A Call for Mindful Teaching:

Cultivating Pre-Service Teachers' Dispositions

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Abstract

This qualitative descriptive case study was designed to promote the need for pre-service teacher education programs, particularly non-traditional teacher education programs, to shift to a model that sets high dispositional expectations. High expectations and accountability encourage pre-service teachers to become self-aware in their practice through carefully designed reflective opportunities for actualization of the dispositions necessary to role model life skills that mirror the multidimensional abilities required in the 21st century classroom. This paper will examine the results of three assessment tools implemented into the final semester of student teaching for a sample of twenty non-traditional, post-baccalaureate pre-service teachers. These reflective tools were implemented to explicitly promote adult development, transformational learning, and personal and professional growth. When the goal is to provide opportunities to cultivate dispositions, transformative learning with the support of reflective practice, provides a framework to promote students' development of dispositions. Assessment results were evaluated for evidence of dispositional development and then framed with the InTASC standards specific to dispositions. Recommendations and implications for future research are offered based on the results of this study.

Key words: dispositions, mindfulness, reflective practice, transformational learning

Chapter I: Introduction

The power of an influential teacher is undeniable. Poignant memories are held for a lifetime for those who have received the gift of an effective classroom teacher. In an effort to enhance students' achievement, educators, researchers, and policy makers are advocating that student learning be facilitated through effective teaching (Masunga & Lewis, 2011). The nature of education by which our children learn is contingent upon the qualities that our teachers possess (Notar, Riley, Taylor, Thornburg, & Cargill, 2009). Research provides evidence that teacher quality impacts student learning (Byrne, 1983; Darling-Hammond, 1999). Student learning is impacted by the cultivation of teachers' dispositions in the classroom (Thornton, 2013). "Teachers who exhibit more responsive dispositions tend to emphasize student learning that is focused on deep understanding; students are encouraged to ask questions, examine assumptions, and construct new meanings" (Thornton, 2013, p.3). In the ever changing 21st century, it will not be adequate to simply focus on knowledge and skills in teacher education programs (Mueller & Hindin, 2011). The Partnership for 21st Century Skills (2012) encompasses strategies for teaching and learning, blending content, literacies, and life and career skills in the classroom. With the expectation that this framework be carried out on the part of the teacher, it is essential that he/she model these behaviors in such a way that students may acquire the skills, in part by observing the behavior of the teacher.

Dispositions defined

Teacher dispositions are defined by the National Council for Accreditation of Teacher Education (2013) as, "the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and

communities" (http://www.ncate.org/Standards/UnitStandards/Glossary/tabid/477/Default.aspx,

2013, p. 1).

The InTASC Model Core Teaching Standards (Council of Chief State School Officers,

2011) present the standards for dispositions as "critical dispositions" being the "habits of

professional action and moral commitments that underlie the performances and play a key role

in how teachers do, in fact, act in practice" (p. 6). These are defined in conjunction with

"essential knowledge" as "declarative and procedural knowledge necessary for effective

practice" (p. 6). The InTASC standards are grouped into four categories to aid users in

organizing their thinking about the standards: The learner and learning; content; instructional

practice; and professional responsibility (p. 8-9). It is the "critical dispositions" that must be

brought forward and defined for pre-service teachers.

Meeting the needs of post-baccalaureate pre-service teachers

Post-baccalaureate pre-service teachers are answering a call to teach. The majority of

the cohorts enter the program at great personal sacrifice, perhaps abandoning more fruitful

careers. They are laying everything on the line while juggling full-time jobs, family, and the

pressure of the fast-track to teaching program. A post-baccalaureate teacher prep program is

designed so that pre-service teachers acquire their Master's degree and teaching certificate. The

students are unique in that many have been out of the classroom for ten to twenty years, making

them strangers within a familiar territory (Bullough & Knowles, 1990).

Non-traditional pre-service teachers enter programs with fervor for teaching. Many

have children themselves and/or have had life experiences gifting them with the ability to more

easily relate and connect with students (Eifler & Potthoff, 1998). Despite the advantages, the

disadvantages may lead to, at most, a traumatic baptism by fire. Eifler and Potthoff (1998)

offered a warning that the non-traditional pre-service teacher often has unrealistic expectations

or a wealth of skills that do not transfer into the classroom as they had assumed. Career-

changing candidates frequently have a naïve perspective of the time and effort it takes to

develop best practice, standards-based instruction (Hastings, 2010). Given the great sacrifice

that this unique student population is making to pursue a calling, pre-service teacher education

programs would be setting pre-service teachers up for failure if they did not paint a realistic

image of what 21st century teaching encompasses. There is an expectation from the moment a

teacher is assigned a classroom that he/she excel in practice and strive to improve the overall

quality of the learning community (Bond, 2011). There is no reason to wait until teachers have

gained experience. Pre-service teachers can begin cultivating the knowledge, skills, and

dispositions of teacher leaders during their pre-service programs (Bond, 2011). It is essential

that teacher education programs channel pre-service teachers' passion for teaching into mindful

leadership readiness in such a way that they will embrace the challenges of the 21st century

classroom.

Theoretical Framework

This qualitative descriptive case study is a call to pre-service teacher education

programs, particularly non-traditional teacher education pre-service teachers, to shift to a model

that sets high dispositional expectations and encourages pre-service teachers to become self-

aware in their practice by experiencing an explicit dispositional leadership program (see Figure

1.1) designed to provide opportunities for actualization of the dispositions necessary to role

model life skills that mirror the multidimensional abilities required in the 21st century

classroom. In alignment with the Developmental Dispositions Model (Edick, Danielson, &

Edwards, 2006) pre-service teacher candidates should progress from an awareness level, to

conceptualization and finally to internalization of dispositions (see Figure 1.1). The

Developmental Dispositions Model (Edick, Danielson, & Edwards, 2006) in Figure 1.1 guided

this study. The hope was that pre-service teachers would not only be knowledgeable in the

methods of teaching but that they would demonstrate superior dispositions beyond the

university walls and into the field.

Figure 1.1 Key elements of the Explicit Dispositional Leadership Program designed to
incorporate Levels of Reflection (Freshwater, 2008) and the Developmental Dispositions Model
(Edick, Danielson, & Edwards, 2006)

Internalization of dispositions will require "moving beyond the acquisition of new

knowledge and understanding into questioning our assumptions, values, and perspectives"

(Sherwood & Horton-Deutsch, 2012, p. 5). Effective practice in teacher education programs

entails more than just applying what knowledge students have learned in their classes. It is

essential that students demonstrate skill to apply that knowledge in the complex situations that

arise in the 21st century classroom. The means to assess the application of the knowledge that

pre-service teachers possess in a clinical setting can be accessed through reflection. Reflection

allows students to integrate knowledge from practice with continued learning allowing room for

cultivation of the practical skills required in making judgments in the clinical setting (Sherwood

& Horton-Deutsch, 2012). Johns (1995), describes reflection in practice as the students' ability to retrieve, explain and acquire skills through clinical experiences. The perspectives on reflection have been progressing since Dewey (1933) defined it as the dynamic, persistent, and vigilant consideration of beliefs supported by knowledge and the ensuing conclusions. It is worth noting that Dewey (1922) supported the knowledge that pre-service teachers' dispositions are malleable, differentiating dispositions from characteristics that we are born with, stating that they can be learned and refined. It is through reflection, "a systematic way of thinking about our actions and responses to change future actions and responses" that the internalization of dispositions can be assessed (Sherwood & Horton-Deutsch, 2012, n.p.). Implementation of a variety of reflective tools to facilitate learning promotes adult development, transformational learning, and personal and professional growth.

The theory of transformative learning, developed by Mezirow (1991), pervades adult education (Sherwood & Horton-Deutsch, 2012). Transformative learning provides a pathway for growth in practice and continual assessment of assumptions, values, and perspectives (Sherwood & Horton-Deutsch, 2012). According to Mezirow (1991), adults not only learn by cultivating skill and attaining new knowledge but also, equally importantly, through critical reflection and transformative learning; adults transform perspective as they reflectively reconstruct experience (Cranton, 1996, 2006). Teacher educators can seek opportunities for pre-service teachers to challenge their thinking. With adult learners who are seeking a career change, it is necessary for students to evaluate their frames of reference. "Transformative Learning transforms problematic frames of reference or sets of fixed assumptions and expectations to make them more inclusive, discriminatory, open reflective and emotionally able to change" (Mezirow, 2003, p. 58-59). When the goal is to provide opportunities to develop

dispositions, transformative learning opportunities using reflective practice provide a

framework to promote students' development of dispositions.

Modeling of dispositions through reflection

The majority of learned behaviors are either intentionally or unintentionally discovered

through our role models (Bandura, 1971). Within the teacher education program pre-service

teachers need to have models in their instructors of the dispositional characteristics that are

desired (Noddings, 1987). Pre-service teacher educators have a profound responsibility to serve

as role models for our future teachers. Teacher education programs must affirm superior

standards of dispositions from not only the faculty and staff but the pre-service teachers as well.

If pre-service teachers have never spent time with educators before, it is logical that they have at

no time been exposed to the dispositions that teaching requires. In order to foster the

internalization of the desired dispositions educators promote lifelong learning by asking

reflective questions to promote the integration of knowledge and experience (Benner, Sutphen,

Leonard & Day, 2010). Reflection provides a continuum of knowledge and growth that allows

the practitioner to grow in and through their practice (Freshwater, 2008).

Explicit instruction on dispositional expectations

When pre-service teachers are entering the field with self-efficacy, a buffer against

anxiety and stress, they are more likely to stay in the profession beyond five years (Wood &

McCarthy, 2002; Pendergast, Garvis, & Keogh, 2011). Self-efficacy is not just a perk but an

essential tool, considering 46% of teachers leave within the first five years in the classroom

(Jalongo & Hilder, 2006). Pre-service teacher education programs have the opportunity to

provide "primary prevention" in an effort to reduce incidence of teacher burnout (Wood &

McCarthy, 2002). The National Council on Teacher Quality (2003) reports that nearly half of

all teachers leave the profession within five or fewer years in the classroom. Promoting teacher leadership with teacher education programs would assist pre-service teachers in finding their voice and potential encourage opportunities to be involved in decision making in the schools from an early stage, providing "valuable insight to administrators as well as a sense of commitment that may very well keep them in the field" (Pucella, 2014, p. 16). When we are explicit with how work within teacher education connects to leadership, the pre-service teachers may have a one up on veteran teachers- a level of confidence that they have received leadership training (Pucella, 2014). "The confidence that this knowledge gives can empower teachers at the induction stage to take on the informal leadership roles that are more accessible early in their careers. This can in turn lead to more formal roles when they have more experience" (Pucella, 2014, p. 19).

One strategy recommendation following a longitudinal study of seven newly graduated teachers supports the idea of providing pre-service teachers with ample opportunities for "teacher-talk" with experienced educators to aid in the development of their professional identity (Pietsch & Williamson, 2010). The result was an increased participation in school groups and opportunities to interact within the learning community, thus, boosting their confidence in the pre-service teacher (Pietsch & Williamson, 2010). The researcher's institution has made a zealous effort to infuse prevalent opportunities for pre-service teachers to exchange in "teacher talk" with their cooperating teachers and other school personnel providing opportunities for pre-service teachers to receive feedback on their dispositional performance in the program classroom setting. Without critical reflection, assumptions may be taken for granted and not challenged (Sherwood & Horton-Deutsch, 2012). Pre-service teachers will explore assumptions and reflect on their professional identity through deeper dialogue to explore

alternatives. Taking an opportunity to present alternatives through reflective dialogue journals, the pre-service teachers will have an opportunity to visualize and reconstruct assumptions on how to respond in given situations and potentially develop new approaches as dispositions are internalized.

Promoting healthy habits of mind with curriculum support

In an effort to encourage the highest aspirational standards for our future teacher leaders, pre-service teacher educators need to encourage candidates to make time for themselves, take breaks, and participate in recreational activities to support their efforts in the classroom (Bandura, 1991). Teachers who find ways to gift themselves the little things in life accomplish more (Bandura, 1991). By promoting wellness for pre-service teachers, we will arm them with the stress-management armor to prevent burnout.

Emerging research has identified mindfulness training for teachers as a means of targeting those critical moments in the classroom where the classroom teacher needs to react in a non-judgmental and non-reactive manner demonstrating emotional regulation and appropriate social interaction (Roeser, Skinner, Beers, & Jennings, 2012). Self-regulating responses in the heat of the moment is critical to the classroom environment. A positive classroom environment and supportive teacher-student relationship will result in students' sense of belonging in the classroom assuring the likelihood of participation and engagement in learning (Roeser, Skinner, Beers, & Jennings, 2012). Educators who have not developed healthy habits of mind are inhibiting their ability to construct emotionally supportive classroom climates for student learning (Briner & Drewberry, 2007; Jennings & Greenberg, 2009). Mindfulness in the classroom creates a supportive atmosphere "promoting increased creativity, flexibility, and use of information as well as memory and retention," offering students a stronger sense of control

over their own learning (Ritchhart & Perkins, 2000, p. 29). For pre-service teachers, crafting

the art of critical and creative thinking requires a novel approach to ideas and the "ability to

break out of one's mind-set" (Ritchhart & Perkins, 2000, p. 29). It is solely through the process

of acquiring the disposition of mindfulness that pre-service educators can substantially enhance

the pre-disposed "landscape" that candidates possess when entering education programs.

Content expertise in isolation is not sufficient: a yearning to implement best practice offers

candidates the opportunity to transcend primary dispositions (Dewey, 1933). Ritchhart and

Perkins (2000), defined dispositions as a "psychological element consisting of three

components: sensitivity, inclination and ability" (p. 30). Based on their research, of the three

components, sensitivity is most critical because a teacher must first determine the opportune

moment in which to act (Ritchhart & Perkins, 2000). In conclusion, mindfulness provides an

opportunity for pre-service teachers to be sensitive to other's point of view, consider the

consequences of mindlessness and be cognizant of mindful opportunities (Ritchhart & Perkins,

2000).

Three specific strategies to assist pre-service teachers' mindfulness include an awareness

to always look closely for new information and explore possibilities, perspectives and means to

approach ambiguous situations (Ritchhart & Perkins, 2000). It is not unusual in the 21st century

for even adults to fail to persist in an ambiguous situation before becoming aggressive or

apathetic (Ritchhart & Perkins, 2000). "Critical and creative thinking depend on an openness to

new ideas and the ability to break out of one's mind-set" (Ritchhart & Perkins, 2000, p. 29).

With the call for teachers to be better prepared for the 21st century classroom, teacher education

programs could facilitate the mastery of these three strategies through presentation of real-world

classroom scenarios in which teachers find themselves at a decision making point. When

candidates problem-solve through hypothetical situations their "authority and autonomy as a learner are strengthened" (Ritchhart & Perkins, 2000, p. 33). The unparalleled benefit to promoting mindful practice in pre-service teachers will be when they initiate mindful learning alongside their own students. Naturally, students will begin to probe profound critical thinking when their teacher exemplifies this model in the classroom (Ritchhart & Perkins, 2000). Explicit instruction on mindfulness brings forth the opportunity for teacher education programs to teach to the whole student. Movement beyond content and skills is essential to meet the needs and pressures of the 21st century classroom.

Understanding characteristics of adults as learners

To insure that the unique needs of adult non-traditional, post baccalaureate, pre-service teachers are met, it is critical that instructors in the teacher education program appreciate the characteristics of adults as learners. According to Dr. Gary Kuhne (n.d), there are ten characteristics of adults as learners within each characteristic there are direct implications to support the cultivation of dispositions (http://ctle.hccs.edu/facultyportal/tlp/seminars/tl1071SupportiveResources/Ten_Characteristics_ Adults-Learners.pdf):

Characteristic #1 - Adults generally desire to take more control over their learning than youth

- Support student learning with self-assessment and evaluation
- Include the adult in development of their education

Characteristic #2 - Adults draw upon their experiences as a resource in their learning efforts more than youth

- Support adult learners by making connections between new ideas and prior learning.

- Encourage opportunities to seek how new concepts fit into their personal experiences.

Characteristic #3 - Adults tend to be more motivated in learning situations than youth

- Don't waste time trying to motivate them and concentrate on facilitating the learning they are here for.

Characteristic #4 - Adults are more pragmatic in learning than youth

- Make direct connections between the program content and the application needs of the adult learners.

Characteristic #5 - In contrast to youth, the learner role is secondary for adults

- Provide more flexibility

- Accept that they may be preoccupied at times with other roles and responsibilities

Characteristic #6 - Adults must fit their learning into life's "margins"

- Provide support to assist learners to be realistic about the demands of the program and offer time management and study suggestions

Characteristic #7 - Many adults lack confidence in their learning

- Employ learning opportunities that cultivate confidence

- Use collaborative learning approaches to lessen anxiety

Characteristic #8 - Adults are more resistant to change than youth

- Pursue incremental changes allowing evidence from those changes to encourage the adult learner to explore further change.

