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## **Revealing Dispositions: A Comparison Study of a Traditional Pathway University Model and a Clinical Pathway University Model**

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Abstract: Faculty from a Midwestern university require teacher candidates to complete disposition surveys pre- and post-student teaching. The instructors/researchers used the data revealed in the dispositions to make comparisons between a traditional model “Traditional Pathway” (first extended field experience senior year) and a PDS clinical pathway (extended field experience throughout junior and senior year) to determine if there was a significant difference between the two pathways. The data were collected electronically and then compiled to present a picture of the developing perception of professional dispositions of the pre-service teacher.

**KEYWORDS:** clinical pathway, traditional pathway, dispositions

### **NAPDS NINE ESSENTIALS ADDRESSED:**

1. A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;
4. A shared commitment to innovative and reflective practice by all participants;
5. Engagement in and public sharing of the results of deliberate investigations of practice by respective participants

### **Introduction**

Teacher candidate dispositions, as a predictive measure of future teacher effectiveness, is a recurring topic in teacher education programs (Borko, Liston, & Whitcomb, 2007; Brewer, Dottin, 2009; Lindquist, & Altemueller, 2011; Liston, Whitcomb, & Borko, 2007; Schussler, Stocksberry, & Bercaw, 2010). Though the research on teacher dispositions remains inconsistent, the impact of dispositions on teaching cannot be ignored (Thornton, 2013). Teacher education

programs must select learning opportunities that grow and develop these dispositional skills through coursework and field experiences (Cummins & Asempapa, 2013).

NCATE (2002) defined professional dispositions as, “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities (p. 89). As the new accrediting body for teacher education resulting from the unification of TEAC and NCATE, CAEP expects teacher education programs to ensure that candidates “demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility” (Standard 1). “Unlike desire, dispositions are accompanied by behavior and thus assume the requisite ability to carry out that behavior” (Ritchart, 2001, p. 5). The teaching and assessment of dispositions are critical components of teacher education programs. Disposition assessments in the classroom and in the field provide teacher educators with a holistic profile of a given candidate (Almerico, Johnston, Henriott, & Shapiro, 2011).

Knowledge, skills, and dispositions are embraced within the former NCATE standards as well as the NBTS and CAEP as essential elements of teacher preparation and teacher quality, yet dispositions remain a neglected part of teacher education programs (Thornton, 2006). The conceptual and empirical literature on teacher candidates’ dispositions is sparse (Villegas, 2007). Therefore, this research adds to the existing literature on teacher dispositions and most importantly guides the instructors to strengthen PDS programs in developing qualified teachers.

### **Traditional Teacher Education Model**

The traditional model of teacher education includes individual courses with content embedded within a theoretical framework (Darling-Hammond & Baratz-Snowden, 2007). Traditional programming emphasizes content based on foundations and methods courses (Green, 2010). The individual teacher candidate, along with guidance from his/her academic advisor, selects courses that meet certification requirements. Important to note is how the traditional model provides a variety of learning experiences, which at times may be disconnected from other course offerings and out-of-sync with the natural learning progression (NCATE, 2010). Traditional teaching preparation models have been implemented since the 1800s (Garland, 1982).

### **Transition to Professional Development Schools**

Early in the 1980s and extending through 1990s, new accountability measures challenged traditional teacher education programs to identify what teachers should know and be able to do (Cochran-Smith, 2006). These demands required the generation of new knowledge, steering teacher education toward experiential learning and creating a new component where teacher candidates were able to gain knowledge and skills while applying learned classroom content outside the university environment (Catalfalmo, 2010; Cochran-Smith, 2006; Garland, 1982). This change also allowed for the development of field-based opportunities attached to specific course offerings, referred to as Professional Development Schools (PDS). PDS was designed to introduce teacher candidates to a variety of teaching models and experiences outside the

university classroom, including opportunities to collaborate with professionals in the field (Cochran-Smith, 2006; Dolly & Oda, 1997; Garland, 1982).

The PDS model was implemented during the first semester of the teacher candidates' senior year. The senior PDS experience allowed teacher candidates to spend a half-day, one day a week in practicum work related to literacy and classroom management courses. Teacher candidates were partnered with a classroom teacher where s/he taught whole group and small group lessons. The model at the university was intended for teacher candidates to be dispersed in local elementary classrooms for a pre-student teaching experience (Bell & Morrow, 1998).

