# Module Overview

## Transformational Change Through Dispositional Hiring Processes


What you will learn to do:

Develop essential skills and strategies that will enable you to implement dispositional hiring practices for systemic reform.

Module Overview:

Districts today face the challenge of developing quality school systems that must prepare all students to be career, college, and life ready. Considering the rate of technological, economic, and global change, this presents us with an unprecedented challenge in the history of public education. In order for a district to perform well in this complicated era of reduced support, rapid change, increasing accountability and standard-based reform, we have no choice but to use every resource to its maximum benefit. There is no resource more important than the people who directly touch the lives of students. This leads us to our “dispositional hypothesis”:

# The most effective strategy for improving performance of students and school climate is to hire the right teachers and then invest in them to become more effective as people and in their jobs.

Module Objectives:

* Answering the question: Why are dispositions important?
* Building and assessing leadership capacity for transformation change through dispositional hiring practices
* Learning strategies to train principals and school site-based councils to be dispositional raters
* Designing questions for screening/recruiting based on selected dispositions
* Developing pre-employment dispositions questions
* Understanding the importance of dispositions using video examples of effective teachers

# Why Dispositions are Important

"Career, college, and life ready" are the buzz-words in K-12 education today. Probably no time in our nations history has there been a greater need to ensure that our graduates have the knowledge, skills, and dispositions needed to succeed in an ever more complex and competitive environment. And it is of no surprise to learn that when asked, successful individuals—whose ready for work, life-long learning, and life in general—attribute a significant portion of that success to teachers who have taught, encouraged, and influenced them. Interestingly, the teachers described when recollecting those that made a significant impact on our lives shared very similar characteristics. Some of the most common things said about these impactful teachers are:

* She really enjoyed teaching and cared about students.
* She looked for the good in each of us.
* He could teach something and make it fun.
* She held our interest with her lively, humorous manner and her thorough knowledge of the subject.
* He believed in me.
* She challenged us.
* He saw us as unique and treated us with respect.
* She really knew her subject and cared that we learned it.

They displayed a unique amalgamation of knowledge and skills that shined through essential human qualities that allowed them to transform our lives for the better. These human characteristics, or dispositions, separated these “favorite teachers” from average, run-of-the-mill teacher. Just imaging what could happen in students lives, schools, and communities if all teachers had these dispositions.

What are Dispositions?

When the term dispositions is used in educational settings today it can mean anything from being prompt, neat, and courteous to kind and caring. For this project, dispositions are defined as the human elements possessed by educators that integrate with knowledge and skills to facilitate significant learning. Dispositions are a person’s core attitudes, values, and beliefs that are the foundation of all of our behaviors. The framework for the dispositional hiring practices relies on the theory and research pioneered by Arthur W. Combs (Combs, 1976), psychologist/educator (1935-1999). He spent his professional career investigating the dispositions of effective helping professionals--people who were able to significantly and positively affect others’ lives (Richards, 2010). The Perceptual Dispositions Model “drills down into the essence of the person to the attitudes, values, beliefs, or perceptions level of the personality. This allows for a more manageable number of variables to define and measure, and more predictive value, but with the trade-off of requiring the use of more qualitative assessment measures.” (Wasicsko, Wirtz & Resor, 2009, p. 20). The Perceptual Dispositions Model was chosen because it is straightforward, easily understood, and built upon a strong theoretical and research base.

As a result of the research by Combs and colleagues (Combs & Snygg, 1949; Combs, Soper, Gooding, Benton, Dickman, & Usher, 1969), Wasicsko (2007), classified dispositions into four categories that differentiate effective from ineffective tachers: (1) perception about self; (2) perceptions about other people; (3) perceptions of purpose; and (4) perceptions of one’s frame of reference. These elements are used as the rubrics for hiring teachers and other school personnel.