Characteristic #9 - Adults are more diverse than youth

Characteristic #10 - Adults must compensate for aging in learning

Teacher education programs with a non-traditional population of pre-service teachers

will better meet the needs of this population if all faculty are educated on what adult learner

characteristics are. Teacher education faculty are often aware of the unique learning styles of P-

12 students but may have never received training on how to teach adults. It is critical that

instructors in the teacher education program appreciate the characteristics of adults as learners.

Problem Statement

The standards for dispositions have been determined by the National Council for

Accreditation of Teacher Education (2013). The literature does not prescribe explicit curricular

strategies to support pre-service teachers' development of dispositions. There has been little

attention given to awareness of pre-service teachers moral sensibility at the start of their teacher

education programs and how teacher educators can be more "attentive, strategic and deliberate

in our efforts to nurture moral sensibility" (Chubbuck, Burant, & Whipp, 2007, p. 2). This

study was designed around the efforts within the department to address the concern with a lack

of resources available on supporting the development of dispositions within a teacher education

program.

Purpose of the Study

The purpose of this study was to explore the effectiveness of an explicit dispositional

leadership curriculum with a non-traditional post-baccalaureate pre-service teacher population

at a private, Midwestern, Catholic university. The hope within the department was to reduce the

number of dispositional concerns and to provide an environment where professional growth was

a natural part of the program.

Research Questions

The research question solicited an answer to the following: How does the implementation of an explicit dispositional leadership program influence the level of dispositional development of post-baccalaureate pre-service teachers?

RQ 1: How do non-traditional, post-baccalaureate, pre-service teachers at a private, Catholic, Midwestern university demonstrate dispositional development through assessments encompassed in an explicit dispositional leadership program?

RQ2: How do non-traditional, post-baccalaureate, pre-service teachers at a private, Catholic, Midwestern university demonstrate dispositional development in response to weekly assessment feedback from their cooperating teacher during their student teaching placement?

RQ3: How do non-traditional, post-baccalaureate, pre-service teachers at a private, Catholic, Midwestern university demonstrate dispositional development in reflections in response to an explicit dispositional leadership program?

Operational Definitions

Dispositions. Dispositions are the professional attitudes, values, and beliefs towards students, families, colleagues and community, demonstrated by educators through both verbal and non-verbal behaviors that affect student learning, motivation and development as well as educator's own professional growth (National Council for Accreditation of Teacher Education, 2008).

Dispositional self-awareness. One's ability to perceive awareness of their attitudes, values and beliefs, towards students, families, colleagues and community, demonstrated through both verbal and non-verbal behaviors that affect student learning, motivation and development

as well as one's own professional growth (National Council for Accreditation of Teacher Education, 2008).

Explicit dispositional leadership program. A systematic teaching strategy specific to delivery and design procedures originating from research fused with behavior analysis (Hall, 2002) implemented in a teacher education program with a purpose to enhance non-traditional, post-baccalaureate, pre-service teachers' development of dispositions.

Mindfulness An opportunity for pre-service teachers to be sensitive to other's point of view, consider the consequences of mindlessness and be cognizant of mindful opportunities (Ritchhart & Perkins, 2000).

Non-traditional, post-baccalaureate, pre-service teachers. Teacher education students with a bachelor's degree who have returned to school to achieve their master's degree and teacher certification.

Transformational learning When pre-service teachers "critically examine their habitual expectation, revise them, and act on the revised point of view" (Cranton, 1996, p. 19).

Assumptions

For purposes of the study, the researcher assumed that the pre-service teachers taking part in the research were capable of demonstrating development of dispositions. The educational facility was not affected through the study. With the phenomenon under investigation, it was assumed that there would be some observed patterns accounted for by cause and effect relationships.

Limitations

Generalizability of the retrospective findings was limited to the pre-service teachers, who were in their final semester in the graduate education program. The sample size may not

be an accurate reflection of the general population. The nature of self-reported data was such

that it could not be independently verified. Self-reported information from the participants

contained potential sources of bias such as selective memory and/or exaggeration. The bias of

the researcher was also a limitation of the study.

Delimitations

The retrospective case study was confined to a private, Midwestern institution's pre-

service teacher population that was entering the student teaching phase of their program. The

study did not take into consideration race, gender or age. Nor did it take into consideration the

pre-service teachers' undergraduate experiences, marital status or the highest degree attained.

Significance of the study

The significance of this study was such that when the teacher education programs added

a layer of explicit curriculum developed to cultivate dispositions in pre-service teachers, the

stage was set to produce pre-service teacher candidates that had developed the dispositions and

mindset for the 21 century classroom. This qualitative case study will highlight information

gathered though multiple sources, such as weekly assessment of pre-service teachers'

dispositions by course instructors, final assessment of pre-service teachers' dispositions by

course instructors, pre-service teachers' responses in reflection to the final assessment of

dispositions by their instructors, cooperating teachers' feedback on dispositions from field

placements, and pre-service teachers' reflections from course readings.

Conclusion

Pre-service teachers who are successful in the proposed dispositional leadership program

will provide evidence of internalization of the dispositional expectations in the field.

Opportunities for feedback throughout the program will open the door for difficult

conversations to be had on whether or not this is indeed the appropriate professional field for the candidate. If expectations are not met then candidates will be dismissed from the program preventing ill-prepared candidates from continuing field work and coursework that would otherwise lead to graduation and possible employment in the schools. Most importantly candidates have the potential to exit teacher education programs exhibiting a healthier growth mindset perhaps far removed from where they were when he/she entered the program (Dweck, 2006). Essentially this is an opportunity to teach to the whole student, beyond the traditional content and pedagogy expected in a traditional teacher education program, and to address perhaps what has been the elephant in the room for so many years of not knowing how to address dispositional concerns exhibited by pre-service teacher candidates who should not be allowed to continue in teacher education programs.

The following review details relevant research on the core concepts to the assessment and development of pre-service teachers' dispositions. Literature rich in research on dispositional standards in teacher education, program response to failure, assessment of dispositions, monitoring dispositions, movement beyond the content, protection with self-efficacy, and a plan for primary prevention synthesize the call toward more mindful teaching in 21st century schools. The research supports the need to redesign the expectations of pre-service teacher candidates, particularly non-traditional pre-service teachers, in such a way that they are held to high standards in their teacher education programs, providing opportunities for actualization of the dispositions necessary to role model life skills that mirror the multidimensional abilities required in the 21st century classroom. The research question begs to answer the following: How will the development of a dispositional leadership program enhance the level of dispositional self-awareness and mindfulness of pre-service teachers?

Chapter II: Literature Review

Facing challenges in the 21st century classroom behind closed doors is a bogus reality. Establishing pre-service teachers as researchers and skilled collaborators that gain insight from peers is essential when the scope of knowledge for teaching has multiplied in such a way that one individual teacher cannot master it all (Bond, 2013). Teacher leaders demonstrate metacognitive skills of inquiry, personal reflection, and interpersonal skills for collaboration and mentoring (Bond, 2011). Unlike other careers, education has extremely high expectations for new teachers (Bond, 2011). Novices are expected to function at the same level as veterans (Bond, 2011). Johnson and Hynes (1997) report that veteran teachers that were perceived as leaders did not believe their teacher education programs prepared them to lead. It requires unique knowledge, skills and dispositions to transition into an effective teacher and teacher leader (Pucella, 2014). "As a result we need to examine the curriculum in our pre-service education programs to empower beginning teachers to lead" (Pucella, 2014, p. 17). Leadership from new teachers is an expectation (Bond, 2011). Realistically, if we are not supporting pre-service teachers' dispositions in leadership, we are setting them up for failure.

Dispositional Leadership Standards in Teacher Education

Teacher preparation programs need to support pre-service teachers to develop the skills of a teacher leader (Bond, 2011). Teacher leaders are defined as educators who model ethical behavior, advance positive changes in practice and promotion in the profession (Council of Chief State School Officers, 2011). They believe in themselves, are confident, have a good sense of humor, respect others, are willing to serve, are open-minded, flexible (Bond, 2011); the list goes on. Consider how the terms "dispositions" and "perceptions" may be used interchangeably as Combs, Soper, Goodling, Dickman, and Usher (1969) suggested.

Individuals who use themselves to influence positive relationships can be separated from those who have ineffective interpersonal skills (Combs, et al, 1969). "Teachers are bombarded with a myriad of stimuli that require them to make instantaneous decisions; decisions based on their values and how they choose to relate to others, especially their students" (Schussler & Knarr, 2013, p. 75). Pre-service teachers need an arsenal of strategies to assist in understanding the processes that take place in a real-world classroom (Scherff & Singer, 2012). If action is not taken to acknowledge the unique dispositional nature of teaching, the candidate may likely fail in his/her field placement, meaning the teacher education program has failed the teacher (Brewer, Lindquist & Altemueller, 2011). It is unrealistic to believe that pre-service teachers arrive at the door of teacher education programs with the pre-requisite skills required of the real-world classroom.

Red Flags in the Field

If pre-service teachers are not gifted with the innate leadership skill required and teacher education programs fail to, at best, heighten the awareness of the dispositions required, inevitably students will fail upon entry into the classroom. Initial practicum placement is typically the first real-world encounter for pre-service teachers. They are under the supervision of a cooperating teacher who will be asked to provide an evaluation on the student's knowledge, skills and dispositions. In a 2013 study, Lu reported cooperating teachers' dire concerns (themes) about pre-service teachers lack of flexibility, communication skills, respect and professionalism. As a result of the findings the researchers recommended that there be simple behavior guidelines for guest teachers in the classroom to assist the pre-service teacher in adapting to the classroom of the cooperating teacher (Lu, 2013). It needs to be understood that flexibility is a must, regardless of what he/she prefers for his/her own practice and that he is in

the setting to learn and not to evaluate the cooperating teacher (Lu, 2013). Communication

skills are essential, and confidence to face issues as they arise is a must (Lu, 2013). The

recommended guidelines need to be communicated to the pre-service teachers prior to entering

the placement. It is logical that these are outlined as expectations from the teacher education

program. Schmidt and Knowles (1995) conducted a case study of four women, all of whom

failed student teaching and, as a result, made a career change following the field experience.

Four themes emerged as factors of difficulty for the four teachers: personal history, their

understanding of their fit within the role of the teacher, instructional and management concerns,

and the context of student teaching (Schmidt & Knowles, 1995). Subsequently, the researchers

questioned if their teacher education program failed to meet their needs. They proposed

opportunities to facilitate five types of experiences for pre-service teachers: "validating their

personal experiences as students and teachers, using those experiences to explore their personal

histories and develop models of teaching, fostering a secure environment for learning,

developing comfort with the experience of 'not knowing'" (Schmidt & Knowles, 1995, p. 437).

How many student teachers will fail before interventions are in place to prevent failure?

Ask any teacher educator if he/she has ever had a gut feeling that someone might not

make it in the field, and he will most certainly confirm it is true. It is out of an opportunity to

study failure that pre-service teacher educators may contribute research of success in our

mission to improve teacher education (Schmidt & Knowles, 1995; Hastings, 2010). For

instance, it was only after a student teacher was removed from a placement that the program

directors at the researcher's institution had the opportunity to reflect and see the writing on the

wall that was evident before the student was placed. Brinkman and Twiford (2012) reported

from a qualitative study of nineteen teachers in their beginning to fifth year stage of their career

that dispositional areas of importance to consider addressing in pre-service teacher education

programs include communication, interpersonal skills, and self-advocacy. It is a disservice to

our candidates if we do not support development of knowledge, content and dispositions within

the training program (Brinkman & Twiford, 2012; Bond, 2011). Without explicit instruction

and accountability to dispositions, programs just cross their fingers and hope for the best once

the pre-service teacher lands in the field. Mansunaga and Lewis' (2011) data analysis resulted

in strong recommendations for teacher educators to develop curriculum to assist candidates in

internalizing positive dispositions along with periodic checks to monitor dispositions.

Following the design and implementation of a list of critical dispositional characteristics

Bradley and Jurchan (2013) concluded that the list allowed their program to "1) To educate our

candidates on the behavioral expectations of the field; 2) Encourage and support students early

and throughout their preparation, and 3) In some cases has given us the data to counsel

inappropriate students out of the program" (p. 103). Explicit instruction and accountability of

dispositions offers programs the seed to cultivate dispositions within those candidates that are

appropriate for the program and the leverage to coach those that are not appropriate for the

program out.

Infusing Explicit Instruction on Dispositions

In an effort to face dispositional concerns head on, research provides evidence to point

teacher education programs in the right direction. According to Schussler and Knarr (2013),

pre-service teachers progress through three different stages of their education programs. The

first is such that they tend to avoid difficult relational issues pertaining to dispositions

(Schussler & Knarr, 2013). In the second, pre-service teachers begin to address a wider range of

issues, and finally, in the third stage, there is a heightened awareness of dispositions and

sensitivity to complex relationship issues (Schussler & Knarr, 2013). Considering these three

stages, it is recommended that programs consider ways to infuse explicit instruction on

dispositions within the second stage of the program. However, there is limited research

available to describe methods or strategies infused by institutions to teach and cultivate these

desired dispositions (Rose, 2013). In an attempt to gather a collection of effective strategies,

Rose (2013) conducted a study that surveyed 330 institutions of which 236 responded.

Seventy-nine percent of respondents reported that they had considered how to teach and

encourage a set of dispositions (Rose, 2013). Seventy-three percent of institutions conduct

large-group direct instruction and discussion about the dispositional standards (Rose, 2013).

Fifty-six percent of programs indicated that they have pre-service teachers compose self-

analysis and ranked the effectiveness of this task at a mean ranking of 3.32 on a scale of 1-4.

(Rose, 2013) The least-used strategy (24.6%) was asking pre-service teachers to respond to

feedback from instructors on dispositions. However it was ranked with the highest level of

effectiveness (3.48) from the schools that did implement it (Rose, 2013). It is essential to note

that one-third of participants stated that they are presently working to refine their current system

as they are not currently satisfied (Rose, 2013). Rose (2013) concludes that particular strategies

could be further advanced with videos and case studies.

　　　Despite the ideal that everyone comes to teacher education with the right tools and

attitudes in place, the reality is that candidates are not coming to programs as "tabula rasa,

devoid of moral orientations" (Chubbuck, Burant, & Whipp, 2007). Hansen (2001) concluded

that findings fortify how essential it is that program outcomes beset above and beyond content

and evaluation of intellectual content but also include the unification of thought and emotion. A

call is being made to support teacher educators in bringing attention to, planning, and

deliberately focusing efforts to inspire moral sensibility in pre-service teachers (Chubbuck, Burant, & Whipp, 2007). The moral responsibilities of teaching are an integral component of student learning and are as essential to teaching as the final product or output in the classroom (Hansen, 2001). Chubbuck, Burant, and Whipp (2007) conducted a study at a mid-sized, urban Jesuit university in a teacher education program. For the purposes of their study they selected six pre-service teachers. Data was gathered from six reflective writing assignments and focus group interviews. The written assignments included an opportunity for the pre-service teachers to reflect on their calling to teach and the dispositions of successful teachers (Chubbuck, Burant & Whipp, 2007). The findings uncovered components of the teacher education program that stimulated and strengthened moral sensibilities of the participants (Chubbuck, Burant & Whipp, 2007).

Dispositions provide an essential tool to enhance pre-service teachers' moral sensibilities (Schussler & Knarr, 2013). Analysis from three teacher candidates from a midsized, public university in the western Unites States, offered insights into a case study that "illustrate a window into candidates inclinations toward particular behaviors and their awareness, or lack of awareness, into how they perceive teaching situations and connect their intention and practice" (Schussler & Knarr, 2013, p. 71). Participants were at one of three stages in their program: the first stage with no practicum experience, the second with some practicum experience and the third with practicum field experience. Schussler and Knarr (2013) describe how dispositions are a critical component of quality teaching and therefore should be refined to enhance teacher effectiveness. After reading the same case study the pre-service teachers responded to three questions: 1) What are the major issues of this case? 2) What does the teacher need to be thinking about in relation to his/her teaching? 3) How should the teacher proceed? Schussler

and Knarr (2013) report that the student from phase one focused primarily on the activities and

lesson planning instead of the apparent moral issues. In fact, he essentially avoided all of the

difficult relationship issues in the case (Schussler & Knarr, 2013). The student from phase two

acknowledged the need to focus the teacher's responsibility to her students and reflected upon

values and the present moral dilemma that was within the case study (Schussler & Knarr, 2013).

