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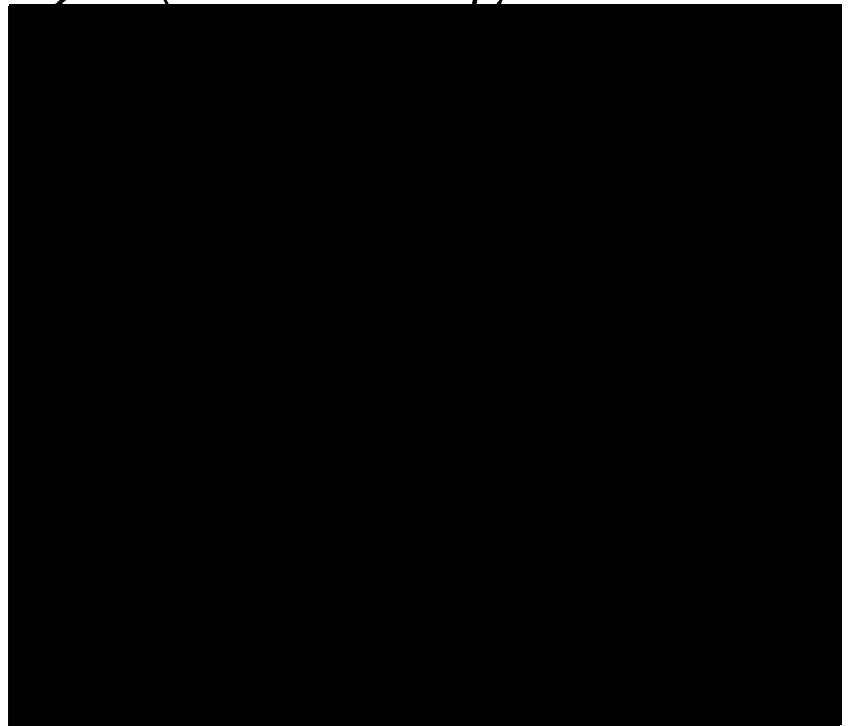
THE EFFECTS OF STRATEGIC MODELING  
ON THE DEVELOPMENT OF DISPOSITIONS IN PRESERVICE TEACHERS

by

Janet Susan Boyce

A Dissertation  
Submitted to the Graduate Studies Office  
of The University of Southern Mississippi  
in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Philosophy

Approved: 



May 2008

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The University of Southern Mississippi

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## ABSTRACT

### THE EFFECTS OF STRATEGIC MODELING ON THE DEVELOPMENT OF DISPOSITIONS IN PRESERVICE TEACHERS

by Janet Susan Boyce

May 2008

The purpose of this study was to determine whether the professional dispositions of preservice teachers could be developed through explicit instruction during a teacher education program. The use of the *Strategic Modeling Protocol (SMP)* consisted of ten weeks of short segmented intervention prior to the beginning of each class session. The first step of SMP focused on discussions of dispositional related topics. The participants, 45 preservice teachers in their second semester of a teacher education program, also practiced applying the principles outside the classroom, which served as the second step of SMP, and prepared reflections on their experiences as the third and final stage of SMP. Although the strategic modeling did not result in a significant difference for the experimental group, it is important to note that both groups did show a significant difference in their dispositions as evidenced by all three measures used in this study (*Perceptual Rating Scale, Professional Performance Student Self-Assessment and Review, and the Preservice Teacher Disposition Survey*).

## **DEDICATION**

**To my son,  
Reginald E. Fitzgerald II**

For consistently inspiring me with your  
never-ending thirst for knowledge, experience, and achievement  
even in the face of life's challenges.

**To my daughter-in-law,  
Evelyn I. Fitzgerald**

For always being the model of  
a warm, genuine, and loving person.

**To my grand-daughter,  
Brielle ReLynn Fitzgerald**

Who already shows signs of her daddy's initiative  
and her mom's loving ways.

## ACKNOWLEDGEMENTS

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I also want to thank those special colleagues, Dr. Ellen Ramp, Dr. Anne Sylvest, and Dr. Tania Hanna, who were always there for me when I needed you. Not only were you readers for my study, and education experts, but also realized when I needed an encouraging word. You were my major support team that helped me stay the course.

Additionally, I want to thank Dr. Mark Wasicsko for permission to use the *Perceptual Rating Scale* and Drs. S. J. Hillman, D. Rothermel, & G.H. Scarano for permission to modify and use the *Professional Performance Student Self-Assessment and Review*.

Finally, I want to thank John Eric Boyce for suggesting we move south so I could get my Ph.D. Even though you are no longer in my life, I sincerely appreciate the part you played in making this goal a reality.

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## CHAPTER I

### INTRODUCTION

Even before America's birth, morals and education were intrinsically linked. In fact, the motivation to start schools in colonial America was born from the desire to teach morals to young children with a common goal of improving the quality of the social order (McClellan, 1992, 1999; McCluskey, 1958; McKnight, 2003). Then, in 1727, Ben Franklin began the nation's first adult education institution and included discussions of morals as one of three educational themes (Knowles, 1989). The twentieth century brought John Dewey (1936, 1938, 2004), Jean Piaget (1965, 1968), Piaget & Inhelder, (1969), Lawrence Kohlberg (1981, 1986), and Arthur Combs (1962, 1965, 1972, 1979, 1982, 1991) deliberating and expounding on the importance of moral development and the role it plays in education. However, not until 2000 did moral integrity become an actual mandate. At that time the National Council for Accreditation of Teacher Education (NCATE), the accrediting agency for colleges and universities' elementary and secondary teacher education programs, initiated a requirement that all preservice teachers be assessed to insure they possessed "values, commitments, and professional ethics" (NCATE, 2002, p. 53) as supported by Kohlberg's earlier moral development work. Due to this mandate, moral integrity development became a concern for higher education.

The NCATE (2002) directive to measure and develop the "beliefs and attitudes related to values" (p. 53) of teacher candidates was intended to be encompassed within the term "dispositions." Since the decree was issued, however, teacher education programs across the nation have found themselves focused on this need to measure and

develop a concept that is difficult to define and that consequently provides no reliable parameters for measurement. Many institutions began designing measurement instruments based on rather subjective interpretation and judgment of what an appropriate teacher's disposition entails. Ginsberg and Whaley (2006) surveyed 27 universities with teacher education programs and found an array of methods for measuring dispositions that included checklists, committee reviews, conferences, and pre-disposition lists. Most assessments being used to measure dispositions contained a blend of human relation concepts and professional behavior ideals (e.g., Balzano, 2006; Flowers, 2006; Hillman, Rothermel, & Scarano, 2006). However, there are some teacher education programs that base their instruments entirely on human relations concepts with the assumption that one who has the disposition of a caring and committed teacher will also attend to professional behavioral details such as organization, preparation, and promptness. A nationwide conversation about measuring dispositions began by way of presentations at professional conferences and continued via Internet discussions and published articles in which ideas were exchanged on the best ways to accomplish the goal set forth by NCATE. These discussions consisted of rather general ideas and somewhat arbitrary lists of traits deemed necessary for effective teacher dispositions. Such a new topic resulted in literature that was primarily opinion based, and little empirical research has yet to ratify those early positions. As conversations continue and education programs across the nation institute policies regarding dispositions, some preservice teachers, screened out of programs for poor dispositions, challenge the validity of these policies, forcing some teacher educators to question whether this endeavor will ever be an exact science.

All of this questioning merely underscores the obvious; producing quality teachers is a very complex human endeavor that requires numerous specific personal qualifications and core abilities. This does not preclude the development of dispositions in preservice teachers as being impossible, but there may be those who are exceptions to the general rule, and those who may not have what it takes to be an effective teacher. The fact that not everyone is suited to teach may come as no surprise since most careers have requirements that limit certain individuals from pursuing that specific undertaking. If an individual not suited for a specific career does not self-select out of the program, his or her instructors should at some point recognize the disconnect and redirect that student into another career.

As is true of these other professions, persons lacking the dispositions to teach should not aspire to teach. In the past, however, some individuals have been allowed to pursue a career in the classroom despite it being an obvious mismatch for their disposition. This reality is apparent to most principals and teachers. Combs and Soper (1963) point out that “operating quite without objective criteria, practitioners in the field generally know who are the fumlbers and the experts among their colleagues. There seems to be no doubt that differences exist despite the general failure of research to pinpoint the distinctions” (p 222). Furthermore, once a poor teacher is identified by these professionals, there are currently minimal, if any, effective procedures in place in the education system for dismissal to occur. Shortage of teachers and teacher unions further sustain this tendency. Common practice seems to consist of turning one’s head and ignoring the situation given there are few guidelines for rectification. This complacency and inactivity has set a long term trend, addressed by NCATE, with its new standards.

The mandate of having to meet those higher standards for accreditation may prompt teacher education programs to identify and prepare preservice teachers worthy of the accolades that Lido Anthony “Lee” Iacocca, former chairman of Chrysler Corporation, bestows in the following:

In a completely rational society...the best of us would aspire to be teachers, and the rest of us would have to settle for something else.

Passing one generation to the next ought to be the highest responsibility and the highest honor anyone could have (Durica, 2007, p. 55).

To reiterate, the time is overdue for those in education to monitor their own profession. Teacher skills and knowledge are not enough to guarantee that all children will receive a quality education in a safe environment. Consequently, requirements and measurements are necessary to accomplish this goal of sifting out the “fumlbers from the experts” (Combs & Soper, 1963, p.222). Combs (1972) points this out quite emphatically:

The fact that complex goals and procedures cannot be simply stated is no excuse for giving them up.... Measuring what we know how to measure is no substitute for measuring what we *need* to measure.... We can live with a bad reader; a bigot is a danger to everyone (p. v).

With that end in mind, four questions remain for this researcher: To what extent are preservice teachers’ dispositions able to be developed? How can dispositions be measured to identify whether individuals possess appropriate dispositions? At what point in the education process should the evaluation take place? If one is deemed not suitable for teaching, what policies need to be in place to counsel students into other careers?

Can teacher dispositions be developed? There are some who claim that dispositions, somewhat based on beliefs, are innate or develop over such a long period of time that it is unrealistic to believe a change can come about at all or be influenced within the short time span of a teacher education program (Haberman, 1995; Harrison, McAfee, Smithey, & Weiner, 2006; Raths, 2001; Shechtman & Sansbury, 1989; Wasicsko, 2005). These individuals' conclusions suggest that a screening take place during the teacher education application process and that those identified as lacking the proper dispositions be denied admission. But such a stance seems to be in direct opposition with the belief that all students can learn, a disposition named as a requirement of an effective teacher (NCATE, 2002; National Boards for Professional Teacher Standards [NBPTS], 2008). Furthermore, one might argue that such a position also contradicts the power for change assumed by many accepted institutions such as religious ministries, psychologists, counselors, or any organization aspiring to improve the personal and professional lives of individuals.

The literature abounds with the idea of change and human development. Maslow's work (1962) suggests personal growth as a probability, and he contends a "general illness of the personality is seen as any falling short of growth, or of self-actualization" (p. 37). Deepak Chopra (1993) suggests that knowledge, by its nature, changes a person from one who was unaware to one who knows. He claims that any new information, even if not acted upon by the individual, has an impact on that individual. An ideology that is a common theme in many inspired writings implies that the beginning of each day dawns on a new person changed by the thoughts and experiences of the

previous day (Chopra, 1991; Dyer, 1998). Perhaps the most convincing and applicable statement is John Dewey's description in *Democracy and Education* (2004).

For every act, by the principle of habit, modifies disposition – it sets up a certain kind of inclination and desire. And it is impossible to tell when the habit thus strengthened may have a direct and perceptible influence on our association with others (p.342).

However, education is still in the early stages of this conversation on developing dispositions and actual research to test these hypotheses has yet to be done.

This current study is timely for two reasons: First, teachers teach students, not content, but the No Child Left Behind (2001) initiative has driven education into being a data based mechanism that places the test scores above all else. One must ask, "What good is served by producing a knowledgeable but emotionally disturbed society?" Therefore, the focus of education must become balanced and include the needs of the whole child. Second, the NCATE standards require that dispositions be measured to insure quality teachers in every classroom; however, in an era lamenting teacher shortage, this is no time to be redirecting prospective teachers into other careers if teaching dispositions can be developed with purposeful instruction during a teacher education program.

#### Justification for Study

The responsibility for providing highly qualified teachers rests entirely on the teacher education programs. However, there is currently little evidence of published research on whether dispositions can be effectively developed through instruction. If dispositions can be developed, is the teacher education program the best place to begin



the process? At the same time, if dispositions cannot be developed as part of a teacher education program, is there a moral and ethical obligation to identify those lacking the disposition to teach and immediately redirect them to another career before they spend thousands of dollars and several years preparing for a career that does not suit them? This study attempted to answer the question: Can preservice teachers' dispositions be developed? That information will in turn give insight into ways to address other related issues. Thus, this study was proposed from theory grounded in the studies of Bandura (1969, 1977, 1986), Combs (1962, 1965, 1972, 1979, 1982, 1991), Kohlberg (1981, 1986), and others.

#### Statement of the Problem

Although the behavior of a few poor teachers has historically been a concern for districts, school leaders, parents, and teacher education programs, it was not until the NCATE standards included a mandate to insure highly qualified teachers with knowledge, skills, and dispositions in *every* classroom that the situation was taken seriously and acted upon. In education, as in so many areas of life, 95% of the problems are caused by only 5% of the people (Wasicsko & Wirtz, 2006). Therefore, the problem is not so much that NCATE is requiring teacher education programs to measure and develop dispositions immediately or that to do so is a very complex and subjective endeavor requiring changes in policy. At issue here is a long ignored responsibility to take the initiative in limiting teacher education graduation to only those who are truly fit to teach. There have previously been codes of ethics but now colleges and universities are held accountable for the quality of those they approve for certification as classroom teachers.

To accomplish the goal of accountability, sound policy must be in place. In that regard, colleges and universities are beginning to realize and address the legal ramifications of eliminating an individual from a teacher education program (Ginsberg & Whaley, 2003, 2006; Harrison, McAfee, Smithey, & Weiner, 2006; Stevens, 2001). Decisions that need to be made when designing policy must be based on empirical research and grounded in the universities' conceptual framework (Stevens, 2001; Wasicsko, Callahan, & Wirtz, 2004). The need for that research remains; therefore, this study investigated the effects of strategic modeling on the development of dispositions in preservice teachers', and attempted to identify whether preservice teacher dispositions could be developed.

#### Purpose of the Study

The general purpose of this study was to investigate whether preservice teachers' dispositions could be developed as a result of strategic modeling during a teacher education program. In addition, this study investigated whether there was a significant difference in the growth of human relations dispositions and in the growth of professional behavior dispositions as a result of strategic modeling.

The specific purposes of this study follows:

1. To determine if a difference existed between the experimental and the comparison groups on development of overall dispositions.
2. To determine if a difference existed between the experimental and the comparison groups specifically in the development of human relation dispositions.
3. To determine if a difference existed between the experimental and the comparison groups specifically in developing professional behavior dispositions.

## Hypotheses

For the purpose of this study, the following hypotheses were tested:

H<sup>1</sup> There is a significant difference between the experimental group and the comparison group in overall dispositional measures.

H<sup>2</sup> There is a significant difference between the experimental group in the pretest and posttest of overall dispositional measures.

H<sup>3</sup> There is a significant difference between the criterion variables of human relations dispositions and professional behavior dispositions.

## Assumptions

The researcher made the following assumptions:

1. The preservice teachers randomly selected to participate in this study would complete the assessments thoughtfully and honestly.
2. The preservice teachers selected to participate in this study would attend all of the sessions and participate in the class discussions and activities.
3. The preservice teachers selected to participate in this study would complete the homework assignments thoughtfully and honestly.
4. The trained raters for the scoring of the human relations incident essays would score the essays thoughtfully, and consistently follow the protocol.

## Delimitations

The delimitations of this study included the following:

1. Subjects of the study were delimited to preservice teachers enrolled in the intermediate block, Literacy II course of the teacher education program at a university in the southeast region of the United States.

2. Demographic information was delimited to gender, ethnicity, and age group and was gathered through a self-report questionnaire.
3. This study was delimited to one variable: strategic modeling.
4. This study was delimited by the use of two self-assessment instruments.
5. This study was delimited by the use of the same pretest and posttest instruments.
6. This study was delimited by the inability to control for other sources of gainful instruction on developing dispositions that naturally may occur as part of the teacher education process at the university.

#### Definition of Terms

For the purposes of this study, the following definitions were used:

Attitudes referred to “a mental and neutral state of readiness, organized through experience, exerting directive or dynamic influence upon the individual’s response to all objects and situations with which it is related” (Allport, 1967, p.8).

Beliefs referred to “psychologically held understandings, premises, or propositions about the world that are felt to be true” (Richardson, 1996, p. 103).

Disposition referred to “tendencies or inclinations to behave in certain ways” (Phelps, 2006, p. 174) based on personal “attitudes, beliefs and values” (NCATE, 2002, p. 53), which are subsets of the overarching concept of moral integrity.

Effective Teacher referred to an individual, who by possessing appropriate knowledge, skills, and dispositions, affects positive social, emotional, and academic growth in all students.

Explicit Conversations referred to clearly developed discussions with unambiguous objectives.

Human Relations referred to interpersonal relations: being, relating to, or involving relations between persons (Mish, 1997).

Human Relations Dispositions referred to “a tendency or inclination to behave in certain ways” (Phelps, 2006 p. 174) toward other human beings.

Human Relation Incident (HRI) referred to an essay describing a “significant event that involved you [the individual] in a teaching or helping role with one or more other persons. The event you describe should be one that has personal meaning” (Wasicsko, 2006, p. 139).

Integrity referred to honor, stability, honesty, forthrightness, and incorruptibility (Kay, 1988, p. 417).

Modeling referred to “exhibiting behavior that is observed and imitated by others” (Kauchak & Eggen, 2005, p. 396).

Morals referred to “the social quality of conduct... such as truthfulness, honesty, chastity, amiability” (Dewey, 2004, p 342).

Moral integrity referred to being consistently moral in conduct; genuinely and reliably upright, and incorruptible.

Perceptions referred to an “extension far beyond our experiences of sight, hearing, smell, taste, and touch. We have ideas, values, concepts, perceptions of relationships, and meanings that far transcend the limitations of our sense organs” (Combs & Snygg, 1949, p. 59).

Professional referred to and is “characterized by or conforming to the technical or ethical standards of a profession... exhibiting a courteous, conscientious, and generally businesslike manner in the workplace” (Mish, 1997, p. 930).

Professional Behavior Dispositions referred to behaviors such as punctuality, attendance, appearance, organization, and preparation that are generally expected of a person of the caliber of a professional but are outside the realm of interpersonal skills.

Strategic referred to a specific plan of action to accomplish a goal or objective.

Strategic Modeling referred to a specific plan to develop dispositions by incorporating four components: dispositional situations, explicit conversation, self and mentor modeling, and reflection.

Social Justice referred to “equity or equal respect for all people” (Kohlberg, 1981, preface xiii).

Reflecting referred to contemplating a situation or experience and becoming aware of what one realizes as a result of that experience.

Reflection referred to a written essay briefly explaining a situation or incident and describing what one realized or became aware of as a result of that experience.

Values referred to ideals, principles, ethics, and morals.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The purpose of this chapter is to present a review of literature related to the current study. Since this study examined the concept of dispositions in regard to teacher education, a review of the literature necessarily explores the complexities of defining, measuring, and developing appropriate dispositions in preservice teachers. Furthermore, this discussion of the literature refers to teacher education and classroom situations interchangeably in that each is intrinsically linked to the other. The chapter summarizes the literature in five major sections: (a) the concept of dispositions; (b) the historical trends of dispositions; (c) the dispositional criteria of effective teachers; (d) the benefits and challenges of measuring dispositions; and (e) the benefits and challenges of developing preservice teachers' dispositions during a teacher education program.

#### Concept of Dispositions

Ryle (1949) was perhaps one of the first philosophers to study the theory of disposition. He considered the complexities of the term and described dispositions as “abilities, tendencies or proneness [*sic*] to do” (p.118) but made the point that predicting a specific response is still somewhat capricious. He declared that “potentialities ... are nothing actual. The world does not contain, over and above what exists and happens, some other things which are mere would-be things and could-be happenings” (Ryle, 1949, p.188). Schussler (2006) described dispositions as “a point of convergence, representing a filter through which thinking and behaviors related to teaching are framed, and a point of inception, from which knowledge and behaviors emanate. This

dispositional filter encompasses the teacher's awareness, inclination, and ability to reflect" (p. 251). Combs and Soper (1963) studied the concept of dispositions with regard to education and other helping professions but used the word *perceptions*. Combs, Richards, and Richards (1976) added that an individual responds from his or her perceptions or "personal feelings, attitudes, goals, beliefs, purposes – how things seem to him" (p.1). Wasicsko and Wirtz (2006) continued the work of Arthur Combs and further aligned the concept of perceptions with the current conversation on dispositions in teacher education.

The term *dispositions* moved to the forefront in 2000 when the National Council for Accreditation of Teacher Education (NCATE) first included dispositions as part of its standards for teacher education programs. Since NCATE exerts strong influence in the design and execution of programs for teacher education, that additional standard perhaps marked the beginning of nationwide concern for a better quality of life within the school setting. Although some are concerned that NCATE does not clearly define the term *dispositions* (Ginsberg & Whaley, 2006), the trend that NCATE established is certainly directed toward a specific focus. As defined by NCATE (2002), dispositions consist of:

The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students



can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment (p. 53).

This litany of virtues, used by NCATE to describe dispositions, characterizes an emotionally healthy individual that actually likes being a teacher. Adding this human aspect to the standards indicates that being a teacher requires more than just knowledge of pedagogy and the subject matter. NCATE implies therein that human relations and professional conduct are also a vital part of the equation.

If dispositions are indeed important, the challenge of measuring and developing dispositions in preservice teachers compels teacher educators to more clearly understand what the term “dispositions” actually means with regard to education. While Phelps (2006) designates a common definition to be “tendencies or inclinations to behave in certain ways” (p.174), Katz and Raths (1985) denote dispositions as “summarizing the trend of a teacher’s actions in particular contexts” (p.301). Other authorities such as Perkins, Jay, and Tishman (1993) specify that dispositions are the “tendencies to put capabilities into action” (p.75). All in all, a review of the literature reveals that studying the concept of teacher dispositions in the classroom is not new.