The PDS model was first introduced to a Midwestern university in 1996 through a faculty initiative (Bell & Morrow, 1998). This university has a traditional student base serving a western region of a Midwest state about 50 miles away from a large metroplex. The student population in the elementary and early childhood program is primarily white female. The model was written to satisfy the Goals 2000 grant, a federally funded program (Bell & Morrow, 1998). The grant's purpose was to foster and strengthen school partnerships in order to advance effective teacher candidates, increase student achievement, kindle and support growing collaborative relationships with school districts, and integrate communication arts across the curriculum (Bell & Morrow, 1998). Further, the PDS model was created to offer an ideal education program for elementary PK-grade 6 students (students), a laboratory setting for teacher candidates, continuous professional development endeavors for university faculty and district staff, and include research opportunities for exemplary practice (Bell & Morrow, 1998).

After implementing the PDS model for one school year, the outcomes were evaluated (Bell & Morrow, 1998). According to Bell and Morrow (1998), data were derived from classroom performance data, standardized testing, Missouri Show Me Standards Assessment, anecdotal notes, personal interviews, and teacher candidate PDS surveys. Bell and Morrow (1998) found a high level of satisfaction with the pilot PDS experience. They recommended a continuation of the PDS model with some fine-tuning based upon classroom teacher and teacher candidate feedback. Elementary and early childhood teacher candidates at this university have had pre-student teaching field-based experiences since the 1996 implementation. The PDS model was named the Traditional Pathway.

The Traditional Pathway was so well received that junior field experiences were also incorporated into the elementary and early childhood programs. Teacher candidates generally implemented a few small group lessons at the junior level. Although these experiences added to the quality of the junior experience for teacher candidates, the additional time in the field was minimal.

### **The Addition of a Clinical Pathway**

The Traditional Pathway proved to be a successful model for preparing teacher candidates and providing enriching literacy experiences. However, there was an identified need to support the integration of all core subject area content and methods into instruction on campus and in the field (Nickens, personal communication, August 24, 2015). Faculty decided to build upon the successful PDS model and offer more field-based experiences with integrated content methods. The new PDS model, called the Clinical Pathway, provided a different perspective and opportunity for teacher candidates. This allowed for students to choose between the Traditional

Pathway and Clinical Pathway to complete their program of study. Students who selected the Clinical Pathway did so because it allowed for more time in the classroom with a mentor teacher, additional teaching of whole group lessons, and involvement in professional development opportunities.

The development of the Clinical Pathway from vision to implementation, extended over a two-year time frame before the first pilot in fall 2012 (Nickens, personal communication, August 24, 2015). The Clinical Pathway introduced three separate but related blocks of courses: Young Learner junior block, Intermediate Learner junior block, and Senior One block. The Young Learner block focused on developmentally appropriate curriculum and practices for children in grades 1-3 and the Intermediate Learner block on grades 4-6. The heavy clinical component at the junior level was a significant difference from the Traditional Pathway. Another significant difference from the Traditional Pathway was the structure of the senior year. First semester, Senior One, comprised three five-week placements, each at a different grade level, in one school district. Teacher candidates student taught in one of those three placements the following semester. A year and a half later, the faculty added an Early Learner junior block (focusing on PK-K for early childhood teacher candidates).

The Clinical Pathway guides the teacher candidate through blocks of predetermined courses and scheduled field days. Each teacher candidate—remains in one classroom per block, and moves through the blocks with a cohort of peers and an assigned instructional team. The instructional teams include two or three university faculty who instruct blocked courses on campus and supervise/support teacher candidates in the field (Nickens, personal communication, April 16, 2015). Teacher candidates in the Clinical Pathway teach a different grade level each block and experience rural, urban, and suburban placements. The experience provides opportunities for teacher candidates to engage in the classroom with a mentor teacher, gain additional feedback, and to improve on instruction to become reflective practitioners. These practices should lead to positive growth in the teacher candidate dispositions.

There is not a formal admittance process for pathway enrollment. Prospective teacher candidates self-select a pathway based on scheduling needs and personal expectations. Teacher candidates do not experience both pathways. Once a pathway is selected, they continue with that program until graduation.

### **Research Question**

With the two pathways in place, the research question guiding the study became clear: Do students' professional dispositions in the Clinical Pathway reveal a statistically significant difference in comparison to those who participate in the Traditional Pathway?

### **Teacher Dispositions as a Means of Self Reflection and Personal Growth**

Teacher candidates at this Midwestern university self-reflect on dispositions pre- and post-student teaching. Reflection is considered significant for teacher professional development (Ayan & Seferoglu, 2011). Reflection was defined by Dewey (1933) “an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions, to which it tends” (p.43). Faculty members hold individual

conferences with teacher candidates to discuss candidates' perceptions and reflections of their own dispositions. Disposition conferences provide opportunities to discuss plans for continued growth and development.

