



A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH

## Dispositions Activity

(total possible points,95)

Everywhere teachers turn, the news and discussion of the day is about standards, test scores, student performance and accountability. All of these are important items but I wonder at the wisdom, or lack of it, that infers these improvements are possible when addressed alone. After over thirty years of working with students with disabilities, I am convinced that without this foundation, the rest is impossible.

The foundation I am speaking of is not easy to measure but we all know it is there. I am talking about the disposition of the teacher, as well as the disposition of the student. This concept is explored and measured in this activity. Please do the project in the order it is presented.

### Step 1

If you **want to participate in research** on this topic by allowing your forms and data to be used anonymously, complete the form provided under I want to participate in research and submit it.

### Step 2

Complete Pre-test Disposition score:

*The self-evaluation is sometimes problematic. Why? It is difficulty to honestly look at areas we may be weak at. Think of these scenarios:*

1. Does the student in my class, who has no help at home, honestly stand a good chance of be successful? Do I think all students can succeed?
2. Does the student with limited mental capacity have a place of value in our society? Do I value their presence in my class? What will they do to my test scores? Will they cost me my job?
3. Some couples choose to abort a fetus that has a major disability? Do I agree with that? What does that mean about the value and potential I place on students with disabilities in my classroom?
4. My assignment is due at midnight. I don't quite have it done but I have learned the professor allows more than one submission so I can send in the partially completed assignments now and the next morning send in the finished assignment. I can always argue I sent in the wrong copy if the professor questions me. Am I an honest person about getting work in on time?
5. I am stuck with a bossy person on my team. She is sharp tongued and has hurt my feelings by dismissing my ideas? How good am I at real collaboration skills when the team is difficult to work with.
6. I just missed writing the deadline down for the assignment but it was not intentional. I always make A's and there is just too much work in this course. A good friend offers me her file from last semester? What do I do? Where is my line for integrity?

7. The professor forgets I sent that assignment in via email as she asked and gives me a zero. I am angry and fire off a sharp email. Good grief, I did the work on time, just as she asked. How emotionally under-control am I when I have been wronged.

*As you can see, we all like to think of ourselves as honest, accepting of others, responsible, etc. but life often gets in the way. Do you need to revisit and revise your Pre-Test on your Dispositions? If so, do so now.*

### **Step 3**

**Task:** Each candidate will select at least two, weak *bulleted-areas* on the Disposition Rating Form they want to strengthen. They will then create a Dispositional Development Plan as presented in the course to directly learn skills or knowledge to improve at least one of these two areas. At the completion of their chosen activity, a post self-measurement will be taken.

Self-evaluation of your weak areas and creating a plan to address weak areas are strategies proven to be effective. The disposition form is the one used for all WKU teacher candidates.

### **Project:**

1. **D1- Pretest- 10points;** Use the Disposition Rating Form. Self-evaluation pretest with each bulleted area underlined for present level of performance. Totals for disposition indicators are tabulated and turned in on Blackboard.
2. Read project directions (*this is where you are now*).
3. Read the articles provided about Dispositions- See Readings
4. Open, Save the Disposition Development Plan and begin to fill it out.
  - a. Select two bulleted areas of strength
  - b. Select two bulleted areas to improve
  - c. Prioritize the two areas to improve. Which do you think is more important to you as an effective teacher? Select that one area to address in this activity. You may select another at another time.
  - d. Research activities that will help you improve in the area selected. This may take research but the activity should have a direct correlation to the knowledge and skills needed to improve the area marked for improvement.
    - i. Some areas to help direct your exploration could be:
      - (Option 1) Read the Seven Habits of Highly Effective People by Stephen Covey <https://www.stephencovey.com/7habits/7habits.php>
      - (Option 2-All others)
        1. The IRIS Center is a national center that aims to provide high-quality resources for college and university faculty and professional development providers about students with disabilities. IRIS seeks to obtain this goal by providing free, online, interactive training enhancements that translate research about the education of students with disabilities into practice. There are 49 modules to select from <http://iris.peabody.vanderbilt.edu/>
        2. On line Collaboration Training: Lesson, discussion, etc and all appears to be free. <http://online-collaboration.nuvvo.com/>
        3. Any other training you think will address the area you are targeting.**Note:** The point is to carefully determine what you need to

improve based on your pre-assessment and to create a disposition development plan to increase your skills and knowledge in that area. You may use any resources available, these are just suggestions. If you are on campus, check out materials and resources in the Learning Center in Gary Ransdall Hall. As you find materials I will add these to the list of options.

- e. After listing the options you considered, select one or at the most two to complete. Circle or mark this in **Bold Underline** on your Disposition Development Plan (DDP). Type your rationale into the box and answer the questions in the box.
- f. Fill out the “plan” for your improvement. This is not complicated and you may want to complete your research or training and then fill out the plan for the two first pages of the plan. (**D2 DDP2- 10 points**) The training may lead you through steps to increase your knowledge and skills. Simply keep notes on the steps you complete so that you fill out the plan section and the time you spent on this. Submit your DDP with the first two pages completed as soon as you can.

**Step 4** Then complete your training as outlined in the plan.

**Step 5** Report your results.

- 5. Complete the Disposition Development Plan by your own self-evaluation. Submit this complete form to Blackboard. (**D4 DDP4- 20 points**)
- 6. Complete a **Post-Disposition Rating Form**. (**D5 DRF2 10 points**) Submit this also to Blackboard.
- 7. Fill out the questionnaire and submit it. (**D5 Questions-Research participation and not point value.**)
- 8. Complete **Db#4 & 5** and responses for 25 points apiece. See the course calendar.