

# **Continuing the Dispositions Assessment Conversation**

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# TODAY'S AGENDA

- Review of CASEL's SEL Competencies, SEDTL, and Dispositions Assessment Literature
- Overview of Sample Disposition Assessment Measures from other Universities
- Small-Group Discussion of Dispositions Assessment

# CASEL'S SEL Model

Social & Emotional Learning Core Competencies



## CASEL's Core SEL Competencies

- \* Self Awareness
- \* Self Management
- \* Social Awareness
- \* Relationship skills
- \* Responsible Decision-Making

# CASEL's 5 Core SEL Competencies Defined

The **Collaborative for Academic, Social, and Emotional Learning's** (CASEL, 2009) social and emotional learning (SEL) framework for K-12 schools includes the following 5 core SEL competencies:

- 1) ***Self Awareness***: The ability to accurately assess personal feelings, interests, values, and strengths.
- 2) ***Self Management***: The ability to handle one's emotions in productive ways, including handling stress, persevering through obstacles, and expressing emotions appropriately.
- 3) ***Social Awareness***: The ability to empathize with others and appreciate others' similarities and differences.
- 4) ***Relationship Skills***: The ability to create and maintain appropriate relationships, resolve conflict, and resist peer pressure.
- 5) ***Responsible Decision-Making***: The ability to make appropriate ethical decisions that consider and respect others and promote the well-being of school and community.

# Daniel Goleman's Emotional Intelligence

**Emotional Intelligence = Personal Competencies + Social Competencies**

## •Personal Competencies:

- 1) ***Self Awareness***: Emotional Awareness, Self Assessment, Self-Confidence – How much we understand ourselves and have confidence in our feelings and abilities
- 2) ***Self Regulation***: Self-Control, Trustworthiness, Conscientiousness, Adaptability, Innovation – How well we behave under stress; “Can we be counted on to use our emotions to help us achieve ends without harming ourselves or others?”
- 3) ***Motivation***: Achievement Drive, Commitment, Initiative, Optimism – How we use our emotions to motivate us to work through the hard times and achieve our goals

## •Social Competencies:

- 1) ***Empathy***: Understanding Others, Developing Others, Service Orientation, Leveraging Diversity, Political Awareness – How sensitive we are to people, both their feelings and their potential
- 2) ***Social Skills***: Influence, Communication, Conflict Management, Leadership, Change Catalyst, Building Bonds, Collaboration, Team Synergy

# Social and Emotional Dimensions of Teaching and Learning (SEDTL)

**SEDTL** Model focuses on:

- Teacher's/teacher candidate's own SEL competencies
- Teacher's/teacher candidate's ability to manage the social and emotional context of the classroom
- Teacher's/teacher candidate's ability to foster SEL in students

# How are Dispositions Defined?

The National Council for the Accreditation of Teacher Education (NCATE, 2006) defines professional dispositions as:

**“Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.”**

The most recent and common definition of *dispositions* refers to the tendency or propensity to respond in specific ways to particular circumstances.

# Dispositions Assessment

Dispositions should be **collaboratively**:

- **Identified**
- **Defined**
- **Operationalized**
- **Assessed**
- **And, most importantly, explicitly embedded within the department's mission and conceptual framework**



# Dispositions Should be Clear & Explicit

- **Clearly** and **explicitly** convey to candidates the disposition expectations **and** how the dispositions will be **assessed** (even before they apply) through:
  - **Department website**
  - **Application materials**
  - **Pre-screening interviews**
  - **Teacher candidate handbook**
  - **Course syllabi**
- It is important for candidates to know (throughout the program) that dispositions are as important as knowledge and skills in becoming effective teachers/counselors/administrators

# Assessment of Dispositions has been Challenging Because of...

- Inability to establish consistent norms in assessing teacher candidates' dispositions
- Variability exists in:
  - **Types of constructs** (e.g., professional vs. moral attributes)
  - **Number of dispositions being assessed** (e.g., 5 vs. 12)
  - **Rubrics** (e.g., differences in scale types, numbers, and descriptors)
  - **Time of assessment** (e.g., pre-admissions, 1<sup>st</sup> semester, field experience, end of program)
  - **Frequency of assessment** (e.g., 1x/ year, 3x's/ semester)
  - **Types of assessments** (e.g., pre-program survey vs. interview, behavioral & characteristics checklists, interest inventories, Emotional Intelligence Self-Evaluation, observations, written assignments or reflections, journals, exams, portfolios, "human relations incidents," case studies, etc.)

# Although Assessment of Dispositions has been Challenging...

It is important for teacher candidates to know that their behaviors and dispositions will be consistently monitored and evaluated (used as a developmental tool) in the course of their professional preparation. So **being clear and explicit** from the beginning is important!