Table 1 displays the twelve dispositions, which are aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) and to the Missouri Standards of Teacher Education Programs (MoSTEP). Each disposition has a list of behaviors aligned to the standards to facilitate candidate reflection when completing the form. Teacher candidates are required to self-assess each standard by reviewing the examples of behaviors listed which may infer the associated disposition. Candidates self-rate based on the following indicators: not observed, does not meet, progressing, meets, or exceeds. The candidate rates him/herself based on the extent to which s/he believes s/he meets the standard. Candidates must provide examples of behaviors that match the dispositions. Does not meet would be inconsistent or limited examples; progressing would indicate some examples, but still inconsistent; meets would be readily available and fairly consistent examples; and exceeds would be many illustrative examples that match dispositional descriptions. For the purposes of this study, only candidate self-ratings of dispositions were utilized for data.

### **Data Collection**

Disposition forms were collected and coded for three groups of students in the Traditional and Clinical Pathways. The teacher candidates' Disposition Forms were collected pre- and post-student teaching. Group 1 (spring 2014 student teachers) traditional  $n=60$  and clinical  $n=16$ ; Group 2 (fall 2014 student teachers) traditional  $n=41$  and clinical  $n=11$ ; and Group 3 (spring 2015 student teachers) traditional  $n=30$  and clinical  $n=21$ . The three groups were analyzed separately to compare the two pathways to determine if there was a statistically significant difference. The researchers assumed fundamental differences might exist among the three groups due to change in faculty instructors in the blocks, placement locations, cohort dynamics, cohort size, and spring or fall student teaching. Thus the separate analyses were conducted to account for external factors.

### **Data Analysis**

Indicators marked on the Disposition Forms were given a numeric value to enable an independent samples t-test analysis: does not meet=0, progressing=1, meets=2, exceeds=3. Independent t-tests were run to compare the means of each of the 12 items on the Disposition Form between the Traditional Pathway and Clinical Pathway candidates in each of the three groups. The significance value for the independent samples t-test was set at the  $p \leq .05$  level.

### **Findings**

#### **Were there Differences between the Traditional Pathway and Clinical Pathway?**

Data analysis revealed there were some statistically significant differences when comparing the Traditional Pathway to the Clinical Pathway candidate dispositions. When

analyzing the pre-student teaching Disposition Forms for Group 1, all twelve of the dispositions revealed a statistically significant difference for clinical candidates,  $p \leq .05$  (see Table 1 for description of dispositions; see Table 2, Figure 1 for the pre- and post-assessment data). When analyzing the post-student teaching data using the 2-tailed values, significant differences remained ( $p \leq .05$ ) for five of the dispositions for Clinical Pathway teacher candidates (see Table 2, figure 1 for the pre- and post-assessment data).

When analyzing pre-student and post-student teaching data for Group 2 there was a significant difference for Clinical Pathway teacher candidates pre-student teaching Disposition 10 and post-student teaching Disposition 7 (see Table 3, Figure 2). The data results from Group 3 pre-student teaching revealed higher average scores on four dispositions for traditional candidates (Dispositions 1, 2, 5, and 7) and six dispositions for clinical candidates (Dispositions 2, 6, 8, 9, 10, and 11). Post-student teaching significant differences were identified on four dispositions for clinical candidates (Dispositions 2, 4, 8, and 9) (see table 4, figure 3).

### **What Patterns were Revealed When Comparing Traditional Pathway Teacher Candidate Dispositions to the Clinical Pathway Teacher Candidate Dispositions?**

Clinical Pathway Group 1 self-rated higher than the Traditional Pathway group on all twelve dispositions prior to student teaching. Post-student teaching five dispositions (Dispositions 2, 3, 7, 9, and 12) remain statistically significantly different and higher for clinical candidates. Disposition 2 and 3 relate to teaching and learning; Dispositions 7, 9, and 12 relate to professional behaviors. The effect on teaching and learning may be attributed to the blocked coursework for clinical teacher candidates beginning their junior year, which is highly integrated and immediately implemented in the field. Additionally, instructors are in the field observing teacher candidates and classroom instruction and providing feedback to make connections between theory and practice. Candidates who spend more time working directly with and instructing children of different grade levels have more opportunities to practice lesson implementation, assessment, critical thinking, and problem-solving as well as promoting autonomy in students of different age groups.

Clinical candidates self-rated higher on professional behaviors and responsibilities (Disposition 7, 9, and 12). The regimen of course- and field-work that closely imitates a teacher workday promotes teacher candidates' self-discipline, responsibility and professional behavior. Teacher candidates logically develop a greater sense of their abilities through experiences with teachers and students in the field. Clinical candidates spend approximately 350 more hours than traditional candidates in the elementary and/or early childhood classroom prior to student teaching, so it may be plausible to assume that clinical candidates would rate themselves higher across these dispositional dimensions than traditional candidates.

