are otherwise entitled. You can skip any questions that you do not wish to answer.

CONFIDENTIALITY

Records identifying participants will be kept confidential to the extent permitted by applicable laws and regulations and will not be made publicly available. However, federal government regulatory agencies, auditing departments of Drake University, and the Institutional Review

Board (a committee that reviews and approves human subject research studies) may inspect and/or copy your records for quality assurance and data analysis. These records may contain private information.

To ensure confidentiality to the extent permitted by law, the following measures will be taken: Data entered in the online survey will be confidential and only the researcher will have access to the data. All data will be stored in a secured computer file on a secured server. The data will be destroyed when no longer needed for research. If the results are published, your identity will remain confidential.

QUESTIONS OR PROBLEMS

You are encouraged to ask questions at any time during this study.

- For further information about the study contact Sharon Evans Brindle at 515-865-8048 or Sharon.brindle@drake.edu
- If you have any questions about the rights of research subjects or research-related injury, please contact the IRB Administrator, (515) 271-3472, IRB@drake.edu, Drake University, Des Moines, Iowa 50311.

PARTICIPANT SIGNATURE

Your signature indicates that you voluntarily agree to participate in this study, that the study has been explained to you, that you have been given the time to read the document, and that your

questions have been satisfactorily answered. You will receive a copy of the written informed consent prior to your participation in the study. If you would like a copy of the letter, please contact Sharon Evans Brindle at sharon.brindle@drake.edu

Participant's Name (printed) _____

(Participant's Signature)

(Date)

References

- Alawiye, O., & Williams, H. (2010). Dispositional profile inventory: An assessment tool for measuring the professional attitudes and behaviors of teacher education candidates. *National Social Science Journal, 34*(2), 1-10.
- Alreck, P. L., & Settle, R. B. (1985). *The Survey Research Handbook*. Homewood, IL: Richard D. Irvin, Inc.
- Anfara, V. A., Brown, K. M., & Mangione, T. L. (2002). Qualitative analysis on stage: Making the research process more public. *Educational Researcher, 31*(7), 28-38).
- Babbie, E. (1990). *Survey research methods*. Belmont, CA: Wadsworth.
- Baum, A. C., & Swick, K. J. (2008). Dispositions toward families and family involvement: Supporting preservice teacher development. *Early Childhood Education Journal, 35*, 579-584.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5th ed.). London: Sage.
- Breese, L., & Nawrocki-Chabin, R. (2006). Reflective practices that nurture dispositions. *Academic Exchange, 10*(3), 49-53.
- Burant, T. J., Chubbuck, S. M., & Whipp, J. L. (2007). Reclaiming the moral in the disposition debate. *Journal of Teacher Education, 58*(5), 397-411.
- Carnegie Foundation for the Advancement of Teaching. (2012). *Carnegie classifications*. Retrieved from <http://classifications.carnegiefoundation.org/>
- Council of Chief State School Officers. (2011). Retrieved from <http://www.ccsso.org/>

- Clark, K. B. (2005). A contemporary rationale for dispositions in education. In R. L. Smith, D. Skarbek, & J. Hurst (Eds.), *The passion of teaching: Dispositions in the schools* (pp. 15-27). Lanham, MD: Scarecrow.
- Combs, A. W. (1999). *Being and becoming: A field approach to psychology*. New York, NY: Springer.
- Comb, A. W., & Avila, D. L. (1985). *Helping relationships: Basic concepts for the helping professions* (3rd ed). Boston, MA: Allyn and Bacon.
- Coolidge, F. L. (2006). *Statistics: A gentle introduction* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Los Angeles, CA: Sage.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.
- Curran, E., & Murray, M. (2008). Transforming learning in teacher education: Building competencies and changing dispositions. *Journal of the Scholarship of Teaching and Learning*, 8(3), 103-118.
- Damon, W. (2007). Dispositions and teacher assessment: The need for a more rigorous definition. *Journal of Teacher Education*, 58(5), 365-369.
- Darling-Hammond, L. (1996). What matters most: A competent teacher for every child. *Phi Delta Kappan*, 78, 193-200.
- Darling-Hammond, L., Wise, A. E., & Klein, S. P. (1999). *A license to teach: Raising standards for teaching*. San Francisco, CA: Jossey-Bass Publications.