#### Historical Trends of Dispositions

The concept of teacher dispositions has been discussed and studied over the years under different names. As early as 1909, John Dewey, in his work with moral development, identifies the need for teachers to create a community within the classroom where students have an opportunity to work together and support one another in a common goal. He explains that developing a sense of community was inherent in earlier

days when people just naturally pulled together for survival and were always in a common search for an easier way of life. Industry (technology) and modern conveniences, however, have usurped that natural and valuable experience. The classroom community that Dewey proposes not only provides students many opportunities to develop moral character but intentionally creates situations where the students collaborate to accomplish a significant outcome. Additionally, Dewey (1936) suggests that establishing a sense of community within the classroom might allow students to recapture that common struggle for survival that brings people together with a shared sense of purpose. Of course, such an undertaking requires a teacher whose disposition includes “values, commitments, and professional ethics that influence [positive] behaviors toward students, families, colleagues, and communities” (NCATE, 2002, p. 53) and who subsequently becomes an effective role model for students.

Jean Piaget (1965, 1968; Piaget & Inhelder, 1969), most prominently known for his theory of cognitive development, also conducted significant studies in morals and ethics. Piaget (1965) writes of the “autonomous conscience” during which a person feels “from within the desire to treat others as he himself would wish to be treated” (p.196). Having achieved this level of morality, a person operates with a “mind [that] regards as necessary an ideal that is independent of all external pressures” (p. 196). For instance, a teacher operating from an autonomous level of morality stands up for what he or she believes is right even in the face of ridicule, group pressure, or in going against what is considered common practice, thus refusing to take part in or be witness to teachers’ inappropriate (unkind) behavior towards students. This idea echoes the theory of yet another researcher, Lawrence Kohlberg (1981), whose highest stage in moral maturity is

one where a person makes moral judgments based on an inner sense of justice rather than conforming to the moral rules of those in authority.

An elaboration on the studies by Kohlberg becomes worthy at this point. A Harvard educator and psychologist, Kohlberg (1981,1986), influenced by both Dewey and Piaget, began his studies in moral development in the 1950s. As a result of his research with children, adolescents, and adults, he identified three levels of morality, which include six stages of development. In the first level, stages one and two, individuals are very self-centered and make moral decisions based on what is best for self. Although they do have some recognition that others also have needs, they only consider those needs if it does not conflict with their own desires. In Kohlberg's second level, stages three and four, individuals make moral decisions based on the external rules and the opinions of others. An intense respect for authority and the desire to please guides their moral decision-making. This second level precludes a person from going against what is common practice even if not in the best interest of the people. Individuals who have reached Kohlberg's third level of moral maturity, stages five and six, operate from "universal ethical principles of justice: the equality of human rights and the respect for the dignity of human beings as individuals" (Kohlberg, 1981, p.412). They take into consideration all aspects of the circumstance, including the relative importance of the rules for the situation in regard to the needs of those involved. Although these levels are depicted as beginning in early childhood and developing throughout life to achieving level three (stage six) by adulthood, Kohlberg does recognize the occasional teenager or adult who remains in the earlier stages, never quite attaining the ultimate in moral maturity. Allowing those particular individuals to reign in the classroom may be a cause

for concern (Combs, 1979; Sims, 1997). For example, an individual lingering in the first level, insensitive or unaware of other's needs and only wrong if he or she gets caught, may be a teacher who bullies, manipulates, or verbally abuses students in the privacy of the classroom. At the same time, those remaining in the second level feel the need to conform to "the expectations of significant people" (Dembo, 1994, p. 217), a belief that may prevent them from standing up for what is right or saying "no" to inappropriate and degrading behaviors practiced in the schools.

Kohlberg's levels of moral development delineate the maturity of thinking involved in the way the individual reasons when presented with a moral dilemma. In his research, Kohlberg sets forth a method for analyzing incidents, scenarios, or vignettes, referred to as moral dilemmas, in which participants respond by not only explaining how they would handle a situation but also by specifying the rationale behind their responses. Using the six stages as a guide, one may determine the moral maturity level of a person by his or her response. This process resembles the type of assessment Arthur Combs et al. (1969) developed as a result of the Florida Studies which focused on perceptual psychology.

Arthur Combs and Donald Snygg (1949) studied what they called the "phenomenal self." Later Combs further developed the concept into perceptual psychology theory that also integrated Carl Rogers' (1958) assertion that to understand a person, one must observe the world through his or her perspective. Although Combs' work began in the field of psychology and initially focused on all helping professions, much of his later work was specific to education. Incorporating Rogers' original premise, Combs and his colleagues investigated the manner in which effective professionals view

their world. They identified perceptual characteristics of effectiveness that were contained within four categories: (a) frame of reference; (b) perceptions of self; (c) perceptions of others, and (d) perceptions of purpose (Combs et al., 1969, p.72). These findings suggest that the core ingredient for effectiveness in any helping relationship “lay not in some mysterious special technique ...rather the expression of a kind of basic ‘good’ human interrelationship” (p.70) and that through these four domains one could capture the essence of a “good person.”

In this particular series of studies at the University of Florida, later named *The Florida Studies in the Helping Professions*, Combs et al. (1969) organized these four categories to devise an assessment for measuring perceptual orientations. The assessment measured effectiveness in each of the four categories, defined by a dichotomy, on a 7-point continuum ranging from a more adequate personality for a helping profession to less adequate personality for a helping profession. For example, Combs et al. (1969) realized that whether a person’s (a.) *frame of reference* is oriented toward people or things, directly correlates to his or her ability to effectively work with and help other individuals; (b.) *Perception of self*, refers to whether the person identifies with others or feels isolated from others; (c.) *Perception of others*, refers to whether the person sees others as capable or as lacking the ability to handle life situations; and (d.) *Perception of purpose*, refers to whether the person sees life from a broad perspective or focuses on insignificant details. The research concluded that assessing the perceptual orientation of an individual in all four categories presents a reliable prediction of that person’s level of effectiveness in a helping profession.

According to the research of Combs et al. (1969), a trained rater can infer a person's level of perceptual orientation through analysis of a composition termed a Human Relations Incident (HRI) essay. Research has shown a consistent, significant correlation between this perception rating scale and those individuals identified as effective in their field (Brown, 1970; Combs & Soper, 1963). Several studies extend the reliability of this instrument for use in education (Brown, 1970; Choy, 1969; Derrick, 1972; Doyle, 1969; Gooding, 1964; Koffman, 1975; Usher, 1966; Vonk, 1970). For example, Doyle's study (1969) examined 31 college teachers rated not only by class members, the administrator, and colleagues, but also by the teachers themselves. Significant positive relationships emerged between ratings by the class members, the administrator, and the teachers' colleagues when compared to inferred perceptual orientations using the scale; however, the self-report did not show significance. Koffman (1975) adopted the perceptions rating scale in his study of K-4 teachers in New England in which he compared thirty teachers identified as "outstanding" by their peers with thirty randomly selected from those identified as "not outstanding." Approximately half of each group, experimental and control group, considered themselves as traditional in their teaching styles, with the others seeing themselves as non-traditional. Using responses to two vignettes that reflected possible situations in their school, trained raters used a 7-point scale to determine each teacher's level of effectiveness according to perceptual orientations. Significant differences were reported between the outstanding teachers and those identified as not outstanding at a  $p < .01$  level of confidence using MANOVA. However, there was no significant difference in effectiveness reported between the

traditional and non-traditional teacher, establishing that perceptual orientation does not necessarily relate to teaching style.

Yet another study employed the *Perceptual Rating Scale* (PRS) in terms of effectiveness. In a study of 92 teachers, Brown (1970) compared 48 elementary and secondary teachers who were *Outstanding Young Educators* finalists to randomly selected teachers from Florida Atlantic University. Each group consisted of 24 elementary and 24 secondary teachers. The teachers wrote essays responding to several questions about instructional objectives, classroom management, and procedures. The essays were then rated using the *Perceptual Rating Scale*, resulting in significant differences between the award winning teachers and the regular teachers when calculating the median scores and chi squares.

More recent literature reveals that the *Perceptual Rating Scale* is continuing to be a viable tool for identifying effective and ineffective educators dispositions (Wascisko & Wirtz, 2006; Wright, 2006). Effective dispositions measured by the PRS include an ability to identify with others, see others as capable, keep things in perspective, and a concern for the well-being of others. Ineffective dispositions measured by the PRS include an inability to connect or identify with others, seeing some people as not capable of learning from life, operating from a perspective too focused on unimportant details, and a tendency to judge objects as more important than human beings (Combs et al., 1969; Wascisko & Wirtz, 2006). The National Network for the Study of Educator Dispositions (NNSSED) (2006) advises that the use of the perceptual rating scale requires a very specific and rigorous training for the raters who read the HRI essays to evaluate preservice teachers and determine their dispositional score for effectiveness in the

classroom. A trained rater uses the rubric to score the essays, which yields a score from each of the four domains. The total score for the four domains ranges between 4 and 28, with each of the four domains having a maximum score of seven. Preservice teachers whose total score is 18-28 are considered to have dispositional attributes supportive of an effective educator. Preservice teachers with a total score of 4-14 have dispositions that are considered ineffective in the classroom. Those with scores of 14-18 indicate a rating that is not strongly identified with either descriptor or an essay that fails to describe the preservice teacher's disposition for scoring purposes (Wasicsko & Wirtz, 2006). The general use of the PRS is to identify whether the preservice teacher's score falls within the effective or ineffective range, thus determining whether the appropriate dispositions are apparent (Wasicsko, 2005; Wasicsko & Wirtz, 2006).

Increasingly, the *Perceptual Rating Scale* using the aforementioned HRI is gaining acceptance as a viable approach to evaluating preservice teachers' human relations dispositions. This approach is unique in that it offers information that is not available through merely observing the preservice teacher in or out of the classroom. According to the NNSSED (2006), having the appropriate perception in these four main areas captures what is most important in determining effectiveness in classroom teachers' dispositions. Teaching is a people business and therefore human relation skills are paramount in creating a safe learning environment in the classroom; however, other professional behavior dispositions such as organization and confidentiality may also have a major affect on student outcomes (Flowers, 2006; Hillman et al., 2006). Therefore, this assessment should be used in conjunction with other measurements because the field of education advocates multiple measures for making any decisions (Flowers, 2006;



Harrison et al., 2006; Kagan, 1990). This rule obviously must also apply when making such important determinations as preservice teachers' fitness to teach.

### Dispositional Criteria of Effective Teachers

In a review of six disposition assessments from teacher education programs at various universities from six states, the author recognized over 113 different dispositions named as necessary to affect positive student outcomes. The number of dispositions addressed in any one assessment instrument ranged from 14 to 51. Every line item in each of these assessments described a characteristic, trait, or disposition that would enhance classroom practice. Since teaching is such a complex endeavor, trying to identify and measure every aspect of an effective teaching disposition is not a realistic goal. Identifying the major overarching dispositions keeps the task more feasible. Flowers (2006) organized dispositions into three categories: professionalism, teaching qualities, and relationship with others. Hillman et al. (2006) named five areas of focus: responsibility for learning, interpersonal skills and collaboration, professionalism, communication skills, and higher level thinking skills. The intent of this study, was to maintain a higher level of quality in the field of education and to identify the factors that contribute to that end. The challenge remained in that not all dispositional factors are equal in importance, and a preservice teacher can display fifty-one assessed qualities and be seriously lacking in an unidentified one, a stark reminder that evaluating dispositions is not an exact science.

### *The Role of the Teacher in Student Outcomes*

The Coleman report (1966) attributed poor education results to the socio-economic factor; however, further research has dispelled that myth by continuing to find that the teacher is the most important factor in student success (e.g., Aspy & Buhler, 1975; Carter & Doyle, 1996; Clark & Peterson, 1986; Cook-Sather, 2006; Haycock, 1998; Stronge, 2002). For example, Clark and Peterson (1986) compared teachers to physicians in that both are required to know a vast wealth of information and use that knowledge to make decisions moment by moment. In fact, Clark and Peterson (1986) found that interactive teaching requires teachers to make decisions approximately every two minutes. In addition, the complete trust the patient has in the doctor is not unlike that which the student has for a teacher (Cook-Sather, 2006). While the physician takes control of the physical well-being of the patient, the teacher is in a position to control the intellectual, emotional, and mental well-being of the student, making it extremely important that a teacher be a good and caring person (e.g., Combs et al., 1969; Cook-Sather, 2006; Sims, 1997). Such a huge responsibility requires a person who has the dedication to be a lifelong learner, and one who is ready, willing, and able to perform to a high level of expertise.

The literature resounds with evidence of the influence teachers, good or bad, have on their students. Haycock (1998) reviewed studies from several different states that show extreme differences in student outcomes between “poor” and “exceptional” teachers. In these studies, teachers were grouped in quartiles from least effective to most effective. The students’ growth was measured over periods from one year in the Boston Public High School to several years in Tennessee, Texas, and Alabama schools. Hancock

shares that Sanders, from the University of Tennessee, found low achieving students enrolled in a classroom with the least effective teachers showed approximately 14 percentile point gains while the growth in the students with the most effective teachers averaged 53 percentile point gain. Haycock (1998) makes a valid point that variation in gains to that extent may “represent the difference between a ‘remedial’ label and placement in the ‘accelerated’ or even ‘gifted’ track...and the difference between entry into a selective college and a lifetime at McDonald’s” (p.4).

There is also evidence of the lasting effect that the quality of teachers has on student outcomes and their lives. In the Tennessee study, there was evidence that the effects of a poor teacher lasted for over two years. That study also reports the difference between three consecutive years of poor teachers and three consecutive years of effective teachers, resulted in a span of 54 points. However, even one year of poor teacher quality has a significant impact. In the Boston High School study, student progress charted for one year revealed that those students matched with effective teachers showed gains that “exceeded the national median” (p. 5) while students in the same school with the least effective teachers showed no gain at all (Haycock, 1998).

Teacher self-concept is also a factor in student academic success and sense of well-being. Aspy and Buhler (1975) in their study on how teachers’ self-concept affects student outcome found a direct relationship between a teachers’ confidence and student achievement. They report that not only does a positive self-concept affect teachers’ behaviors toward the students but that relationship affects the students’ own self-concept and ability to learn. Arthur Combs (1965) also suggests a direct relationship between a positive self-concept and effectiveness as a teacher. In fact, the conceptual framework for

the National Network for the Study of Educator Dispositions (NNSED), based on Combs work, is “The effective educator as effective person” (Wasicsko & Wirtz, 2006, p.4). “Institutions are made up of people, and it is the behavior of teachers in classrooms that will finally determine whether or not our schools meet or fail to meet the challenge of our times” (Combs, 1965, p. v).

### Benefits and Challenges of Measuring Dispositions

One of the major challenges of measuring dispositions of preservice teachers is the applicability of the assessment. Students first entering teacher education programs have little or no experience in the classroom, and yet the assessment measures need to include items that reflect participation in coursework. At this early point in the program, attention to detail, attitude toward coursework, and participation with group projects seem to be the best indicators of future teacher behaviors; however, as clinical and field experiences begin, other teacher dispositions such as interpersonal skills, collaboration, communication skills, and sensitivity to diversity take the foreground (Balzano, 2006).

Although teacher dispositions, as defined by NCATE, do not mention professional behaviors such as attendance, timeliness, appearance, and organization, some teacher education programs use these criteria for measuring dispositions (Flowers 2006; Hillman, et al. 2006). The above assessments also include some human relation criteria such as effective group dynamics, respect for diversity, and consideration for other people. In addition, many of these assessments are designed based on appropriate and inappropriate behaviors observed in preservice teachers that tend to predict effectiveness as a teacher.

Measuring some dispositions proves limited in difficulty. One can readily identify whether a person is on time for class, turns in assignments on time, and uses Standard English when speaking and writing. The challenge becomes identifying whether a preservice teacher has a “heart for teaching” (Harrison et al., 2006). For example, as comprehensive as some disposition rubrics are, it is difficult to measure whether a person has a tendency to manipulate other people, loses his or her temper, or craves power. Yet, any one of these characteristics may negate the value of the other positive attributes the individual possesses.

The use of a variety of assessments may yield a broader perspective with regard to an overall view of the teacher candidate. Using the *Perceptual Rating Scale* (Combs et al., 1969, 1976; Wasicsko, 2005, 2007; Wright, 2006) as one of multiple assessments would allow the evaluator to look at the human relations or interpersonal aspect of evaluating preservice teachers from a perspective other than merely observed behaviors (Wasicsko, 2005). The value of using the *Preservice Teachers Dispositional Survey* (PTDS) lies in providing an opportunity to understand the preservice teacher’s preconceived ideas about school and teaching. The *Professional Performance Student Self-Assessment and Review* (PPSSR) (Hillman et al., 2006) includes an overview of both human relations and professional behavior dispositions. Including multiple disposition measurements offers cross-referenced, broad, and succinctly covered information for developing preservice teachers’ dispositions during a teacher education program.

#### *Legal Concerns for Measuring Dispositions*

In the course of measuring the dispositions of prospective teachers, teacher educators must consider possible legal ramifications of relying on those assessments.

Although a preservice teacher may be deemed unsuitable for a career in the classroom, Wasicsko and Wirtz (2006) found that “candidates who appear to be ‘dispositional misfits’ seem to be the most resistant to making accurate self-reflections that would lead to self-selecting out of programs, or to realistically see themselves as others perceive them” (p.5). This finding makes the assessment and advisement role of the educator more difficult as he or she must find ways to redirect a student into a new career when that individual is unable to see anything wrong with his or her instructional teacher disposition. However, the literature does provide suggestions for avoiding legal consequences from those resistant candidates when the advisor must counsel a student out of a program. Institutions must be clear in their expectations and assessment instruments utilized (Stevens, 2001), incorporate more than one valid and reliable measurement (Flowers, 2006; Harrison et al., 2006; Kagan, 1990), develop a highly skilled assessment team, as well as clearly delineated procedures (Wasicsko & Wirtz, 2006). However, legal concerns must not deter teacher educators from evaluating and taking action when appropriate. Raths and Lyman (2003) emphasize the responsibility and challenges of measuring dispositions and using that information to ensure quality teachers in every classroom. Overall, the task of assessing preservice teachers is complex, when one considers evaluation in light of the obligation to identify and eliminate incompetent preservice teachers and the threat of legal suits from disgruntled students.

Another dilemma that faces teacher education programs is that the instructors and clinical supervisors, who are not vested in tenured positions teach the preservice teachers, and make high stakes decisions with regard to the preservice teachers’ careers. This can set up what almost seems like a conflict of interest. Raths and Lyman (2003) explain

summative and formative evaluations as the crux of the problem in the teacher evaluator scenario. A formative evaluation is commonly used in coursework and is touted as an effective way to teach. The instructor assesses the students' work to inform instruction and uses the scored assessment as a coaching tool with each individual. In this coaching session, the instructor points out to the student what he or she can do to progress and allows the student to improve his or her work. In doing so, the teacher is individualizing instruction for each student, which is good teaching practice (Lang & Evans, 2006). This works well for everyone until the instructor is required to produce a summative evaluation.

A summative evaluation entails high stakes decisions that determine such things as acceptance into a program, graduation from a program, promotion to the next level in the program, and grade point averages. The results of these decisions are often not easy for an instructor to deliver and are sometimes difficult for the preservice teacher to accept. The complications ensue when the teacher who has been the coach is required to declare a "high stakes" decision. The relationship instantly changes from coach/mentor/friend to evaluator and may cause emotional and sometimes legal challenges (Raths & Lyman, 2003). Although this may occur to some degree during the coursework as well, it is often more prevalent in clinical practice and student teaching where the stakes are extremely high (Raths & Lyman, 2003). The student teacher is determined to become licensed and is at the close of four or more years of work; the supervisor is out of time for further coaching and is ethically responsible for allowing only qualified teachers to graduate. This combination makes the situation difficult for

everyone. Raths and Lyman (2003) point out that too often in the past, the easiest way out was to graduate a teacher, aware that he or she was not suitable for the classroom.

Nevertheless, students who fail to qualify for the teacher education program or those not recommended for licensure will always have the option to file a lawsuit (Wasley, 2006). Whether the case is entertained in court will depend on whether the university followed policy when dismissing the student. Documentation from several assessment measures may prove to be helpful in such situations.

### Benefits and Challenges of Developing Dispositions

There are two existing viewpoints on the prospect of developing dispositions. One philosophy asserts that dispositions, which consist of “beliefs and attitudes related to values” (NCATE, 2002, p. 53) are inherent and not likely to change at all or be influenced during a teacher education program (Haberman, 1995; Harrison et al., 2006; Raths, 2001; Wasicsko & Wirtz, 2006). Perhaps it is the word “beliefs” that brings cause for concern. Several studies report that changing people’s beliefs is a futile endeavor. Richardson (1996) in a meta-analysis cites five studies completed between 1989 and 1993 that report no significant difference in the preservice teachers’ beliefs as a result of treatment. At the same time, she cites eight other studies between 1990 and 1994 that do report significant differences in beliefs of inservice teachers after receiving professional development. Richardson concludes that those differences in findings between the preservice and inservice teachers may involve maturity gained from classroom experience.



There are others who ascertain that it is difficult to change preservice teachers' dispositions because of preconceived ideas, attitudes, and beliefs gained from their life and their own school experience (Richardson, 1996). Richardson also contends that preservice teachers hold on to their preconceived ideas even through teacher education programs until they are actually teaching and then realize from practical experience the need to reconsider. Richardson (1996) implies that this provides evidence that professional development is more effective for developing teacher dispositions once the preservice teachers are in the classroom for a while.

The second philosophy holds the belief that humans are ever changing and, given the right opportunity, can develop the dispositions needed to be effective in the classroom (Chopra, 1993; Dyer, 1998; Maslow, 1962). Dewey (2004) describes how to influence personal growth:

Belief and aspirations...cannot be hammered in; the needed attitudes cannot be plastered on. But the particular medium in which an individual exists leads him to see and feel one thing rather than another; it leads him to have certain plans in order that he may act successfully with others; it strengthens some beliefs and weakens others as a condition of winning the approval of others. Thus, it gradually produces in him a certain system of behavior, a certain disposition of action (p. 10).

It is this philosophy that encourages the idea of developing dispositions instead of screening out those who do not seem to possess the appropriate dispositions when applying to a teacher education program.

If there is any validity to these claims that beliefs are difficult or impossible to change, that self confidence begets more confidence, that an urge to grow and learn is an innate desire within everyone, then what would it take to develop dispositions in preservice teachers? Conventional wisdom says the preservice teachers who have a disposition of open mindedness will naturally grow the most from being introduced to new ideas and new experiences. Freire (1998) argues that “it is our awareness of being unfinished that makes us educable” (p.58) and that statement implies a disposition of self-awareness. Chopra (1991) proposes that people learn, grow, and change from gaining knowledge; consequently, exploring their own beliefs, alternative beliefs and practices, and actively exploring classroom situations through vignettes provide opportunities for professional growth (Richardson, 1996).