Group 2 had one significant difference pre-student teaching for Clinical Pathway teacher candidates (Disposition 10) and one significant difference post-student teaching for Clinical Pathway teacher candidates (Disposition 7). There was no consistency in Group 2 between pre- and post-student teaching. Group 2 teacher candidates student taught in the fall. Overall, Clinical Pathway teacher candidates who student taught in the spring reported higher self-ratings than candidates who student taught in the fall. Teacher candidates who student teach spring semester, teach the same group of students they had in one of their fall placements. These candidates are



able to form relationships, understand achievement levels of each student and how to accommodate and modify instruction to meet the needs of the learners. Clinical Pathway teacher candidates who student teach in the fall are placed with a teacher they had in the spring, but because of the changing school year, the teacher candidates are working with a new group of students. They do not have the same understanding of the specific learners in the classroom as the spring student teachers. Thus Group 2 self-ratings were not as high or consistent as Groups 1 and 3.

For pre-student teaching assessment of dispositions, Group 3 had statistically significant differences between clinical and traditional candidates on ten dispositions, but the pattern was inconsistent. On four of the dispositions, traditional candidates had higher average ratings than clinical candidates (Dispositions 1, 2, 5 and 7). On six of the dispositions, clinical candidates had higher average scores than traditional candidates (Dispositions 3, 6, 8, 9, 10, and 11). Traditional candidates rated themselves higher on average than clinical candidates on dispositions related to planning, teaching and behaving professionally. The pattern seen up to this point may be reversed for traditional candidates due to their coursework focus on lesson planning. They have not yet had opportunities to apply their lessons with students of varied abilities or develop critical thinking skills in elementary age students. Clinical candidates had those opportunities beginning their junior year. They have experienced the challenges of differentiation with high expectations for all learners.

Pre-student teaching Group 3 clinical candidates self-rated themselves higher than traditional candidates on dispositions related to encouraging student thinking including accommodations and modifications (Dispositions 3 and 6) and professional behaviors and responsibilities (Dispositions 8, 9, 10 and 11). The difference in dispositions may be attributed to the increased number of classroom experiences in a variety of classrooms and grades. Clinical Pathway teacher candidates work with teachers and students in urban, suburban, and rural districts during junior and first semester senior year rather than having limited observation in those settings. They have a senior experience in a building with one semester of co-teaching two days a week for five weeks each in three different grade levels. They will then student teach for one semester in one of those three classrooms. The increased exposure to teachers and students in multiple settings may increase their belief in their ability to meet the needs of the diverse students. Traditional Pathway teacher candidates may only observe in rural, urban and suburban districts, with limited opportunities for interaction in specific placements, and only student teach one-semester in one school.

Group 3 clinical candidates maintained statistically significantly higher average self-ratings on Dispositions 8 and 9 from pre- to post-student teaching. Teacher candidates in the Clinical Pathway have more field experience than candidates in the Traditional Pathway. They were able to establish early in their academic career the belief that teachers make a difference. Clinical candidates work collaboratively with different faculty members at a variety of grade levels, in varied settings, with a range of demographics and school cultures. The clinical teacher candidates were able to reflect upon the ability of the teacher to impact student learning based upon their own interactions with children and their discussions with classroom teachers. They self-rated higher on their attitudes for teaching and learning and beliefs about how students and colleagues should be treated and should treat one another.

### **Conclusion**

The results of this study provide insights into the effect of the Clinical Pathway model. The Clinical Pathway teacher candidates begin Senior One in the same building where they will student teach the following semester. This allows the candidate to form relationships with staff members, build confidence, and grow as a reflective practitioner. In the Traditional Pathway, teacher candidates have one experience before student teaching in one grade level, one classroom, one school district, one day a week. Due to limitations in time and exposure to a limited range of experiences, the majority of their self-ratings were lower on dispositions both prior to and after student teaching. Clinical candidates who student taught in the spring had higher self-ratings than those candidates who student taught in the fall.

### **Limitations**

There are some limitations that may affect the findings of this study. The study took place in one Midwestern university and may not be replicable in other settings due to differences in programming, demographics, and state specific certification requirements. The study comprised a small number of undergraduate pre-service teacher candidates over a three-semester period enrolled in defined teacher preparation models. Limitations of data collection for this study include the use of a single measurement and the use of self-ratings. Single measures are one-dimensional and provide limited information. Use of self-ratings may be problematic; accurate assessment of one's own competence may be difficult (Caputo & Dunning, 2005; Leach, 2012; Lepkowski, Packman, Smabe, & Maddux, 2009). Although the researchers were aware of the limitations, the focus of the research was to examine the candidates' own perceptions of growth in professional dispositions during student teaching.