The third student within the final stage of the program displayed a heightened awareness of

dispositions and more understanding of the complex moral issues within the case (Schussler &

Knarr, 2013). This student's analysis provided more evidence of critical thinking by asking

questions and displaying evidence of evaluating how the teacher would meet the desired end

goal (Schussler & Knarr, 2013). Schussler and Knarr (2013) describe the evidence from this

study as a baseline understanding of the pre-service teachers thinking as they approach difficult

teaching situations. They conclude that the critical component to cultivating pre-service

teachers' dispositions lies in enhancing their awareness (Schussler & Knarr, 2013). Schussler

and Knarr (2013) recommend pairing case studies, classroom experiences and guided questions

as a potent means to provoke candidates' thinking and assumptions about decision making that

aligns with the "appropriate moral aims of schools" (Schussler & Knarr, 2013, p. 84).

Following a collaborative design effort on an instrument to assess dispositions, the

Education Department of the College of Saint Benedict and Saint John's University,

recommends that as pre-service teachers' progress from one stage of the program to the next it

is critical to recognize that "decisions made about candidate readiness at each successive phase

of the program consider greater and greater investments by the candidate, and hence become

progressively more and more high stakes decisions" (Mullin, 2003, p. 8). Accepting the

challenge of assessing dispositions carries the great burden of additional responsibility by the pre-service teacher education program. The earlier the red flags can be identified the better.

In an attempt to gain insight into how teacher education programs could purposefully cultivate dispositions, a longitudinal case study analysis of one middle level teacher education program was conducted (Thornton, 2013). The research resulted in the development of "dispositions in action", a framework for the assessment of dispositions (Thornton, 2013). Four middle level teachers were selected as participants from a cohort of 12 (Thornton, 2013). Data was gathered at three check-points (student teaching, first year and fifth year) (Thornton, 2013). Data collection tools included interviews and observations (Thornton, 2013). The themes unveiled from the research support Thornton's (2013) conclusion that those who are more responsively disposed provided more evidence of best practice and developmentally responsive teaching (Thornton, 2013). The study reported that it is likely that the dispositions that pre-service teachers possess at the end of their training remain relatively constant as they enter the field (Thornton, 2013).

It is encouraging to know that a 2004 NCATE survey reported 90% of respondents from undergraduate and post-baccalaureate education programs believe that dispositions can be changed. When pre-service teachers knock on the door with the passion to teach, evidence indicates that we can support them beyond the content. In a 2011 study, 60 teacher prep candidates were asked to analyze two scenarios in which they identified a problem within the scenario and had to evaluate what they would have done differently. When assessing what they would do differently, 93% of pre-service teachers drew conclusions based on information they received from coursework (Mueller & Hinden, 2011). Ten novice teachers interviewed about dispositions and the effect from their teacher preparation program provided evidence in support

of the importance of dispositions in teaching (Stewart & Davis, 2005). One participant was

quoted as saying, "I found out right away that how I feel and how I present myself to my class

makes a vast difference in their reaction to me" (Stewart & Davis, 2005). With evidence such

as this, how is it that there is limited research on teacher preparation programs actually

providing explicit instruction on how to enhance dispositions to become leaders in the field

(Mueller & Hinden, 2011; Stewart & Davis, 2005; Osguthorpe, 2008)? Perhaps it is simply

because programs needed the standards for support to be empowered to confront what can be a

very arduous process.

When pre-service teacher education programs are considering designing an effective

dispositions model Mena (2012) provides the following suggestions:

1) Develop examples of acceptable and non-acceptable behaviors

2) Incorporate assessment of dispositions explicitly across the program, over time using

multiple methods (Diez, 2006),

3) Using dispositions assessment for candidate self-assessment and/or guidance rather

than to determine eligibility or readiness for teaching (Roberts, 2006)

Response to Failure

The stage must be set. Following a review of records of student teachers who had failed

or who were not recommended from their institution, during 1980-1990, Sudzina and Knowles

(1993) made a plea for pre-service teacher screenings to not only include academic standards

but interpersonal criteria, as well. Their study focused on six pre-service teachers who failed to

meet the expectations of their cooperating teachers (Sudzina & Knowles, 1993). Records from

the cooperating teachers indicated concerns with the following dispositions: interpersonal skills,

response to students' needs, and inadequate planning and organization skills (Sudzina &

Knowles, 1993). Sudzina and Knowles (1993) yielded evidence of "emerging patterns of the antecedents of failure" (p. 260) providing a foundation on which programs can build interventions into their programs before pre-service teachers enter the classroom setting. This call for dispositional excellence is perhaps welcome in that pre-service education programs have long struggled with how to address pre-service teachers who master the content and pedagogical skills yet are clearly deficient in dispositions essential for effective teaching (Schulte, Edick, Edwards & Mackiel, 2004). Programs should aid pre-service teachers in becoming aware of their dispositions, identify if they are willing to change, and then cultivate opportunities in which they can "begin this developmental transformation" (Notar, Riley, Taylor, Thornburg, & Cargill, 2009, p. 6). Once pre-service teachers are accepted into a program, it is recommended by Diez (2007) to use a survey tool in teacher education so that pre-service teachers have the opportunity to recognize their strengths and weaknesses and then be coached with an opportunity to learn how to balance those strengths and weaknesses.

Teacher education programs should be attentive to the development of candidate dispositions so they can support the pre-service teachers' ability to work as part of a professional community (Diez, 2007). Cultivating candidates' ideals towards collaboration and reflection aid the districts in which the teachers are ultimately hired (Rigelman & Ruben, 2012). A study of 509 pre-service teachers provided evidence for further research; individual differences in dispositions and beliefs for pre-service teachers were essential predictors of the confidence they held in their ability to be successful in the classroom (Jamil, Downer, & Pianta, 2012). The quantitative analysis showed statistical evidence of emotional support, organization, instructional support, and self-efficacy as indicators of effective teaching performance (Jamil, Downer, & Pianta, 2012). There was a conclusive association between those with a positive

affect who were, in turn, more outgoing and confident and those more certain that they would

be successful in the profession (Jamil, Downer, & Pianta, 2012). When pre-service teacher

educators embrace the opportunity to not only coach on content but life skills as well, they are

"transforming teacher education from a collection of courses to a developmental growth

process" (p. 394). Feedback provided to the pre-service teachers should be professional and

consistent (Rigelman & Ruben, 2012). Once feedback is provided to the pre-service teachers,

Gemmell (2003) recommends that teacher educators instruct pre-service teachers on how to

receive feedback. Providing a foundation on which educators arrive in the classroom with the

confidence to succeed is a win-win for both parties as programs will be proud of the highly

qualified candidates they produce.

Continuous growth through feedback spirals (Figure 1.2) provides pre-service teachers

with an opportunity to self-assess, interpret and hopefully internalize dispositions (Costa and

Kallick, 2008). To encourage development of dispositions "programs are in a position to

modify actions to more closely achieve the goals of the program providing the opportunity for

pre-service teachers and the program to have on-going self-learning, self-renewing and self-

modifying" (Costa & Kallick, 2008, p. 196). Dispositions are never truly mastered, but for

lifelong learners they are continuously practiced, reformed and polished (Costa & Kallick,

2008). When they do become internalized they serve as an "internal compass" to "guide

actions, decisions and thoughts" (Costa & Kallick, 2008, p. 63).
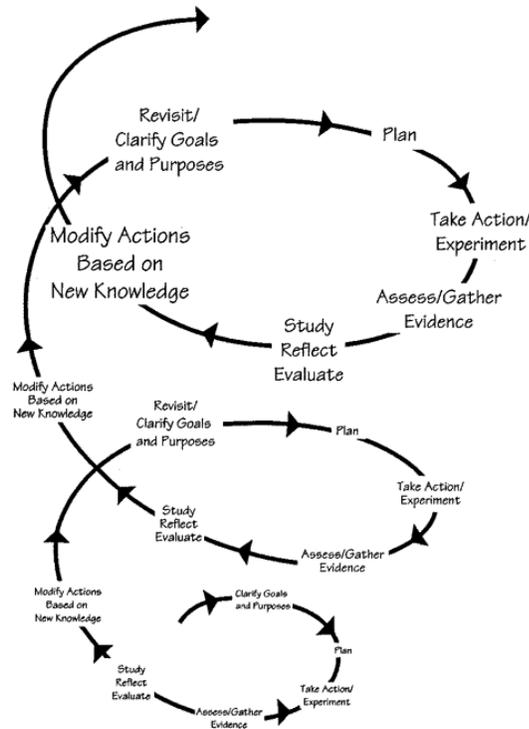
Figure 1.2 Continuous Growth Through Feedback Spirals (Costa & Kallick, 1995, p. 27).

Implementation of an Explicit Dispositional Leadership Program

Preparing pre-service teachers to become effective teachers will require a common language that describes the thinking that influences teaching actions (McAlpine, Weston, Berthiaume & Fairbank-Roch, 2006). Prior to providing with feedback on dispositions it is critical that the language be defined and expectations set.

Providing explicit feedback on dispositions

The means of providing feedback to pre-service teachers on dispositions is unique in that dispositional standards have been set forth for assessment in programs of education; in fact, it is an expectation to use performance-based evidence to evaluate teacher candidates' dispositions; however, a procedure for how to assess the dispositions has not been prescribed (Ignico & Gammon, 2010). This has left teacher preparation programs with the challenge of designing and implementing a system of evaluation. If problematic dispositions arise, it will be

to the advantage of teacher prep educators to document evidence through an early warning system, in hopes that pre-service candidates have an opportunity to reflect and perhaps make changes to address the concerns (Dee & Henkin, 2002). Inevitably, programs will find themselves debating at what point an intervention is necessary.

Following an exploration into the dispositional assessment procedures at a handful of universities, Almerico (n.d.) recommended that the initial dispositional assessment be considered a trial or self-reflection simply to be kept on file to bring awareness to the pre-service teachers that these standards are an expectation (Wayda & Lund, 2005). A realistic expectation must be set early. Almerico's (n.d.) second recommendation outlines the need for an agreement in which the candidate is informed of the dispositions they are expected to exhibit through the course of the program. This contract would be signed as a part of the pre-service teachers' admission paperwork. A third recommendation is that the pre-service teachers receive no less than three opportunities for feedback on their dispositions as they complete the program (Almerico, n.d). The feedback would ideally originate from faculty who themselves demonstrate positive dispositions (Notar, Riley, Taylor, Thornburg, & Cargill, 2009). All faculty, adjuncts, and supervisors have a responsibility to model appropriate behaviors as candidates emulate the behaviors (Davis & Stewart, 2005). The fourth recommendation calls for dynamic means of assessment from instructors that allow for identification of concerns to the student and to the Director of the program (Almerico, n.d.). Upon referral to the Director(s) of the program for dispositional concerns, it is necessary to hold a conference, outlining concerns in an improvement plan in which all parties sign (Davis & Stewart, 2005). Almerico's (n.d.) fifth recommendation is that pre-service teachers who are referred to an improvement plan receive explicit instruction on professional development through a remedial course taken on an

individual basis working with an instructor who is in collaboration with the

instructors/supervisors who expressed concern about the candidate's dispositions (Davis &

Stewart, 2005). If data supports enough evidence to determine that a candidate does not have

the dispositional fit for teaching, it will assist faculty in advising candidates in their decision-

making as to whether teaching really is for them (Edick, Danielson, & Edwards, 2007). Worst

case scenario, if a student does not demonstrate satisfactory performance of dispositions, then

the student is ultimately dismissed from the program (Almerico, n.d.). Hochstetler (2014)

reports from her case study drawn from her classroom in which one goal is to identify pre-

service teachers with dispositional concerns, and in return providing them with interventions

with the hope students "improve their developing professional ethos" (p. 10). She states that

when communicating dispositional concerns to her pre-service teachers and offering an

intervention they often continue in the program with minimal recurring concerns (Hoschstetler,

2014). She also states that there are times when after pre-service teachers have had the

opportunity to reflect upon dispositional concerns that they will self-select out of the program

(Hochstetler, 2014). On few occasions pre-service teachers are counseled out of the program

based on dispositional concerns prior to student teaching (Hochstetler. 2014). Hochstetler

(2014) addresses dispositional concerns by stating:

> This is a problem on a wide scale: When pre-service teachers with weak dispositions
>
> enter into the classroom full time and struggle to the point of leaving the profession it
>
> undermines teacher and teacher educators' authority to determine who is or isn't
>
> prepared to enter the classroom; it impacts the quality of pre-service teachers who
>
> student teach; it affects the learning experiences of students in those teacher candidates
>
> classrooms; it alters university relationships with K-12 teachers and administrators; and

it potentially contributes to higher attrition rates. And these are only a handful of

potential outcomes (p.13).

One of the most challenging aspects in educating pre-service teachers is working with

teacher candidates who provide evidence that they know the content and possess the

pedagogical skills but fail to demonstrate the dispositions essential to effective teaching

(Schulte, Edick, Edwards, and Mackiel, 2004). Although it may be hard to turn away a

candidate who demonstrates potential, it is unrealistic that if a student fails to demonstrate a

willingness to improve on areas of concern, those are the candidates we would most likely not

want to be educating our own children.

The process of assessing dispositions ideally will provide pre-service teachers and

faculty evidence of pre-service teachers' improved dispositions, as well as establish a model that

assists these pre-service teachers in their performance of dispositions (Anderson & Brydges,

2010). In a study by Anderson and Brydges, 2010), twelve low-achieving pre-service teachers

in the area of dispositions were placed on an improvement plan as a result of unacceptable

dispositional concerns from faculty/supervisors. Of the twelve, three quit the program and the

remaining nine demonstrated significant increases in their overall dispositional scores following

an improvement plan. "Assessment processes seem to be in place to assist teacher candidates

who are not disposed to teach to be 'successfully unsuccessful' (Anderson & Brydges, 2010, p.

449). There was also evidence to support that timely feedback to pre-service teachers is aiding

superior enhancements in candidates' comprehension and manifestation of the professional

dispositions required of classroom teachers (Anderson & Brydges, 2010). Almerico (n.d)

recommends that teacher education program uphold procedures to assure that pre-service

teachers "with negative dispositions at odds with professional standards are not permitted to

persist in teacher education programs" (p. 3). Assessment procedures will naturally vary from

university to university. Gathering evidence of undesirable dispositions will provide an

advantage of an early warning system that will ultimately expedite the course of change needed

to address problems associated with inappropriate attitudes and actions" (Dee & Henkin, 2002,

p. 25). Ultimately, the intention of assessing pre-service teachers' dispositions will advocate

awareness of dispositions enviable in educators, as well as "nurture and mentor pre-service

teachers in the development of dispositions (Braun, Dukes, Koorland & Stoddard, 2007).

Although there is not a wealth of research exploring the success or lack-thereof in holding pre-

service teacher education programs accountable for their dispositions, that should not deter

programs from laying the groundwork for future research. Not all dispositions are desirable,

therefore there must be an effort made to not only cultivate the desirable characteristics and at

the same time weaken the undesirable (Katz, 1993). Programs motivated to hold the highest

standards will be spearheading an evolution of first-year teacher leaders.

Cultivating Healthy Habits of Mind with Explicit Curriculum

Jager (2003) defines emotional intelligence as "an array of non-cognitive abilities,

capabilities, and skills that influence one's capacity to succeed and cope with environmental

demands and pressures" (p. 615). This social intelligence provides future teachers an

opportunity to assess their own and other's emotions, to discriminate among them, and to use

the information to pilot one's thinking and actions (Jager, 2003). While exercising forethought,

educators inspire themselves and frame actions in an "anticipatory proactive way" (Bandura,

1991, p. 248). Katz (1993) describes dispositions as "patterns of behaviors that are exhibited

frequently and intentionally in the absence of coercion, representing a habit of mind, or

tendencies to respond to situations in certain ways" (p. 2). Teacher education programs have a

responsibility to strengthen the dispositions that in turn strengthen dispositional skills of their pre-service teachers (Katz, 1993). "The list of potential ways that teachers could exhibit the intellectual dispositions to be strengthened and supported is very long and deserves serious attention in the course of curriculum planning and teacher education" (Katz, 1993, p. 3). Learning is initiated when pre-service teachers encounter an alternative outlook and prior habits of mind are called into question (Cranton, 2006). One avenue to provide pre-service teachers a chance to encounter alternative viewpoints during student teaching is to design opportunities for open discourse with their peers, cooperating teachers and mentor teachers. Mezirow (2000) believes that discourse with others plays an important role in transformational learning. Face time with peers, cooperating teachers and mentor teachers can be limited due to time constraints, therefore providing on-line opportunities for discourse sets the stage for transformational learning opportunities. Discourse is defined by Mezirow (2003) as "dialogue involving the assessment of beliefs, feelings, and values" (p. 59). Providing "conditions for transformational learning are the essence of adult education and the defining characteristic of the role of the adult educator" (Cranton, 2006, p. 65). Ultimately using learning tools that support transformational learning will foster conditions in which "adult learners make more autonomous and informed choices and develop a sense of empowerment which is the cardinal goal of adult education" (Mezirow, 2000, p. 26).

