Continuing the Dispositions Assessment Conversation

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Center for Reaching and Teaching the Whole Child
Faculty Lunch'N Learn
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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

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, 1st 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)

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
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<tbody>
<tr>
<td>- listens more than talks</td>
<td>- fails to listen</td>
</tr>
<tr>
<td>- genuinely cares</td>
<td>- insensitive</td>
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<tr>
<td>- eager to learn about others</td>
<td>- self-centered, self-absorbed</td>
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<tr>
<td>- thoughtful</td>
<td>- judgmental, opinionated</td>
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</table>
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
  3) Integrating dispositions throughout the program
  4) 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)
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](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

   - 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