### **Recommendations**

Due to the results of this research, it is recommended that teacher candidates participate in earlier and more meaningful experiences in the school setting. This will allow teacher candidates more collaborative engagement in informal and formal observations, lesson planning, teaching lessons in a whole groups setting, administering and analyzing a variety of student assessments, and meeting the needs of diverse populations. The Clinical Pathway model fosters opportunities for relationship building, as well as continued support and learning through varied and meaningful school interactions that are not available within the Traditional Pathway model. The connection of the coursework and field experience is a critical component of the Clinical Pathway.

It is recommended that additional structures be implemented for students who elect to begin Clinical Pathway spring semester and students teach fall semester. These students will need opportunities to have one of their three placements with students in the grade before their student teaching placement grade (e.g., second grade placement, third grade student teaching), observe and meet with teachers teaching the students who will be in their student teaching placement grade, and/or analyze student achievement data and attend data team meetings in the spring with the teachers teaching the students who will be in their student teaching placement.



The Clinical Pathway is an effective model for teacher education programs. Clinical teacher candidates actively apply theory to practice in structured field experiences. Teacher candidates are able to make the connections because they are receiving feedback from their university instructors and mentor teachers. Teacher candidates gradually gain more autonomy in the classroom through scaffolded experiences, which help the teacher candidate gain confidence in the classroom before student teaching so the student teaching experience is successful.

Based on our findings, future research might focus on the pre-existing dispositions of teacher candidates who self-select a more intensive approach to teacher education, like the Clinical Pathway, over a traditional approach is necessary. Similarly, our work used one measure for assessing differences between pathways. Future study using a variety of measures to understand outcome differences between pathways would be informative for the field.

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**Table 1**

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*Abbreviated Disposition Form with Example Behaviors*

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**Disposition 1:** Commits to high expectations for all students, and values the ability/capacity for each student to learn evidenced in behaviors such as persists in helping all children become successful, listens to students, plans to/attempts to differentiate instruction to meet needs of each student

**Disposition 2:** Values student ability to apply concepts learned to performance activities evidenced in behaviors such as allows students to explore and engage in learning, uses effective communication strategies, applies knowledge from various classes as evidenced by planning, instruction, and assessment techniques

**Disposition 3:** Commits to the development of critical thinking skills (e.g., problem solving, analysis, etc.) evidenced in behaviors such as uses effective questioning strategies, reflects on experience and uses reflection to inform practice

**Disposition 4:** Commits to seeking out, developing, and continually refining teaching practices that generate more learning for students evidenced in behaviors such as such as uses informal assessment to adjust and revise lessons, recognizes that learning is an ongoing process, shows focus on student learning in self-evaluation and in conferencing with cooperating teacher

**Disposition 5:** Commits to development of lessons that are interesting and engaging through a variety of instructional strategies to accommodate all learners, including those from diverse backgrounds, experiences, and cultures (e.g., use of technology, grouping, motivating materials) evidenced in behaviors such as adjusts & revises lesson plans to meet students' needs, displays through behavior a passion for teaching as a profession, demonstrates through behavior a belief that ALL students learn

**Disposition 6:** Commits to making appropriate adaptations and accommodations for students with diverse needs (e.g., use of technology) evidenced in behaviors such as seems comfortable in discussing different kinds of diversity, seeks to become acquainted with students as individuals, interacts in a respectful and supportive way with students and their families

**Disposition 7:** Appreciates and promotes acceptance of self-discipline, responsibility, and self-esteem evidenced in behaviors such as shows enthusiasm throughout lessons/teaching, demonstrates professional behavior including coming prepared, dressed appropriately, and ready to work, accepts responsibility for his/her actions, accepts correction graciously—no excuses

**Disposition 8:** Commits to a positive and enthusiastic attitude for teaching and learning to inspire self and others evidenced in behaviors such as such as accepts responsibility for own actions, demonstrates respect for professor, cooperating teacher, and peers, demonstrates a commitment to the profession

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**Disposition 9:** Believes students and colleagues should be treated and should treat other with kindness, fairness, patience, dignity, and respect evidenced in behaviors such as such as maintains standards of confidentiality, acts as an appropriate representative of school, interacts appropriately with students and peers

**Disposition 10:** Commits to relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well –being evidenced in behaviors such as maintains standards of confidentiality, demonstrates professional behaviors at all times, works toward creating a community of learners

**Disposition 11:** Assesses the effects of choices and actions on others and actively seeks out opportunities to grow professionally in order to promote learner outcomes evidenced in behaviors such as shows positive attitude toward learning (self & others), recognizes the value of intrinsic motivation in helping students become lifelong learners, reads and is aware of books that the children are reading in class