# Developmental Dispositions Model

**Awareness level:** ability to demonstrate comprehension of what professional dispositions are and how they relate to teacher behaviors that have an impact on student learning

**Conceptualization level:** ability to interpret the effect of certain professional dispositions applied within a context (often takes place during early field experiences when observation is the primary focus)

**Internalization level:** ability to analyze and reflect upon their professional dispositions (typically within the context of advanced field experiences while teaching students)

(Edick, Danielson, & Edwards, 2006)

**Goal:** Candidate should progress from **awareness**, to **conceptualization**, and finally to **internalization**.

# Suggestions for Creating an Effective Developmental Dispositions Model

- 1) Develop examples of acceptable and non-acceptable (“non-example”) behaviors

E.g. 1: develop vignettes

E.g. 2: *Respect* (consideration, cultural sensitivity, empathy)

## Examples

- listens more than talks
- genuinely cares
- eager to learn about others
- thoughtful

## Non-Examples

- fails to listen
- insensitive
- self-centered, self-absorbed
- judgmental, opinionated

# Suggestions for Creating an Effective Developmental Dispositions Model

- 2) Incorporate assessment of dispositions, **explicitly**:
- across the program
  - over time
  - using multiple methods (e.g., both structured instruments and ongoing observations of the candidate in action)

(Diez, 2006)

# Suggestions for Creating an Effective Developmental Dispositions Model

- 3) Use dispositions assessment for candidate self-assessment and/or guidance rather than to determine eligibility or readiness for teaching (Roberts, 2006).
- Data collected throughout the program can help inform appropriate decisions regarding advising the candidate “out of the profession” or the candidate may self-select out of the program.

# Recommendations for More Explicit Integration of Dispositions within a Department

- Create a developmental dispositions model:
- **Awareness → Conceptualization → Internalization**
- Get buy-in and input from all faculty on:
  - 1) Development of dispositions framework
  - 2) Defining & operationalizing dispositions
  - 2) Integrating dispositions throughout the program
  - 3) Assessing dispositions
- Once dispositions have been defined & operationalized, make dispositions explicit to teacher candidates (e.g., dept. website, application materials, pre-program interviews, handbook, & course syllabi)
- Make dispositions assessment explicit and consistent among faculty and teacher candidates



# *Disposition Assessment Examples*

## 1. Northeastern Illinois University, Educational Leadership Program, Educational Leadership Dispositions Assessment (GREY Handout)

- Recommender Dispositions Assessment – To be included with letter of recommendation during the application process
- <http://www.docstoc.com/docs/80220111/NEIU-EDUCATIONAL-LEADERSHIP-DISPOSITIONS-ASSESSMENT-BY-SITE->

## 2. The College at Brockport: State University of New York, Professional Education Unit (YELLOW Handout)

- “Teacher Candidate Professional Disposition Self-Assessment” –
  - PowerPoint presentation describing Conceptual Framework
  - When and how dispositions are assessed
- “Teacher Candidate Assessment of Professional Dispositions and Reflective Skills”
  - When and how dispositions are assessed
  - **5 Dispositions** (Positive Outlook, Respect, Intellectual Integrity, Dedication, Self-Awareness)
  - **Rubric** (Exemplary, Proficient, Developing, Unacceptable)
- <http://www.brockport.edu/peu/portal/TCDispInstrument.pdf>

# *Disposition Assessment Examples*

## 3. New Mexico State University Department of Curriculum & Instruction (TAN Handout)

- “Teacher Candidate Dispositions”
  - Student Self-Assessment & Faculty Assessment of **5 Dispositions** (Caring, Equitable, Professional, Responsible, Socially Just)
  - **Rubric** (Awareness, Developing, Praxis)
- [http://education.nmsu.edu/otcp/documents/disposition\\_form\\_faculty.pdf](http://education.nmsu.edu/otcp/documents/disposition_form_faculty.pdf)

## 4. Mansfield University (SALMON Handout)

- “Teacher Education Dispositions”
  - **11 Dispositions** (Reflection, Professional conduct, Respect for diversity, high expectations, Respect for others, Compassion, Advocacy, Curiosity, Dedication, Honesty, Fairness)
  - Where dispositions are assessed
  - Procedure for responding to negative dispositions
- <http://mansfield.edu/edspeced/media/files/TeacherEducationDispositionsfinal208.pdf>

# *Disposition Assessment Examples*

5. The University of Tampa, College of Social Sciences, Mathematics and Education (GREEN Handout)
  - “Pre-Service Teacher Dispositions at Work”
  - Dispositions Assessment: University Classroom Setting
    - **Rubric:** Unacceptable/Refer to Admission, Retention, Dismissal Subcommittee (ARD), Needs remediation conference with professor, Acceptable, Exemplary + “Comments regarding strengths/areas for growth”
    - #9: *“Exhibits the emotional intelligence to promote goals”*
  - Dispositions Assessment: In Field Setting
    - #9: *“Exhibits the emotional intelligence to promote personal and educational goals/stability”*
  - Professional Dispositions Agreement
  - Candidate Remediation/Waiver Plan
  - <http://www.aabri.com/manuscripts/11830.pdf>

# *Disposition Assessment Examples*

## 6. E.I. [Emotional Intelligence] Self-Evaluation by Nick Hall, UCSC New Teach Center (GOLD Handout)

- 30 EI items
- **Rubric:** Disagree Very Much, Disagree Moderately, Disagree Slightly, Agree Slightly, Agree Moderately, Agree Very Much
- Includes scoring and interpretation scores
- 4 Components (Self-Awareness, Self-Management, Social Awareness, Relationship Management) of E.I. at Work by Daniel Goleman

## 7. Wisconsin Lutheran College

- 10 Standards – Each standard is assessed for: Knowledge, Performance/Skills, and Dispositions
- **Rubric:**
  - E=Exceptional performance (Innovating)
  - H=High performance (Integrating)
  - A=Adequate performance (Applying)
  - D=Developing performance (Emerging)
  - U= Unacceptable performance (Beginning)
  - N/A= Not assessable

# *Small-Group Discussion of Dispositions Assessment*

In small groups:

- Share sample disposition assessments
- Discuss implications for disposition assessment work within COE departments

# References

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