Providing reflective writing opportunities for adult pre-service teachers will help them maintain a positive sense of self during a time that they may be making unsettling changes in the way they see themselves. Many adult pre-service teachers in a Master of Arts in Teaching program have had to cease their previous full-time employment in a field in which they were employed for a number of years. They are most certainly evaluating their sense of self during

this transition. Educators of adult pre-service teachers have a responsibility to be aware of learners' needs for supportive and challenging feedback during transitional learning (Cranton, 2006). It is essential to note that Mezirow (1991) states that it is unethical to engage in transformational learning if we are unwilling to support learners as they go through it. Pre-service teachers who have had the opportunity to participate in self-directed, reflective, and likely transformative learning will be more likely to promote the same among their future students and will therefore "be an agent of social change" (Cranton, 1996, p. 142). It is empowering to recognize that pre-service teacher educators can and will inspire a ripple effect of change. Imagine a graduating cohort of pre-service teachers who have each had the opportunity to develop their habits of mind, their emotional and interpersonal skills, in such a way that they will be inspired to promote transformational learning in their classroom from the moment they are hired.

Social and Emotional Learning

Novel classroom teachers who have the opportunity to develop self-regulation, for example, will have more control over thoughts, feelings, motivation, and actions (Bandura, 1991). The attribute of self-regulation provides individuals with the skills to self-reflect and self-reactivate, providing them with the skills to exercise control over those thoughts, feelings, motivation and actions (Bandura, 1991). For those that have control over their behavior and modifiable aspects of their environment are likely to succeed in making positive corrective changes (Bandura, 1991). Provided the opportunity to mold their thinking into actions, teachers will be stronger role models for students because they will be outstanding exemplars of social and emotional behavior (Jennings & Greenberg, 2009). CASEL's 5 Core Social and Emotional Learning Core Competencies (figure 1.3) support the findings by Jennings and Greenberg.
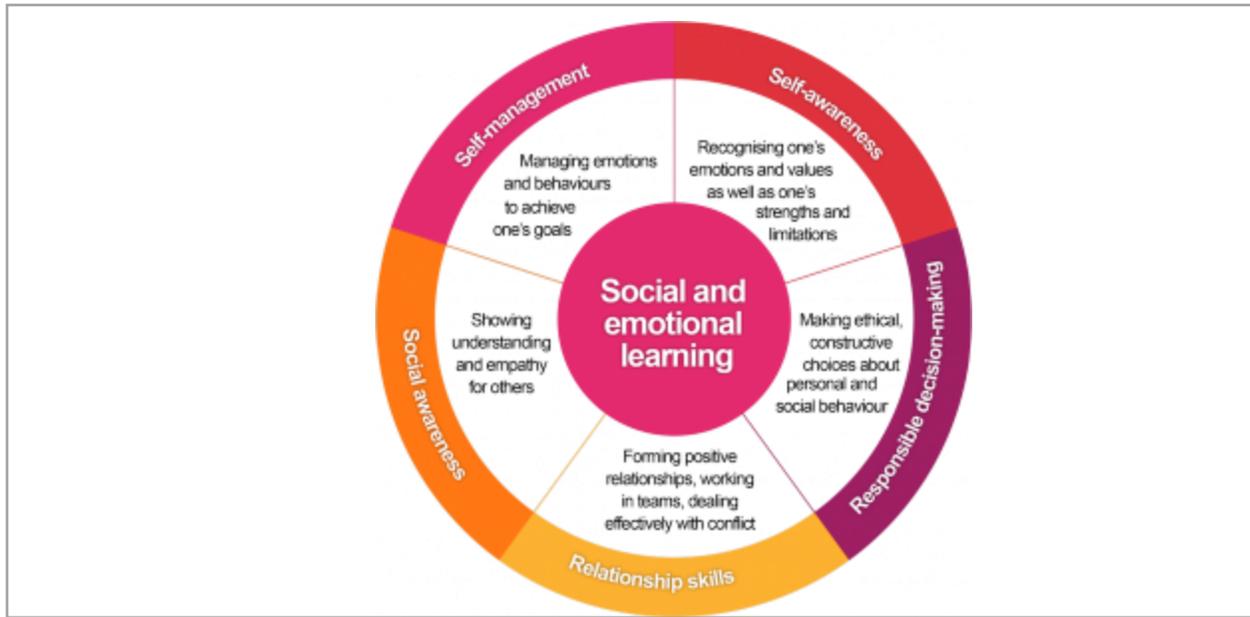
Figure 2.1 The Collaborative for Academic, Social, and Emotional Learning Social and Emotional Learning Framework (CASEL, 2009).

It is interesting to note that even veteran teachers recognize a limited awareness of self-regulation due to its implicit nature; it is not always a trait that experienced classroom teachers can easily explain or model for pre-service teachers (Paris & Cunningham, 1996). Randi (2004) designed a study in which graduate pre-service teachers, in an 18-month program, designed models of self-regulation for their pre-service teachers including explicit instruction and modeling. As a direct result the pre-service teacher was demonstrating the essence of self-regulation (Randi, 2004). This innovative strategy highlights a takeaway strategy for pre-service teacher programs to consider implementing. Pre-service teachers may demonstrate new instructional practices by "abstracting theoretical principles from curriculum materials and other models provided to them and adapting them for their own particular students (Randi, 2004, p. 1830). The study recommends pre-service teachers benefit from explicit instruction in self-regulated learning strategies early, versus later, so they have ample opportunities to become self-regulated learners before leading their own classroom (Randi, 2004). Randi's (2004) 13-

week course encompassed classroom applications of self-regulated learning, including a lesson where pre-service teachers were challenged to locate self-regulated learning strategies they applied in their program to become teachers. Providing opportunities for pre-service teachers to identify learning strategies to use in their future classrooms that support the development of their own students' dispositions will encourage the pre-service teacher to own the disposition itself.

Given the high demands placed on teachers, it is surprising that they rarely receive explicit instruction on how to develop social emotional competence to successfully handle the issues that arise in the classroom (Jennings & Greenberg, 2009). It is understood from the literature that emotional intelligence can be learned; however, "the literature is not available to point out the most effective way to teach the concept" (Jaeger, 2003, p. 621). What teacher preparation programs must recognize is that if a pre-service teacher does not handle stress well within the classroom, his/her response may have long-lasting negative impact on students. Hamre and Pianta (2001) found that reports of negative affect in response to students proved to be predictors of students' social and academic outcomes at least through fourth grade. When educators gain confidence in how to handle social and emotional challenges, teaching becomes satisfying and, in turn, inspires self-efficacy (Hamre & Pianta, 2001). It is the observable dispositions that are "manifestations of a deeper dispositional intelligence, and separate functional teachers from exceptional teachers (Anderson & Brydges, 2010, p. 449). Producing exceptional teachers with high levels of confidence will ensure that demands of the 21st century classroom will be handled with grace.

Conclusion

      The research on the core concepts related to the development and assessment of pre-service teachers' dispositions support the efforts of teacher education programs to redesign the expectations of pre-service teacher candidates.

      Exploration of the nature of the moral sensibility that pre-service teachers bring with

      them at the start of their program and how this sensibility intersects with their continuing

      development as pre-professionals has received insufficient empirical attention. Such

      research is needed to help teacher educators become more attentive, strategic and

      deliberate in their early efforts to nurture moral sensibility in pre-service teachers.

      (Chubbuck, Burant, & Whipp, 2007, p. 2)

      There is evidence that positive teacher dispositions impact student achievement (Hochstetler, 2014). A study conducted by Harme and Pianta (2001) highlighted the importance of the relationship between the classroom teacher and students, concluding that students who had significant behavior issues early in their school career were less likely to continue those behaviors in later grades if they had the opportunity to work with a teacher who was sensitive to their needs and who provided consistent and positive feedback. At a time when our schools are ever more targeting an increase in test scores, educators' response to this level of accountability may have lasting effects on students (Thornton, 2013). As a result, pre-service teacher candidates will be held to higher standards than ever before in their teacher education programs, providing opportunities for actualization of the dispositions necessary to role model life skills that mirror the multidimensional abilities required in the 21st century classroom.

Chapter III: Methods and Procedures

This chapter presents the methods and procedures that were used in this study.   In addition, the sample size and data collection procedures will be discussed as well as methods used to analyze the data. The chapter concludes with data quality measures and ethical considerations followed by a summary.

The proposed study took place at a Master of Arts in Teaching Program at a private Midwestern university that serves as a post-baccalaureate teacher certification program. Non-traditional pre-service teachers seeking to earn their teaching certificate and master's degree in education comprise cohorts that run over the course of a year and a half or two years, depending on the endorsement area. Directors of the program have recently evaluated the current dispositional program outcomes (Appendix A) and collaborated on ways to make the language of expectations more specific, drawing alignment with recommendations from the Council of Chief State School Officers (2011). In addition to the weekly assessment of pre-service teachers' dispositions by each instructor, in each course, practicum supervisors and cooperating teachers assess the pre-service teachers using the program dispositional outcomes following pre-service teachers' time in their classroom. The immediacy to have a system in place was prompted by the unexpected removal of a student mid-way into his/her student teaching placement by a cooperating teacher, due to dispositional concerns. The dismissal warranted attention to the current practice of providing pre-service teachers with feedback during the course of the program, in hopes that pre-service teachers could develop awareness of their dispositions prior to fieldwork placement. In addition to the feedback from instructors, future cohort members will conduct a self-assessment of their dispositions prior to the start of the program, prior to student teaching, and upon completion of their student teaching placement.

Upon review of the literature on pre-service teacher dispositions, program directors devised a plan to design an explicit dispositional leadership curriculum to encourage cultivation of dispositions and leadership. This was an effort to encourage development of their dispositions, as well as reduce the number of reports of "unacceptable" dispositions from teachers, supervisors, and cooperating teachers.

Research Design

The purpose of this case study was to explore how pre-service teachers exhibit development in dispositions while taking part in an explicit dispositional leadership program. O'Leary (2010) states that one essential reason for conducting a case study is that it provides a holistic understanding through prolonged engagement and the development of rapport and trust within a clearly designed and highly relevant context. The type of research conducted was a case study that took place in a real-life setting (Yin, 2009) at a private, Midwestern, Catholic, university. The research process began with a specific group (Creswell, 2013, p. 98) of pre-service teachers in their final semester of their Masters of Arts in Teaching program in which they completed their student teaching placement. This qualitative descriptive retrospective research study investigated a system within a teacher education program in a detailed and in-depth collection of data using multiple sources of information (Creswell, 2013) from the participants' setting (Creswell, 2014). Sources of information include 1) pre-service teachers' dispositional self-reflection document (Appendix B) with input at the mid-point in the program and the conclusion of the program, 2) pre-service teachers' reflections (Appendix C) on weekly dispositional goals in which the cooperating teacher provided feedback in response to those goals, and 3) pre-service teachers' reading response journal (Appendix D) in which they reflected upon their dispositional growth reflections from course readings and improvement

plans. The data report includes "a case description and case themes" (Creswell, 2013, p. 97).

The themes revealed evidence of dispositional development in the explicit dispositional

leadership program.

Sample and Setting

The sample of teacher education students who have returned to school to achieve their

master's degree and teacher certification offered the researcher an opportunity to uncover

different perspectives on the meaning (Creswell, 2013) of development of dispositions in pre-

service teachers at a private, Midwestern, Catholic, university.

A convenience sample was selected from the readily available (Leedy & Ormrod, 2013)

population of pre-service teachers at the researcher's institution. The participants consisted of

twenty pre-service teachers completing their final semester of the program. Participants were

serving as student teachers in a classroom setting under the supervision of an assigned

cooperating teacher. This was the final semester of coursework prior to receiving certification

to teach either middle level or secondary level and their Master of Arts in Teaching. The

seminar course was designed to provide pre-service teachers with a support structure while

serving in the role of a student teacher. Pre-service teachers reported to campus every two

weeks throughout the semester in addition to completion of on-line documentation of learning

and reflection.

Demographics

Non-traditional pre-service teachers enrolled in the Master of Arts in Teaching student

teaching experience and seminar, who were in their final semester of the program in the Fall

2014, included eighteen females and two males. Each of the pre-service teachers in the Master

of Arts in Teaching program had obtained their Bachelor's degree in a variety of fields prior to entering the program.

Data Gathering Tools

RQ 1: How do non-traditional, post-baccalaureate, pre-service teachers at a private, Catholic, Midwestern university demonstrate dispositional development through assessments encompassed in an explicit dispositional leadership program? The tool used to gather data for research question number one was assessment where the pre-service teachers' self-reported areas of strength and weakness (Appendix B) half-way through the Master of Arts in Teaching program. The pre-service teachers received access to this assessment via email. The pre-service teachers completed a follow-up part two of this assessment, as a required course assignment, and shared the Google document with the seminar instructor at the start of the student teaching seminar course. Within part two, pre-service teachers were asked to select the dispositional objectives that they felt they had demonstrated the most growth and were asked to discuss the evidence of that growth.

RQ2: How do non-traditional, post-baccalaureate, pre-service teachers at a private, Catholic, Midwestern university demonstrate dispositional development in response to weekly assessment feedback from their cooperating teacher during their student teaching placement? Pre-service teachers kept a weekly log (Appendix C) documenting dispositional goals in which their cooperating teacher provided feedback in response to those goals. The pre-service teachers maintained a live Google document that was shared between the student, the cooperating teacher, their student teacher supervisor and the course instructor. The document was shared in such a way that all who had access to it can provide comments/feedback. The cooperating teacher had the opportunity to respond to the student teacher's reflection on

dispositional goals and areas of improvement. Following receipt of feedback from the cooperating teacher the student teacher provided a reaction to the feedback in response to the cooperating teacher each week. An additional layer of feedback was also provided weekly by the instructor of the course.

RQ3: How do non-traditional, post-baccalaureate, pre-service teachers at a private, Catholic, Midwestern university demonstrate dispositional development in reflections in response to an explicit dispositional leadership program? The pre-service teachers maintained a reading response journal (Appendix D) where he/she reflected upon their dispositional development in response to the previous course readings "Mindset" (Dweck, 2006) and "Teach with your Strengths" (Liesveld, Miller, & Robison, 2005) and will add documentation in response to "Teach Well, Live Well" (Luckner & Rudolph, 2009) and "Awakened" (Watson, 2011) as they read in the context of the current student teaching seminar. The purpose of this document was to allow students the opportunity to demonstrate dispositional development in response to the explicit curriculum within the program.

Data Gathering Procedures

Upon conclusion of the student teaching seminar course, the researcher gained access to the retrospective data after permission was received from the researcher's division chair (Appendix F). Following receipt of permission the researcher gained access to the already existing data via Google shared documents.

The qualitative data analysis was first organized by the participant in a file. The unit of analysis and data collection for this case study research approach was to evaluate evidence of developmental growth in dispositions using multiple sources (Creswell, 2013). The files were given to a third-party who de-identified each of the files to insure that the researcher was

unaware of which files belong to which student. There were not any identifiers used to link data to participants. Each participant was assigned a number. A qualitative software program, NVivo, was used to aid the researcher in efficiently storing and locating the data (Creswell, 2014). Secondly, the researcher reviewed all of the files to gain an understanding of the entire database (Creswell, 2013).

Data Quality Measures

Data quality was validated in triangulation of multiple and different sources of information (Creswell, 2013). A major asset of case study data gathering is the opportunity to use a variety of sources of evidence (Yin, 2009). Triangulation of the three course documents provided the researcher with an opportunity to check one piece of evidence against another to see how the documents provided support for a single conclusion thus reducing the risk that the conclusions reflected the researcher's bias (Maxwell, 2013). The researcher requested an Audit Trail (Appendix G) of the data for feedback (Creswell, 2013). In an effort to avoid personal bias the researcher used Bracketing (Leedy & Ormrod, 2013).

Ethical Considerations

Ethical considerations were maintained throughout the course of the study. Prior to conducting the study the researcher submitted the proposal to the Institutional Review Board for approval (Creswell, 2013). Permission was obtained from the researcher's Division Chair to access the retrospective data for the study (Appendix E). Data was reported honestly, from multiple perspectives, with the identity of the participants protected (Creswell, 2013). In an effort to respect the privacy of the participants, all documents were de-identified (Creswell, 2013). Furthermore, Guba's (1981) four criteria for trustworthiness including credibility, transferability, dependability and confirmability were identified by the researcher (as cited in

Shenten, 2004). To insure credibility the researcher discloses that she has been a part of the

program in which the study was conducted for a period of six years. The researcher had the

opportunity to develop a relationship with the participants over a period of three semesters prior

to the semester in which the data was collected (Shenten, 2004). Triangulation of the data

added to the credibility and confirmability of the data that was identified within three different

course documents. The audit trail conducted on the data also supports Guba's (1981) criteria of

confirmability. The researcher also took part in ongoing conversations within her department

and into the community of educators in P-12 schools and higher education. This allowed for the

opportunity for the researcher to refine the methods of the study, develop stronger methodology,

provide greater explanations and added an invaluable strength to the conclusions of the study

(Shenten, 2004).