**Disposition 12:** Fulfills professional responsibilities consistent with building and district expectations and policies concerning appearance, punctuality, attendance, and timely and accurate paperwork completion evidenced in behaviors such as arrives at school promptly, is prepared and organized for lessons and responsibilities, manages time & materials

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**Table 2**

*Comparison of Group Statistics Results for the Pre- and Post-Assessment Dispositions Group 1 (Student Taught Spring 2014)*

	PDS Pathway	Pre N	Pre Std. Deviation	Pre Std. Error Mean	Pre t-test	Post N	Post Std. Deviation	Post Std. Error Mean	Post t-test
Disposition 1	T	60	.460	.059	.000	62	.557	.071	.689
	C	15	.516	.133		15	.516	.133	
Disposition 2	T	60	.362	.047	.001	62	.541	.069	.029
	C	16	.515	.129		15	.507	.131	
Disposition 3	T	60	.345	.045	.002	62	.508	.065	.000
	C	16	.625	.156		15	.507	.131	
Disposition 4	T	60	.494	.064	.000	62	.6100	.0776	.160
	C	16	.602	.151		15	.5164	.1333	
Disposition 5	T	60	.436	.056	.011	62	.5990	.0761	.716
	C	16	.632	.158		15	.5071	.1309	
Disposition 6	T	60	.325	.042	.000	62	.5307	.0674	.539
	C	16	.544	.136		15	.5071	.1309	
Disposition 7	T	60	.5921	.0764	.000	62	.5538	.0703	.003
	C	16	.4732	.1183		15	.4140	.1069	
Disposition 8	T	60	.4994	.0645	.000	62	.6032	.0766	.067
	C	16	.6762	.1691		15	.4880	.1260	
Disposition 9	T	60	.6139	.0793	.001	62	.5267	.0669	.023
	C	16	.4732	.1183		15	.4577	.1182	
Disposition 10	T	60	.403	.052	.000	62	.5461	.0694	.118
	C	16	.547	.137		15	.5071	.1309	
Disposition 11	T	60	.597	.052	.001	62	.5307	.0674	.140
	C	16	.680	.137		15	.5164	.1333	
Disposition 12	T	60	.6430	.0837	.013	62	.623	.080	.045
	C	16	.5618	.1405		15	.507	.131	

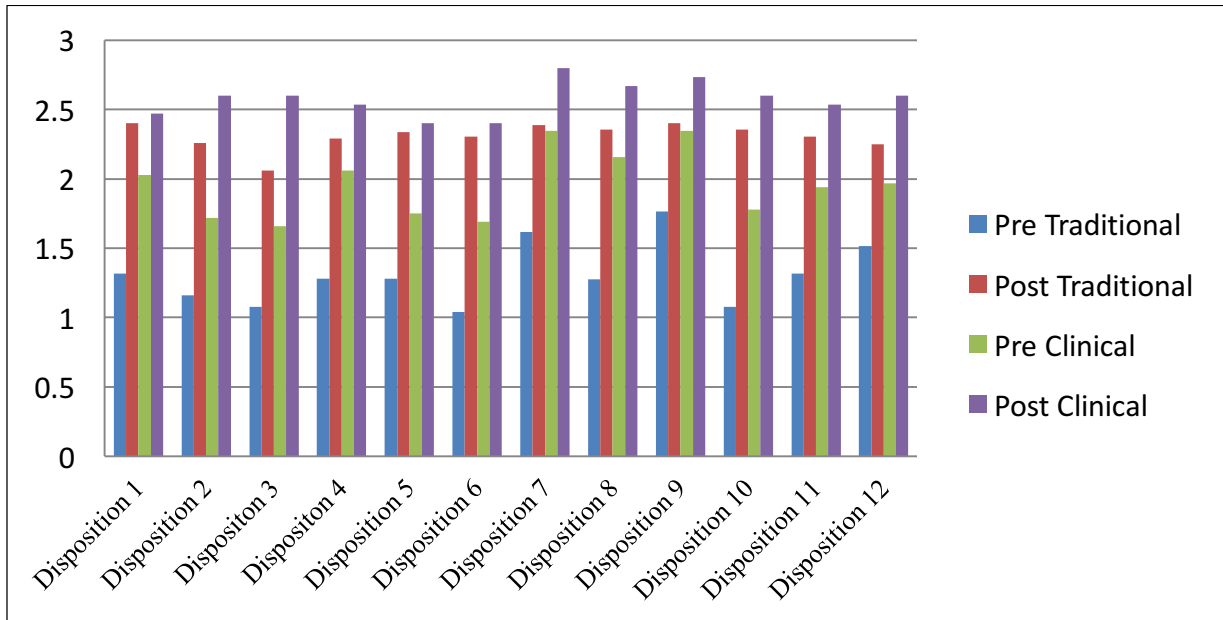


Figure 1. Comparison of Mean Scores for Pre- and Post-Assessment Dispositions Group 1 (Student Taught Spring 2014)