- Danielson, C. (1996). *Enhancing professional education of teachers: A humanistic approach to teacher preparation*. Boston, MA: Allyn & Bacon.
- Diez, M. E. (2006). Assessing dispositions: Five principles to guide practice. In H. Sockett (Ed.), *Teacher dispositions: Building a teacher education framework of moral standards* (pp. 49-68). Washington, DC: AACTE Publications.
- Diez, M. E. (2007). Looking back and moving forward: Three tensions in the teacher disposition discourse. *Journal of Teacher Education*, 58(5), 388-396.
- Ellis, I. C. (2007). *Educator dispositions: A survey of U. S. teacher education programs* (Unpublished doctoral dissertation). Valdosta State University, Valdosta, GA.
- Ellis, I. E., Lee, J. M., & Wiley, L. P. (2009). Educator dispositions: A survey of U. S. teacher education programs. *Southeastern Teacher Education Journal*, 2(3), 77-86.
- Fink, A. (2009). *How to conduct surveys: A step-by-step guide* (3rd ed.). Los Angeles, CA: Sage.
- Flowers, C. (2006). Confirming factor analysis of scores on the clinical experience rubric. *Educational and Psychological Measurement*, 66(3), 478-488.
- Foreman, P. B. (1948). The theory of case studies. *Social Forces*, 26 (4), 408-419.
- Fraenkel, J. R., & Wallen, N. E. (2003). *How to design and evaluate research in education* (5th ed.). Boston, MA: McGraw Hill.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.) *Handbook of qualitative research* (pp. 105-117). Retrieved from http://www.sfu.ca/cmns/faculty/marontate_j/801/08spring/readings/Guba_Lincoln_CompetingParadigms.pdf
- Harme, B. K., & Rianta, R. C. (2001). Early childhood relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72, 625-638.

- Harrison, J., Smithey, G., McAfee, H., & Weiner, D. (2006). Assessing candidate disposition for admission into teacher education: Can just anyone teach? *Action in Teacher Education*, 27(4), 72-80.
- Helm, C. (2007). Teacher dispositions affecting self-esteem and student performance. *The Clearing House*, 80(3), 109-110.
- Ignico, A., & Gammon, K. (2010). A longitudinal study of the professional dispositions of teacher candidates. *Natural Science*, 2(2), 991-94.
- Iowa Association of Colleges for Teacher Education (2008). Dispositional materials. Retrieved from <http://iowacte.org/>
- Iowa State General Assembly (2012). House File 2380, Senate File 2284 Retrieved from <http://www.legis.state.ia.us>
- Interstate New Teacher Assessment and Support Consortium. (1992). *Model standards for beginning teacher licensing and development: A resource for state dialogue*. Washington, DC: Council of Chief State School Officers.
- Johnson, B. & Christensen, L. (2008). *Educational Research: Quantitative, Qualitative, and Mixed Methods*, (3rd ed.). Los Angeles, CA: Sage Publications.
- Johnston, P., Almerico, G. M, Henriott, D., & Shapiro, M. (2011). Descriptions of dispositions for assessment in pre-service teacher education field experiences. *Education* 123(2), 391-401.
- Jung, E., & Rhodes, D. M. (2008). Revisiting disposition assessment in teacher education: Broadening the focus. *Assessment & Evaluation in Higher Education*, 33(6), 647-660.

- Katz, D., Mueller, M., Hindin, A., & May, G. (2008). Measuring social consciousness: Using multiples of evidence to examine teacher dispositions. *Journal of Ethnographic & Qualitative Research*, 2, 129-137.
- Katz, L. G., & Raths, J. D. (1985). Dispositions as goals for teacher education. *Teaching and Teacher Education*, 1, 301-307.
- Kane, T. J., Taylor, E. S., Tyler, J. H., & Wooten, A. L. (2011). Identifying effective classroom practices using student achievement data. *The Journal of Human Resources*, 29(3), 587-613.
- Kerlinger, F. N. (1979). *Behavioral research: A conceptual approach*. New York, NY: Holt, Rinehart & Winston.
- Kooker, E. W., & Robb, G. P. (1982). *Introduction to descriptive statistics*. Springfield, IL: Charles C. Thomas, Pub.
- Mertens, D. M. (2010). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Thousand Oaks, CA: Sage.
- Misco, T., & Shiveley, J. (2007). Making sense of dispositions in teacher education: Arriving at democratic aims and experiences. *Journal of Educational Controversy*, 2(2). Retrieved from <http://www.wce.ssu.edu.cowlesproxy.drake.edu/Resources/CEP/eJournal/v002n002/a012.shtml>
- Murray, F. B. (2007). Dispositions: A superfluous construct in teacher education. *Journal of Teacher Education*, 58(5), 381-387.