Preservice teachers form new identities as they move through the teacher education program (Cook-Sather, 2006). In fact, growing from students into teachers is already a major shift in concept of self and their role in the world. It is a somewhat natural process to re-evaluate belief systems and make choices about the person and teacher they aspire to become. Teacher education programs can help preservice teachers to benefit fully from participating in disposition development by making certain they have the opportunity to discover personal value when developing dispositions (Arstine, 1990). However, if they do arrive with preconceived ideas about school and learning, this is the appropriate time to intervene with opportunities for the development of a new perspective (Schussler, 2006). “In the absence of interesting and purposeful activities, disposition may be extremely hard to change or cultivate” (Arstine, 1990, p.3), so there is a need for active learning events that keep the preservice teachers mentally stimulated

and emotionally involved in their own professional development. Once they have personal experiences with new ideas, it may be hard to deny what they have come to realize about life, children, teaching, and themselves. As Oliver Wendell Holmes stated, “The mind, once expanded to the dimensions of larger ideas, never returns to its original size.”

Actively instructing preservice teachers in ways to cultivate effective dispositions, arms them with several advantages. The learning process itself has the potential to be rewarding and self-satisfying as the preservice teachers feel empowered with new personal and professional methods of handling their relationships, workloads, and details in life. Furthermore, actively practicing simple daily principles may help preservice teachers relieve stress and appreciate life more fully while in the teacher education program.

#### *Developing Dispositions in Preservice Teachers*

Modeling is a prominent teaching strategy in schools today because of the scaffolding effect it has on learning (Marzano, Pickering & Pollock, 2001). Albert Bandura (1969, 1977, 1986) was responsible in part for establishing the value of modeling in effective teaching. Bandura and Walters (1963) first introduced the idea that a person has a tendency to model behaviors observed in another person and that this is how one acquires social behaviors. Building on this premise and other research, Bandura, Blanchard, and Ritter (1969) further established the efficacy of modeling and found that when coupled with guided participation was highly effective in bringing about change in attitudes and behaviors. Other components also identified as influencing behavior change included persuasive communication, a safe environment, and guided practice (Bandura et

al., 1969). Based on these earlier studies, Bandura (1977, 1986) developed what he initially called social learning theory but was later renamed social cognitive theory.

Researchers have also shown vignettes, scenarios, and case studies to be effective instructional strategies (Allen, 1999; Bandura, 1977; Gideonse, 1999; Hargreaves, 1997; Kohlberg, 1981; Phelps, 2006). Kohlberg (1981) involved participants in discussion of moral dilemmas, which are challenging scenarios that engaged the participants mentally and emotionally in situations. After sharing a short vignette, the participants discussed possible solutions and their reasoning behind their decisions. Bandura (1977) also employed stories and vignettes as a modeling strategy for instruction. He found that students tend to model observed behaviors that seem to promise positive outcomes. They are also more likely to model behavior that is analogous to them. Through discussion, participants are able to relate to one another and thus promote modeled behavior.

Kohlberg (1981) and Bandura (1969, 1977, 1986) both used conversation as a way to facilitate participants personalizing new concepts. Involvement in explicit conversation based on potential classroom scenarios is one of the closest approximations to actual experiences in the classroom that is available within the college classroom. As participants work together through discussion to resolve hypothetical challenges, they learn new ways of thinking and their repertoire for response is broadened (Bandura, 1977, 1986; Butz, Miller, & Butz, 2005; Duckworth, 1997; Horn, Pluckebaum, Bandura, & Burke, 1998; Kohlberg, 1981).

Meaningful personal experiences reinforce modeled behaviors (Bandura, 1977; McEntee, Appleby, Dowd, Grant, Hole, & Silva, 2003; Tertell, Klein, & Jewett, 1998). Application in real life enables participants to personalize concepts and learn the value

gained from their own life experience. Reflecting and writing about the specific value found in an experience helps participants realize what they have learned and own the learning, thereby resulting in a stronger and more lasting benefit (Calderhead & Gates, 1993; Eby, Herrell, & Hicks, 2002; Hillocks, 1995; LaBoskey, 1994; Osterman & Kottkamp, 1993).

No known body of research exists that has tested the extent to which preservice teacher dispositions change as a result of maturity, coursework, and field experiences during a teacher education program. A review of the literature discloses no research conducted to measure the impact of a planned program for the development of dispositions during a teacher education program. Information gained from such a study could benefit teacher education programs in their search for solutions with regard to measuring and developing dispositions.

### Summary

The consequence of a person's disposition may have a cumulative effect that compounds during a teaching experience and seem strongly influenced by whether the teacher's initial disposition leans toward the positive or the negative. For example, an effective teacher values education and realizes that an increase in content knowledge results in more confidence in the classroom (Carnegie, 1979a). Once the teacher achieves a certain level of content knowledge and confidence, he or she is aware of the need for more mental time, energy, and motivation for designing more meaningful and creative lessons (Aspy & Buhler, 1975). This thorough knowledge, confidence level, and creative preparation then allows the teacher to be more focused on the students and their learning

and thus less likely to become derailed by minor disruptions (Sims, 1997). As the students learn, the teacher experiences the satisfaction of a job well done, which then reinforces the teachers' and students' confidence level (Aspy and Buhler, 1975). Any individual with a "teacher's heart" (Harrison et al., 2006, p. 76) knows this feeling to be something special and very different from any other kind of job satisfaction. For an effective teacher, knowing a student's life has improved by helping him or her be successful at learning is something similar to what athletes describe as "being in the zone."

Conversely, a teacher with a poor disposition may experience almost the opposite effect. The lack of sufficient content knowledge can cause constant stress and a feeling of unease, leaving the teacher too exhausted to prepare properly for the next day. Once this individual is in the classroom, further learning becomes highly unlikely because the inclination (disposition) to study was lacking even during the teacher education program. Facilitating each class session is unnerving due to lack of preparation and fear of the students asking questions to which the teacher has no answer. In such a state, the teacher is more likely to fuss about unimportant details, contributing to unrest among the students resulting in misbehavior. The teacher then spends too much time disciplining and very little teaching. As a result, a person who lacks an appropriate teacher disposition is drastically affecting students' learning outcomes and quality of life. Is there a remedy for preservice teachers with poor dispositions? Perhaps this study has shed some light on the possibility.

Strategic Modeling, designed for this study and based on Bandura (1969, 1977, 1986), Combs (1962, 1965, 1972, 1979, 1982, 1991), and Kohlberg's (1981, 1986)

implications for multiple disposition development, utilizes the following four components: Dispositional Situations; Explicit Conversation; Self and Mentor Modeling; and Reflections. *Dispositional Situations* consist of a variety of vignettes, dilemmas, and case studies used to involve the preservice teachers in situations similar to those they will probably experience someday as a teacher. *Explicit Conversations* entail clearly developed discussions with a specific objective guided by the dispositional situation. *Self and Mentor Modeling* involves personal application of concepts as a result of the dispositional situations and explicit conversations. Reflections require contemplation and written essays about realizations and new awareness as a result of personal experience using the concepts presented in the dispositional situations and discussed in the explicit conversation.

Can a person with a poor teaching disposition develop into a person with an effective teaching disposition? Some say it can happen, and others claim not. This research study attempted to identify whether dispositions could be developed in preservice teachers as a result of *Strategic Modeling*.

## CHAPTER III

### METHODOLOGY

This chapter describes the methods and procedures designed to guide the study, which employed a quasi-experimental comparison group design using pretest and posttest assessments with experimental and control groups on three different measures (Creswell, 2002). This study examined the effects of instruction on the development of dispositions in preservice teachers. Descriptions of the participants, instrumentation, procedures, method of data collection, and data analysis follow.

#### Research Design

This quantitative study followed the tenets of a pretest and posttest quasi-experimental comparison group design that utilized three instruments: the *Professional Performance Student Self-Assessment and Review* (PPSSR) (Hillman, Rothermel, & Scarano, 2006), the *Perceptual Rating Scale* (PRS) (Combs et al., 1969), and the *Preservice Teacher Disposition Survey* (PTDS) (Boyce, 2007) developed for the purpose of this study. Each of these instruments was designed to measure aspects of the preservice teachers' dispositions. The *Professional Performance Student Self-Assessment and Review* (PPSSR), through self-assessment measured behavioral dispositions; the *Perceptual Rating Scale* (PRS) measured human relations dispositions through essays read by trained raters; and the *Preservice Teacher Disposition Survey* (PTDS) is a self-assessment of both behavioral and human relations dispositions and measured preconceived ideas about teaching and learning. Data from these assessments yields information designed to measure the development of dispositions. Dispositions, for the purpose of this study, were categorized with regard to two types: human relations and



professional behavior. These categories were established given the fact that most dispositions in the professional teaching environment tend to fall into two areas: human relations or behavioral. Human relations depend on the ability to interact with the students, teachers, and parents; while behaviors relate to such factors as being on time, attention to detail, and prompt responses to issues of concern. Such delineation allowed the outcomes to be viewed in light of which dispositions could readily be impacted by short term or long term focus.

### Participants

The participants in this study consisted of a cluster random sampling (Fraenkel & Wallen, 2006) of preservice teachers in their third year of college and the intermediate block of the teacher education program at a university in the southeastern region of the United States. The groups were heterogeneous and established by class enrollment. One of three groups, by random selection, served as the comparison group, and the remaining two groups served as the experimental groups. The researcher obtained permission not only from the Institutional Review Board for the Protection of Human Subjects and the Department of Curriculum, Instruction, and Special Education at the university but also from the participants themselves.

### Instrumentation

The researcher employed the use of three assessments for the quantitative collection of data. The *Professional Performance Student Self-Assessment and Review* (PPSSR), completed by the preservice teachers and their instructors, was used to measure observed or behavioral dispositions. The *Perceptual Rating Scale* (PRS) required trained

readers to rate essays, measuring human relations aptitude. The *Preservice Teacher Disposition Survey* (PTDS), a 60-question rating scale measurement, reflected preservice teachers' self-assessment of both behavior and human relations dispositions. These instruments are described in detail as follows:

*Professional Performance Student Self-Assessment and Review*

The *Professional Performance Student Self-Assessment and Review* (Hillman et al., 2006), was adapted for this study to accommodate the need for a pretest and posttest assessment and to align with the conceptual framework of the participating university. Preservice teachers responded to the 51 items in this self-assessment. This assessment was used to measure preservice teachers' dispositions using performance-based criteria to rate the preservice teachers in six areas: responsibility for learning, interpersonal skills and collaboration, professionalism, communication skills, higher level thinking skills, and initiative and self-confidence (see Appendix A). The *Professional Performance Student Self-Assessment and Review* used a 4-point rating scale: *Rarely, Occasionally, Usually, Always*, resulting in a possible range of scores from 51-204. The PPSSR was developed to structure both a self-assessment and instructor assessment of preservice teachers' dispositions during their experience in a teacher education program. During the original study, Hillman et al., (2006) tested this instrument by giving it as a self-assessment to 165 preservice teachers and then had it reviewed by their eight instructors to determine whether the preservice teacher's self-assessment agreed with the instructor's observed behaviors. "The instrument overall reflected an extremely high alpha of .912. Three of the seven subtests achieved Cronbach's alpha scores above .70, but . . . four of the scales did not show internal consistency" (Hillman et al., 2006, p. 238).

The adaptations made to the PPSSR for this study involved seven additional items under a new section titled, *Initiative and Self-Confidence*. This section was reviewed for construct validity by three teacher education professors, a field experience supervisor, an upper elementary school principal, an elementary school assistant principal, and a middle school teacher. The instrument was then administered to 53 preservice teachers in a test-retest situation for instrument reliability development. A factor analysis was conducted to determine the correlations among the variables (Green & Salkind, 2005). Item analysis was not included at this time due to the limited number of participants (53).

### *Perceptual Rating Scale*

The *Perceptual Rating Scale* (PRS) was designed from the work of Arthur Combs et al., (1969) and has been used in multiple studies (e.g., Combs & Soper, 1963; Combs et al., 1969; Derrick, 1972; Gooding, 1964; Koffman, 1975; Vonk, 1970). This research measured dispositions in the “*helping professions*” using the *Human Relation Incident* (HRI). This instrument requires a .80 reliability score from trained raters to evaluate and score essays (Wasicsko & Wirtz, 2006). A training manual published by The National Network for the Study of Educator Dispositions was used to train the raters for this study. The PRS consisted of essays written by the preservice teachers that described human relations incidents they had experienced. These essays were then scored by professionally trained raters in four dispositional domains: perceptions of self, perceptions of others, perceptions of purpose, and an individual’s frame of reference (see Appendix B). These human relations incident essays offer information not always evident through observations.

The PRS included a prompt (see Appendix C) that directed participants to describe a significant event that had personal meaning for them when they were involved in a teaching or helping role. The participants were instructed to give details in regard to what happened, what part they played, how they felt, how they currently feel about what happened, and what they would change if they were able.

The scoring of the PRS incorporates a 7-point rating scale with 7 as the highest and 1 as the lowest score to measure each of the four domains as described in the following:

*First Domain: Perceptions of Self.* This domain addresses to what extent the preservice teacher is able to relate to the students. The scale ranges from 7, able to identify with others, to 1, unable to identify with others. For example, at 7, the preservice teacher is able to establish positive, supporting relationships with all students regardless of their culture, race, or behavior. As the rating moves between whole values toward a score of 1, the preservice teacher is more apt to feel separate from the students, teaching *at* them rather than learning *with* them.

*Second Domain: Perceptions of Others.* This domain measures to what extent the preservice teacher sees all students as capable of learning and succeeding in school. The scale ranges from 7, sees all student as able to learn, to 1, sees some students as hopeless or too difficult to teach. For example, at 7, the preservice teacher sees the potential in all students despite appearances. As the rating moves between whole values toward a score of 1, the preservice teacher is more apt to label some students as having little or no chance for success in school for any one of a variety of reasons.

*Third Domain: Perceptions of Purpose.* This domain measures to what extent the preservice teacher has a broad perspective on life situations. The scale ranges from 7, sees the big picture, to 1, focuses only on an immediate, limited goal. For example, at 7, the preservice teacher views all situations with the main goal or objective in mind, thus keeping responses to minor situations in perspective. As the rating moves between whole values toward a score of 1, the preservice teacher is more apt to lose sight of the main objective and overreact to minor incidences or to unimportant details.

*Fourth Domain: Frame of Reference.* This domain measures to what extent the preservice teacher values people over objects, procedures, or rules. The scale ranges from 7, teaches the whole child, to 1, sees teaching as a manipulation of the proper strategies, procedures, discipline, and materials. For example, at 7, the preservice teacher is cognizant of the importance of the well-being of the students and makes choices accordingly. As the rating moves between whole values toward a score of 1, the preservice teacher is more apt to enforce rules, schedules, and procedures disregarding the effect on the students' well-being.

The scores from the four domains are then totaled resulting in a score range of 4-28, with each of the four domains having a maximum score of 7 (see Appendix B). Preservice teachers whose total score is 18-28 are considered to have the dispositional attributes of an effective educator. Preservice teachers with a total score of 4-14 have dispositions that are considered to be ineffective in the classroom. Those with scores of 14-18 are an indication of either a rating between the two descriptors or an essay that failed to clearly describe the preservice teacher's disposition for scoring purposes (Wasicsko & Wirtz, 2006). Although the general use of the PRS is to identify whether the

preservice teacher's score falls within the effective or ineffective range rather than giving particular attention to an exact score (Wasicsko, Callahan & Wirtz, 2004), for the purpose of this study, the total score was compared in the pretest and posttest measure to determine growth as a result of participation in the treatment or control group.

In this study, the human relations incidents essays were scored by two professional raters exhibiting reliability of .80 or higher established using the posttest designed by the National Network for the Study of Educator Dispositions (NNSSED). A third rater was used as needed when the span between scores was greater than five on the 4-28 scale. The raters were trained using the *Assessing Educator Dispositions Manual: A Perceptual Psychological Approach*, formerly called *A Research Based Teacher Selection Instrument* (Wasicsko & Wirtz, 2006). This manual was provided through the NNSSED and offers complete background information and over 20 sample essays for training purposes. The NNSSED also provides training support as needed. The raters attended training and an inter-rater reliability score of .80 was the minimum score acceptable for this study.

#### *Preservice Teacher Disposition Survey*

The *Preservice Teacher Disposition Survey* (PTDS), designed by the researcher, is a self-assessment containing 60 items that reflect the behavioral and human relations dispositions of preservice teachers (see Appendix D). These items were generated from the literature review, interviews with professional teachers, principals, and teacher educators, as well as from the researcher's experience in the educational field for over 30 years. The preservice teachers responded to the 60 items using a 7-point rating scale indicating 1 *Strongly Disagree*, 2 *Disagree*, 3 *Somewhat Disagree*, 4 *Undecided*, 5 *Somewhat*

*Agree, 6 Agree, and 7 Strongly Agree.* The questionnaire included 28 professional behavior items and 32 human relations items. There were also several reversed items, indicating the best answer is *disagree* versus *agree*. A space was provided beneath each item to allow for personal comments, which served as additional information for the students' development and growth but are not reported as part of this study.

To establish content validity, this instrument was first reviewed by 8 graduate assistants (GA) collectively representing 107 years in education. The GAs evaluated the instrument for appropriateness of content and relativity to either human relations or professional behavior dispositions. After their recommendations were incorporated, nine more education professionals were asked to review the questionnaire: A clinical instructor, three teacher education professors, a principal, an assistant principal, and three classroom teachers. When reviewing the PTDS, reviewers were asked to keep in mind the following questions offered by J.T. Johnson (personal communication, September 21, 2006):

1. Does the questionnaire contain language that can be understood by the participants?
2. Does the questionnaire address specific and appropriate issues?
3. Might a preservice teacher find any of the statements obtrusive or offensive?
4. Are there any statements that should be excluded from the questionnaire?
5. Are there other statements that should be included that are not a part of the questionnaire?
6. Will the participants understand the response choices?

Recommendations of the professional educators were then incorporated, and the revised questionnaire was tested and retested with a group of 52 preservice teacher

volunteers. Next, a reliability analysis determined the items that must be reverse-scored, variables were computed to reverse-score the appropriate items (Green & Salkind, 2005).

Cronbach's Alpha was used to analyze the data. The overall questionnaire reported a Cronbach's Alpha of .901, which is significantly higher than the .70 determined to be acceptable by Nunnally (1978) in his seminal work. An item analysis was not conducted at this time due to the limited number of participants in the test-retest situation.

### Procedures

This study took place within the regularly scheduled teacher education methods courses. Students were required to participate in the activities as part of their coursework but had the opportunity to decline the use of their data for the purposes of the study. The demographic information was collected in conjunction with the pretest. Both the experimental and comparison group participated in the pretest and posttest.

#### *Pretest and Posttest Protocol*

Preservice teachers were allowed up to 25 minutes time to respond to the PTDS, which was administered the class session prior to the study. The maximum time for completing the survey was approximately 20 minutes. The protocol for administering the pretest and posttest followed specific guidelines (see Appendix E).

Part two of the assessment protocol required the students to write an essay on a significant event in their life when they were involved in a teaching or helping role. The protocol for that essay assessment was provided both orally and as written instructions (Appendix C). The students wrote the essay outside of class and had until the next class session to accomplish that goal (two days).



Part three of the assessment protocol included the *Professional Performance Student Self-Assessment and Review* (PPSSR). During the first and last session of the study, the preservice teachers used this instrument to assess themselves using the 51 items identified in the areas of responsibility for learning, interpersonal skills and collaboration, professionalism, communication skills, higher level thinking skills, and initiative and self-confidence, as a pretest and posttest assessment for the study (see Appendix A).

#### *Treatment Protocol*

Strategic Modeling, designed for this study, utilized the following four components: dispositional situations; explicit conversation; self and mentor modeling; and reflections (see Appendix F). The experimental group received mini-sessions of instruction specifically intended to support the participants in developing professional dispositions (see Appendix G for overview). Twenty consecutive class sessions included 10 to 12-minute lessons that incorporated the following topics: human relations, stress management, communication skills, time management, and positive attitude (see Appendix H for treatment session descriptions). The sessions, facilitated by the researcher, provided foundational knowledge on developing dispositions and include two types of vignettes that the class discussed or debated. Some vignettes were inspirational stories of how excellent teachers handled tough situations. Others were moral dilemmas similar to those Kohlberg (1986) used in his research in which the participants were challenged to formulate an appropriate solution.

When presenting the vignettes, the researcher read the first part of the account, led a brief discussion of possible solutions to the problem, and then finished reading the

story. The preservice teachers were assigned homework that entailed identifying opportunities in their own lives in which they could apply what they had learned in a practical setting. These assignments to practice in real-life, resulted in written reflections that captured the preservice teachers' experiences while practicing the dispositional concepts. The written reflections followed a prescribed protocol wherein the preservice teachers described the actions taken, the results of their actions, and what they realized from their experiences. The preservice teachers then shared in small groups the new awareness gained from practicing the principles.

The comparison group experienced a corresponding session (placebo) for 10-12 minutes, twice a week as part of their regularly scheduled class but instead of topics designed to develop professional dispositions, the comparison group received instructions on general teaching ideas such as developing parental involvement (see Appendix I for comparison group session descriptions). The preservice teachers in the comparison group wrote reflections on what they observed during their clinical observations. The alternate topic allowed a comparison treatment without threatening the integrity of the study or withholding benefits from either group. After the study was completed, the class sessions during the remainder of the semester offered the participants from both groups the information they did not receive as a result of their role in the study (Leedy & Ormrod, 2005).

#### *Posttest Protocol*

The posttest regime followed the same protocol as the pretest with the exception of the demographic information inquiry. When writing the posttest human relations

incident essay for the PRS assessment, the preservice teachers were instructed to choose a different situation than the one they wrote about earlier.

### Data Collection

The *Professional Performance Student Self-Assessment and Review* (PPSSR) scores were totaled for each preservice teacher and reported as one scale. The *Perception Rating Scale* (PRS) scores were totaled for each preservice teacher and reported as one scale. The total score for the *Preservice Teacher Disposition Survey* (PTDS) were first reported as one scale for the purpose of determining if there was a significant difference between the experimental and control groups. The scores were then sorted into human relations disposition items and professional behavior items for analysis to determine if there was a significant difference between the growth in human relations and professional behavior.

### Data Analysis

Data analysis was performed using the Statistical Package for the Social Sciences (SPSS). A MANOVA evaluated whether the differences between the pretest and posttest was significant and whether the mean value of the experimental group was significantly different from that of the comparison group (Green & Salkind, 2005). A mixed MANOVA with one grouping factor and one repeated measure was conducted to determine whether the three outcomes together indicated a significant difference between the pretest and posttest overall scores and whether the experimental group was significantly different from the control group in the precondition. It also determined whether the treatment group showed a significant difference over the control group in

each of the two areas: professional behavior dispositions and human relations dispositions, independently.