**Table 3**

*Comparison of Group Statistics Results for the Pre- and Post-Assessment Dispositions Group 2 (Student Taught Fall 2014)*

	PDS Pathway	Pre N	Pre Std. Deviation	Pre Std. Error Mean	Pre t-test	Post N	Post Std. Deviation	Post Std. Error Mean	Post t-test
Disposition 1	T	41	.614	.096	.409	41	.534	.083	.554
	C	11	.467	.141		11	.467	.141	
Disposition 2	T	41	.634	.099	.167	41	.447	.070	.906
	C	11	.467	.141		11	.647	.195	
Disposition 3	T	41	.520	.081	.745	41	.488	.076	.814
	C	11	.467	.141		11	.701	.211	
Disposition 4	T	41	.568	.089	.088	41	.473	.074	.562
	C	11	.405	.122		11	.701	.211	
Disposition 5	T	41	.671	.105	.836	41	.435	.068	.768
	C	11	.522	.157		11	.783	.236	
Disposition 6	T	41	.5129	.0801	.752	41	.4117	.0643	.253
	C	11	.4101	.1236		11	.6431	.1939	
Disposition 7	T	41	.5483	.0856	.311	41	.5238	.0818	.028
	C	11	.3015	.0909		11	.7006	.2113	
Disposition 8	T	41	.5644	.0882	.252	41	.5653	.0883	.811
	C	11	.4671	.1408		11	.8090	.2439	
Disposition 9	T	41	.5407	.0844	.458	41	.5061	.0790	.076
	C	11	.3015	.0909		11	.5519	.1664	
Disposition 10	T	40	.5187	.0820	.038	41	.5533	.0864	.314
	C	11	.5045	.1521		11	.4622	.1394	
Disposition 11	T	40	.6284	.0994	.101	41	.5421	.0847	.923
	C	11	.4045	.1220		11	.6640	.2002	
Disposition 12	T	39	.5483	.0878	.168	41	.5238	.0818	.086
	C	11	.3015	.0909		11	.7508	.2264	

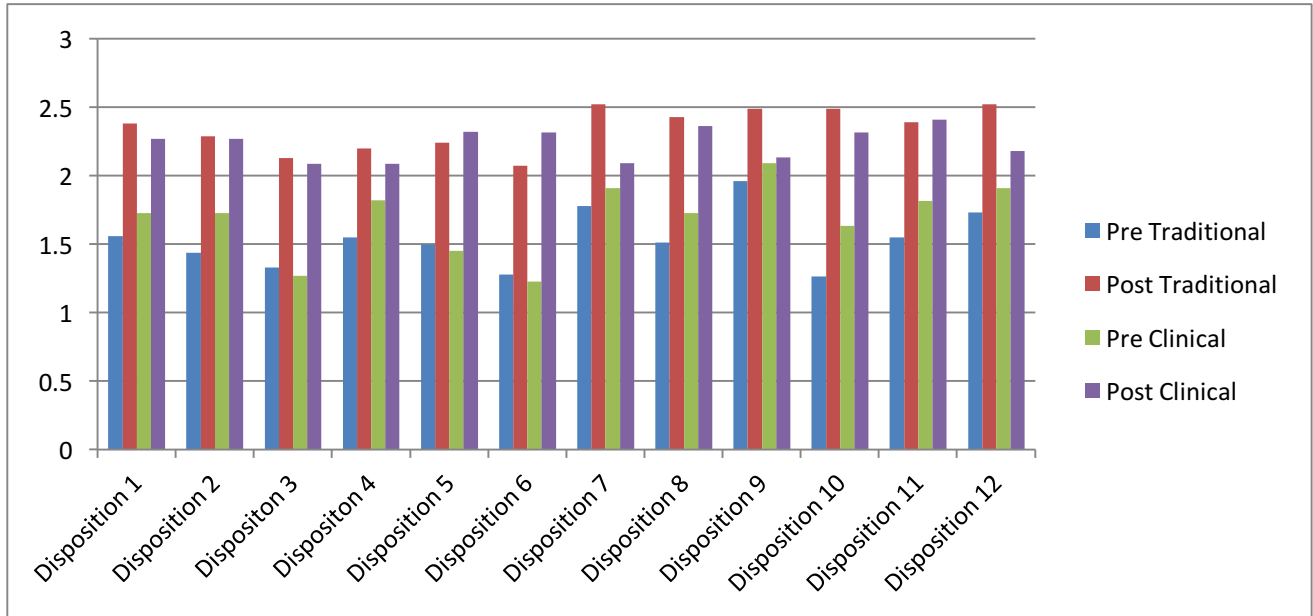


Figure 2 Comparison of Mean Scores for Pre and Post Assessment Dispositions Group 2 (Student Taught Fall 2014)