The contexts of the conversations that the researcher had with other educators around

the topic of the study provided evidence of Guba's (1981) criteria of transferability (as cited in

Shenten, 2004). Throughout the study great efforts were made to insure that if they study were

audited, and the study were repeated, the results would be the same (Yin, 2009). This not only

supports Guba's (1981) criteria of transferability and dependability, but it insures that if the

study were applied to similar situations, even in a higher education nursing program for

example, the findings would easily apply to that context (as cited in Shenten, 2004).

The researcher was diligent about providing details of the methods used in the study and

their effectiveness within the study to provide evidence of Guba's (1981) criteria of

dependability and confirmability (as cited in Shenten, 2004). The study data will remain

password protected in a secure location. To maintain anonymity, the researcher has stored the

data in a secured computer drive in a locked office. All materials related to this study will be

kept for seven years. The researcher will destroy all study related documentation in seven years.

Summary

This qualitative study is a case study design. The research question begged to answer

the following: How does the implementation of an explicit dispositional leadership program

influence the level of dispositional development of pre-service teachers? A convenience sample

was used to select the study participants. All ethical considerations were taken under advisement

by the research investigator.

Chapter IV: Results

The researcher applied thematic analysis (Guest, MacQueen, & Namey, 2012) along with grounded theory (Corbin & Strauss, 2007) during data analysis. Applied thematic analysis required that the pertinent strands of data be identified and sorted from the data in response to the research questions. The constant comparative approach, supported by grounded theory, resulted in a reoccurring process of reading, coding, comparing, contrasting, sorting, and aligning the segregated data (Corbin & Strauss, 2007; Merriam, 2009; Mertens, 2004). Typological analysis, outlined by Hatch (2002), then allowed the researcher to ground the themes according to the levels of developmental dispositions (Edick, Danielson, & Edwards, 2006) allowing a basis for dividing and grouping the data. The resulting evidence of internalization of dispositions (Edick, Danielson, & Edwards, 2006) was then aligned with the ten InTASC dispositional standards (Council of Chief State School Officers, 2011) implemented within the researcher's department of education. Finally, an audit trail (Appendix G) (Creswell, 2013) was conducted on the data for feedback.

Data Analysis

The qualitative documents were analyzed and data was reduced into significant segments and names were assigned to each segment (Creswell, 2013). The output was evaluated to determine meaningful patterns (Yin, 2009) related to the Developmental Dispositions Model (Edick, Danielson, & Edwards, 2006). The Developmental Dispositions Model classification schemes made a compatible connection with the purpose and theoretical framework of the study (Merriam, 1998). The researcher took notes in the margins of the documents to identify key evidence (Creswell, 2013) of internalization of dispositions. The codes were merged into overarching themes and displayed in a comparison matrix (Creswell,

2013). Within the matrix, the data represents evidence of awareness, conceptualization and internalization of dispositions (Edick, Danielson, & Edwards, 2006). As recommended by Yin (2009) the analysis provides a comprehensive interpretation of all of the evidence provided and addresses the most significant aspect of the case study; evidence of dispositional development. The researcher applied prior knowledge by providing documentation of thinking, based on experience, and in response to the evidence presented (Yin, 2009).

The analysis of data occurred on two levels. The first was at the individual level in which evidence of awareness, conceptualization and internalization (Edick, Danielson, & Edwards, 2006) of dispositions was assessed (Figure 4.1). Figure 4.1 indicates the presence of dispositional development across the cohort. The second level of analysis pulled out the evidence of internalization of dispositions and aligned those strands in frames with the InTASC dispositional standards (Council of Chief State School Officers, 2011) (Figures 4.1-4.14).

Analysis of the evidence of dispositional development (Edick, Danielson, & Edwards, 2006) (awareness, conceptualization and internalization) for each individual pre-service teacher offered insight into where each student was at in their dispositional development at the conclusion of their final semester of the Master of Arts in Teaching program. Figure 4.1 demonstrates that all students presented evidence of awareness, conceptualization and internalization (Edick, Danielson, & Edwards, 2006) in at least one of the three assessment tools. Most importantly, all but one student provided evidence of internalization in response to all three assessment tools selected to provide evidence for all three research questions. It should be recognized that the one student who did not provide evidence of internalization of dispositions did indeed show evidence of conceptualization.

ID #	Evidence of awareness of dispositions			Evidence of conceptualization of dispositions			Evidence of internalization of dispositions		
	RQ1	RQ2	RQ3	RQ1	RQ2	RQ3	RQ1	RQ2	RQ3
1	X	X	X	X	X	X			X
2	X	X	X	X	X	X	X	X	X
3	X	X	X		X	X	X		X
4	X	X No CT	X	X	No CT	X	X	No CT	X
5	X	X	X	X		X	X	X	X
6	X	X	X	X	X	X	X		X
7	X	X	X	X	X	X	X		X
8	X	X	X		X	X	X	X	X
9	X	X	X	X		X	X	X	X
10	X	X	X	X	X	X	X	X	X
11	X	X No CT	X	X	No CT	X		No CT	
12	X	X	X		X		X		X
13	X	X No CT	X		X No CT	X	X	X No CT	X
14	X	X	X		X	X	X	X	X
15	X	X No CT	X	X	X No CT	X	X	No CT	X
16	X	X	X	X	X	X	X	X	X
17	X	X	X	X	X	X	X		X
18	X	X	X			X	X	X	X
19	X	X	X			X	X	X	X
20	X	X	X		X	X	X	X	X

RQ1= Research Question 1
RQ2= Research Question 2
RQ3= Research Question 3
No CT= The cooperating teacher did not participate in the opportunity to provide feedback.

Figure 4.1 Presentation of the presence of dispositional development across the cohort.

Themes for Qualitative Analysis

The second level of analysis pulled out the strands of evidence specifically aligned with internalization of dispositions from each research tool for each research question. Those strands were then matched with the InTASC dispositional standards (Council of Chief State School Officers, 2011) that the Master of Arts in Teaching program uses to evaluate the evidence of dispositions in their students.

RQ 1: How do non-traditional, post-baccalaureate, pre-service teachers at a private, Catholic, Midwestern university demonstrate dispositional development through assessments encompassed in an explicit dispositional leadership program?

The data collection tool selected (Appendix B) to solicit evidence of dispositional development (Edick, Danielson, & Edwards, 2006) was designed to provide pre-service teachers with an opportunity to reflect on the growth of dispositions from the start of their program to the conclusion of their program during their student teaching semester. Analysis of the results presented evidence of pre-service teachers' dispositional development at the awareness, conceptualization and internalization levels. Within the evidence of developmental internalization students provided substantial evidence of internalization of InTASC standards seven and ten. Figure 4.2 highlights how the pre-service teachers provided evidence within their reflections that they have internalized dispositions outlined in InTASC Standard Seven: Planning Instruction. Indicators of planning for included evidence of times where the pre-service teacher confirmed value of working with others and did so in a collegial manner, was concerned with organization and detailed planning, was reflective and demonstrated a willingness to adjust and revise their work. The pre-service teachers discussed opportunities in which they collaborated with their peers, supervisors and cooperating teacher in a variety of ways. They demonstrated a superior understanding of the value of feedback and planning in detail. Most importantly the pre-service teachers had arrived at a point in their practice where they looked forward to receiving feedback and adjusted their plans accordingly for future teaching.

InTASC Standard 7: Planning for Instruction	
Pre-service dispositions demonstrated during teacher education program:	**Examples of internalized dispositional evidence revealed within the assessment:**
The student values working with others and does so in a collegial manner. The student plans well and shows organization in all work. The student is reflective and demonstrates a willingness to adjust and revise work.	I have sent emails asking for advice, requested one-on-one meetings, and asked more in depth questions and resources for specific questions I have had. It was helpful to have someone who is experienced in the field providing specific feedback about my teaching and lessons that I could use to improve. I have learned that feedback is meant to be helpful to improve how I am doing. I feel like the thoughts and opinions of others can help me grow as a person. The tools I have learned may not always fit a current situation, but often is stored away for later use or to share with someone else. The great thing about input is that input is another tool to add to my tool box. I continually seek counsel from expert teachers and advisors because I know that is the only way to grow in my craft. I have learned that input and suggestions are not necessarily criticism, I have grown in the aspect that I am not defensive or offended when a colleague, supervisor or instructor have input into how to improve my work. I have learned that each opportunity to grow and change is valuable. I have learned to embrace these suggestions and find ways to incorporate them into my teaching. I have revised many assignments and accepted the feedback of my instructors, cooperating teachers and advisors. I find myself looking forward to the feedback that I receive. I like criticism, but now I value it so much more. I can also see how criticism can be presented in a caring growth-mindset manner. I adapt to new environments very quickly and I am lucky to have been thrown into this one because I needed to see the value of working with a team and not just doing it all on my own. After teaching the lesson to my first block, I would know how to tweak the lesson for the following classes in order to execute a better version of the lesson. I am constantly assessing how I can be the best teacher possible. I have always been a planner, but I have grown in my understanding of the level of organization good teaching requires.

Figure 4.2 Evidence of internalization of dispositions outlined in InTASC Standard 7: Planning for Instruction.

Figure 4.3 highlights how the pre-service teachers also provided evidence within their

reflections that they have internalized dispositions outlined in InTASC Standard Ten. Within

standard ten the researcher was evaluating pre-service teachers' responses for evidence of how

the pre-service teachers had embraced the challenges of continuous improvement and change

and for opportunities that pre-service teachers took initiative to grow and develop. The pre-

service teachers provided evidence of embracing the challenges within the classroom and

perceived them as opportunities to initiate growth and development. Pre-service teachers spoke

of seeking new learning and professional development and how it made them uncomfortable at

times but pursued the knowledge knowing that this is what teacher leaders do.

InTASC Standard 10: Leadership and Collaboration	
Pre-service dispositions demonstrated during teacher education program:	**Examples of internalized dispositional evidence revealed within the assessment:**
The student embraces the challenge of continuous improvement and change. The student takes initiative to grow and develop.	Throughout the program, I have become less enthralled in my content and so much more so in the areas of education and learning. I have recognized areas in which I need to spend personal time studying, refreshing and re-reading in. I see challenges more as opportunities now than I did in the past. I am learning to embrace challenges as opportunities to grow and change. I am able to assess and evaluate ancillary sources to find engaging and additions to my lessons that improve student attention and participation. I realize that no one, no matter what level they are in life, is ever done learning and I choose to keep growing in all my roles in life and my role as a teacher is a huge portion of myself that I will continually strive to improve. I realize that being in my position I will have a huge impact on my students along with those who surround them and if I continuously strive to become a better version of myself I can channel that positivity into those around me. I am continually searching for new learning and professional development to become better in my craft. I am always looking for resources to help me grow and reflect including professional development books, advice from seasoned teachers and help from administration to fine-tune my teaching. Since the MAT program, I have been very intentional about growing and developing as a teacher. I took a professional development course about collaborative learning for students. It was a bit out of my comfort zone, but I am getting better at doing it. If I want to see change, I have to change myself first. While I have always striven to improve, the MAT program has inspired me to continually evaluate and improve my teaching. I now seek out professional development opportunities, and revisit lesson plans several times after teaching to seek improvement.

Figure 4.3 Evidence of internalization of dispositions outlined in InTASC Standard 10:
Leadership and Collaboration.

RQ2: How do non-traditional, post-baccalaureate, pre-service teachers at a private, Catholic, Midwestern university demonstrate dispositional development in response to weekly assessment feedback from their cooperating teacher during their student teaching placement?

The Student Teaching Journal (Appendix C) was a strategy that was designed to provide students with an opportunity to reflect on their weekly goals, accomplishments, and determine what questions or comments they have at the time to present for feedback from the cooperating teacher. Once the student teacher enters his/her response, the cooperating teacher replies with praises, recommendations, and a question or a comment for the student teacher. It is an expectation that the pre-service teacher to responds to the feedback in his/her reaction. It is essential to note that four of the cooperating teachers did not participate in this course requirement for their pre-service teacher. Analysis of the results presented evidence of pre-service teachers' dispositional development at the awareness, conceptualization and internalization levels. Within the evidence of developmental internalization students provided sufficient evidence of internalization of InTASC standards two, three, seven, nine and ten.

The pre-service teachers provided evidence (Figure 4.4) within their reflections that they have internalized dispositions outlined in InTASC Standard Two: Learning Differences. Standard two provided the researcher with the lens of evaluating responses for evidence of times when pre-service teachers demonstrated a belief that all learners can achieve at high levels and persist in helping each learner reach his/her potential. The researcher was also reading for evidence that the pre-service teacher respected differences in others. Pre-service teachers provided confirmation that their work was all about providing learning opportunities for all students.

InTASC Standard Two: Learning Differences	
Pre-service dispositions demonstrated during teacher education program:	**Examples of internalized dispositional evidence revealed within the assessment:**
The student demonstrates a belief that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. The student respects differences in others.	While I have always put a great deal of work into teaching, and found myself giving even more time and energy this semester. I have wanted each of my lessons to be real opportunities for student learning. I spent more time focusing on varying my teaching strategies to meet the needs of diverse learners, particularly based on Gardner's eight learning styles. This was rewarding, as I see students responding to a variety of activities and strategies. I want students to know someone is there who expects a lot and will push them to succeed. I want to ensure that I am a teacher who will not let students slide or give up easily.

Figure 4.4 Evidence of internalization of dispositions outlined in InTASC Standard Two: Learning Differences.

The pre-service teachers provided evidence (Figure 4.5) within their reflections that they have internalized dispositions outlined in InTASC Standard Three: Learning Environments. Within the learning environment pre-service teachers should demonstrated dialogue that is respectful and should at the same time be a thoughtful and responsive listener and observer. Making connections and building rapport with students is an example of best practice. Pre-service teachers went beyond just making those connections and were doing so in a way that they were role-modeling professionalism. When conflict arose, the pre-service teachers became mindful of the necessity of separating themselves from certain situations in such a way that they did not take things personally. There was a heightened level of awareness to the manner in which they interacted with not only students but their professional peers as well. One pre-service teacher in particular spoke to how this process has allowed her to become a better version of herself. With the ultimate goal being transformational learning the researcher received confirmation that this was indeed taking place.

InTASC Standard Three: Learning Environments	
Pre-service dispositions demonstrated during teacher education program:	**Examples of internalized dispositional evidence revealed within the assessment:**
The student uses respectful communication at all times. The student is a thoughtful and responsive listener and observer.	I must keep myself emotionally separated from the situations and do my best to help the students educationally and keep my mind focused on their education. I find that building rapport with students helps them feel more comfortable talking to me when they need help. It helps me to be able to help the student and to give them feedback whenever necessary. Witnessing my manner of professionalism towards students, staff and parents allowed me to gain knowledge in how to become a better version of myself. I am trying to be constantly aware of how I acknowledge student responses and how often I give feedback. I realize I need to give positive feedback to reinforce expected behaviors. I feel like the connecting with the kids helps with them listening to me. One of my cohorts in my student teaching seminar gave me some really good advice about just taking more time to connect and less time getting frustrated with them. That mindset is helping me feel much more at ease when they start chatting and getting zany.

Figure 4.5 Evidence of internalization of dispositions outlined in InTASC Standard Three: Learning Environments.

The pre-service teachers provided evidence (Figure 4.6) within their reflections that they have internalized dispositions outlined in InTASC Standard Seven: Planning for Instruction. When evaluating for standard seven the researcher was reading for opportunities in which the pre-service teacher valued working with others in a collegial manner, were well organized in their work and were reflective and willing to adjust and revise their work. Adjusting on the fly was apparent as pre-service teachers spoke to fining their own teaching style. The challenges in making accommodations when things went wrong, allowed students an opportunity to grow not only in their practice but to develop their level of confidence as an educator.

InTASC Standard Seven: Planning for Instruction	
Pre-service dispositions demonstrated during teacher education program:	**Examples of internalized dispositional evidence revealed within the assessment:**
The student values working with others and does so in a collegial manner. The student plans well and shows organization in all work. The student is reflective and demonstrates a willingness to adjust and revise work.	I am finding my own teaching style; I am making adjustments here and there, and really starting to feel confident in front of the students. I need to adjust plans on the spot to involve movement or an activity if lecture is running long and students are losing focus. I feel 100% more confident in myself to teach both of these subjects successfully. I have learned to challenge the students more and let them struggle a bit with questions. By doing this I am increasing their critical thinking and analyzing skills. Even as I am wrapping things I am learning new classroom management strategies and new ways to keep the learning process fun and engaging for my students.