### Summary

This chapter described the procedures for the research study that answered the primary question of whether preservice teachers' dispositions can be developed through strategic modeling. The study divided dispositions into two general areas: human relations dispositions and professional behavior dispositions. Human relations dispositions refer to intrapersonal skills, and professional behavior dispositions refer to other skills related to appropriate behavior such as attendance, timeliness, and quality of work. This study attempted to specifically identify whether human relations dispositions and professional behavior dispositions can be developed through strategic modeling. To accomplish this goal, a pretest-posttest, comparison group design was chosen to study the development of dispositions in preservice teachers.

There were 45 participants in the study that comprised the three groups of preservice teachers in the third year of college, enrolled in the intermediate block of the teacher education program. The intact groups were randomly assigned as either the comparison or treatment group with one comparison group and two treatment groups.

This study employed the use of three quantitative instruments that measured the levels of preservice teacher dispositional growth. Demographic information was collected in conjunction with the *Preservice Teacher Dispositional Survey* pretest, and the *Statistical Package for the Social Sciences* (SPSS) was used to analyze data.

## CHAPTER IV

### ANALYSIS OF DATA

#### Overview of Study

The purpose of this study was to determine the effects of strategic modeling on the development of dispositions in preservice teachers. The research question guiding this study was: Can preservice teachers' dispositions be developed as a result of strategic modeling during a teacher education program? In addition, investigation sought to determine whether there were significant differences between growth in human relations and four types of professional behavior dispositions. To accomplish this goal, a quasi-experimental comparison group design was employed using a pretest and posttest design with three different measures.

Participants consisted of two groups of preservice teachers participating in their second semester of a teacher education program in the southeastern region of the United States. Of the 45 participants, 42 were Caucasian, two were African American, and one was a Hispanic student. Thirty-three of the students were traditional students (age 18 – 23) and twelve were classified non-traditional (age 24 – 45) while twenty-nine percent (13) of the students were married and twenty-two percent (10) had one or more children. The randomly selected treatment group consisted of 20 preservice teachers, eight of whom were dual program students involved in a double degree program of elementary and special education. The treatment group received 10-12 minute mini-lessons focusing on ways to develop their teacher dispositions in the areas of human relations, stress management, communication skills, time management, and positive attitude (see Appendix H for descriptions of treatment sessions). The two comparison groups received

10-12 minute mini-lessons focusing on general teaching ideas such as developing parental involvement (See Appendix I for descriptions of comparison group's sessions). Both groups were administered the assessments at the beginning (pretest) and end (posttest) of the study.

### Data Analysis

A Multivariate Analysis of Variance (MANOVA) was used to compare the results from the assessments (PSTS, PPSSR, and PRS) in regard to the following research questions:

H<sup>1</sup> There are significant differences between the experimental group and the comparison group in overall dispositional growth. The Box's Test was not significant at .293 so Wilks' Lambda was used for reporting results between the treatment and control groups ( $F(1, 41) = 3.08, p = .09$ ) indicating no significant difference for the combined variables and no interaction of the groups and conditions. However, a significant difference between the pretest and posttest for both groups combined was found by all three measures. Univariate analyses showed a difference between pretest and posttest on the *Professional Performance Student Self-Assessment and Review* (PPSSR) ( $F(1, 41) = 24.16, p = .001$ ) indicating significant differences for both groups (see Figure 1). The difference between pretest and posttest on the *Preservice Teacher Disposition Survey* (PTDS) ( $F(1, 43) = 21.42, p = .001$ ) indicates significant differences for both groups (see Figure 2). The difference between pretest and posttest on the *Perceptual Rating Scale* (PRS) ( $F(1, 43) = 4.25, p = .045$ ) indicates significant difference for both groups (see Figure 3).

H<sup>2</sup> There are significant differences between the experimental group and the comparison group in professional behavior disposition. There was no significant difference ( $F(1,41) = 2.35, p = .07$ ) between the groups in the area of professional behavior.

H<sup>3</sup> There are significant differences between the two groups in terms of human relations dispositions and professional behavior dispositions as a function of which group they were in. After calculating change scores (pretest and posttest) for each of human relations and professional behavior measures in the multivariate analysis, there were no group differences in the combination of human relation and professional behaviors. Further, the univariate analyses showed no group difference ( $F(1,41) = .333, p = .56$ ) for human relations or ( $F(1,41) = .275, p = .603$ ) for professional behavior. However, the high Cronbach's Alpha on the overall ( $p = .901$ ) as well as the individual subsets of human relations ( $p = .88$ ) and professional behavior ( $p = .85$ ) may be an indication that the measurement instrument may need further development before it can be used to identify differences between the subsets. Therefore, this study does not provide enough evidence to infer a conclusion about possible difference between the subsets of human relations and professional behavior.

FIGURE 1.

*Comparison of Pretest and Posttest results for both groups from the Professional Performance Student Self-Assessment and Review (PPSSR)*

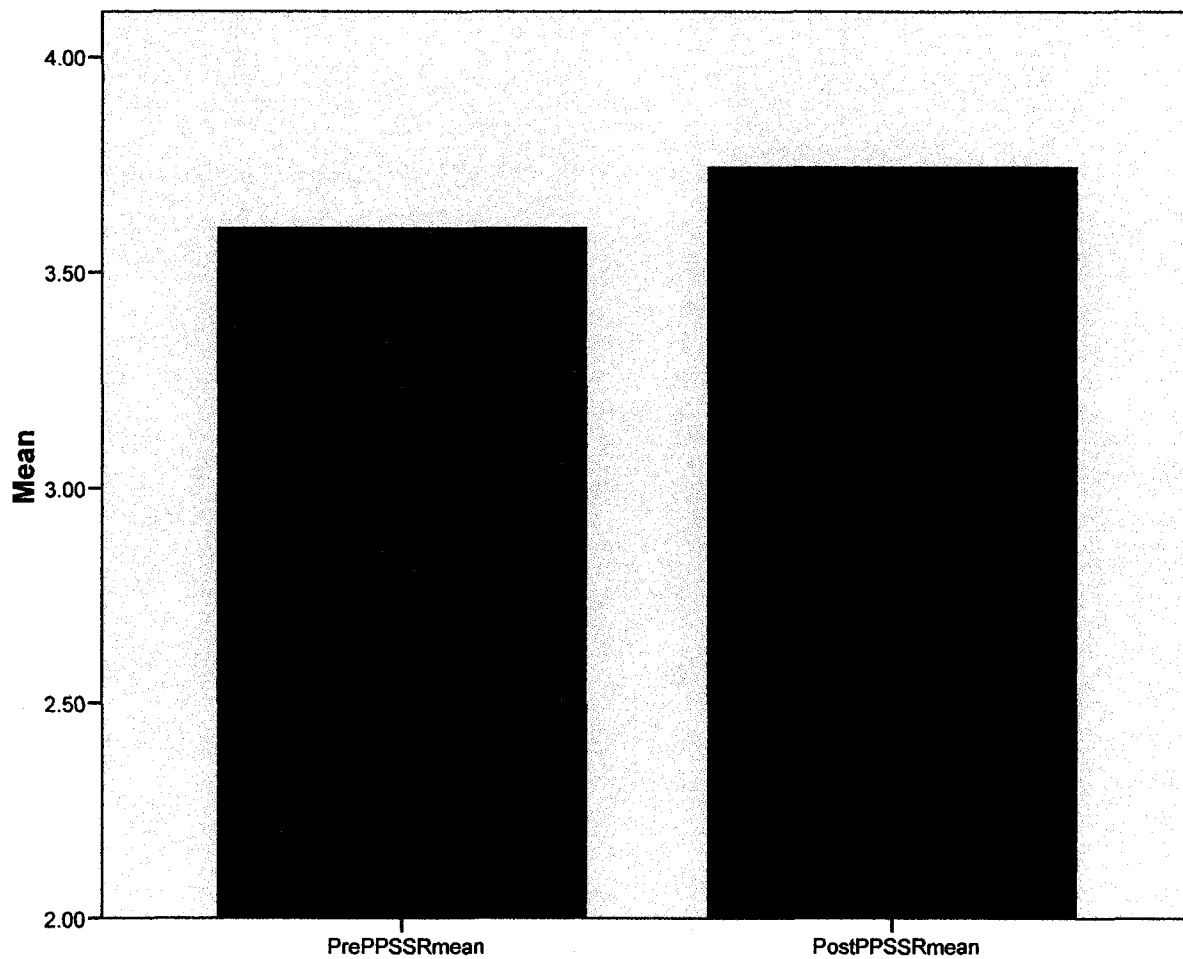




Figure 2.

*Comparison of Pretest and Posttest results for both groups from the Preservice Teachers Disposition Survey (PPSSR).*

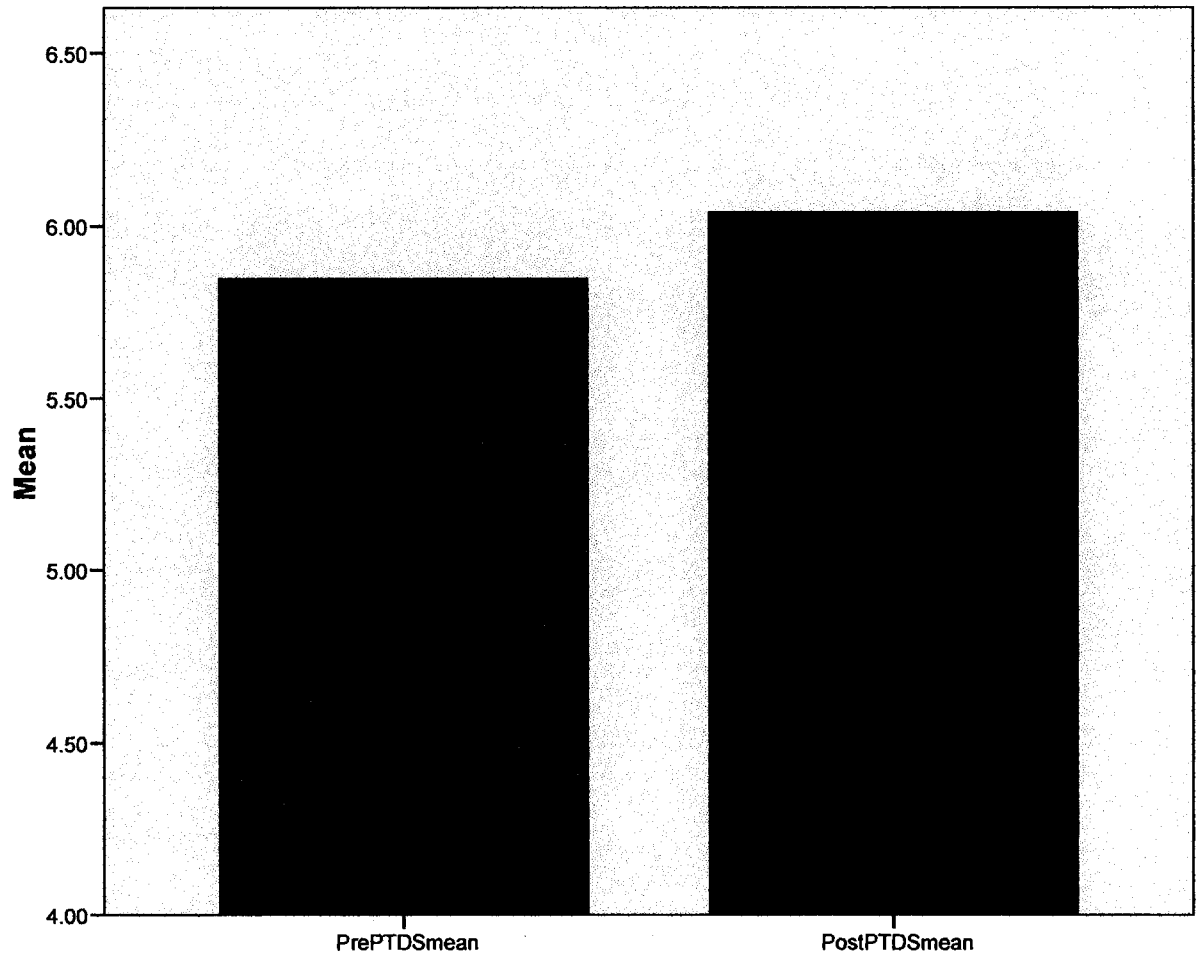
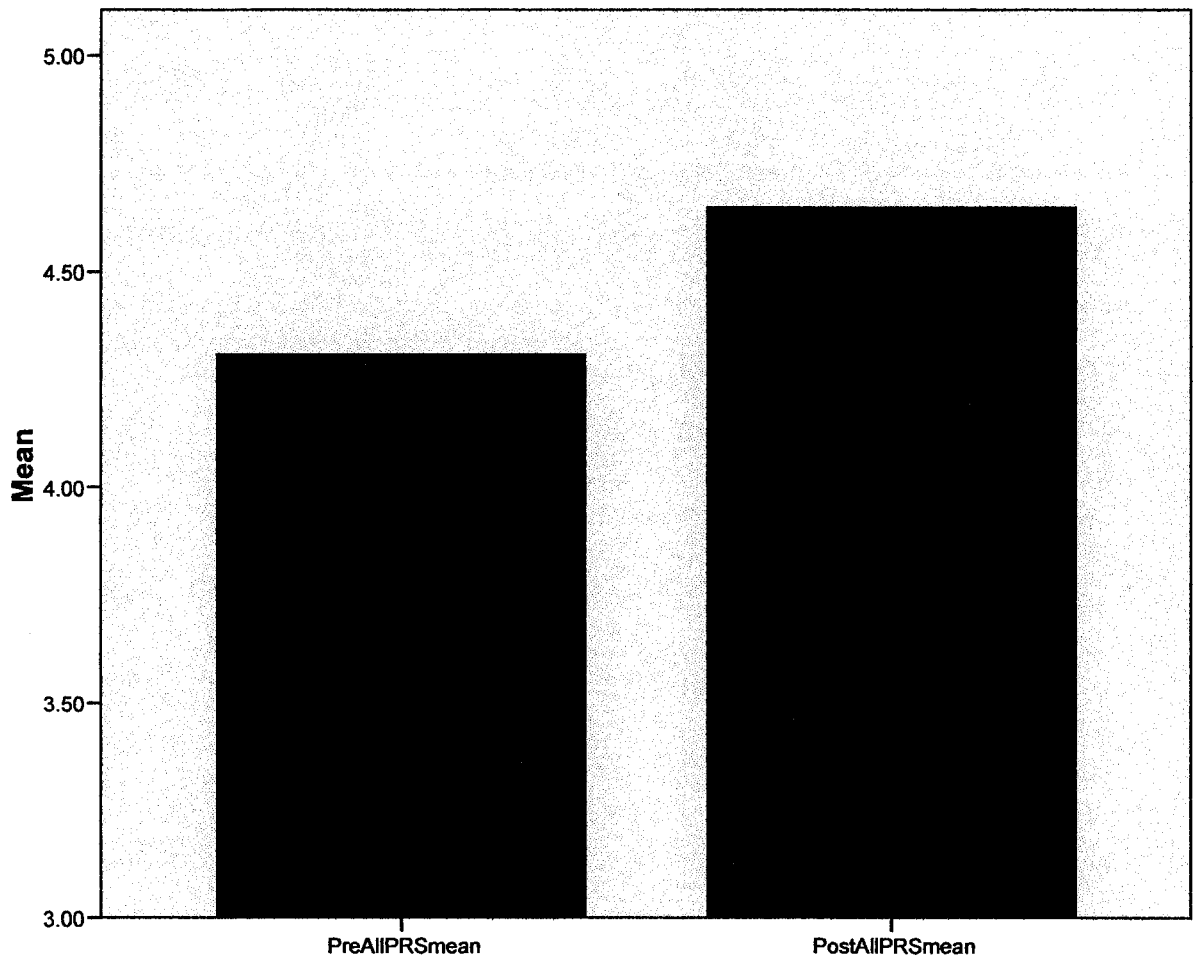


Figure 3.

*Comparison of Pretest and Posttest results for both groups from the Perceptual Rating Scale (PRS).*



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

This study was designed to determine the effects of strategic modeling on the development of dispositions in preservice teachers. The research question for this study was: Can preservice teachers' dispositions be developed as a result of strategic modeling during enrollment in a teacher education program? In addition, this study investigated whether there were significant differences between growth in human relations and professional behavior dispositions.

The participants included three groups of preservice teachers in their second semester of a teacher education program at a university in a Southeastern region of the United States. Seventy-one percent of the participants were traditional students, while 29% were married and 22% had one or more children. Ninety-three percent of the students were Caucasian, 4% were African American, and 2% were Hispanic. This represents a typical demographic mix for the university program.

This quasi-experimental research design included three pretests and posttest measures consisting of two self-assessment questionnaires and essays, scored by trained raters. All groups received instruction consisting of 10-12 minute mini-lessons at the beginning of each regular scheduled class session for 10 weeks. The treatment group experienced lessons designed to assist them in developing their professional behavior and human relations dispositions, while the comparison group experienced lessons of general teaching ideas such as engaging parental involvement.

A Multivariate Analysis of Variance (MANOVA) was used to compare the combined results of the instruments in order to determine significance between the treatment and comparison groups overall, in professional behavior, and in human relations. The  $F$  ratio comparing the two groups was not significant; however, all three measures indicated a significant difference between the pretest and posttest for all three groups.

### Discussion

According to this study, 10-12 minute mini-lessons incorporated into the regular scheduled class session over a 10-week period did not produce statistically significant differences between the treatment and comparison groups with regard to dispositional growth for preservice teachers in the second semester of a teacher education program as measured by three different instruments. However, both groups did show significant growth between the pretest and the posttest. Several factors may have contributed to these results.

The fact that there was no significant difference between the groups in amount of growth may indicate the possibility that the instruments did not effectively measure dispositions. This analysis of finding would be consistent with those findings reported by Doyle (1969) who found self-reporting less effective than other measures. In addition, Burant, Chubbuck, & Whipp (2007) point out the possible inappropriateness of “attempting to measure and quantify what may not be measurable or even knowable, given the ultimate inaccessibility of each person’s interiority” (p. 407).

The lack of significant differences between the groups with regard to growth might also stem from the fact that Strategic Modeling was a new concept with a limited

implementation time. Research focusing on the steps for effective strategy development, suggest the need for consistency and repetitive use over time until the learned behavior becomes secondary in nature to the user (Readence, Bean, & Baldwin, 1992).

Another possible contributing factor may have been that the scores for the treatment group were higher on the pretest, although not significantly higher, when compared to those of the comparison group, possibly resulting in a ceiling effect that may have limited the three instruments' ability to measure the full growth the treatment group may have realized. In light of the fact that the pretest scores were higher on all three measures for the treatment group, one might consider that this could have been a confounding factor based on the fact that even given randomization of groups to treatment and comparison, 40% of the treatment group participants were dual program students who had experienced some dispositional development prior to the study. Dual program students are identified as those students who will graduate with both a special education and a regular education degree. Perhaps students attempting a dual degree are typically more motivated toward developing a repertoire of effective teaching behaviors and methods and therefore may be predisposed to assuming a more positive teacher disposition. Consequently, future studies may wish to focus on the impact those participants may have on certain factors related to potential findings.

In addition, the teacher education program at the university where this study took place already incorporates several initiatives that promote dispositional growth. For example, the program employs the use of a disposition rubric that is shared with the students at the beginning of each semester. This rubric serves as a self-assessment tool for the students and is ultimately utilized by the instructors to evaluate the students at the

end of each semester. Also, using a “block” concept for teaching preservice teachers, a model that results in a team of instructors to meet bi-weekly to discuss students’ progress and how best to support each student’s growth, was used with the students enrolled in the program. When a student is identified as having a dispositional issue during the semester, he or she is called in immediately for a conference and coaching on how to be more effective as a student and a future teacher. Having these constructs already in place at the study site may have affected its results regarding dispositional growth outcomes.

Another aspect of measuring dispositions that may prove problematic for a study of this nature, is the effectiveness of using self-evaluation as a measure. Two of the three measures in this study required self-assessments. As mentioned earlier, self-evaluation appears beneficial for facilitating students in developing their dispositions but draws concern as a definitive means by which to report growth or acceptable dispositions. There are several advantages and disadvantages to self-assessment. First, the act of responding to the assessment questionnaire can in itself be a type of reflection for the preservice teachers whereby they become more aware of the attributes of an effective teacher, evaluate how they see themselves in regard to those standards, and aspire to become stronger in those areas. However, that very aspect could become a disadvantage if a student’s awareness of what is expected allows him or her to identify and maintain that outward behavior merely for the extent of the degree program even when it is not his or her real disposition. Second, some students may overrate themselves in the pretest due to lack of maturity and understanding of requirements or the genuine inability to self-assess. As the program develops, and preservice teachers develop a clear understanding of what is required of becoming an effective teacher, they rated themselves lower. Consequently,

one must consider whether the preservice teachers really know what appropriate teacher dispositions are in order to honestly evaluate themselves against a standard. Is their frame of reference (repertoire of experience) accurate when deciding that they are, in fact, a seven (highest) on particular items on the questionnaire? Is the preservice teacher completing the questionnaire capable of accurately evaluating himself or herself? The fact that some preservice teachers rated themselves lower on the posttest than on the pretest may be indicative of the possibility that some students thought they had appropriate dispositions to begin with, only to discover during the course that they could actually grow in terms of becoming an effective teacher with regard to dispositions. Interestingly, even though the participants in this study overall thought their dispositions were very good, as evidenced by the pretest outcome, they still showed significant growth in their dispositions. Beyond the reliability and validity of the instrument, however, remains a strong underlying question: Are preservice teachers capable of accurately self-evaluating appropriate teacher dispositions?

#### Limitations of the Study

The research conducted for the purpose of this study was limited to several conditions. This study was limited to 45 participants; therefore, future studies should include a larger sample size in order to be able to generalize the findings. While the subjects involved in the study were primarily Caucasian, and indicative of the university enrollment, future studies need to include a more diverse ethnic population in order to be able to offer greater generalizability of the findings. In addition, future studies may need to focus on longer treatment duration. Self-evaluation as an assessment format causes

evaluation concerns, including the possibility that some students may only maintain an outward appearance of appropriate dispositions as long as needed to graduate. Thus, a longitudinal study would determine any lasting effects of the treatment.

### Conclusions

Past research suggests that teacher education programs should evaluate students as part of their application process and screen out any that appear to lack the desired dispositions (Shechtman & Sansbury, 1989; Shechtman, 1991; Wasicsko, 2007); however, the results of this study suggest that teachers' dispositions can be altered during a teacher education program and would therefore discourage the use of prescreening of potential education students for the purpose of eliminating them from the program. While this study supports development of dispositions, future research is needed to investigate the degree, direction, and amount of change affordable to preservice teachers.