- National Council for the Accreditation of Teacher Education (2008). *Professional Standards for Accreditation of Schools, Colleges, and Departments of Education*. Washington, DC: NCATE.
- Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. New York, NY: Teacher College Press.
- Osguthorpe, R. D. (2008). On the reasons we want teachers of good dispositions and moral character. *Journal of Teacher Education*, 59(4), 288-299.
- Renzaglia, A., Hutchins, M., & Lee, S. (1997). The impact of teacher education on the beliefs, attitudes, and dispositions of pre-service special educators. *Teacher Education and Special Education*, 20, 360-377.
- Rike, C. J., & Sharp, L. K. (2008). Assessing pre-service teachers' dispositions: A critical dimension of professional preparation. *Childhood Education*, 48(3), 150-15
- Rinaldo, V. J., Denig, S. J., Sheeran, T. J., Cramer-Benjamin, R., Foote, C. J., & Smith, R. M. (2009). Developing the intangible qualities of good teaching: A self-study. *Education*, 30(1), 42-52.
- Ritchhart, R. (2001). From IQ to IC: A dispositional view of intelligence. *Roeper Review*, 23(3). Retrieved from <http://vikingvoyage.gvc.edu:2048/login?url=true&db=aph&AN=4544938&site=ehost-live&scope=site>
- Rose, Steven W. (2006). *A literature review regarding behavioral/descriptive indicators of pre-service teachers' dispositions for coaching and assessment*. Iowa Teacher Quality Enhancement Task Force.

- Ruitenberg, C. W. (2011). The trouble with dispositions: A critical examination of personal beliefs, professional commitments and actual conduct in teacher education. *Ethics and Education* (6)1, 41-52.
- Shiveley, J., & Misco, T. (2010). But how do I know about their attitudes and beliefs: A four-step process for integrating and assessing dispositions in teacher education. *Clearing House*, 83(1), 9-14.
- Sing, D., & Stoloff, D. (2008). Assessment of teacher dispositions. *College Student Journal*, 42(4), 1169-1180.
- Sockett, H. (2006). Character, rules, and relations. In H. Sockett (Ed.), *Teacher dispositions: Building a teacher education framework of moral standards* (pp. 9-25). Washington, DC: AACTE Publications.
- Sockett, H. (2009). Dispositions as virtues. *Journal of Teacher Education*, 60(3), 291-303.
- State of Iowa Department of Education. (2010). *Directory of Iowa's practitioner preparation institution*. Retrieved from http://educateiowa.gov/index.php?option=com_content&task=view&id=477&Itemid=53
- 5
- Stooksberry, L. M. (2007). Dispositions as a dialogue in teacher preparation. In M. E. Diez & J. Raths (Eds.), *Dispositions in teacher education* (pp. 219-232). Charlotte, NC: Information Age Publishing.
- Stronge, J. (2003, November). *Teacher dispositions: What makes a good teacher good*. Keynote speech presented at the 2003 Eastern Kentucky University Symposium on Educator Dispositions. Retrieved from <http://faculty.simpson.edu/steve.rose/www>

- Suskie, L. A. (1996). *Questionnaire survey research: What works* (2nd ed.). Tallahassee, FL: Association for Institutional Research.
- Tabachnick, B. B., & Fidell, L. S. (2007). *Using Multivariate Statistics* (5th ed.). Boston, MA: Pearson.
- Taylor, R. L., & Wasicsko, M. M. (2000). The disposition to teach. Retrieved from <http://www.education.eku.edu/Dean>
- Thornton, H. (2006), Dispositions in action: Do dispositions make a difference in practice? *Teacher Education Quarterly*, 33(2), 53-68.
- United States Census Bureau. (2010). *Quick fact census*. Retrieved from <http://quickfacts.census.gov/qfd/states/19000.html>
- United States Census Bureau. (2011). *Largest Cities in Iowa (2011)*. Retrieved from <http://voices.yahoo.com/largest-cities-iowa-2011-6021440.html>
- Usher, D. (2002). *Arthur Combs' five dimensions of helper beliefs reformulated as five dispositions of teacher effectiveness*. Paper presented at the First Symposium on Educator Dispositions.
- Villegas, A. M. (2007). Dispositions in teacher education: A look at social justice. *Journal of Teacher Education*, 58(5), 370-380.
- Wasicsko, M. M. (2007). The perceptual approach to teacher dispositions: The effective teacher as an effective person. In M. E. Diez & J. Raths (Eds.), *Disposition in teacher education* (pp. 53-89). Charlotte, NC: Information Age Publishing.
- Wasicsko, M. M., Wirtz, P., & Resor, C. (2009). Using teacher dispositions in the teacher admission process. *SRATE Journal* (18)2, 19-26.

Whitsett, G., Roberson, T., Julian, K., & Beckham, L. (2007). First year teachers' reported levels of functioning on selected professional dispositions. *Education, 128*(11), 95-102.

Young, L. J., & Youngs, D. C. (2005). Exploring dispositions in student teaching and field experience. In R. L. Smith, D. Skarbek, & J. Hurst (Eds.), *The passion of teaching: Dispositions in the schools* (pp. 135-152). Lanham, MD: Scarecrow Education.