Figure 4.6 Evidence of internalization of dispositions outlined in InTASC Standard Seven: Planning for Instruction.

The pre-service teachers provided evidence (Figure 4.7) within their reflections that they have internalized dispositions outlined in InTASC Standard Nine: Professional Learning and Ethical Practice. Standard nine allowed the researcher to evaluate for opportunities when the pre-service teacher recognized him/herself as a learner, continuously seeking opportunities to draw upon current practice and research as opportunities of analysis and reflection to improve their own practice. One particular student recognized that difficult students allowed for opportunities to differentiate instruction and when to know the time to reach out to an expert in their content area for direction on how to best make those modifications and/or accommodations. Classroom management was described as an occasion to create a vision for her students of the future knowing that her classroom was not just about her content but an opportunity to prepare them for the real world. Providing pre-service teachers an opportunity to reflect upon how they see themselves as a learner within the field of education did not disappoint.

InTASC Standard Nine: Professional Learning and Ethical Practice	
Pre-service dispositions demonstrated during teacher education program:	**Examples of internalized dispositional evidence revealed within the assessment:**
The student 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. The student understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.	The process of preparing for interviews provided a lot of opportunities for reflection, which in turn lead to evaluation and re-evaluation of my practices and priorities. While I like the idea of classroom management what I really want is to be able to lead by creating a vision for my students of the future. I think that has something to do with my Futuristic strength. While the content is important, I want to be able to coach students to take them past the content. I've been able to grow in my ability to connect with difficult students, to differentiate instruction in all subject areas, and knowing when to refer students to an expert in the subject area.

Figure 4.7 Evidence of internalization of dispositions outlined in InTASC Standard Nine: Professional Learning and Ethical Practice.

The pre-service teachers provided evidence (Figure 4.8) within their reflections that they have internalized dispositions outlined in InTASC Standard Ten: Leadership and Collaboration. Standard ten focuses on recognizing that the pre-service teacher embraces the challenge of continuous improvement and change. Within the reflection document pre-service teachers expressed an eagerness to receive feedback and advice in hopes to continue to develop in their practice. They took challenges head on as an opportunity to learn something new. Pre-service teachers were out of their comfort zone and expressed a peace with that knowing that it is a critical part of finding their own style of practice. One pre-service teacher stated (in a response to her cooperating teacher), "I appreciate the advice that you have given me along the way, especially when you prompted me to do more. Knowing you expect great things from me further commits me to becoming a great educator." Along with embracing the challenge, the hope is that all pre-service teachers take initiative to grow and develop in their practice.

InTASC Standard Ten: Leadership and Collaboration	
Pre-service dispositions demonstrated during teacher education program:	**Examples of internalized dispositional evidence revealed within the assessment:**
The student embraces the challenge of continuous improvement and change. The student takes initiative to grow and develop.	I try to look at each opportunity to improve/learn and keep that mindset. I am out of my comfort zone, but I want to be there. Every time I have to confront someone, or write an email to a parent I feel nauseous, but I know practicing will make it easier in the long run and will make me a better teacher. I am open and anxious to become a better version of myself. During the times where I question if I am doing things right, I try to not let my insecurities show through so that the students feel confident in me. During these times I reflect on the areas of weaknesses and make an effort to be more ready for the next class session. I'm realizing how much I've changed from this experience. It's presented so many opportunities for me to stretch myself past my comfort zones and grow both personally and professionally. I feel like I have also grown personally learning to ask for help when needed, depend on others for collaboration and bury walls to form friendships. Some of the feedback was information on how I could do a few things differently, but I did not at all feel put down or attacked in any way. I know that feedback is to help me be a better teacher and they are my mentors. I appreciate the advice that you have given me along the way, especially when you prompted me to do more. Knowing you expect great things from me further commits me to becoming a great educator.

Figure 4.8 Evidence of internalization of dispositions outlined in InTASC Standard Ten: Leadership and Collaboration.

RQ3: How do non-traditional, post-baccalaureate, pre-service teachers at a private, Catholic, Midwestern university demonstrate dispositional development in reflections in response to an explicit dispositional leadership program?

The Professional Development Assessment (Appendix D) was a tool that was designed to provide students with an opportunity to reflect on texts that have been presented to them throughout their MAT coursework and to evaluate how the texts have individually supported their development of dispositional leadership. The assignment also required students to access professional development resources (course texts, past and present, along with resources of their

choice). The dialogue expands from self-reflection in connection to the texts to response to a book buddy on the latter half of the document. Finally, students synthesized how all of the professional development resources worked together to support their dispositional growth as a pre-service teacher leader in the area of dispositions. Analysis of the results presented evidence of pre-service teachers' dispositional development at the awareness, conceptualization and internalization levels. Within the evidence of developmental internalization students provided sufficient evidence of internalization of InTASC standards one, two, three, seven, nine and ten.

The pre-service teachers provided evidence (Figure 4.9) within their reflections that they have internalized dispositions outlined in InTASC Standard One: Learner Development. Indicators of standard one include times when pre-service teachers take ownership for his/her own learning and growth and value the input and contributions of others. The pre-service teachers provided evidence of really learning about themselves and recognizing what areas of growth needed their attention. One pre-service teachers stated, "It has impressed upon me the importance that in order for me to be an effective teacher for my students, I myself need to be learning, growing and changing." This statement indicates that the pre-service teacher not only took responsibility for lifelong learning but he/she recognized the impact that has on the students. Another students spoke to the power of maintaining a growth mindset and how when "others around me view this mindset within me they could learn from his/her example". This level of critical thinking is an example of internalization of standard one.

InTASC Standard One: Learner Development	
Pre-service dispositions demonstrated during teacher education program:	**Examples of internalized dispositional evidence revealed within the assessment:**
The student takes responsibility for his/her own learning and growth. The student values the input and contributions of others	In my opinion, the dispositions are about doing your best to help foster the growth and educational development of one's students and oneself. It seems to me that growth as a teacher depends largely on our ability to balance our work life. This book helps me understand that having a more positive way of thinking creates a more positive disposition. I think the most important thing I learned from the combination of books is that my mindset determines my attitude. My attitude determines my behavior. My behavior affects how I teach and how my students respond to me. It has impressed upon me the importance that in order for me to be an effective teacher leader for my students, I myself need to always be learning, growing, and changing, if need be. I am more positive now that I have recognized this change within myself and am grateful I outgrew the fixed mindset of my youth. Learning to focus on the positives and knowing I did my best has helped reduce my stress in all areas of life. Letting go of worries about things that are out of our control is difficult. Rather than focusing on those things, I agree we can try to focus on how well we've prepared ourselves, our students, and focus on positive outcomes. This book taught me that I have the power to control my outlooks on situations, and it is best for both my students and myself if I am open-minded and willing to try new things. I want to become the best version of myself. I know that I am not where I need to be, but that cannot stop me from acting on what I know to be right and pushing forward. I have consciously chosen to maintain a growth mindset only for personal growth but in order for my students and others around me to view this mindset within me and can learn from my example. I believe that good leaders need to know themselves first before they will be able to effectively notice and utilize strengths in others.

Figure 4.9 Evidence of internalization of dispositions outlined in InTASC Standard One: Learner Development.

The pre-service teachers provided evidence (Figure 4.10) within their reflections that they have internalized dispositions outlined in InTASC Standard Two: Learning Differences. Standard two evaluates the pre-service teachers' ability to demonstrate a belief that all students can achieve at high-levels and that the pre-service teacher will respect their differences and persist in helping each learner reach their full potential. The pre-service teachers indicated the need to provide students with the tools to take risks and grow beyond the content. Most importantly the pre-service teachers recognized that as they challenge their students to take risks they want students to prosper within "the issues they are facing and allow them to come out of the classroom with tools to overcome the barriers they face".

InTASC Standard Two: Learning Differences	
Pre-service dispositions demonstrated during teacher education program:	**Examples of internalized dispositional evidence revealed within the assessment:**
The student demonstrates a belief that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. The student respects differences in others.	Recognizing that an individual's beliefs are a product of his or her experiences can help me to approach individuals with opinions different from my own with compassion and understanding. As I start to teach science independently, I am seeing ways to challenge students. My belief is that students are more engaged and learn a lot more when they are challenged. As part of instructional practices I have been encouraging students to take risks and push themselves a little further. One piece of advice was to get them talking and writing as much as possible so I know those quiet students are learning too. I was so grateful for that reminder because it changed my teaching lens and pushed my growth mindset. I realize that a main portion of my job is not only to teach them science but to help them prosper within the issues they are facing and allow them to come out of the classroom with tools to overcome the barriers they face. Even though I realize that I will encounter people who may think they should be treated differently because of their status, I am an advocate for justice and equality.

Figure 4.10 Evidence of internalization of dispositions outlined in InTASC Standard Two: Learning Differences.

The pre-service teachers provided evidence (Figure 4.11) within their reflections that they have internalized dispositions outlined in InTASC Standard Three: Learning Environments. Standard three speaks to the need for pre-service teachers to use respectful communication at all times and to encourage pre-service teachers to be a thoughtful and responsive listener and observer. The responses provided evidence that the pre-service teachers had great responsibility to model emotional control. They recognized the need to be patient, remain calm and to remove themselves from situations when appropriate to allow for the opportunity to regroup. Mindfulness of stress was clearly indicated and examples for how reacting in stressful moments in the classroom were identified as critical opportunities to role model an appropriate response.

InTASC Standard Three: Learning Environments	
Pre-service dispositions demonstrated during teacher education program:	**Examples of internalized dispositional evidence revealed within the assessment:**
The student uses respectful communication at all times. The student is a thoughtful and responsive listener and observer.	I learned that teachers can be instrumental in teaching emotional in teaching emotional control and decision making. The more practice we give students in these areas, the more successful student's teen years can be. This was a reminder to remain patient so that I can answer students respectfully even if it's the nth time answering a question and I feel frustrated; the students may feel frustrated as well and if I remain calm, it may help them to remain calm. I will work harder at rejecting and replacing negative thoughts with positive thoughts so that I can feel less stressed and have a more positive response for the students. It seems that a great deal of conflict could be avoided if everyone naturally was able to understand others' perspectives. This is something that we can model for students to demonstrate an open-minded view. It's easy to get caught up in replaying what has happened, and what could have happened. This is a helpful reminder that we have a choice to hold onto resentment and negative thoughts or let them go. I have noticed that taking a breath and taking a step back, or taking a few minutes to process before responding usually leads to a more rational response.

Figure 4.11 Evidence of internalization of dispositions outlined in InTASC Standard Three: Learning Environments.

The pre-service teachers provided evidence (Figure 4.12) within their reflections that they have internalized dispositions outlined in InTASC Standard Seven: Planning for Instruction. Standard seven recognizes the need for pre-service teachers to value working with others in a collegial manner, plan well and be organized, be willing to reflect on their practice, and make revisions/adjustments when necessary. Responses from the pre-service teachers provided evidence of prioritizing and collaboration and how those skills impact their practice. One particular pre-service teacher recognized her power in doing something so well that she was a resource to veteran teachers and could be an example on how they could support students' access to learning.

InTASC Standard Seven: Planning for Instruction	
Pre-service dispositions demonstrated during teacher education program:	**Examples of internalized dispositional evidence revealed within the assessment:**
The student values working with others and does so in a collegial manner. The student plans well and shows organization in all work. The student is reflective and demonstrates a willingness to adjust and revise work.	With time, support, and my priority list, I will eventually accomplish everything I need to which will help me be more organized and less stressed. I am having a great time collaborating and sharing ideas with the other math teachers, even though we have our own set of students, we are in this together. As great as professional development opportunities are, I'd love to revisit the ideas again a few weeks later and see how other teachers have adapted them, or used them as a jumping point for something even better. I respect my CT's time. I trust that she tells me things I need to know when I need to know them, so I feel like we can both work independently and I don't have to ask tons of questions. It seems like we both enjoy the time to organize our minds. When we meet back up we both have fresh ideas worked out to ask or answer for one another. I can now manage my interaction with fellow teachers to maintain my positive attitude and outlook, as well as creating the best possible learning environment for my students. It feels good to be able to do something I'm good at and can help other teachers help students' access learning.

Figure 4.12 Evidence of internalization of dispositions outlined in InTASC Standard Seven: Planning for Instruction.

The pre-service teachers provided evidence (Figure 4.13) within their reflections that they have internalized dispositions outlined in InTASC Standard Nine: Professional Learning and Ethical Practice. Standard nine assesses the pre-service teacher's ability to see him/herself as a learner who draws upon their resources including codes of ethics, professional standards of practice and relevant law and policy. The pre-service teachers indicated that the materials provided by the program and texts/materials they self-selected further developed their "repertoire" to use in their future classrooms. The materials encouraged the pre-service teachers to self-assess where they were at in their practice and provided support for "practical application and introspection".

InTASC Standard Nine: Professional Learning and Ethical Practice	
Pre-service dispositions demonstrated during teacher education program:	**Examples of internalized dispositional evidence revealed within the assessment:**
The student 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. The student understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.	All of these texts/resources served to further develop my repertoire or "bag of tricks" that I can use in my future classroom and either continue to develop or disregard strategies that may not work as well for me. In the classroom, when something does not go as planned, instead of dwelling on the negative aspects, I can try to use dismiss, distract, reject and replace strategies (that the text recommends) to find the positives. I can also use those strategies to help students approach their work and learning more positively. Overall, the developmental texts I chose gave me the support I needed when I needed, it, and it was directly related to my classroom student teaching. One cannot reach the goals of the dispositions and be the best instructor they are capable of being without practical application and introspection.

Figure 4.13 Evidence of internalization of dispositions outlined in InTASC Standard Nine: Professional Learning and Ethical Practice.

The pre-service teachers provided evidence (Figure 4.14) within their reflections that they have internalized dispositions outlined in InTASC Standard Ten: Leadership and Collaboration. Standard ten encourages pre-service teachers to embrace and initiate the challenge of continuous improvement and change. The responses from the pre-service teachers

indicated that they evaluated and identified areas of growth. One response described how one of the texts "did a very good job of basically holding a mirror to my face to see how I really was as a teacher". Another stated, "Teaching is not a job or a career. Teaching is a vocation and calling. It is a lifelong commitment to continual reflection, growth and change". Finally, one called forth the need to remember in order to grow he/she must actively participate in their growth to avoid becoming stagnant. Pre-service teachers not only embraced the challenges of continuous improvement and change but indicated an excitement to do so.

InTASC Standard Ten: Leadership and Collaboration	
Pre-service dispositions demonstrated during teacher education program:	**Examples of internalized dispositional evidence revealed within the assessment:**
The student embraces the challenge of continuous improvement and change. The student takes initiative to grow and develop.	I will be a more effective leader, always ready to experience, learn and grow. I believe a great teacher demonstrates this through attitude and actions. This text made me reevaluate my reactions or ways of dealing with situations, so hopefully I can make adjustments in the future and continue to grow into having more of a growth mindset. After reading, I have been able to make adjustments, try new things with less fear of failure, and really shift over to a growth mindset that I can utilize and encourage in my own classroom. There are many aspects of the classroom that we can control, but this could change at any time depending on the whims and mandates or a principal, school, district, state, or federal government. Too many people have way more power over a classroom than some teachers like to admit. I am glad I know that I can control what I can and the rest has to be let go. Taking the opportunity to "see" things differently can change how one feels about an issue. Changing one's feelings can change one's attitude and that can change the whole perspective. Mindset is such a powerful thing. Sometimes the best thought and introspection comes from something that pushes us out of our comfort zone or doesn't "speak" our language. I am grateful for the opportunity to think so deeply. This book did a very good job of basically holding a mirror to my face to see who I really was as a teacher. I really liked how once I found out what my strengths were the book gave me strategies on how to use those to my advantage. Teaching is not a job or a career. Teaching is a vocation and calling. It is a lifelong commitment to continual reflection, growth and change. This text has helped me immensely to remind me that battle is always within and that I have at my disposal tools to combat many of the thoughts that can steal my job of teaching if left unchecked. They have warned me that I will make mistakes and I will feel that I may have failed. They have told me that I will never be a perfect teacher but as long as I am looking for ways to improve teaching I will continue to grow and be a great teacher. I must remember that in order for me to keep growing I must actively participate in my growth. Otherwise I will become stagnant, and stagnancy is not a good thing. I realize the person who I am now will continue to develop and allow myself to grow as an instructor, I will have a choice in what type of attitude I carry and that attitude will transfer towards my students and that will play a major role in their success. I will push myself to become a great teacher.