Why does the education profession want to measure and develop dispositions? Across the nation there is a strong desire for every classroom to have a highly qualified teacher who provides a safe and supportive learning environment for the students. But the question remains: How could one measure all the possible dispositions that are needed to guarantee that only those with effective dispositions are in the classroom? During this study three different measures, consisting of a total of 111 items plus an essay that was rated on a 28-point scale, indicated that the students significantly developed in their dispositions; however, there were dispositional issues that became apparent during the study that were never addressed via any of the assessments. For example, one student repeatedly gave very convincing explanations about why she was late for class and in



turning in assignments. Later, she was caught telling an untruth to a professor about something that was totally insignificant, indicating that she may have a tendency to make excuses even when there is no apparent reason to do so. Was that just an immature, foolish mistake on her part or was her behavior indicative of an inherently poor disposition? The challenge of effectively measuring dispositions may never be an exact science. As Burant, Chubbuck, and Whipp (2007) suggest, the real solution for having effective teachers in every classroom may be to let go of measuring dispositions and instead clarify a definitive national “code of ethics” for the teaching profession and hold preservice and practicing teachers to that uniform standard.

However, it may be some time before the education profession as a whole agrees on a standard “code of ethics” or, better yet, how to accurately measure appropriate teacher dispositions. Many teacher education programs are currently involved in some type of evaluation of dispositions; however, unless a teacher education program has a clear, written plan of action for processing dispositional concerns and legal guidelines for counseling a student out of a program when it is apparent that he or she lacks the disposition to effectively teach, there is little value in monitoring or measuring. In fact, when a professor has a student for only one semester, the instructor may overlook what appears to be an isolated incident of concern, passing the student on in the teacher education program. On the other hand, documentation about concerns or incidents involving a student may reveal if there is a pattern of poor dispositions or behaviors and justify evaluating whether or not the student should remain in the teacher education program.

### Recommendations for Future Studies

As a relatively new field in the area of research, additional studies should be conducted to see if outcomes are comparable and, thus, if findings are comparable over time, and across programs. Additional consideration might also be given to altering pre-existing or creating new measures which allow students to truly be called upon to respond with genuine reflection of ability or lack thereof to allow for the elimination of potential evaluation bias. Given that dispositions are difficult to measure, it is still important that researchers continue the investigation of ways to provide meaningful discrimination between those teachers with and without the necessary dispositions to instill in their students a desire and sense of well being with regard to learning.

Assessment experts throughout history have often indicated that self-evaluation is the most difficult type of assessment to complete and evaluate for many reasons: personal introspection is complex, truly understanding what is required to possess the characteristics takes a certain level of maturity, and students may respond a certain way in an effort to please their teachers. Therefore, either a different type of assessment or altering the directions for administering the assessment might encourage students to respond with a greater depth of understanding to the questions. In addition, dispositional assessments might need to begin when students first enter teacher education programs and continue at specific intervals to determine if growth is continual throughout the program, thus, allowing for measured growth, improvement, and knowledge acquired.

Continuation of disposition assessment during student teaching and for the first two years as novice teachers would also allow supervisors to determine to what extent teachers maintain their dispositions once placed in the regular classroom as the primary

teacher. Using the same assessment instrument as a self-assessment and as the instructor's evaluation, ultimately, in order to compare the two scores may provide additional support for the validity of self-evaluation as an assessment tool with regard to dispositions.

The design and implementation of a qualitative study which includes students' written reflections and oral interviews about the growth they observe in themselves would also be beneficial with regard to supporting results. This study might also wish to include an instructor's log of observations to determine if differences between reflections and observed behavior exist. In conclusion, utilizing a study which involves self-assessment questionnaires, researchers may wish to have students fill out the questionnaire and then discuss the item's meanings together in class. Having them respond a second time to the questionnaire and compare the two sets of responses could identify how well the students initially understood what the question was asking. While this would require some type of weight for both responses, it might be a worthwhile effort. This outcome may serve to validate whether or not preservice teachers are capable of self-evaluating dispositions during the teacher education program.

APPENDIX A  
PROFESSIONAL PERFORMANCE STUDENT SELF-ASSESSMENT AND REVIEW  
PPSSR

Student \_\_\_\_\_

Professor \_\_\_\_\_

Course Number \_\_\_\_\_

Semester \_\_\_\_\_

**Student Self-Assessment**

I have completed this professional performance self-assessment truthfully and to the best of my knowledge.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Faculty Review<sup>1</sup>**

\_\_\_\_\_ I have no reservations about this self-assessment and feel you are evidencing professional dispositions for a future teacher.

\_\_\_\_\_ I have a few reservations as itemized below with the recommendation that a copy of this instrument be placed in your file in order to follow your progress in future classes.

\_\_\_\_\_ I have serious reservations about your dispositions as itemized below. I recommend that the Chair of the Education Department meet with you to explore these concerns.

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

<b>Responsibility for Learning<sup>2</sup></b>				
	Always	Usually	Occasionally	Rarely
A. Demonstrates Positive Attitude Toward Learning				
B. Demonstrates Effort				
C. Comes to Class Prepared				
D. Seeks Help when Needed				
E. Participates in Self-Initiated Study				
F. Accepts Consequences of Own Decision/Actions				
G. Arrives on time to Class, Field Sites, and Appointments				
H. Meets Deadlines				
I. Demonstrates Passion for Learning Beyond Grades				
<b>Interpersonal Skills and Collaboration<sup>3</sup></b>				
	Always	Usually	Occasionally	Rarely
A. Refrains from Dominating Discussions				
B. Encourages All Members of the Group to Participate				
C. Respects Personal & Cultural Differences of Others				
D. Respects Personal Space and Property of Others				
E. Actively Helps Identify Group Goals and Helps to Meet Them				
F. Sustains a Positive Learning Environment by Avoiding Competitive Behaviors				
G. Considers Group in Pacing and Content				
H. Demonstrates understanding of and Carries out Assigned Role within the Group				
I. Does Proportionate Share of Work for Group Projects				
J. Shows Warmth & Compassion for All Persons Regardless of Background or Culture				
<b>Professionalism<sup>4</sup></b>				
	Always	Usually	Occasionally	Rarely
A. Abides by Departmental, University, & Public School Policies				
B. Deals with Personal Emotions Maturely				
C. Uses Good Judgment in Maintaining Confidentiality				
D. Displays Honesty and Integrity				
E. Wears Appropriate Professional Attire (e.g. Field Sites and for Presentations)				
F. Copes with Change and Ambiguity by Being Flexible				
G. Acknowledges Materials by Other Authors (e.g. Respects Copyright Laws)				
H. Shows Passion for Teaching				

<b>Communication Skills<sup>5</sup></b>				
	Always	Usually	Occasionally	Rarely
A. Demonstrates Correct Verbal Language Skills				
B. Demonstrates Correct Written Language Skills				
C. Recognizes Impact of Nonverbal Communication				
D. Demonstrates Active and Reflective Listening				
E. Uses Language Appropriate to Situation (e.g. No Slang or Vulgarity)				
F. Provides Constructive Feedback to Faculty and Peers				
G. Demonstrates Positive Attitude Toward Receiving Feedback				
H. Utilizes Feedback to Make Changes				
<b>Higher Level Thinking Skills<sup>6</sup></b>				
	Always	Usually	Occasionally	Rarely
A. States Problem Clearly				
B. Examines Multiple Solutions				
C. Evaluates Facts Logically				
D. Questions Assumptions and Formulates Hypotheses				
E. Examines Cause/Effect Relationships				
F. Exhibits Good Judgment in Decision Making				
G. Raises Relevant Questions				
H. Draws Conclusions from Readings in the Field of Education				
I. Reflects on Own Learning and Projects to Future Practice				
<b>Initiative and Self-Confidence<sup>7</sup></b>				
	Always	Usually	Occasionally	Rarely
A. Exhibits Creativity and Resourcefulness				
B. Implements Plans Independently				
C. Demonstrates Realistic Self-Confidence				
D. Handles Class Demands Competently				
E. Recognizes What Needs to Be Done Without Prompting				
F. Takes Appropriate Action in a Variety of Situations				
G. Initiates Active Communication with Instructors, Supervisor, and Cooperating Teacher				

Additional Comments: (optional)<sup>8</sup>

\*Adapted from Hillman, et al., 2006

APPENDIX B  
PERCEPTUAL RATING SCALE (PRS)

TOTAL SCORE \_\_\_\_\_

PERCEPTION OF SELF:

<u>IDENTIFIED</u>	<u>UNIDENTIFIED</u>
The educator feels oneness with all people. S/He perceives him/herself as deeply and meaningfully related to persons of every description.	The educator feels generally apart from others. His/her feelings of oneness are restricted to those of similar beliefs

7    6    5    4    3    2    1

PERCEPTION OF OTHERS:

<u>ABLE</u>	<u>UNABLE</u>
The educator sees others as having capacities to deal with their problems. S/He believes others are basically able to find adequate solutions to events in their own lives.	The educator sees others as lacking the necessary capacities to deal effectively with their problems. S/He doubts their ability to make their own decisions and run their own lives.

7    6    5    4    3    2    1

PERCEPTION OF PURPOSE:

<u>LARGER</u>	<u>SMALLER</u>
The educator views events in a broad perspective. His/her goals extend beyond the immediate to larger implications and contexts.	The educator views events in a narrow perspective. His/her purposes focus on immediate and specific goals.

7    6    5    4    3    2    1

FRAME OF REFERENCE:

<u>PEOPLE</u>	<u>THINGS</u>
The educator is concerned with the human aspects of affairs. The attitudes, feeling, beliefs, and welfare of persons are prime considerations in his/her thinking.	The educator is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his/her thinking.

7    6    5    4    3    2    1

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APPENDIX C  
HUMAN RELATIONS INCIDENT (HRI) ESSAY PROMPT

Think of a significant, past event which involved you in a teaching role, with one or more persons. That is, from a human relations standpoint, this event had special meaning for you. In writing about this event, please use the following format:

Describe the situation as it occurred at the time.

What did you do in the particular situation?

How did you feel about the situation at the time you were experiencing it?

How do you feel about the situation now?

Would you wish to change any part of it?



APPENDIX D  
PRESERVICE TEACHER DISPOSITION SURVEY (PTDS)

1 Strongly Disagree/ 2 Disagree / 3 Somewhat Disagree/ 4 Undecided / 5 Somewhat Agree / 6 Agree / 7 Strongly Agree	
1. I always feel capable and confident in my college coursework.	1 2 3 4 5 6 7
Clarifying note:	
2. It always bothers me when I am told by an instructor to do something differently.	1 2 3 4 5 6 7
Clarifying note:	
3. People always understand what I am trying to say.	1 2 3 4 5 6 7
Clarifying note:	
4. I am always willing to ask questions when I do not understand.	1 2 3 4 5 6 7
Clarifying note:	
5. There will likely be at least one student each year with whom I will not get along.	1 2 3 4 5 6 7
Clarifying note:	
6. When preparing assignments or teaching materials, my written grammar is always correct.	1 2 3 4 5 6 7
Clarifying note:	
7. If a child was frequently in trouble last year, he or she will likely be a problem again this year.	1 2 3 4 5 6 7
Clarifying note:	
8. When someone offends me or hurts my feelings, it is difficult for me to forgive him/her.	1 2 3 4 5 6 7
Clarifying note:	
9. I never leave the room during class or leave the field experience early.	1 2 3 4 5 6 7
Clarifying note:	
10. I always study and seek learning experiences beyond required coursework.	1 2 3 4 5 6 7
Clarifying note:	
11. I always turn my assignments in on time.	1 2 3 4 5 6 7
Clarifying note:	
12. I always welcome suggestions and feedback.	1 2 3 4 5 6 7
Clarifying note:	
13. It is very difficult for me to understand people who think differently than I think.	1 2 3 4 5 6 7
Clarifying note:	
14. It upsets me if the instructor coaches me while I am delivering a presentation or teaching in my field experience.	1 2 3 4 5 6 7
Clarifying note:	
15. It is always hard for me to tolerate a child who comes to school dirty.	1 2 3 4 5 6 7
Clarifying note:	
16. I always prefer working alone.	1 2 3 4 5 6 7
Clarifying note:	

<b>1 Strongly Disagree/ 2 Disagree / 3 Somewhat Disagree/ 4 Undecided / 5 Somewhat Agree / 6 Agree / 7 Strongly Agree</b>	
17. When I become extremely angry with someone, it affects my relationship with him/her.	1 2 3 4 5 6 7
Clarifying note:	
18. I am always the positive one who cheers up my friends.	1 2 3 4 5 6 7
Clarifying note:	
19. I am always well groomed and dressed appropriately.	1 2 3 4 5 6 7
Clarifying note:	
20. When a student misbehaves, a punishment is always warranted.	1 2 3 4 5 6 7
Clarifying note:	
21. I am always confident in my ability to handle life as it happens.	1 2 3 4 5 6 7
Clarifying note:	
22. Keeping information confidential is never difficult for me.	1 2 3 4 5 6 7
Clarifying note:	
23. I always plan well and I am able to follow my plan.	1 2 3 4 5 6 7
Clarifying note:	
24. When I see a student who is not doing well, I always want to figure out what is the root of the problem.	1 2 3 4 5 6 7
Clarifying note:	
25. I always feel capable of adjusting my plans when flexibility is required.	1 2 3 4 5 6 7
Clarifying note:	
26. My instructors should make exceptions on course requirements if I am experiencing excessive stress in my life.	1 2 3 4 5 6 7
Clarifying note:	
27. My lessons always turn out the way I planned them.	1 2 3 4 5 6 7
Clarifying note:	
28. I actively seek suggestions from my instructors to improve my work and myself as a teacher.	1 2 3 4 5 6 7
Clarifying note:	
29. I always know how to manage my stress even when life gets overwhelming.	1 2 3 4 5 6 7
Clarifying note:	
30. I am always sensitive to the needs of others.	1 2 3 4 5 6 7
Clarifying note:	
31. I always notice the variety of different methods and approaches that teachers use to teach students.	1 2 3 4 5 6 7
Clarifying note:	
32. I always enjoy being involved in cooperative learning activities.	1 2 3 4 5 6 7
Clarifying note:	
33. During my field experience, I always gain valuable information about teaching and managing a classroom.	1 2 3 4 5 6 7
Clarifying note:	

1 Strongly Disagree/ 2 Disagree / 3 Somewhat Disagree/ 4 Undecided / 5 Somewhat Agree / 6 Agree / 7 Strongly Agree	
34. I am always open to the ideas of others.	1 2 3 4 5 6 7
Clarifying note:	
35. When listening to another person, I always find myself thinking of something else.	1 2 3 4 5 6 7
Clarifying note:	
36. I always have a good rapport with my instructors.	1 2 3 4 5 6 7
Clarifying note:	
37. Students will always learn most effectively if they are quiet and sit still.	1 2 3 4 5 6 7
Clarifying note:	
38. My friends and family would describe me as a happy person.	1 2 3 4 5 6 7
Clarifying note:	
39. I always feel capable of handling any situation that I encounter during my field experience.	1 2 3 4 5 6 7
Clarifying note:	
40. Children from a poor home are disadvantaged and will never do as well as other students.	1 2 3 4 5 6 7
Clarifying note:	
41. I am never absent from scheduled class sessions.	1 2 3 4 5 6 7
Clarifying note:	
42. Parents can be a problem if they have their own beliefs about how school should be.	1 2 3 4 5 6 7
Clarifying note:	
43. If I see a child become embarrassed when he/she makes a mistake, I understand how he/she might feel.	1 2 3 4 5 6 7
Clarifying note:	
44. I can never be expected to teach my students what they should have learned over the last few years.	1 2 3 4 5 6 7
Clarifying note:	
45. It always bothers me when I am interrupted in the middle of a presentation.	1 2 3 4 5 6 7
Clarifying note:	
46. It is difficult for me to understand why some children have so many problems learning to read.	1 2 3 4 5 6 7
Clarifying note:	
47. If a child consistently gets into trouble at school, he or she could just be a bad child.	1 2 3 4 5 6 7
Clarifying note:	
48. It is always rewarding to teach students who want to learn, but those who will not try can not be helped.	1 2 3 4 5 6 7
Clarifying note:	
49. When presenting or teaching, my oral grammar is always correct.	1 2 3 4 5 6 7
Clarifying note:	

<b>1 Strongly Disagree/ 2 Disagree / 3 Somewhat Disagree/ 4 Undecided / 5 Somewhat Agree / 6 Agree / 7 Strongly Agree</b>	
50. Although most students can learn, there will always be some that can not learn.	1 2 3 4 5 6 7
Clarifying note:	
51. I always like being out in the schools and in a classroom during my field experience.	1 2 3 4 5 6 7
Clarifying note:	
52. Working on a team or with a partner is always easy for me.	1 2 3 4 5 6 7
Clarifying note:	
53. When a person is upset with me, he or she should always be willing to listen to my side of the story.	1 2 3 4 5 6 7
Clarifying note:	
54. I intend to always have parents help in my classroom.	1 2 3 4 5 6 7
Clarifying note:	
55. Parents should be considerate of the teacher and always call for an appointment to talk about their child.	1 2 3 4 5 6 7
Clarifying note:	
56. I am never late for class or my field experience.	1 2 3 4 5 6 7
Clarifying note:	
57. I will always be able to develop a working relationship with all of my students.	1 2 3 4 5 6 7
Clarifying note:	
58. I always have a positive attitude about life.	1 2 3 4 5 6 7
Clarifying note:	
59. I always have a good rapport with my fellow class members.	1 2 3 4 5 6 7
Clarifying note:	
60. I am always open-minded and willing to incorporate constructive feedback.	1 2 3 4 5 6 7
Clarifying note:	

## APPENDIX E

## PRETEST AND POSTTEST PROTOCOL FOR PTDS

Please put your name and student ID at the top right hand corner of the paper. Read each item carefully and respond by circling the appropriate number (only one) at the end of each line. Notice there is a space to make a brief comment after each item. Comments are not required; however, you may make a comment if you wish to do so. Respond as accurately as possible indicating what is true at this point in your program.

APPENDIX F  
STRATEGIC MODELING DESIGN

<b>Four Step Strategic Modeling for Preservice Teacher Disposition Development</b>	
<p><b>Step 1.</b> <b>Dispositional Situations</b> (Affective Hook) Using real-life stories to spark contemplation and new awareness</p>	<p>Vignettes, moral dilemmas, and inspirational stories chosen as affective hooks to engage the preservice teachers in discussions, debates, and thought.</p>
<p><b>Step 2.</b> <b>Explicit Conversation</b> (Segue) Clearly developed discussions with an unambiguous objective</p>	<p>Conversations, discussions, and debates specifically designed to involve the preservice teachers in challenging, stimulating, and emotional issues as a way for them to personalize the concepts and apply them to teaching.</p>
<p><b>Step 3.</b> <b>Self and Mentor Modeling</b> (Instruction) Observing oneself and others and the effect of behaviors</p>	<p>Modeling through video clips, inspirational stories, and small group sharing. Self-modeling outside of class while practicing the concepts and discovering the value through personal experience.</p>
<p><b>Step 4.</b> <b>Reflecting</b> (Assessment) Contemplating an experience or situation and becoming aware of what one realizes as a result of that experience</p>	<p>Reflecting by contemplating the positive affect experienced from using the concepts and principles and the impact it has on everyone involved.</p>

## APPENDIX G TREATMENT PROTOCOL CALENDAR

### Four Step Strategic Modeling for Developing Professional Teacher Dispositions

Week & Session	Objective: Preservice teachers will be more aware of . . .	Instructional Content Affective Hooks - Instructions - Vignettes	Assignments
1/1	... the importance of positive feedback in students' lives	Starfish Story Human Relations Principles	Practice giving honest, sincere appreciation and write <b>reflection 1</b> .
1/2	... the positive impact of recognizing the potential in students	Vignette: "The Virtue of Excellence"	Continue practice giving honest, sincere appreciation.
2/1	... ways to manage stress in their lives	Old Race Horse Story Stress Management Principles ("Just For Today")	Practice stress management principles and write <b>reflection 2</b> .
2/2	... the benefit of focusing attention on those things over which they have control	Activity: Rock & Clay Analogy "Serenity Prayer"	Continue to practice the stress management principles.
3/1	... the importance of effective communication	The Boy and God Story Activity: Communication Demo w/jacket	Practice active listening and write <b>reflection 3</b> .
3/2	... the need to actively listen to their students	Battleship Story Vignette: "Annie Lee's Gift"	Continue practicing active listening.
4/1	... the value of maintaining a positive attitude	The Boy and Baseball Story Make the book title italics Seven Day Mental Diet (principles for positive attitude)	Practice keeping a positive attitude in all areas of life and write <b>reflection 4</b> .
4/2	... the advantages of creating a positive atmosphere in the classroom	What's the Difference? Story Vignette: "Great Answer"	Continue practicing a positive attitude by noticing the special talents in children.
5/1	... the value of spending quality time with the students to develop belonging	Vignette: "Any Kid Can Be a Superstar!"	Practice helping people feel as though they belong and write <b>reflection 5</b> .
5/2	... the value of creating a sense of belonging in the classroom	Vignette: "That's Just Roscoe"	Continue to practice helping people feel as though they belong.
6/1	... ways to better manage their time and work	Wheel of Life Time Management - Priorities	Practice the time management principles and write <b>reflection 6</b> .
6/2	... ways to better organize themselves and their materials	Tricks of the Trade Time Management - Effective Action	Continue practicing the time and organizational principles.
7/1	... the rewards of consistently living their ideals	Vignette: Teachers Do Make a Difference	Make a list of things you can do in the future to help you remember to be the teacher you aspire to be and write <b>reflection 7</b> .
7/2	... the importance of seeing the potential in all students	Vignette: Chris's Story	Continue to build your list of ways to remain the kind of teacher you want to be.
8/1	... how to think through and solve problems	Four Problem Solving Questions Moral Dilemma: Stealing	Practice using the Four Problem Solving Questions and write <b>reflection 8</b> .
8/2	... how to handle the challenges of teaching	Moral Dilemma 1 Moral Dilemma 2	Continue to apply the problem solving principles to make decisions.
9/1	... the value of having compassion for all students	"Expect Unlovable Moments"	Reflect on the course and write <b>reflection 9</b> on how you have grown as a person and as a future teacher.
9/2	... the value of having compassion for self and others	Honesty with your self leads to compassion for others. Compassion Exercise	Continue to reflect on the course and how you have grown as a person and as a future teacher. Prepare a two-minute report.
10/1	... the value of being open to possibilities	"Maybe So, Maybe Not" Story Reports: How I Have Grown as a Person and Future Teacher	Share a two-minute report.
10/2	... the value of developing my professional ability	A Mother Asked Gandhi Story Reports: How I Have Grown as a Person and Future Teacher	Share a two-minute report

Treatment sessions were twice a week for ten weeks.