**Table 4**

*Comparison of Group Statistics Results for the Pre- and Post-Assessment Dispositions Group 3 (Student Taught Spring 2015).*

	PDS Pathway	Pre N	Pre Std. Deviation	Pre Std. Error Mean	Pre t- test	Post N	Post Std. Deviation	Post Std, Error Mean	Post t- test
Disposition 1	T	30	.601	.110	.000	30	.466	.085	.310
	C	21	.498	.109		21	.680	.148	
Disposition 2	T	30	.607	.111	.014	30	.568	.104	.046
	C	21	.312	.068		21	.598	.130	
Disposition 3	T	30	.500	.091	.000	30	.531	.097	.229
	C	21	.474	.104		21	.669	.146	
Disposition 4	T	30	.494	.090	.192	30	.484	.088	.008
	C	21	.568	.124		21	.590	.129	
Disposition 5	T	29	.634	.118	.009	30	.596	.109	.080
	C	21	.532	.116		21	.669	.146	
Disposition 6	T	30	.5074	.0926	.000	30	.4611	.0842	.411
	C	21	.4976	.1086		21	.5606	.1223	
Disposition 7	T	30	.6873	.1255	.020	30	.5040	.0920	.067
	C	21	.5118	.1117		21	.5606	.1223	
Disposition 8	T	30	.5438	.0993	.012	30	.4901	.0895	.023
	C	21	.6437	.1405		21	.5606	.1223	
Disposition 9	T	29	.5431	.1008	.035	30	.4795	.0875	.019
	C	21	.4976	.1086		21	.4830	.1054	
Disposition 10	T	29	.5235	.0972	.000	30	.4661	.0851	.843
	C	21	.6381	.1392		21	.6583	.1436	
Disposition 11	T	29	.4152	.0771	.011	30	.4661	.0851	.075
	C	21	.5390	.1176		21	.5976	.1304	
Disposition 12	T	29	.5782	.1074	.056	30	.4983	.0910	.063
	C	21	.6761	.1475		21	.4803	.1054	

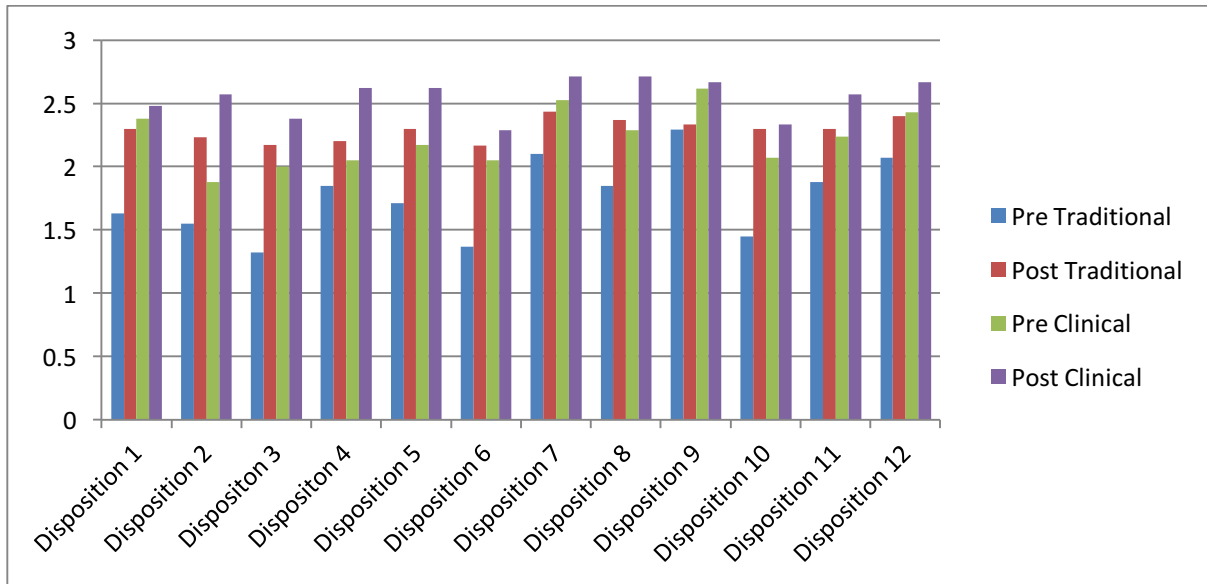


Figure 3 Comparison of Mean Scores for Pre- and Post-Assessment Dispositions Group 3 (Student Taught Spring 2015).