Figure 4.14 Evidence of internalization of dispositions outlined in InTASC Standard Ten: Leadership and Collaboration.

Summary of Analysis

Evidence has been identified for the internalization, their ability to analyze and reflect upon their professional dispositions (Edick, Danielson, & Edwards, 2006), of InTASC dispositional standards one, two, three, seven, nine and ten. The three data collection tools provided opportunities in which pre-service teachers could provide evidence of internalization of six of the ten InTASC standards.

Results Summary

The evidence presented above demonstrates how the three learning tools, when used in conjunction with each other, provide an opportunity for pre-service teachers to make available evidence of the internalization of dispositions by the conclusion of student teaching seminar. Pre-service teachers were provided with a framework for self-reflection, teacher-talk with their cooperating teacher, seminar instructor and peers, and critical thinking in response to a variety of professional development materials. As a result, the pre-service teachers produced evidence of internalization of the dispositions called forth through the InTASC standards.

Chapter V: Discussion and Summary

The purpose of this qualitative descriptive case study is to encourage pre-service teacher education programs, particularly non-traditional teacher education pre-service teachers, to shift to a model that sets high dispositional expectations and encourages pre-service teachers to become self-aware in their practice by experiencing an explicit dispositional leadership program. In response to the three research questions designed to pinpoint evidence of dispositional development, sufficient evidence was presented by the pre-service teachers to indicate internalization of dispositions sought within the InTASC standards. The evidence of internalization of dispositions, framed with the InTASC standards was presented in the data analysis section of this paper. The results of the study are further interpreted in this chapter as supported by recommendations, limitations and implications for future research.

Interpretation

The results imply that the assessment tools designed to solicit evidence of dispositional development from pre-service teachers were effective. There is a call to provide structured opportunities designed to stimulate effective reflection in teacher candidates (Zeichner & Liston, 2014). Schussler & Knarr (2013) highlighted the need to specifically infuse explicit instruction on dispositions within the stage of the education program where students begin to address a wider range of issues and continue to support students' development into the third stage where there is a heightened awareness of dispositions and sensitivity to complex relationship issues. The third stage clearly aligns with the student teaching semester in which the three assessment tools were utilized by the researcher and the sample for this study. The pre-service teachers' reflective evidence from this study, align with the third student within Schussler and Knarr's (2013) study who provided more evidence of critical thinking by asking

questions and displaying evidence of evaluating how the teacher would meet the desired end

goal. They conclude that the critical component to cultivating pre-service teachers' dispositions

lies in enhancing their awareness (Schussler & Knarr, 2013). Research question one stated:

How do non-traditional, post baccalaureate, pre-service teachers at a private, Catholic,

Midwestern university demonstrate dispositional development through assessments

encompassed in an explicit dispositional leadership program? This assessment tool resulted in

evidence of internalization of dispositions as called forth in InTASC standards seven and ten.

Standard seven focuses on planning for instruction and standard ten focuses on leadership and

collaboration.

    Research question two stated: How do non-traditional, post baccalaureate, pre-service

teachers at a private, Catholic, Midwestern university demonstrate dispositional development in

response to weekly assessment feedback from their cooperating teacher during their student

teaching placement? Providing pre-service teachers the opportunity for ample "teacher-talk"

with experienced educators assists them in the development of their professional identity

(Peitsch & Williamson, 2010). The researcher's zealous effort to design a format in which a

structure for "teacher talk" was designed (Appendix C) provided a framework in which they

were able to provide evidence of internalization of the following InTASC standards: Two:

Learning Differences, Three: Learning Environments, Seven: Planning for Instruction and Nine:

Professional Learning and Ethical Practice.

    The assessment tools were carefully designed based on activities promoted within the

literature that attempt to cultivate teacher reflectivity (Pultorak, 2014). Categories of activities

include but are not limited to peer and cohort reflections, teaching reflections and prompted

reflections (Pultorak, 2014). Pultorak (2014) emphasizes when properly implemented,

reflective activities will guide pre-service teachers to the level of critical reflection and thought

that educators need to better serve their students. When the researchers' pre-service teachers

were presented with an opportunity to reflect upon the nature of their dispositions Katz and

Raths (1985) suggests that the dispositions will promote the development of knowledge and

skills. It is essential that when pre-service teachers are faced with the challenges within the 21st

century classroom, that they are committed to question and/or elicit additional knowledge in

order to effectively meet the needs of his/her students (Murrell, Diez, Feiman-Nemser &

Schussler, 2010).

　　Research question three stated: How do non-traditional, post baccalaureate, pre-service

teachers at a private, Catholic, Midwestern university demonstrate dispositional development in

reflections in response to an explicit dispositional leadership program. "Cultivating or

developing dispositions requires making the process of growth explicit, both in terms of the

kinds of ethical and moral action expected of a professional and in terms of how the teacher

candidate begins to make connections between the principles of action and her own choices of

action in an ongoing way" (p. 15). Careful assessment, as evidenced in this study, is an

essential process to cultivate dispositions. The assessment tool crafted (Appendix D) to align

with this research question produced superior evidence of pre-service teachers' internalization

of dispositions. Ritchhart and Perkins (2000) promote three specific strategies to assist pre-

service teachers' mindfulness. The strategies include 1) an awareness to always look closely for

new information, 2) exploration of possibilities and 3) willingness to gain perspectives and

means to a new approach (Ritchhart and Perkins, 2000). Pre-service teachers within this study,

were challenged to identify an area of need for new information and discuss how the resources

supported that need (Appendix D). As a result of applying an unlimited number of resources to

their practice they demonstrated that when faced with challenges within the field they could

access resources to gain additional insight into that area of growth. This aligns with Mansunaga

and Lewis' (2011) data analysis that resulted in recommendations for teacher educators to

develop curriculum to assist candidates in internalizing positive dispositions. Ritchhart and

Perkins (2000) stated that when pre-service teachers can provide evidence of problem solving,

their skill set as a learner is strengthened. This skill set, when employed, will serve as a model

for the students in their future classrooms. The movement beyond simply offering pre-service

instruction and modeling of just the content and skills is critical to meet the needs of the

students within the 21st century classrooms.

The three assessment tools implemented within this study are supported by Freshwater's

(2008) levels of reflection for consideration in the design of reflective, descriptive, dialogic and

critical reflection. As indicated in Figure 5.1 providing pre-service teachers with an opportunity

to challenge their thinking beyond the descriptive and dialogic level of reflection creates space

for critical reflection. The critical level of reflection is reached when candidates are able to

show evidence of reasoning for decisions made while participating in teacher talk with their

cooperating teacher, seminar instructor or peers. Transformative practice, practice improvement

and a move to innovation are the outcome in this level of development. This is the essence of

what makes a teacher leader. It is inspiring to know that the potential is there to cultivate this

skill set in pre-service teachers as provided in the data results of this study.

Level of Reflection	Model of Reflection	Stage of Development
Descriptive	Reflective journals, reporting incidents, reflection-on-action	Practice becomes conscious
Dialogic	Discourse with peers in various arenas, including clinical supervision	Practice becomes deliberative
Critical	Able to provide reasoning for actions by engaging in critical conversation about practice with self and others	Transformative practice, practice improvement, move to innovation

Figure 5.1 Freshwater's (2008) Levels of Reflection (as cited in Sherwood & Horton-Deutsch, 2012, p. 12).

The researcher recognizes the absence of standards four, five, six and eight within the evidence from the reflective learning tools identified for this study. However, in retrospect the researcher is confident that the standards that are absent would likely have been demonstrated in the case study key assessment (Appendix E) that is also built within this course that was not identified prior to the start of the study. The case study requires students to demonstrate content knowledge, application of content, strategies and evaluation using instructional strategies and evaluation that are all essential dispositional skills that pre-service teachers must also be held accountable for.

According to Stooksberry (2007) formative assessment of pre-service teachers' dispositions will provide teacher education programs with an opportunity to "reap the largest benefits for developing their candidates' professional dispositions. Formative assessment is assessment *for* learning rather than assessment *of* learning" (as cited in Murrell, Diez, Feiman-Nemser & Schussler, 2010, p. 196). Reflective frameworks provide opportunities for transformational learning (Sherwood & Horton-Deutsch, 2012). "Reflection is critical in expanding personal and professional leadership, developing self-awareness, promoting individual accountability, and changing behavior (Sherwood & Horton-Deutsch, 2012, p. xxix). This level of personal development is the basis for not only transformational learning but for transformational leadership (Sherwood & Horton-Deutsch, 2012). The researcher is confident

that the assessment tools did just that. Students provided substantial evidence, within the

explicit dispositional leadership program, as called upon by the literature, to support pre-service

teachers' dispositional identities as professionals in the 21st century classroom. It is

encouraging that with this skill set in place upon the conclusion of the program that they will

hold on to these skills as they enter the field as determined by case study analysis of middle

level teachers (Thornton, 2013). Dispositions are the foundational framework that all classroom

decisions are based (Thornton, 2013). Failure to set this foundation is a direct reflection upon

the program of which the teacher candidate represents.

Recommendations

The results of this study challenge the level of reflection in teacher educators. We have

a responsibility to model critical levels of reflection in our own practice and to provide

reasoning for our actions is developing a framework for the cultivation of dispositions within

our candidates. Critical conversations about our practice within our departments and with other

departments will lead to transformation within teacher education.

It is imperative that teacher education programs seek opportunities to collaborate on the

design of the formative assessments being used within teacher education programs in an effort

to offer support in this challenge of assessing dispositions. Pre-service teachers and in-service

teachers are often required to collaborate in professional learning communities within the K-12

school systems. It is only logical that those that facilitate their learning should do the same.

The researcher's program is promoting the development of dispositions as opposed to

assessment of dispositions as judgment of the pre-service teacher at any particular point in their

program. Evaluation of dispositions using self-reflection is a model believed to provide greater

insight into how pre-service teachers view themselves and their associations with others

(Thornton, 2006). Diez contests that the reflective model is most effective in "linking responses to evidence" (2007, p. 196). Teacher educators need to create the space in which reflection takes place. It is within the reflective practice that space is created from the classroom experience in which pre-service teachers have an opportunity to engage in reflection and mindful practice. "With space, learners can deconstruct an incident observed in practice and begin to harvest insights" (Sherwood & Horton-Deutsch, 2012, p. 29). Without that space, pre-service teachers to not have the opportunity to cultivate dispositions as recommended by the researcher. Creating mindful pre-service teachers will insure that our candidates are devoted to creating a learning environment that is student-centered, cultivates critical thinking and meets the unique needs of each student (Sherwood & Horton-Deutsch, 2012).

The critical reflection assessments for the sample of this study gave students an opportunity to process and reflect on their dispositions weekly. Reflections are "a part of the learning process; the practice of regular writing helps tap all the ways of knowing and helps students recognize how they are building a knowledge base on which to base future actions" (Sherwood-Horton-Deutsch, 2012, p. 30). These learning tools provided an essential learning opportunity due to the nature of the feedback provided by the cooperating teacher, peer or instructor. The feedback challenged the thinking of the pre-service teachers at a critical level of reflection as opposed to the pre-service teacher just writing to reflect independently, simply demonstrating that they are conscious of good practice.

The reflection documents provide an avenue for programs to avoid global judgments by using a variety of assessment tools as evidence for meeting dispositional standards (Murrell, Diez, Feiman-Nemser & Schussler, 2010). The goal is to provide feedback, interventions and support for the pre-service teachers to facilitate growth in the expected dispositional outcomes

of the program (Murrell, et al, 2010). The ultimate goal of the explicit dispositional leadership

program is to encourage ownership to the profession and integration of professional values with

the pre-service teachers' individual identity as a professional (Murrell et al, 2010). Without

providing a framework to see their thinking in relation to their dispositions, teacher educators

are leaving the learning to chance. To insure that pre-service teachers provided evidence of

developing an understanding of dispositions eight kinds of thinking (Ritchhart, Church, &

Morrison, 2011, p. 11-13) are invoked in the assessment tools within this study:

> 1) Observing closely and describing what's there
>
> 2) Building explanations and interpretations
>
> 3) Reasoning with evidence
>
> 4) Making connections
>
> 5) Considering different viewpoints and perspectives
>
> 6) Capturing the heart and forming conclusions.
>
> 7) Wondering and asking questions
>
> 8) Uncovering the complexity and going below the surface of things

The reflective tools implemented by the researcher offered opportunities for the students

to demonstrate their understanding of dispositions using each of the eight kinds of thinking.

The researcher encourages pre-service teacher programs to examine their current practice and

consider the steps that they could take to encourage internalization of dispositions within their

pre-service teachers, to role model the skills that are an expectation in the 21st century

classroom.

Implications for future research

The emergence of reflective practice in teacher education programs can offer teacher

education programs the confidence to move forward with the design and implementation of

formative assessment of pre-service teachers' dispositions. Consideration of further

longitudinal research of dispositional outcomes in novice teachers, once they have entered the

field, would likely contribute to further understanding of the impact of cultivation of pre-service

teachers' dispositions within teacher education programs. The hope is that arming pre-service

teachers with the dispositional skill set prior to entering their own classroom will result in a less

likely chance of burnout within the first five years in the classroom. Promoting teacher

leadership in pre-service teachers will encourage them to be involved in decision making in the

schools from the early stage and promote a level of commitment that just might keep them in

the field (Pucella, 2014).

Just how much students' learning is impacted by the teachers' dispositions leaves room

for further research. Student learning is impacted by the cultivation of teachers 'dispositions in

the classroom (Thorton, 2013). How to connect the dots between dispositions and student

learning has yet to be defined. Perhaps there is a direct correlation between mindfulness of the

teacher and student learning. If mindful teachers are better prepared to meet the needs of each

student, it makes sense that student learning is impacted in a positive manner by a mindful

teacher.

The researchers' institution has most recently implemented a framework for

communication between the pre-service teacher and each of their course instructors. The live

document provides the pre-service teachers an opportunity to reflect on their dispositional

performance in the class to which the instructor offers their perspective upon the conclusion of

the course. This tool was designed and implemented as a direct result from the insights into a study conducted by Rose (2013). The study surveyed 330 institutions to which 236 responded. The study was seeking evidence of effective strategies present in the institutions to teach and cultivate dispositions. The least use strategy (24.6%) was asking pre-service teachers to respond to feedback from instructors on dispositions. This particular strategy was ranked with the highest level of effectiveness from the schools that did implement it. Further research using this particular framework will be considered in the future. Consideration by other teacher educator programs to implement the opportunity for "teacher-talk" in response to critical reflection on dispositions is encouraged.

The research supports the need to redesign the expectations of pre-service teacher candidates, particularly non-traditional pre-service teachers, in such a way that they are held to high standards in their teacher education programs, providing opportunities for actualization of the dispositions necessary to role model life skills that mirror the multidimensional abilities required in the 21st century classroom.

Summary

It is naive to believe that pre-service teachers enter teacher education programs with the dispositional skill set required of the real world classroom. This qualitative descriptive case study was designed to promote the need for pre-service teacher education programs, particularly those serving non-traditional pre-service teachers, to shift to a model that sets high dispositional expectations and encourages pre-service teachers to become self-aware in their practice. When explicit learning experiences are designed for pre-service teachers they have the opportunity to cultivate and internalize dispositions. Teacher education programs are doing a disservice to pre-service teachers by not supporting the development of knowledge, skills *and* dispositions

(Brinkman & Twiford, 2012; Bond, 2011). Candidates have the potential to exit teacher

education programs having not only internalized dispositions as called forth by InTASC, but

exhibiting a healthier growth mindset perhaps far removed from where they were when he/she

entered the program (Dweck, 2006). The ultimate goal is to encourage ownership to the

profession and integration of professional values with the pre-service teachers' individual

identity as a professional (Murrell, Diez, Feiman-Nemser & Schussler, 2010). The researcher

encourages pre-service teacher programs to examine their current practice and consider the

steps that they could take to teach to the whole pre-service teacher and encourage their

internalization of dispositions to insure that they can role model the skills that are an

expectation in the 21st century classroom.

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Appendix

Appendix A

Master of Arts in Teaching
Explicit Dispositional Leadership Program
Outcomes Aligned with INTASC Standards and Professional Dispositions

INTASC	TE Outcomes	TE Professional Dispositions	
The Learner and Learning		**Pre-service dispositions demonstrated during teacher education program**	**INTASC dispositions demonstrated during teaching**
Standard 1 Learner Development	1.1 Know characteristics of all learners 1.2 Identify developmental levels of all learners	The student takes responsibility for his/her own learning and growth. The student values the input and contributions of others	The teacher takes responsibility for promoting learners' growth and development. 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	2.1 Adapt instruction to all learners. 2.2 Use appropriate instructional strategies to meet the needs of diverse learners.	The student demonstrates a belief that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. The student respects differences in others.	The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. The teacher respects learners as individuals with differing personal and family backgrounds and various sills, abilities, perspectives, talents and interests.
Standard 3 Learning Environments	3.1 Affirm and support students in positive social interactions, active engagement in learning and self-motivation. 3.2 Organize and manage learning environments to optimize engaged time. 3.3 Respond productively to student behaviors.	The student uses respectful communication at all times. The student is a thoughtful and responsive listener and observer.	The teacher seeks to foster respectful communication among all members of the learning community The teacher is a thoughtful and responsive listener and observer.