APPENDIX H  
LESSON PLANS FOR TREATMENT GROUP

Week 1: Session 1

*Objective:* Preservice teachers will become more aware of the importance of positive feedback in students' lives.

*Affective Hook:* Starfish Story

An old man was walking along the beach one afternoon and observed a young woman picking things up and throwing them into the ocean. As the older man approached, he realized she was throwing starfish that had washed up on the beach. "Why do you bother?" the old man asked. "There are thousands washed up on the beach; what difference can you make?" The young woman picked up another starfish and threw it into the ocean and said, "Made a difference for that one!"

Folklore

*Segue: Moral of the Story*

Say, "As teachers we have endless opportunities to make a difference in the lives of students, but we must intend to do so. Clear intentions will guide our actions, for very little happens without purpose. One way to have a positive impact on our students is to be aware of and practice human relations principles."

*Instruction:* Human Relations Principles

Display a copy of the Human Relations Principles on the overhead, and give a brief history of their origin. Provide a copy for each student. Explain that they will be asked to practice these principles in their lives and report on their experiences.

1. Don't criticize, condemn, or complain.
2. Give honest, sincere appreciation.
3. Arouse in the other person an eager want.



4. Become genuinely interested in other people.
5. Smile.
6. Remember that a person's name is to that person the sweetest and most important sound in any language.
7. Be a good listener. Encourage others to talk about themselves.
8. Talk in terms of the other person's interests.
9. Make the other person feel important – and do it sincerely (Carnegie, 1981).

*Assignment:* During the next week as you go about your life, practice giving honest, sincere appreciation to people wherever you go, including family members, co-workers, store clerks, and waiters or servers. As you continue to practice, pay close attention to the reactions in each person. Choose one incident and write a reflection describing the situation, the reaction of the other person, and what you realized as a result of this experience.

Week 1: Session 2

*Objective:* Preservice teachers will become more aware of the positive impact of recognizing the potential in students.

*Affective Hook:*

*Read the short story:*

“The Virtue of Excellence” from *Chicken Soup for the Teacher’s Soul* (Canfield & Hansen, 2002, p. 247).

*Segue:* Moral of the Story

Say, “Students will rise to high expectations, but they need you to believe in them and not be influenced by the mistakes they make or have made.”

*Instruction:* Discussion at strategic points in the story.

*Assignment:* Continue to give honest, sincere appreciation and observe the difference you make in the lives you touch.

Week 2: Session 1

*Objective:* Preservice teachers will become more aware of ways to manage stress in their lives.

*Affective Hook:* Old Race Horse Story

There once was a very famous and successful race horse who had won a lot of money for its owner over the years but who was just too old to run any more. So the owner decided to put him out to pasture on his place in the country. A few weeks later, the owner realized he had not seen the horse for a while, so he set out to find what had become of the old horse. As he rode around the ranch, he came upon an abandoned well and looked down the shaft. Surely enough, the horse had fallen in the old well. The owner was perplexed as to what to do, and he said to the horse, “You have been good to me, and I appreciate that; but you are very old, and I do not know how I can get you out of there, so I will just have to leave you down there.”

The owner began to shovel dirt into the hole. He picked up a shovel of dirt and dropped it down the hole, and it landed on the horse’s back. The horse just shook, whinnied, and took a step. The owner threw another shovel of dirt down the hole; it too landed on the horse’s back, and again the horse shook, whinnied, and took a step. The owner continued to shovel dirt into the hole, and each time the horse shook, whinnied, and took a step. And what do you think happened to the horse? Surely enough, he eventually walked right out of that hole. (Folklore)

*Segue: Moral of the story*

Say, “Whenever you feel as though you have a burden on your shoulders and you are in a rut, just remember that old horse and shake it off, take the next step, and soon you too will have walked your way right out of your troubles.”

*Instruction: Stress Management Principles*

First, display a copy of “Just for Today” by Sibyl F. Partridge (cited in Carnegie, 1984, p.123) on the overhead and provide a copy for the preservice teachers.

Just For Today

1. Just for today I will be happy. This assumes that what Abraham Lincoln said is true, that “most folks are about as happy as they make up their minds to be.” Happiness is from within; it is not a matter of externals.
2. Just for today I will try to adjust myself to what is, and not try to adjust everything to my own desires. I will take my family, my business, and my luck as they come and fit myself to them.
3. Just for today I will take care of my body. I will exercise it, care for it, nourish it, not abuse it nor neglect it, so that it will be a perfect machine for my bidding.
4. Just for today I will try to strengthen my mind. I will learn something useful. I will not be a mental loafer. I will read something that requires effort, thought, and concentration.
5. Just for today I will exercise my soul in three ways; I will do somebody a good turn and not get found out. I will do at least two things I do not want to do, as William James suggests, just for exercise.

6. Just for today I will be agreeable. I will look as well as I can, dress as becomingly as possible, talk low, act courteously, be liberal with praise, criticize not at all, nor find fault with anything and not try to regulate nor improve anyone.
7. Just for today I will try to live through this day only, not to tackle my whole life problem at once. I can do things for twelve hours that would appall me if I had to keep them up for a lifetime.
8. Just for today I will have a program. I will write down what I expect to do every hour. I may not follow it exactly, but I will have it. It will eliminate two pests, hurrying and indecision.
9. Just for today I will have a quiet half-hour all by myself and relax. In this half-hour sometimes I will think of God, so as to get a little more perspective into my life.
10. Just for today I will be unafraid, especially I will not be afraid to be happy, to enjoy what is beautiful, to love, and to believe that those I love, love me (cited in Carnegie, 1984, p. 123).

Discuss these principles for managing stress and being happy.

*Assignment:* Choose one of these stress management principles, practice it this week, and write a reflection on what you realized as a result of your practice.

## Week 2: Session 2

*Objective:* Preservice teachers will become more aware of the benefit of focusing attention on those things over which they have control.

### *Affective Hook:* Rock and Clay Analogy

Ask the preservice teachers to close their eyes and open their hands. Give each participant a rock, and when all have one, have them open their eyes. Have the participants examine their rock and notice what they like about it, considering also what they would prefer to be different about it. Have them show their rocks to each other and talk about their likes and dislikes, but stress that they may not trade their rock with anyone. Next, have the participants close their eyes again and with all their might, try to change the rock to be the way they want it to be.

*Segue:* Then say, “Of course, this is a silly waste of time, for we know that these rocks can not be changed; however, spending time and energy fretting over things in life that can not be changed is just as silly. The rock you are holding in your hand is like a part of your life; you were not allowed to select your rock, and you are unable to change it. What are some things in life that we did not choose and we can not change? (body type, parents’ divorce, other people, what happened last year or even yesterday) Yet sometimes we protest and spend valuable energy complaining about things that can not be changed.”

### *Instruction:*

As this conversation is going on, give each participant a piece of clay. Tell them the clay represents the parts of life that can be molded and changed. Discuss the areas in life that we have control over (school, friends, career). Instruct the

participants to incorporate both the rock and the clay into a creation of beauty. Discuss how a person can use the rock part of his or her life to create something beautiful if it is a conscious decision to do so. Share how the “Serenity Prayer” captures this whole discussion:

God grant me the serenity  
To accept the things I cannot change,  
The courage to change the things I can,  
And the wisdom to know the difference.

(Dr. Reinhold Niebuhr as cited in Carnegie, 1984).

Share with the students that as teachers, there will be many things that are out of their control; “The Serenity Prayer” will be a pleasant reminder to stay focused on what they have the ability to affect.

*Assignment:* Contemplate what you spend time worrying or complaining about but over which you have no control. Choose to redirect your energy toward that which you can affect in a positive way. Continue to practice the stress management principles.

### Week 3: Session 1

*Objective:* Preservice teachers will become more aware of the importance of effective communication.

*Affective Hook:* The Boy and God Story

There was a little boy named Jeffery, who was only five but was mischievous and full of energy. One Sunday as his mother was leaving church, the minister asked how she was doing. In her reply she included that Jeffery was quite a handful and always into something. “Why don’t you bring him by sometime this week and let me have a talk with him? Perhaps I can help,” the minister offered. So on Wednesday, Jeffery’s mom told him that they were going to church to talk with the minister.

“Oh, can Freddy come with us?” asked Jeffery.

“My goodness! You always want Freddy to go everywhere with us,” she replied.

“He may go, but he will have to wait outside on the front steps.”

They arrived at the church, and Freddy waited on the front steps while Jeffery and his mother went inside. Once they were in the minister’s office, Jeffery’s mom left him to talk with the minister. The minister was sitting at his desk and Jeffery was sitting across from him.

“Jeffery, where is God?” the minister began. But there was no reply from Jeffery, who just sat there staring at the minister in silence. The minister thought to himself, “I will not accomplish much if I do not get him talking.” He repeated again, “Jeffery, where is God?” Still not a word came from Jeffery.

Thinking that maybe Jeffery did not hear him, he said again a little louder, “Jeffery, where’s God?” This time, Jeffery jumped up and ran out of the room, out the



front door and hollered to Freddy, "Run, Freddy, run!" They both ran down the street and were hiding in the alley.

Totally out of breath, Freddy asked, "What's the matter?"

Between gulps of air, Jeffery answered, "God's missing and they think we've got Him." (Folklore)

*Segue:* Moral of the Story

Be patient. What you think you said is not always what was heard, especially with young students. With this understanding, be willing to repeat or explain the lesson as many times and in as many ways as it takes for the students to be successful.

*Instruction:* Effective Communication Demonstration

Have two volunteers participate in this activity for giving instructions for putting on a jacket. The two volunteers are facing outward. One person will be giving instructions as to how to put on a jacket. The other person will follow the instructions exactly and literally but without adding any prior knowledge. The class will observe the difference between what one person thinks he or she communicated and what is really communicated to the other person (Scannell & Newstrom, 1994).

*Assignment:* Practice being an active listener. Ask questions to get people to talk about themselves. As you do so, pay close attention to the response in each person. Choose one incident and write a reflection describing the situation, the reaction of the other person, and what you realized as a result of this experience.

### Week 3: Session 2

*Objective:* Preservice teachers will become more aware of the importance of actively listening to their students.

*Affective Hook:* Battleship Story

Two battleships assigned to the training squadron had been at sea on maneuvers in heavy weather for several days. I was serving on the lead battleship and was on watch on the bridge as night fell. The visibility was poor with patchy fog, so the captain remained on the bridge keeping an eye on all activities.

Shortly after dark, the lookout on the wing of the bridge reported, "Light, bearing on the starboard bow."

"Is it steady or moving astern?" the captain called out.

Lookout replied, "Steady, captain," which meant we were on a dangerous collision course with that ship.

The captain then called to the signalman, "Signal that ship, 'We are on a collision course; advise you change course 20 degrees.'"

Back came a signal, "Advisable for you to change course 20 degrees."

The captain said, "Send, 'I'm a captain; change course 20 degrees.'"

"I'm a seaman second class," came the reply. "You had better change course 20 degrees."

By that time, the captain was furious. He spat out, "Send, 'I'm a battleship. Change course 20 degrees.'"

Back came the flashing light, "I'm a lighthouse."

We changed course (Covey, 1990, p. 33).

*Segue:* Read the first part of "Annie Lee's Gift" by Glenda Smithers (cited in Canfield & Hansen, 2002, p. 300)

*Instruction:*

*Stop and discuss alternate ways to have handled the situation.*

*Then continue reading:*

*Assignment:* Continue to practice being an active listener. Ask questions to get people to talk about themselves. As you do so, pay close attention to the response in each person.

### Week 4: Session 1

*Objective:* Preservice teachers will become more aware of the value in maintaining a positive attitude.

*Affective Hook:* The Boy and Baseball Story

There was a young boy, about 5 years old, who signed up for Little League baseball for the first time. When he arrived home from the first practice in his new uniform, he was very excited and claimed that he would be the best player of all and practice every day. He took his bat and ball and headed outside to practice, but no one was around. He decided to practice by himself, threw the ball up in the air and swung his bat to hit it, but the ball dropped to the ground. He picked it up and again threw it high into the air. This time he kept his eye on the ball as he swung his bat, but again the ball fell to the ground. Not willing to give up, he again threw the ball into the air, kept his eye on the ball, and had a great follow-through with his swing, but the ball dropped to the ground for the third time. You get three strikes and you're out, a sad thing for a batter, right? Well, this little guy saw it differently; he picked up the ball and exclaimed, "Wow! What a pitcher!" (Folklore)

*Segue: Moral of the story*

Perspective is everything! Life is what you make it.

*Instruction:* Quotations from *Seven Day Mental Diet* (Fox, 1963).

Say, "Emmet Fox (1963) stresses the importance of keeping a positive attitude in his book *Seven Day Mental Diet*," and then read the following two quotations:

You cannot be healthy; you cannot be happy; you cannot be prosperous; if you have a bad disposition. If you are sulky, or surly, or

cynical, or depressed, or superior, or frightened half out of your wits, your life cannot possibly be worth living. Unless you are determined to cultivate a good disposition, you may as well give up all hope of getting anything worthwhile out of life, and it is kinder to tell you very plainly that this is the case (Fox, 1963, p.7).

Make up your mind to devote one week solely to the task of building a new habit of thought, and during that week let everything in life be unimportant as compared with that. If you will do so, then that week will be the most significant week in your whole life. It will literally be the turning point for you. If you will do so, it is safe to say that your whole life will change for the better (Fox, 1963, p. 9).

*Instruction:* Discuss the meaning of the two quotes.

*Assignment:* Practice keeping a positive attitude in all areas of your life. As you do so, pay close attention to the results you get and the response from other people. Choose one incident and write a reflection describing the situation, the reactions of the other persons, and what you realized as a result of this experience.

### Week 4: Session 2

*Objective:* Preservice teachers will become more aware of the advantages of creating a positive atmosphere in the classroom.

*Affective Hook:* What's the Difference? Story

And the Lord said to the Rabbi, "Come, I will show you hell."

They entered a room where a group of people sat around a huge pot of stew. Everyone was famished and desperate. Each held a spoon that reached the pot but had a handle so long that it could not be used to reach their mouths. The suffering was terrible.

"Come, now I will show you Heaven," the Lord said after a while.

They entered another room, identical to the first – the pot of stew, the group of people, and the same long spoons. But, there, everyone was happy and nourished.

"I don't understand," said the Rabbi. "Why are they happy here when they were miserable in the other room, and everything was the same?"

The Lord smiled. "Ah, but don't you see?" he asked. "Here they have learned to feed each other" (Crum, 1987).

*Segue: Moral of the Story*

Say, "As teachers we must realize, even more than most, the importance of being willing to help other human beings. Usually that includes feeding them emotionally. Today we will be discussing the responsibility of creating a positive and caring atmosphere in the classroom."

*Instruction:* Read and discuss “Great Answer” by Bonnie Block from *Chicken Soup for the Teacher’s Soul* (cited in Canfield & Hansen, 2002, p. 117).

*Instruction:* Discuss the moral of the story.

*Assignment:* Continue to practice a positive attitude by noticing the special talents in children.

Week 5 Session 1

*Objective:* Preservice teachers will become more aware of the value of spending quality time with the students.

*Affective Hook:* “Any Kid Can Be a Superstar!” from *Chicken Soup for the Teacher’s Soul* (cited in Canfield & Hansen, 2002, p. 10)

*Segue:*        *Stop here and discuss what may be going on for the student.*

*Continue reading:*

*Stop and discuss possible solutions.*

*Then continue reading:*

*Instruction:* Discussion at strategic stopping points during the story.

*Assignment:* Practice making others feel comfortable and help them gain a sense of belonging. As you do so, pay close attention to the response in each person. Choose one incident and write a reflection describing the situation, the reaction of the other person, and what you realized as a result of this experience.



Week 5 Session 2

*Objective:* Preservice teachers will be more aware of the value of creating a sense of belonging in the classroom.

*Affective Hook:* Read “That’s Just Roscoe” by Sue L. Vaughn from *Chicken Soup for the Teacher’s Soul* (cited in Canfield & Hansen, 2002, p. 114).

*Segue:*            *Stop and discuss ideas on teacher bias*

*Continue reading:*

*Instruction:* Discussion at strategic stopping points during the story.

*Assignment:* Continue to practice recognizing the special talents in children and contemplate how you can help them develop that talent. Also, continue to practice helping people feel they belong.

### Week 6: Session 1

*Objective:* Preservice teachers will become more aware of ways to effectively manage their time and work.

*Affective Hook:* Wheel of Life

First, instruct students to draw the *Wheel of Life* with six spokes. Have them label each spoke of the wheel with an area of life: family, finance, career, education, spiritual, physical, emotional, and social. Then, having the center point representing zero and the outermost point of each spoke representing ten, tell them to indicate with a mark how they rate themselves in each area of life based on what they determine a ten would symbolize.

*Segue:* Stress the point that they are rating themselves against their own view of what a ten would be and not against the expectations of others.

Next, have them list what actions they could take to make each area of life move toward being rated a ten. Point out the importance of keeping a balance in life to achieve success, health, and peace of mind. Instruct each one to decide on one action he or she would be willing to take this week to improve in the area of choice.

*Instruction:* Discussion of keeping balance in life

*Assignment:* 1. Take the action you identified you would be willing to do this week. 2. Write a reflection on how you benefited from your actions. 3. Think of your best idea for managing time or materials and be prepared to share that idea with the class. Bring any props needed to better explain your idea.

## Week 6 Session 2

*Objective:* Preservice teachers will be more aware of ways to better organize themselves and their materials.

*Affective Hook:* Students share their best ideas for managing time or materials.

*Segue:* Point out how many of the ideas shared were simple ideas that made a big impact on results.

*Instruction:* Display the time management principles and discuss.

Time Management Principles (Haynes, 1994).

1. Plan your work and work your plan.
2. Prioritize your work and activities and do what is most important first.
3. Decide whether some things could be handled by others and if so, delegate.
4. Pay attention to your high energy time of day and use that time for your most important work or activity.
5. Analyze your activities and make sure the time required matches the value gained.
6. Write out your schedule and plan in time for all necessary components including family, friends, rest, personal, household, etc.
7. Eliminate or reduce as many distractions as possible.
8. Eliminate unnecessary or inappropriate tasks.
9. Prepare a daily “to do” list and check things off as you accomplish them.
10. Be realistic in your planning and leave some time for the unexpected

*Assignment:* Continue practicing the time and organizational principles.

Week 7 Session 1

*Objective:* Preservice teachers will become more aware of the rewards of consistently living their ideals.

*Affective Hook:*

Teachers Do Make a Difference  
(Legend, Folklore)

As she stood in front of her fifth-grade class on the very first day of school, she told the children an untruth. Like most teachers, she looked at her students and said that she loved them all the same. However, that was impossible because there in the front row, slumped in his seat, was a little boy named Teddy Stoddard.

Mrs. Thompson had watched Teddy the year before and noticed that he did not play well with the other children, that his clothes were messy, and that he constantly needed a bath. In addition, Teddy could be unpleasant.

*Segue:*

*Stop and discuss the student's perspective.*

*Continue reading:*

It got to the point where Mrs. Thompson would actually take delight in marking his papers with a broad red pen, making bold *X*'s and then putting a big *F* at the top of his papers.

At the school where Mrs. Thompson taught, she was required to review each child's past records, and she put Teddy's off until last. However, when she reviewed his file, she was in for a surprise.

Teddy's first-grade teacher wrote, "Teddy is a bright child with a ready laugh. He does his work neatly and has good manners... he is a joy to be

around."

His second-grade teacher wrote, "Teddy is an excellent student, well liked by his classmates, but he is troubled because his mother has a terminal illness and life at home must be a struggle."

His third-grade teacher wrote, "His mother's death has been hard on him. He tries to do his best, but his father doesn't show much interest, and his home life will soon affect him if some steps aren't taken."

Teddy's fourth-grade teacher wrote, "Teddy is withdrawn and doesn't show much interest in school. He doesn't have many friends, and he sometimes sleeps in class."

By now, Mrs. Thompson realized the problem, and she was ashamed of herself. She felt even worse when her students brought her Christmas presents, wrapped in beautiful ribbons and bright paper, except for Teddy's. His present was clumsily wrapped in the heavy, brown paper that he got from a grocery bag.

Mrs. Thompson took pains to open it in the middle of the other presents. Some of the children started to laugh when she found a rhinestone bracelet with some of the stones missing, and a bottle that was one-quarter full of perfume. But she stifled the children's laughter when she exclaimed how pretty the bracelet was, putting it on, and dabbing some of the perfume on her wrist.

Teddy Stoddard stayed after school that day just long enough to say, "Mrs. Thompson, today you smelled just like my Mom used to."

After the children left, she cried for at least an hour. On that very day, she quit teaching reading, writing and arithmetic. Instead, she began to teach children.

Mrs. Thompson paid particular attention to Teddy. As she worked with him, his mind seemed to come alive. The more she encouraged him, the faster he responded. By the end of the year, Teddy had become one of the smartest children in the class, and, despite her lie that she would love all the children the same, Teddy became one of her "teacher's pets."

A year later, she found a note from Teddy under her door, telling her that she was the best teacher he ever had in his whole life.

Six years went by before she got another note from Teddy. He then wrote that he had finished high school, third in his class, and she was still the best teacher he ever had in life.

Four years after that, she got another letter, saying that while things had been tough at times, he'd stayed in school, had stuck with it, and would soon graduate from college with the highest of honors. He assured Mrs. Thompson that she was still the best and favorite teacher he had ever had in his whole life.

Then four more years passed and yet another letter came. This time he explained that after he got his bachelor's degree, he decided to go a little further. The letter explained that she was still the best and favorite teacher he ever had. But now his name was a little longer....

The letter was signed, Theodore F. Stoddard, MD.

The story does not end there.

You see, there was yet another letter that spring. Teddy said he had met this girl and was going to be married. He explained that his father had died a couple of years ago and he was wondering if Mrs. Thompson might agree to sit at the wedding in the place that was usually reserved for the mother of the groom. Of course, Mrs. Thompson did. And guess what? She wore that bracelet, the one with several rhinestones missing. Moreover, she made sure she was wearing the perfume that Teddy remembered his mother wearing on their last Christmas together.

They hugged each other, and Dr. Stoddard whispered in Mrs. Thompson's ear, "Thank you Mrs. Thompson for believing in me. Thank you so much for making me feel important and showing me that I could make a difference."

Mrs. Thompson, with tears in her eyes, whispered back. She said, "Teddy, you have it all wrong. You were the one who taught me that I could make a difference. I didn't know how to teach until I met you."

(Legend, Folklore)

*Instruction:* Discussion the application to being a classroom teacher

*Assignment:* 1. Practice giving students encouragement and positive feedback. Identify and praise the student least likely to receive praise from others.

2. Make a list of things you can do now and in the future that will help you stay on track and remain the kind of teacher you aspire to be, even after years of teaching and in difficult times.



Week 7: Session 2

*Objectives:* Preservice teachers will be more aware of the importance in seeing the potential in all students.

*Affective Hook:* (Author's Experience)

Chris, an 8<sup>th</sup> grade student, was assigned to my remedial reading class. His assessment when entering the program showed a reading level of 5.6 (fifth grade, sixth month). He was failing all of his classes, and his moods swings ranged from lethargic to class clown. At first he seem to have a "let's see what you are made of" attitude, demonstrated, in part, by a threat the first week to bring a lawsuit against me.

*Segue:* *Stop and discuss what might be going on with that student.*

*Then continue reading:*

I admit that his attitude scared me, but my intention was to teach him and everyone in the class study skills that would make school easier for them; I knew if I could accomplish that goal, I would win him over. I began teaching reading and studying strategies to the group, all the while stressing how each strategy would help them learn more effectively. I also complimented every improvement in the students. I inquired how their other classes were going and, since this was a remedial reading course, offered to help them with projects and assignment in their other classes. As Chris became more comfortable in the class, his anger seemed to subside; however, his class clown act was still going strong. One day I said to him, "Chris, you have a great sense of humor and a knack for making people laugh, which is a real talent that makes people like being around you. You just need to learn when it is enough." He gave me a sly grin and replied, "I know when it is enough," and we both laughed. I knew that Chris had been intentionally

pushing his clowning beyond the limits, but I chose to point out his strengths instead of his weaknesses. As a result of this exchange, Chris toned down his clowning and finished that four-month program reading off the charts at a level of 12.6 (twelfth grade, sixth month). I learned that he did not have a problem with reading; he was reacting to a divorce that left him feeling abandoned by two parents who were too busy searching for new mates to see his needs. He just needed someone to care and see beyond his shenanigans to his real potential (Author's experience).

*Instruction:* Discuss positive ways to handle students' behavior.

*Assignment:* Continue to build your list of things you can do to insure you remain the kind of teacher you want to be.

Week 8: Session 1

*Objective:* Preservice teachers will be more aware of how to solve problems.

*Affective Hook:* Show the four problem solving steps on the overhead.

Discuss the importance and theory behind each step of the process.

Four Problem Solving Questions

1. What is the problem?
2. What are the causes of the problem?
3. What are the possible solutions?
4. What is the best solution? (Carnegie, 1979b)

*Segue:* Read the following moral dilemma: (Author's Experience)

One of the fourth-grade students has been caught in possession of things that belong to other students and the teacher. For example, one day she took another student's work out of the assignment basket, erased his name, put her name on the paper, and returned it to the basket. What had happened was very clear because the teacher could still see the boy's name under hers. The teacher had a talk with her about her behavior, and she seemed to understand that what she did was wrong. Since that time, however, many of the students are automatically accusing the girl of stealing anything that they are not able to immediately find. A couple of weeks ago, another student in the class lost her reading glasses. Even after all had made a thorough search of the school, the glasses remained missing.

This afternoon, one of the other students informs the teacher that this girl is wearing glasses but that she never wore glasses before. The teacher goes to the after-school program the girl attends to have a talk with her. As the teacher approaches the girl in the hall, she realizes that the girl is wearing the teacher's stopwatch around her neck. The teacher questions her and finds out that those are the other student's reading glasses. Note: One more thing before you make your decision: her mother just returned home after serving three months in prison, reason unknown. (Author's Experience)

*Instruction:*

What should the teacher do? Explain how you would handle the problem and your reasoning for your decision. Discuss the possibilities.

*Assignment:* Practice using the four problem solving questions and write a reflection on how you used the process in your daily life.

Week 8: Session 2

*Objective:* Preservice teachers will become more aware of how to handle the challenges of teaching.

*Affective Hook:* Moral Dilemma 1

The teacher is aware that this student in her fifth-grade class is well behaved, always has his work in on time, and is an *A* student. The teacher also attends the same church as this student's family and has worked with his parents on several committees, so she knows he comes from a good family. One afternoon the teacher discovers that this student has a pocket knife in his jacket pocket. The student explains that he went hunting with his dad over the weekend and had forgotten that it was in his pocket. The rule of the school district mandates that all weapon possessions be reported to the office. The teacher knows that weapon possession means certain suspension from school and that the principal holds fast to that rule.

*Segue:* What should the teacher do?

Explain your reasoning for your decision. Discuss responses.

Then read:

## Moral Dilemma 2

The teacher had worked all year to develop rapport with one of his sixth-grade students who had been in trouble for years. He was amazed at the way this student had improved his attitude about school. The student was attending classes regularly and was not only doing his work but was

also showing great potential. The teacher was acutely aware that he had gained the student's trust, and it was this trust that had made the difference in the boy's attitude. One afternoon the teacher discovered that the student had a pocket knife in his jacket pocket. The boy explained that he had been hunting over the weekend and had forgotten that it was in his pocket. The rules of the school mandate that all weapon possessions be reported to the office. The teacher knows that weapon possession means certain suspension from school and that the principal holds fast to that rule.

*Instruction:* What should he do? Explain your reasoning for your decision. This time discuss any difference in the prescribed handling of the situation from the earlier one.

*Assignment:* Continue applying the Four Problem Solving Questions to make decisions in your life.

Week 9: Session 1

*Objective:* Preservice teachers will become more aware of the value of having compassion for all students.

*Affective Hook:*

“A child is never so much in need of love as when he is the most unlovable”

(Caroline Zachry as cited in Keliher, 1958, p. 25).

*Segue:* Read “*Expect Unlovable Moments*” (Keliher, 1958, p. 26).

This challenging statement was made some years ago by Caroline Zachry who was a profound student of children’s needs. Maybe the kindergarten child puts in a day of knocking down everybody’s block buildings; a second grader smashes to pulp his neighbor’s carefully designed clay animal; the fifth grader gets into a fight on the playground because a classmate bumped his elbow.

*Instruction:*

*Stop and discuss possible solutions.*

*Continue reading:*

These are all irritating bits of behavior, but they all have causes. The kindergartner’s mother was whisked away to the hospital in the middle of the night to have a new baby. The second grader’s father got into a rage at breakfast, walked out and swore loudly that he would never come back. The fifth grader’s older sister brought home yesterday’s report card with all A’s while his had none. Yes, these three children, despite their negative behavior, are most in need of love, acceptance, belief in them, patience,

and understanding from the teacher who may on that day be the only dependable adult in their lives (Keliher, 1958, p.26).

*Assignment:* 1. Practice helping people feel as though they belong. 2. Reflect on the course and write a reflection on how you have grown as a person and as a future teacher.



Week 9: Session 2

Objectives: Preservice teachers will become more aware of the value of having compassion for self and others.

*Affective Hook:*

“Honesty with your self leads to compassion for others” (Palmer, 1997, p. 90).

*Segue:* Discuss the meaning of this quote.

*Instruction:* Compassion Exercise

Have students get a partner and form a line facing their partner. Lead the line to form a double circle so that those in the inner circle are facing their partner in the outer circle. As the exercise progresses, the students side-step to face a new partner. Repeatedly read the compassion exercise until each participant has returned to their original partner.

## Compassion Exercise

Step 1 With attention on the person, repeat to yourself: “Just like me, this person is seeking some happiness for his/her life.”

Step 2 With attention on the person, repeat to yourself: “Just like me, this person is trying to avoid suffering in his/her life.”

Step 3 With attention on the person, repeat to yourself: “Just like me, this person has known sadness, loneliness, and despair.”

Step 4 With attention on the person, repeat to yourself: “Just like me, this person is seeking to fulfill his/her needs.”

Step 5 With attention on the person, repeat to yourself: “Just like me, this person is learning about life” (Palmer, 1997, p. 90).

Provide copies of the compassion exercise for future use.

Share the following:

“This exercise can be done anywhere that people congregate (airports, malls, parks, beaches, etc.) It should be done on strangers, unobtrusively, from some distance. Try to do all five steps on the same person” (Palmer, 1997, p. 90).

*Assignment:* Reflect on the course, and write an essay on how you have grown as a person and as a future teacher. Be prepared to give a two-minute report on your experience.

Week 10: Session 1

*Objective:* Preservice teachers will become more aware of the value of being open to possibilities.

*Affective Hook:* “Maybe So, Maybe Not” Story

It is said that what the caterpillar calls the end of the world the master calls the butterfly. There is a Zen story about a peasant farmer who owned a beautiful horse desired by others. One day it disappeared. When all the villagers remarked on his bad luck, he calmly replied, “Maybe so, maybe not.” A few days later the horse returned, leading a herd of fine wild horses. A week later, his only son was thrown and crippled while training the horses. When the villagers again remarked on his bad luck, he calmly replied, “Maybe so, maybe not.” Within a week, a frivolous war was declared by the emperor and all young men, save the farmer’s son, were forced into battle and none returned (Crum, 1987, p.30).

*Segue:* Have students discuss the moral of the story.

*Instruction:* Have students share two-minute reports on *How I Have Grown as a Person and Future Teacher*.

*Assignment:* N/A

Week 10: Session 2

*Objective:* Preservice teachers will become more aware of the value of developing themselves personally and professionally.

*Affective Hook:* Aspire to Be What You Teach

A mother once asked Gandhi to get her son to stop eating sugar. Gandhi told the child, "Come back in two weeks." Two weeks later the mother brought the child before Gandhi. Gandhi said to the boy, "Stop eating sugar."

Puzzled, the woman replied, "Thank you, but I must ask why you didn't tell him that two weeks ago?"

Gandhi replied, "Two weeks ago I was eating sugar."

(Folklore)

*Segue:* Have students discuss the moral of the story.

*Instruction:* Two-minute reports on *How I Have Grown as a Person and Future Teacher*

*Assignment:* N/A

APPENDIX I  
LESSON PLANS FOR THE COMPARISON GROUP

Week 1: Session 1

*Affective Hook:* Birth Date Line (cooperative game/community building)

Have a stopwatch ready, and identify a space where a line of students can reach across the room. Declare that one wall represents January 1<sup>st</sup>, and the opposite wall represents December 31<sup>st</sup>. Tell the students you will time them to see how quickly they can arrange themselves in a line according to birthdays. Once they are in line and you have announced their time, check the dates by going down the line and having each one say his or her birth date. Then see if they can improve their time by lining up in alphabetical order by first names.

*Segue:* Cooperative games builds community in the classroom.

*Instruction:* Getting Parents Involved

Teddy Bear Home Visit (take-home journal writing activity)

Have three stuffed animals, three journals, and three small canvas bags you make into take-home kits. The students take turns having an animal spend the night. In the journal, they write (with parent's help) what the animal did while at their house. Before sending it home with a student, make the first entry in the journal as a model, but keep it simple. K. Walker (Personal communication, December 25, 2006)).

*Assignment:* Kid-watching: Write reflections on what you observed about the students while teaching them reading strategies.

## Week 1: Session 2

*Affective Hook:* “That’s The Way We Do It” (story)

One holiday, the family was all gathered around for a huge feast.

During the preparation, the host cut the end off the ham before putting it in the oven. One of the guests asked why she did that, and the host replied, “Mother always cut it off.”

They decided to ask the mother why she cut the end off the ham before baking it. The mother replied that Grandma always cut the end off.

Finally, they went to Grandma and asked why she cut the end off the ham before baking it, and she replied, “Because my pan was too small.”

The moral of the story is to think about what you are doing and whether things still need to be done the way they have been handled in the past.

*Segue:* We can get boxed into limiting ideas without even realizing it has happened.

*Instruction:* Getting Parent Involved

Photo Album Journal (take-home journal writing activity)

Take snapshots of students during special events, activities, and field trips. Glue the pictures to a folder, and laminate the folder. Using a rotating schedule, have the students take the folder home to show their parents and with their parents’ help, they write comments in the journal about the activities in the photos. Before sending it home with a student, make the first entry in the journal as a model, but keep it simple.

K. Walker (Personal communication, December 25, 2006)

*Assignment:* Kid-watching: Write reflections on what you observed about a student and include “I wonder” statements sharing your thoughts on how that student’s situation might be improved.

## Week 2: Session 1

### *Affective Hook: “Arubika”*

This is a little song and dance to raise students’ energy level. Model the activity by singing and demonstrating the moves for them. Sing *Arubika, Arubika, A-ru-bi-ka* and progressively wiggle an additional part of the body beginning with the thumb and ending with everything wiggling simultaneously but in different ways.

*Segue:* Active breaks redirect the students’ attention when needed.

### *Instruction: Getting Parents Involved*

#### Book Baggies

Collect and use leveled books for your small group instruction. (The word *leveled* indicates that the book matches the student’s ability level.) Put the children’s names on gallon size zippered freezer bags. When using the book for your reading group, have the students first read the book silently (or whisper read) as you move from one to the other listening to each read a page or so. Having done this, the students will be more prepared and confident while reading aloud with the group. After reading the leveled book at least twice during the guided lesson, send it home in the zippered bag to read to the parents. This sets the student and parents up for success because the child is already experienced with the book. In the book baggie, include a slip for the parent to sign and to make comments about the child’s success.

*Assignment:* Kid-watching: Write reflections on what you observed about a student and include “I wonder” statements sharing your thoughts on how that student’s situation might be improved.



Week 2: Session 2

*Affective Hook:* Frustration Exercise (Palmer, 1997, p. 54)

This is an awareness activity where the preservice teachers follow the verbal directions, which have them doing progressively more difficult actions within a short period. Following the activity, the preservice teachers discuss how they themselves reacted to the frustration and how students might feel the same way when struggling with school.

*Segue:* The group leader or coach reads quickly from the following list of instructions. The goal is to cause the participant (s) to experience exhaustion of attention.

1. Stand and face in a comfortable direction
2. Once you have found your direction, stand on either your right or your left leg only, and elevate the opposite elbow to eye level.
3. Holding that position, make a fist with either hand, enclosing the thumb within the fingers, and hold the opposite hand, palm down, fingers spread, at eye level.
4. While you do this, open your mouth, and place the tongue against the roof of your mouth.
5. While reversing the position left to right or right to left, maintain your balance and recite the alphabet backwards from the letter *G* (Palmer, 1997, p. 54).

Have the preservice teachers turn to a partner and discuss what they felt and how they handled the situation. Then have volunteers share with the whole group. Next, ask, “What do students do when they get frustrated?”

*Instruction: Assisting Struggling Readers*

Tape record you reading the story or expository text used in the guided lesson. Allow the student to take the tape, tape player, and book home to listen and read along.

*Assignment: Kid-watching:* Write reflections on what you observed about a student and include “I wonder” statements sharing your thoughts on how that student’s situation might be improved.

### Week 3: Session 1

*Affective Hook:* Fun ways to get the group's attention

1. Clap Like This If You Can Hear Me
2. Give Me Five: Put everything down, Be still, Be quiet, Look at speaker, and Listen
3. Freeze, Please!

*Segue:* Always be loving toward the students and respectful of them when using these ideas, and they will enjoy using them and gladly follow your lead.

*Instruction:* Secret Box

Cover a shoebox with durable, colorful paper. Put an item inside, and create three clues to what the item might be. Using the clues, the students try to guess what is in the secret box. They may also ask yes/no questions. Encourage them to ask questions related to specific categories, including shape, size, color, weight, use, and living or non-living. Make signs depicting the different categories used as prompts during the exercise. Once you have provided the secret item and clues several times, the students can then take turns setting up the secret box and writing clues with the help of their parents.

K. Walker (Personal communication, December 25, 2006)

*Assignment:* Kid-watching: Write reflections on what you observed about a student and include "I wonder" statements sharing your thoughts on how that student's situation might be improved.

Week 3: Session 2*Affective Hook:*

“Experience, it is said, is the best teacher – providing, of course, we become the best students” (Roger & McWilliams, 1992, p.21).

*Segue:* Ask for discussion of what that means as preservice teachers.

*Instruction:* Informal Assessment Idea for K-2

Take a legal size sheet of paper, and fold it into thirds. Have the student draw a person in the first box, a tree in the middle box, and a shape in the third box. Then have the students turn their paper over and write their name and the numbers on the back. Do this exercise at the beginning of the year, in January, and again in the spring. The parents and teacher can see the student’s growth over the course of the year.

K. Walker (Personal communication, December 25, 2006)

*Assignment:* Kid-watching: Write reflections on what you observed about a student and include “I wonder” statements sharing your thoughts on how that student’s situation might be improved.

Week 4: Session 1*Affective Hook:*

“Good discipline is a series of little victories in which a teacher, through small decencies, reaches a child’s heart” Haim Ginott (as cited in Freeman, 2000, p. 78).

*Segue:* Ask for examples when a teacher touch a heart.

*Instruction:* Mailing Labels for Anecdotal Notes

Put a page of blank mailing labels on a clipboard, and, as you go around the room assisting students, make notes about their needs and progress on the labels. Later it will only take a minute to pull them off the sheet and place them in their file folder.

*Assignment:* Kid-watching: Write reflections on what you observed about a student and include “I wonder” statements sharing your thoughts on how that student’s situation might be improved.

Week 4: Session 2

*Affective Hook:* Electric Current (cooperative game/community building)

Have the students form a circle and hold hands. One student says “go” and squeezes the hand of the student next to him or her. Each student, in turn, passes the squeeze around the circle back to the starting point. Use a stopwatch, and announce the time required to complete the circle. Discuss ways to improve the group’s time. Practice several more times until it is obvious that they have achieved their best time.

*Segue:* Cooperative learning games are very effective for community building because everyone wins.

*Instruction:* Vowel Song

See, I know my vowels, ā ē ī ō ū

*A* is the á in apple (Pretend you are taking a bite)

*E* is the è in echo, echo, echo, echo (Gradually reduce the volume)

*I* is the ì in itchy, itchy (Pretend you are scratching your arm)

*O* is the ò in octopus (Extend arms and legs)

*U* is the ù in up – up (Point your thumb up and raise your voice for the last *up*)

But what about that *y*, sometimes it says ē, sometimes it say ī, Oh My!

(Make your body into a *Y* by raising and spreading your arms)

(Author’s Creation)

*Assignment:* Kid-watching: Write reflections on what you observed about a student and include “I wonder” statements sharing your thoughts on how that student’s situation might be improved.

Week 5: Session 1

*Affective Hook:* Engaging Learners is Time Well Spent

Remember, the phrase “spending time” is a precise and accurate one. You only have a certain amount of time to spend. Please spend it well. We all have only so much time this time around.

(Roger & McWilliams, 1992, p.40)

*Segue:* Be mindful that it is not enough to keep the students engaged; they must be engaged in learning.

*Instruction:* Conversation Calendar

Using a blank calendar page, write special events on the day they occurred. Make copies and have the students take them home and use them as prompts to answer their parent's' question: What did you do at school today?

K. Walker (Personal communication, December 25, 2006)

*Assignment:* Kid-watching: Write reflections on what you observed about a student and include “I wonder” statements sharing your thoughts on how that student's situation might be improved.

Week 5: Session 2

*Affective Hook:* Quote from *Teachers Change the World...One Student at a Time*

The Ability to Think

Students need their daily dose of reading, writing, and arithmetic, but a thorough education requires more than memorization. A student is not truly educated until he or she acquires the ability to think.

Alvin Toffler writes, “The illiterate of the future will not be the person who cannot read. It will be the person who does not know how to learn.”

In a rapidly changing world, the invaluable teachers are those who teach their students how to think clearly and how to acquire new knowledge (Freeman, 2000, p. 79).

*Segue:* Higher order thinking must be stimulated in the classroom, it rarely happens by accident.

*Instruction:* Literature Circles

Explain that although Literature Circles are usually an activity for older students, modifications are possible for students in the primary grades. Use ability grouping for this activity because all students in the group need to read the same book and it must be on their instructional or independent level. Then follow the guidelines below.

1. Preview the book drawing on prior knowledge. Have students make predictions which set their purpose for reading.
2. Have the students partner read the story.
3. Assign the following roles:



- a. Passage Master – Determines the main idea
  - b. Question Asker – Determines questions to be asked
  - c. Word Wizard – Determines new words and defines them
  - d. Connector – Determines text-to-text, text-to-self, text-to-world connections
  - e. Summarizer – Determines the plot or moral of the story
4. Students form a circle and discuss the story with each role leading his/her part in the discussion (Norman, 2000).

*Assignment:* Kid-watching: Write reflections on what you observed about a student and include “I wonder” statements sharing your thoughts on how that student’s situation might be improved.

Week 6: Session 1*Affective Hook: The Old Ship Captain*

There was an old ship's captain who had sailed the seas most of his life. Because he was old, he spent most of his time down in his quarters. Every once in a while one of the mates would come yelling, "Captain, a storm is brewing on the horizon!"

The captain would calmly walk over to and open the safe in the wall, pull out a piece of paper, read it, put it back, lock it, and go up and safely steer the ship through the storm.

Everything would be fine for a while but eventually the mates would come calling again, "Captain, enemy ships approaching starboard!" Again, the captain would go to the safe, open it, pull out a piece of paper, read it, replace it, and go up and safely steer the ship around the enemy.

This went on for years, but one day the old man died. The mates went to the safe with picks and ax determined to break it open and find the secret of the old man's success. Finally they were able to get in and the first mate declared, "Stand back, I've been the first mate for years, I get to see what it says!"

He reached in and pulled out the paper and read, "Port to the left, starboard to the right." (Folklore)

*Segue:* The moral of the story is, "The secret of success is in the basics: Keep the students reading good literature to develop life-long learners."

*Instruction:* Preservice teachers share a challenging situation they observed in the classroom and their ideas for improving the situation.

*Assignment:* Kid-watching: Write reflections on what you observed about a student and include “I wonder” statements sharing your thoughts on how that student’s situation might be improved.

Week 6: Session 2

*Affective Hook:* Read *The Secret Garden* by Frances Hodgson Burnett (1998).

*Segue:* Discuss the potential for using this book for higher order thinking.

*Instructions:* Color-Coding Dialogue in Children's Literature for a Read Aloud

Acquire a set of books for the class or group. Color-code the dialogue of each of the characters. Assign character parts to students. Allow the students to read the text before reading together as a group. If they request, allow them to take the books home to practice. Be the narrator or identify a student who would be willing to do so and read the story aloud.

K. Walker (Personal communication, December 25, 2006)

*Assignment:* Kid-watching: Write reflections on what you observed about a student and include "I wonder" statements sharing your thoughts on how that student's situation might be improved.