	3.4 Organize and manage collaborative learning groups 3.5 Integrate principles of Universal Design for Learning (UDL) in designing instruction.		
Content Knowledge			
Standard 4 Content Knowledge	4.1 Demonstrate mastery of the disciplines that s/he teaches. 4.2 Use appropriate instructional strategies to meet the needs of diverse learners.	The student keeps abreast of new ideas and understandings in the field.	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.
Standard 5 Application of Content	5.1 Communicate structure of knowledge and purposes for learning to students. 5.2 Create learning opportunities that engage learners in critical thinking. 5.3 Create learning opportunities that promote creativity and collaborative problem solving.	The student values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
Instructional Practice			
Standard 6 Assessment	6.1 Communicate structure of knowledge and purposes for learning to students. 6.2 Use multiple methods of assessment to collect and analyze student data. 6.3 Design formative and /or summative measures that link accurately to learning objectives. 6.4 Utilize state standards to select and adapt curricula based on the needs of all learners. 6.5 Design developmentally appropriate leaning	The student is engaged in the assessment process; he/she reviews and communicates professionally about his/her own progress and learning. The student shows professional ethics in all work. The student is timely in his/her own work.	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. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. The teacher is committed to providing timely and effective descriptive

	activities. 6.6 Create effective lesson plans that address student learning objectives in daily lesson plans, unit plans, long-range plans and goal-setting.		feedback to learners on their progress.
Standard 7 Planning for Instruction	1.1 Know characteristics of all learners 2.1 Adapt instruction to all learners. 3.5 Integrate principles of Universal Design for Learning (UDL) in designing instruction. 5.2 Create learning opportunities that engage learners in critical thinking 6.4 Utilize state standards to select and adapt curricula based on the needs of all learners. 6.5 Design developmentally appropriate leaning activities. 6.6 Create effective lesson plans that address student learning objectives in daily lesson plans, unit plans, long-range plans and goal-setting.	The student values working with others and does so in a collegial manner.

The student plans well and shows organization in all work.

The student is reflective and demonstrates a willingness to adjust and revise work. | The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

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

The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. |
| **Standard 8** Instructional Strategies | 2.2 Use appropriate instructional strategies to meet the needs of diverse learners. 7.1 Use and integrate appropriate technologies | The student is committed to exploring how the use of new and emerging technologies can support and promote learning.

The student demonstrates flexibility and reciprocity in the teaching process. | The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs. |
| **Professional Responsibility** | | | |

Standard 9 Professional Learning and Ethical Practice	9.1 Attend professional meetings and participate in professional opportunities 9.2 Demonstrate commitment to ethical practices of the teaching profession. 9.3 Demonstrate professional responsibility in accordance with the CSM Teacher Education Professional Dispositions. 9.4 Develop a philosophy of teaching based on existing educational philosophies.	The student 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. The student understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.	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. 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	10.1 Provide effective feedback to inform stakeholders of learner progress 10.2 Use professional written and oral language in communication with peers, learners, parents, administrators and the community.	The student embraces the challenge of continuous improvement and change. The student takes initiative to grow and develop.	The teacher embraces the challenge of continuous improvement and change. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

Appendix B

Master of Arts in Teaching
Explicit Dispositional Leadership Program

Dispositional objective	Copy and paste from original-- What I am doing to <u>demonstrate</u> this objective:	Copy and paste from original-- What I need to do to better to demonstrate this objective:	Select the dispositional objectives that you feel you have demonstrated the most growth and discuss the evidence of that growth.
The student takes responsibility for his/her own learning and growth.			
The student values the input and contributions of others.			
The student demonstrates a belief that all learners can achieve at high levels.			
The student respects differences in others.			
The student uses respectful communication at all times.			
The student is a thoughtful and responsive listener and observer.			
The student keeps abreast of new ideas and understandings in the field.			

The student values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.			
The student is engaged in the assessment process; he/she reviews and communicates professionally about his/her own progress and learning.			
The student shows professional ethics in all work.			
The student is timely in his/her own work.			
The student values working with others and does so in a collegial manner.			
The student plans well and shows organization in all work.			
The student is reflective and demonstrates a willingness to adjust and revise work.			
The student is committed to exploring how the use of new and emerging technologies can support and promote learning.			
The student demonstrates flexibility and reciprocity in the			

teaching process.			
The student 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.			
The student understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.			
The student embraces the challenge of continuous improvement and change.			
The student takes initiative to grow and develop.			

Appendix C

Master of Arts in Teaching

Explicit Dispositional Leadership Program

Student Teaching Journal
Fall 2014
Dispositional objectives:

The student takes responsibility for his/her own learning and growth.
The student values the input and contributions of others.
The student demonstrates a belief that all learners can achieve at high levels.
The student respects differences in others.
The student uses respectful communication at all times.
The student is a thoughtful and responsive listener and observer.
The student keeps abreast of new ideas and understandings in the field.
The student values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
The student is engaged in the assessment process; he/she reviews and communicates professionally about his/her own progress and learning.
The student shows professional ethics in all work.
The student is timely in his/her own work.
The student values working with others and does so in a collegial manner.
The student plans well and shows organization in all work.
The student is reflective and demonstrates a willingness to adjust and revise work.
The student is committed to exploring how the use of new and emerging technologies can support and promote learning.
The student demonstrates flexibility and reciprocity in the teaching process.
The student 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.
The student understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.

The student embraces the challenge of continuous improvement and change.
The student takes initiative to grow and develop.

Date	Student Teacher Reflection 3 Goals for the upcoming week 2 Accomplishments 1 Question/comment	Cooperating Teacher's Response	Student Teacher's Reaction

Appendix D

Master of Arts in Teaching
Explicit Dispositional Leadership Program
Making Connections

Part 1 Due August 11	Part 2 Due August 11	Part 3 Due Dec. 8	Part 4 Due Dec. 8
Revisit "Mindset" from EDU 512 How did this text support your growth in dispositional leadership? (100 word minimum)	Revisit "Teach With Your Strengths" How did this text support your growth in dispositional leadership? (100 word minimum)	As you read "Live Well, Teach Well", reflect upon how this text supports your growth in dispositional leadership? (100 word minimum)	As you read "Awakened", reflect upon how this text supports your growth in dispositional leadership. (100 word minimum)

Using my resources

Reading Task	What I want to remember	How I will apply this information	**Include a link to 2 pieces of evidence of your application (reflection demonstrating your application, a document that you create etc.)**
Week 1 Guide Chap. 1 and 2 TWLW Chap. 1 Awakened Part 1 Due August 11			1. Include reflection of meeting with cooperating teacher
Week 2 Guide Chapter 9 Due August 18			1. Draft of cover letter and resume are due August 18
Week 3 Guide Chapters 3, 4, & 5			

Due August 25			
Week 4 Guide Chapters 6 & 7 Due September 1			
Week 5 Guide Chapter 8 Due September 8			

Select a chapter of your choice (from "Awakened" or "Teach Well, Live Well" that meets your needs	How did the chapter support your needs?	Book buddy response
Week 6 Due Sept. 15		
Week 7 Due Sept. 22		
Week 8 Due Sept. 29		
Week 9 Due Oct. 6		
Week 10 Due Oct. 13		
Week 11 Due Oct. 20		
Week 12 Due Oct. 27		
Week 13 Due Nov. 3		
Week 14 Due Nov. 10		
Week 15 Due Nov. 17		

Week 16 Due Nov. 24		
Week 17 Due Dec. 1		

Final Reflection: Overall, how did the texts above work together to support your growth as a pre-service teacher leader in the area of dispositions? (100 word minimum)

Appendix E

Case Study – EDU 595 Student Teaching Seminar

This assignment is designed to measure your competence as it relates to INTASC Standards 2, 6, 7 and 8 and CSM Teacher Education Outcomes 1.1, 2.1, 2.2, 3.5, 5.2, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, and 7.1.

This formative assessment will provide data for NDE Key Assessment #5: INSTRUCTIONAL PRACTICES – Assessment that demonstrates candidate effects or impact on P-12 student learning.

Standard 2: Learner Differences (INTASC)
CSM TE Outcomes:
2.1 Adapt instruction to all learners.
2.2 Use appropriate instructional strategies to meet the needs of diverse learners.

Standard 6: Assessment (INTASC)
CSM TE Outcomes:
6.1 Communicate structure of knowledge and purposes for learning to students.
6.2 Use multiple methods of assessment to collect and analyze student data.
6.3 Design formative and /or summative measures that link accurately to learning objectives.
6.4 Utilize state standards to select and adapt curricula based on the needs of all learners.
6.5 Design developmentally appropriate learning activities.
6.6 Create effective lesson plans that address student learning objectives in daily lesson plans, unit plans, long-range plans and goal-setting.

Standard 7: Planning for Instruction (INTASC)
CSM TE Outcomes:
1.1 Know characteristics of all learners
2.1 Adapt instruction to all learners.
3.5 Integrate principles of Universal Design for Learning (UDL) in designing instruction.
5.2 Create learning opportunities that engage learners in critical thinking
6.4 Utilize state standards to select and adapt curricula based on the needs of all learners.
6.5 Design developmentally appropriate learning activities.
6.6 Create effective lesson plans that address student learning objectives in daily lesson plans, unit plans, long-range plans and goal-setting.

Standard 8: Instructional Strategies (INTASC)
CSM TE Outcomes:
2.2 Use appropriate instructional strategies to meet the needs of diverse learners.
7.1 Use and integrate appropriate technologies

Directions: Choose one (1) major unit which you will be responsible for the planning and teaching. Discuss this with your cooperating teacher. Complete the following seven (7) sections to complete the case study. Early deadlines are noted in blue. Notes in red are additional notes from the instructor(s) that can be deleted in your final draft.

Section 1: Contextual Factors (Narrative): DUE SEPTEMBER 8
- Description of school context (*this can be found on school website*)
  - o Teacher displays comprehensive knowledge of the school's location, ethnic, cultural and socioeconomic diversity. *To insure confidentiality do not provide the name of your school or district. (Example: a public Midwestern elementary school)
- Description of class context (*talk specifically about your students –their interests, learning styles, etc.)*
  - o Teacher displays comprehensive knowledge of student differences (e.g., development (accommodations/modifications according to IEP/IFSP), interests, culture, learning styles, prior learning).

Example chart (INDIVIDUAL STUDENT PRIVACY PROTECTED)

Student #	Developmental data (test scores, IEP, IFSP)	Learning Style	Interests	Objective Anecdotal Notes

- Implications these factors may have on instructional planning (*how will your teaching be altered based on the information you talked about in the first two bullets above*)
  - o Teacher provides specific implications for instruction and assessment based on student individual differences (including all students with IEP/IFSP) and community, school, and classroom characteristics

Proposed Timeline due September 8. Meet with your cooperating teacher and organize a timeline for your remaining sections.

Description of the unit you have selected with your CT:

Proposed Timeline

Before the unit	**Section 2 Learning Goals/Objectives (Chart)**	
Before the unit	**Section 3 Description of Assessment Plan (chart of assessment plan)**	

Before the unit	Section 4 Design for Instruction	
During the unit	Section 5 Instructional Decision-Making	
After the unit	Section 6 Analysis of Student Learning (charts and narrative)	
After the unit	Section 7 Reflection and Self-Evaluation (narrative)	

Section 2: Unit Learning Objectives (Chart)
- Description of and background of learning goals selected
  - All of the unit learning objectives are clearly stated as learning objectives and are appropriate for the level and content of unit.
  - All unit learning objectives are appropriate for the development; pre-requisite knowledge, skills, experiences and other student needs (including all students with IEP/IFSP)
- Alignment of these objectives to state or district standards or national CORE
  - All of the objectives are explicitly aligned with national, state or local standards.

Unit learning objectives (must be worded as appropriate learning outcomes) *the total number will vary.*	List the state standards that connect to the unit learning outcomes across from the appropriate outcome *(focus on only 2-3 standards for each outcome).*

Section 3: Description of Assessment Plan (Chart of assessment plan)
- Describe what and how you will assess
  - Each of the learning objectives is assessed through the assessment plan.
  - Assessment plan is clear and thorough. Pre-test, formative and summative assessments are documented in a clear and logical manner.
- Differentiation for individual needs (INDIVIDUAL STUDENT PRIVACY PROTECTED)
  - Teacher notes differentiations to assessments that are appropriate to meet the individual needs of most students (including all students with IEP/IFSP).

- **Summary Chart of Assessment Goals**

Learning	*Assessment*	*Assessment*	*Differentiation/modifications/ac*

Objectives		Documentation Format	*commodations* *(links to informational slide)*
Objective #1 (Each objectives listed separately)	Pre-assessment		
	Formative Assessment		
	Summative		
Objective #2	Pre-assessment		
	Formative Assessment		
	Summative		
Objective #3	Pre-assessment		
	Formative Assessment		
	Summative		

Section 4: Design for Instruction (**Lesson plans for unit are copy/pasted here –** *use the format you used in student teaching; if no district format, use CSM template*)
- Appropriate learning objectives for all lessons
  - All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.
- Detailed lesson plans demonstrating varied instructional strategies, activities, and integration of resources
  - All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.
  - Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.
- Use of technology
  - Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.

Section 5: Instructional Decision-Making (**Narrative based on data;** *perhaps go lesson by lesson or day by day to talk about what/how you adjusted – be specific*)
- Adjustments made to lessons based on student learning
  - Instructional adjustments made to lessons are sound and will lead to improved student learning.
- Differentiation for special needs students

o   Appropriate modifications/accommodations of the instructional plan are made to address individual needs. Differentiation is informed by the analysis of student learning/performance, IEP/IFSP, best practice, or contextual factors. The student includes explanation of why the differentiation would improve student progress.

Section 6: Analysis of Student Learning (Charts and Narrative)
- Graphic presentation of data – charts and/or graphs connected to assessment plan (individual student privacy protected) *Have thorough and detailed charts to show data*
  o   Presentation of data is easy to understand and thorough.
- Written analysis of assessment results *Talks about what the data says – in detail!*
  o   Analysis of assessment results includes detailed evidence of the number of students who achieved and made progress toward each learning goal.

Section 7: Reflection and Self-Evaluation (narrative) *this is a very important part – be thorough*
- Interpretation of student learning
  o   Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals.
- Insights on the effectiveness of the unit's lessons and assessments
  o   Analyzes successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof. *Must include an APA citation from one source.
- Implications for future teaching
  o   Based on the analysis above, provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.
- Implications for professional development
  o   Presents a small number (3-4) of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.

Appendix F

From:	Susan Joslin		Sent: Mon 1/5/2015 12:45 PM
To:	Claudia Wickham		
Cc:			
Subject:	RE: Data acces approval needed		

Hi Claudia, Yes you can. Sorry for the delay. Do I need to put something in writing to anyone? Susan

From: Claudia Wickham
Sent: Wednesday, December 31, 2014 3:53 PM
To: Susan Joslin
Subject: Data acces approval needed

Happy New Year Susan!

I have received the go ahead from IRB to review my data and continue on in the dissertation process. Hallelujah! Before I retrieve my data I must receive your permission as the documents are from within our EDU 595 student teaching seminar course. May I have permission to access the documents, completed by our fall 2014 student teachers, to review for my data collection?

Please let me know if you need further information.

Thank you!

Claudia Wickham Ed.D.(c)
Director
Master of Arts in Teaching Program

Appendix G

Audit Trail Confirmation

February 20, 2015

Claudia Wickham has requested a qualitative research audit on *A Call for Mindful Teaching: Developing Pre-Service Teachers' Dispositions.* The purpose of this audit was to determine the degree to which the results of the study are trustworthy. The qualitative research audit was conducted on February 19, 2015.

In my opinion, this study followed established processes for qualitative studies. This study remained consistent with its intended purpose statement, Institutional Review Board approval, and as the proposal was approved by the Doctoral Committee. The researcher's steps were clearly transparent and documented. Data were logically analyzed and supported by quotes from informants. Procedures were followed as outlined. There was evidence of the following activities: prolong engagement, member check, and thick and rich descriptions. In summary, the researcher satisfies the criteria for dependability and confirmability of findings.

Sincerely,
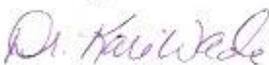
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