Week 7: Session 1

*Affective Hook:* Teaching is not the filling of the pail but the lighting of a fire (William Butler Yeats, as cited in Freeman, 2000, p.14).

*Segue:* As teachers we must be excited about learning if we expect our students to be so.

*Instruction:* Birthday: Story Book Box

The birthday person gets to choose a birthday storybook from the box to be read to the class. Then the class interviews that, and the teacher makes notes about him or her on the wall chart. Next, the students write birthday notes with pictures using ideas from the chart. Finally, the teacher staples the birthday notes together with cardstock on the front and back to form a Birthday Book for the child to take home.

*Assignment:* Kid-watching: Write reflections on what you observed about a student and include “I wonder” statements sharing your thoughts on how that student’s situation might be improved.

Week 7: Session 2

*Affective Hook:* “Duke of York”

(A rhythm poem/activity to raise the energy level of students)

There was a Duke of York;

He had ten thousand men.

He marched them up the hill;

He marched them down again.

And when you're up, you're up,

But when you're down, you're down.

But when you're only half way up, you're neither up nor down.

(Author Unknown)

*Segue:* Activities that involve both song and movement help redirect restless energy.

*Instruction:* Flip Card File Folder for Anecdotal Notes

Using a sturdy, colored file folder, clear tape, and an appropriate number of (5x7) index cards, construct a flip card file folder for keeping daily notes of each student's academic needs and progress. This idea works well for guided reading groups.

(Author's classroom experience)

*Assignment:* Kid-watching: Write reflections on what you observed about a student and include “I wonder” statements sharing your thoughts on how that student's situation might be improved.

Week 8: Session 1*Affective Hook: Puzzle Analogy*

Show a jigsaw puzzle in a zippered bag and one in the original box with a colorful picture on the front. Ask, “Which of these puzzles would be easier and more fun to put together?” Everyone chooses the puzzle in the box. Then you ask, “Why the puzzle in the box? Is it because that one has a picture to help you put it together?” Then explain how the puzzle in the bag is much like trying to read something without previewing first.

*Segue:* The reader could have the advantage that previewing would add to reading but often chooses to ignore it and struggle on.

*Instruction: Make Previewing a Book a Game*

While modeling and teaching the effective way to preview a book before reading, get the students involved in an I Spy game. Model by including what you see in the picture and what you predict it means about the text.

*Assignment: Kid-watching:* Write reflections on what you observed about a student and include “I wonder” statements sharing your thoughts on how that student’s situation might be improved.

## Week 8: Session 2

### *Affective Hook: Communicating: How to Fold a Paper*

This activity will help the preservice teacher become aware of the need for clear communication and modeling when working with students. Give each participant a sheet of paper and oral instructions - but not a model - on how to fold it. The students will create a variety of results.

*Segue:* What we think we said is not always what was understood by the listener.

*Instruction:* Clearly communicate the following needed information to students:

1. Morning routine
2. Lining up to go to the library, gym, or music
3. Bathroom use
4. Fire drills
5. Guest knocks at the door
6. Computer lab guidelines
7. Coming in from recess
8. Lunch line behavior
9. Silent reading guidelines
10. Field trip
11. Getting the groups attention during an activity
12. Preparing to go home at the end of the day

*Assignment: Kid-watching:* Write reflections on what you observed about a student and include "I wonder" statements sharing your thoughts on how that student's situation might be improved.



Week 9: Session 1

*Affective Hook:* Developing the Ability to be Expressive

Preservice teachers in small groups practice by reciting the nursery rhyme, “Mary Had a Little Lamb” using the following expressions: Happy, excited, sad, and worried.

*Segue:* Volunteers share with the class.

*Instruction:* Students’ share situations where they affected a students’ school experience in a positive way.

*Assignment:* Kid-watching: Write reflections on what you observed about a student and include “I wonder” statements sharing your thoughts on how that student’s situation might be improved.

Week 9: Session 2

*Affective Hook:* Wearing a colorful apron with pockets and a hat, read *There was an Old Lady Who Swallowed a Fly* by Simms Taback (1997).

*Segue:* Discuss other ways to bring a book alive.

*Instruction:* Characterization Using Books Series

Choose a series of books and as you read them, guide the class in a discussion and come up with a one-sentence summary of the book. Make copies of the front covers of the books and post the summary next to the picture. Gradually students will be able to write them in small groups and then on their own. When things come up in class that relate to the character, ask, "What do you think \_\_\_\_\_ would do in this situation?"

K. Walker (Personal communication, December 25, 2006)

*Assignment:* Reflect on your progress and development as a person and a future teacher.

Prepare a two-minute report on how you feel you are growing in these areas.

Week 10: Session 1

*Affective Hook:* Model a personal story of growing as a result of a classroom experience.

*Segue:* Life experiences can be our most valuable teacher if we reflect with a willingness to learn.

*Instruction:* Two-minute reports: *How I am Developing as a Person and Future Teacher*

*Assignment:* N/A

Week 10: Session 2

*Affective Hook: Ask a student to volunteer to share his or her story.*

*Segue: We learn from each other.*

*Instruction: Two-minute reports: How I am Developing as a Person and Future Teacher*

*Assignment: N/A*

## APPENDIX J



The University of  
Southern Mississippi

*Institutional Review Board*

118 College Drive #5147  
Hattiesburg, MS 39406-0001  
Tel: 601.266.6820  
Fax: 601.266.5509  
[www.usm.edu/irb](http://www.usm.edu/irb)

TO: Janet S. Boyce  
118 College Drive #5057  
Hattiesburg, MS 39406-0001

FROM: Lawrence A. Hosman, Ph.D.  
HSPRC Chair

PROTOCOL NUMBER: 27071001

PROJECT TITLE: A Study of the Effects of Strategic Modeling on the  
Development of Dispositions in Preservice Teachers

Enclosed is The University of Southern Mississippi Human Subjects Protection Review Committee Notice of Committee Action taken on the above referenced project proposal. If I can be of further assistance, contact me at (601) 266-4279, FAX at (601) 266-4275, or you can e-mail me at [Lawrence.Hosman@usm.edu](mailto:Lawrence.Hosman@usm.edu). Good luck with your research.



The University of  
Southern Mississippi

Institutional Review Board

118 College Drive #5147  
Hattiesburg, MS 39406-0001  
Tel: 601.266.6820  
Fax: 601.266.5509  
www.usm.edu/irb

### HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 27071001

PROJECT TITLE: **A Study of the Effects of Strategic Modeling on the Development of Dispositions in Preservice Teachers**

PROPOSED PROJECT DATES: 08/3/07 to 11/16/07

PROJECT TYPE: **Dissertation or Thesis**

PRINCIPAL INVESTIGATORS: **Janet S. Boyce**

COLLEGE/DIVISION: **College of Education & Psychology**

DEPARTMENT: **Curriculum, Instruction, & Special Education**

FUNDING AGENCY: **N/A**

HSPRC COMMITTEE ACTION: **Expedited Review Approval**

PERIOD OF APPROVAL: **07/12/07 to 07/11/08**

Lawrence A. Hosman  
Lawrence A. Hosman, Ph.D.  
HSPRC Chair

7-16-07  
Date

HUMAN SUBJECTS REVIEW FORM  
 UNIVERSITY OF SOUTHERN MISSISSIPPI  
 (SUBMIT THIS FORM IN DUPLICATE)

Protocol # 27071001  
 (office use only)

Name Janet S. Boyce Phone 601-266-4549

E-Mail Address Janet.Boyce@usm.edu

Mailing Address USM, 118 College Drive Box 5057, Hattiesburg, MS 39406-0001  
 (address to receive information regarding this application)

College/Division Education and Psychology Dept Curriculum, Instruction, & Special Ed

Department Box # 5057 Phone 601-266-6987

Proposed Project Dates: From August 23, 2007 To November 16, 2007  
 (specific month, day and year of the beginning and ending dates of full project, not just data collection)

Title A Study of the Effects of Strategic Modeling on the Development of Dispositions in Preservice Teachers

Funding Agencies or Research Sponsors N/A

Grant Number (when applicable) N/A

5057  New Project

X  Dissertation or Thesis

Renewal or Continuation: Protocol # \_\_\_\_\_

Change in Previously Approved Project: Protocol # \_\_\_\_\_

Janet Boyce 7-6-07  
 Principal Investigator Date

Dana S. James 7-6-07  
 Advisor Date

Dana S. James 7-6-07  
 Department Chair Date

**RECOMMENDATION OF HSPRC MEMBER**

- Category I, Exempt under Subpart A, Section 46.101 ( ) ( ), 45CFR46.
- X Category II, Expedited Review, Subpart A, Section 46.110 and Subparagraph (B).
- Category III, Full Committee Review.

[Signature] 7-11-07  
 HSPRC College/Division Member DATE

[Signature] 7-16-07  
 HSPRC Chair DATE

## APPENDIX K



College of Education and Human Services  
Nunn Drive  
Highland Heights, Kentucky 41099

tel 859.572.5229

[www.nku.edu](http://www.nku.edu)  
<http://coehs.nku.edu/>

January 10, 2007

Janet S. Boyce  
University of Southern Mississippi  
Department of Curriculum, Instruction and Special Education  
Hattiesburg, MS 39406-0001

Dear Ms. Boyce:

I understand that you anticipate using the Perceptual Rating Scale (Wasicsko, 2005) as an element in your dissertation. You have my permission and blessing for its use as well as any other materials found on the website for the National Network for the Study of Educator Dispositions ([www.educatordispositions.org](http://www.educatordispositions.org)).

If I can assist you with the use of the Scale or any aspect related to the Perceptual Approach to teacher dispositions, please feel free to contact me. I wish you the very best in your pursuit of your degree.

Best wishes

A handwritten signature in cursive script that reads 'M. Mark Wasicsko'.

**M. Mark Wasicsko, Ph.D.**  
Bank of Kentucky Endowed Chair  
College of Education and Human Services  
Northern Kentucky University  
Nunn Drive, BEP 203B  
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The National Network for the Study of Educator Dispositions  
Join for FREE! [www.educatordispositions.org](http://www.educatordispositions.org)

AN NCATE ACCREDITED INSTITUTION



Email 4:30 PM on 5/14/2007

Dear Janet,

You have my permission to use the instrument and modify as you deem necessary. You should know we also have edited the instrument over the past few semesters and, if you are interested, I could forward you the most recent version.

I understand that you will cite and give credit to our work, and I would further request that I receive your edited version and a synopsis of what your results are in your research. I realize your full dissertation would be unwieldy, hence why I mentioned a synopsis.

Sincerely,

Susan J. Hillman, Ph.D.

>>> Janet Boyce <janetsboyce@yahoo.com> 5/13/2007 11:10 PM >>>

Dear Dr. Hillman:

As a graduate student at The University of Southern Mississippi, I am writing my dissertation on the development of dispositions of preservice teachers. Your article, The Assessment of Preservice Teacher's Dispositions, was very informative and your instrument very well done. I am interested in using your instrument in my dissertation study. I would like your permission to modify the instrument for the purpose of doing my study. The adaptations will allow me to use it as a pre and post instrument and adapt it to the conceptual framework of our teacher education program here at the University of Southern Mississippi.

I am send the attached letter of request by mail but wondered if email might be more convenient for you. If you consent to my using the instrument, could you please reply to this email or send a letter to the address above indicating permission to use the instrument and to also include a copy of it as an appendix to my dissertation. You will be given credit and cited in the dissertation and in future articles regarding its use.

Thank you for your time and consideration and for creating a professional instrument that will assist teacher education programs in their goal of measuring preservice teachers\* dispositions.

Sincerely,

Janet S. Boyce  
USM - CISE  
118 College Dr. Box 5057  
Hattiesburg, MS 39406  
Office 601-266-4549

## APPENDIX L

**THE UNIVERSITY OF SOUTHERN MISSISSIPPI**

*Department of Curriculum, Instruction,  
And Special Education*

118 College Drive #5057  
Hattiesburg, MS 39406-0001  
Undergraduate Program: 601.266.5247  
Graduate Program: 601.266.6987  
[www.usm.edu/cise](http://www.usm.edu/cise)

July 6, 2007

Dear Janet Boyce,

In response to your request to conduct research, I understand that as part of your regular instruction during your methods courses you will be including strategic modeling, which is specific instruction that may potentially assist the students in developing their professional teaching dispositions.

You have permission to conduct a study in the effects of strategic modeling on the development of dispositions in preservice teachers with the students enrolled in the education program in the Department of Curriculum, Instruction, and Special Education at The University of Southern Mississippi.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Dana Thames'.

Dana Thames  
Department Chair  
Curriculum, Instruction, and  
Special Education

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- Wasicsko, M. (2006). *The dispositions to teach: Should education faculty be required to measure up?* Symposium conducted at the meeting of the Fifth Annual Symposium on Educator Dispositions. Cincinnati, OH
- Wasicsko, M. (2007). The perceptual approach to teacher dispositions: The effective teacher as an effective person. In M.E. Diez & J. Raths (Eds.), *Dispositions in teacher education* (pp.55-91). Charlotte, NC: Information Age Publishing.
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### EDUCATION

#### CERTIFICATIONS & EDUCATION

- **Ph.D. Candidate (ABD)** in Curriculum and Instruction with emphasis in Reading, The University of Southern Mississippi, May 2008
- **Master of Education** with emphasis in Reading Instruction, The University of Southern Mississippi, August 2002
- **B.S. Education**, Southern Illinois University-Edwardsville, December 1984

### EMPLOYMENT EXPERIENCE

- **Assistant Professor**, The University of Southern Mississippi, August, 2007 - Present
- **Visiting Instructor**, The University of Southern Mississippi, August 2005 - August 2007
- **Graduate Research/Teaching Assistant**, The University of Southern Mississippi, May 2003- July 2005
- **Teacher**, 4<sup>th</sup> grade, Soldotna Elementary, Soldotna, Alaska, August 2002 - May 2003
- **Reading Specialist, K-6**, Soldotna Elementary, Soldotna, Alaska, August 1999 - May 2002
- **Curriculum Developer & Instructor**, The Power Within Seminars and Consulting, April 1987 - May 2000
  - Designed a curriculum for the State of Alaska Department of Correction to develop transitional life skills for female inmates
  - Taught reading, study and test taking, human relations, presentation, and management skills to students in grades 4 through post-college
- **Director of Instruction**, Evelyn Wood Reading Dynamics, St. Louis, Missouri, July 1990 - April 1995
  - Recruited and trained reading teachers, conducted professional developments, taught reading courses
- **Instructor**, Dale Carnegie Institute, St. Louis, Missouri, September 1989 - April 1995
  - Taught courses in professional development, communication, presentation, and management
- **Instructor**, Fred Pryor Seminars, Kansas City, Missouri, November 1991- May 1992
- **Teacher**, St. Catherine Laboure School, Cahokia, Illinois, August 1977 - May 1983  
Grades 2 - 4, all subjects

### TEACHER EDUCATION COURSES TAUGHT

- |   |        |      |  |   |
|---|--------|------|--|---|
| ▪ | Spring | 2008 | CIR 407 Sections I, II, III            | Literacy II: Early Literacy Instruction K-6       |
| ▪ | Fall   | 2007 | CIR 407 Sections I & II                | Literacy II: Early Literacy Instruction K-8       |
|   |        |      | CIR 408 Section I                      | Literacy II: Early Literacy Instruction K-4       |
| ▪ | Summer | 2007 | CIR 411 Sections I & II                | Content Area Reading Instruction                  |
|   |        |      | CIR 306 Section I                      | Language Arts in Elementary Education             |
| ▪ | Spring | 2007 | CIR 407 Sections I & II                | Literacy II: Early Literacy Instruction K-8       |
|   |        |      | CIR 408 Section I                      | Literacy II: Early Literacy Instruction K-4       |
| ▪ | Fall   | 2006 | CIR 407 Sections I & II                | Literacy II: Early Literacy Instruction K-8       |
|   |        |      | CIR 408 Section I                      | Literacy II: Early Literacy Instruction K-4       |
| ▪ | Summer | 2006 | CIR 411                                | Content Area Reading                              |
|   |        |      | CIR 713 (Team taught with Dept. Chair) | Literacy Assessment                               |
| ▪ | Spring | 2006 | CIR 407 Sections I & II                | Literacy II: Early Literacy Instruction K-8       |
|   |        |      | CIR 408 Section I                      | Literacy II: Early Literacy Instruction K-4       |
| ▪ | Fall   | 2005 | CIR 407 Sections I & II                | Literacy II: Early Literacy Instruction K-8       |
|   |        |      | CIR 408 Section I                      | Literacy II: Early Literacy Instruction K-4       |
| ▪ | Summer | 2005 | CIR 705 (Team taught with Dept. Chair) | Reading Methods                                   |
|   |        |      | CIR 713 (Team taught with Dept Chair)  | Literacy Assessment                               |
| ▪ | Spring | 2005 | CIR 407 Sections I & II                | Literacy II: Early Literacy Instruction K-8       |
| ▪ | Fall   | 2005 | CIR 407 Sections I & II                | Literacy II: Early Literacy Instruction K-4       |
| ▪ | Summer | 2004 | Summer S.C.I.E.N.C.E. Program          | (Grant Project)                                   |
| ▪ | Spring | 2004 | CIR 412 Section I                      | Literacy III: Assessment for Literacy Development |
|   |        |      | CIR 412 Field Experience               | Elementary School Clinical Experience             |
| ▪ | Summer | 2003 | Summer S.C.I.E.N.C.E. Program          | (Grant Project)                                   |

## DISSERTATION

Boyce, J.S. (in progress). *Measuring and Developing Professional Dispositions in Pre-service Teachers*. (Doctoral dissertation, The University of Southern Mississippi, 2008).

## PUBLICATIONS

- Boyce, J.S., Alber-Morgan, S.R., & Riley, J. G. (2007). Fearless public speaking: Oral presentation activities for the elementary classroom. *Childhood Education*, 83 (3), 142-150.
- Riley, J.G. & Boyce, J.S. (2007). Buddying or bullying? A school-wide decision. *Dimensions of Early Childhood*, 35 (1), 3-10.
- Boyce, J.S. (2005-06). Books for children [Review of the book *Turtle Tide: The ways of sea turtles*.] *Childhood Education*, 82, 112.
- Boyce, J.S. (2004). *Memories of learning to read: Three learner's perspectives*. Paper presented at the Mid-South Educational Research Association Annual Conference. Biloxi, MS.

## SELECTED PRESENTATIONS

- Boyce, J.S. (2007, January). *How to read a textbook*. The Annual Meeting of the Mississippi Reading Association, Biloxi, MS.
- Boyce, J.S. (2006, July). *Collaboration: A fertile field for higher order thinking*. USM 66<sup>th</sup> Annual Reading Conference, Hattiesburg, MS.
- Boyce, J.S., Foxworth, M. & Sylvest, A. (2006). *Bouncing Back: Week of the classroom teacher*. The Association of Childhood Education International Annual Conference. San Antonio, TX.
- Boyce, J.S. (2006, January). *Light up their lives with reading*. The Annual Meeting of the Mississippi Reading Association, Tunica, MS.
- Boyce, J.S. (2005, July). *The power of the 4Ps*. USM 65<sup>th</sup> Annual Reading Conference, Hattiesburg, MS.
- Boyce, J.S. (2004, July). *P cubed thinking*. USM 64<sup>th</sup> Annual Reading Conference, Hattiesburg, MS.
- Manning, S. & Boyce, J.S. (2006, September). *Motivating Gifted Readers*. Parenting Gifted Students Conference, USM, Hattiesburg, MS.

## UNIVERSITY SERVICE

- Student Advisement
- University Curricular Advisor Committee, Masters in Reading/Literacy Coach Program design, CISE
- Literacy Committee, Curriculum, Instruction, and Special Education (CISE)
- Teacher Education Intermediate Block Committee, CISE
- NCATE Committee, Undergraduate Teacher Preparation, CISE
- NCATE Ambassador, Coordinator of NCAT Ambassador Team, CISE
- Recruitment, Retention, and Planning Committee, CISE
- Kappa Delta Pi Board Member, Three Tier Intervention Seminar, Reading Carnival Director
- MsACEI Board Member, Annual Education Forum, Week of the Classroom Teacher
- Literacy Center Website, Committee Chair, CISE
- Future Educators of America State Annual Conference, Committee Member
- The University of Southern Mississippi Golden Eagle Welcome Week

## PROFESSIONAL SERVICE

- Faculty Advisor, Kappa Delta Pi, Theta Gamma Chapter
- Past President, Association for Childhood Education International, Southern Miss branch
- Past Secretary, Kappa Delta Pi, Theta Gamma Chapter
- Past Secretary, USM Graduate Education Research Association
- Past President, Phi Delta Kappa, Kenai Chapter
- Facilitator, Alaska Jr. Miss Pageant, Designed and facilitated seven annual workshops
- Facilitator, Soroptimist Young Women's Conference, Designed and facilitated four annual workshops
- Facilitator, Hattiesburg Police Academy, Designed and facilitated writing workshop for new candidates
- Judge, Optimist Club Essay Contest
- Judge, Hattiesburg Public Schools Annual Reading Poster Contest



### PROFESSIONAL DEVELOPMENT

- Promethean Board Training, The University of Southern Mississippi (USM)
- *Understanding by Design*, Mississippi Professional Development Train the Trainers, (MDE)
- Third Annual Education Forum. *What's Up in Mississippi?* Association for Childhood Education International Southern Miss Chapter ( MsACEI) and Mississippi Department of Education (MDE)
- Pre-service Teacher Professional Development Seminar. CISE, The University of Southern MS
- Tk20 Training, USM
- WebCT Training, USM
- Fifth Annual Symposium on Educator Dispositions, Cincinnati, Ohio
- International Reading Association SPA Development Training, Chicago, IL
- Three Tiers of Intervention: *Meeting the Needs of All Students*, Mississippi Department of Education
- Second Annual Education Forum. MsACEI and MDE
- First Education Forum. MsACEI and MDE
- Various courses taken outside a degree program: Multi-culture education, gifted education, grant writing, and eighteen credit hours of graduate level coursework in reading instruction at University of Alaska

### CULTURAL DIVERSITY EXPERIENCE

- Field experience, research, and assessments in Mississippi culturally and economically diverse schools 2003 - 2008
- K-6 Elementary school teacher in rural Alaska (1999 – 2003)
- K-12 Reading teacher on Navajo reservation in New Mexico on special contract (1992)
- K-6 Reading teacher in African American community school on special contract (1993)
- K-12 Reading teacher in St. Louis, Missouri inner city schools on special contract (1993 – 1994)

### INSTRUCTIONAL TECHNOLOGY

- SMART Symposium
- Promethean Board
- WebCT Blackboard On-line course supplement
- Tk-20 On-line Assessment Program
- SPSS
- Listserv