Perception of Self focuses on the ability to connect with and build meaningful relationships with people, even with those who have dissimilar beliefs. Teachers who have positive perceptions of self, identify more readily with others, they try to see diverse points of view, and they display a positive attitude toward life and work. Because of a positive sense of self, they tend to be more self-trusting and, thus, less threatened by others, they have less difficulty accept constructive criticism, and can provide others with feedback that is more likely to be heard

Teachers who have a high Perception of Others see students as having the capacity to face up to challenges and be successful when given the opportunity and resources. They demonstrate a belief in students’ abilities to find adequate solutions to events in their own lives; display a general belief that all students are valuable, able, and worthy; share responsibility with others; and share credit for accomplishments with others.

Teachers who have high Perception of Purpose have goals that extend beyond the immediate to broad implications and contexts. They tend to see the big picture and are committed to life-long learning in themselves and students. They treat everyone equitably and fairly; they avoid being sidetracked by trivia or petty issues; and see work in the larger context of life. They realize that what they do as teachers is more than a mere job but less than a life.

Teachers who are people oriented have a Frame of Reference that recognizes that helping students, with all their human strengths and frailties, is what it is all about. They understand that, while order, management, mechanics, and details of things and events are necessary, their long-term success must be concerned the human aspects of affairs--the attitudes, feelings, beliefs, and welfare of students. They understand the importance of maintaining positive relationships with students, parents, and colleagues and they focus on the human dimensions rather than, or in addition to, a things dimension in most situations.

\*All citations on this page are referenced on the annotated bibliography page

**Assessing Educator Dispositions Professional Development**

Welcome to the "Assessing Educator Dispositions" (Wasicsko, 1977a) professional development. At the conclusion of this four part module you have the option of completing an assessment through [The National Network for the Study of Educator Dispositions](http://coehs.nku.edu/content/coehs/centers/educatordispositions.html) that will allow you to become a certified "Professional Perceptual Rater" (Wasicsko, 1977a). Obtaining this certification to rate the dispositions of teacher candidates provides increased reliability and validity and increases the likelihood of hiring the teachers with the desired dispositions.

Materials Used in this Professional Development Section
Below are links to the materials that accompany Parts two – four. If printing, consider the environment and print two-sided copies. Materials numbered 1 – 4 will be referenced throughout the Parts and should be readily available while viewing the Parts.

1. [Click here for “Assessing Applicant Dispositions” PowerPoint](http://capstonedraftpoe.wikispaces.com/file/view/Assessing%20Educator%20Dispositions%20Full%20Training.pptx/411187972/Assessing%20Educator%20Dispositions%20Full%20Training.pptx)
2. [Click here for “Assessing Educator Dispositions” self-instruction training manual](http://coehs.nku.edu/content/dam/coehs/docs/dispositions/resources/Manual103.pdf)
3. [Click here for Dispositions “Post-Test Materials Set #1”](http://coehs.nku.edu/content/dam/coehs/docs/dispositions/resources/POSTTEST103.pdf)
4. [Click here for Dispositions “Post-Test Summary Scoring Sheet”](http://capstonedraftpoe.wikispaces.com/file/view/POSTEST_ANSWER_SHEET.pdf/398897802/POSTEST_ANSWER_SHEET.pdf)
5. [Click here for Dr. Mark Wasicsko’s article “The Fourth Factor for Hiring” – sample disposition questions for use in an interview and the “Disposition Quick Check” rubric.](http://capstonedraftpoe.wikispaces.com/file/view/Disposition%20article%20with%20sample%20questions.pdf/378116914/Disposition%20article%20with%20sample%20questions.pdf)
6. [Click here for Additional Disposition Resources from the Northern Kentucky University College of Education and Human Services](http://coehs.nku.edu/centers/educatordispositions/resources.html)

Part One
Teachers are Life Changers
6 minutes

Randy Poe, Superintendent of Boone County Schools, examines why individual students, and entire districts, can benefit from implementing dispositional hiring techniques for teachers.

* [Click here for “Teachers are Life Changers” PowerPoint](http://capstonedraftpoe.wikispaces.com/file/view/Disposition%20introduction.pptx/411174034/Disposition%20introduction.pptx)
* [Click here for video](http://youtu.be/DtOvPe5xcc4)

Part Two
Introduction to Dispositions
24 minutes

Matt Rigg, Assistant Director of Human Resources for Boone County Schools, discusses the importance of examining the dispositions of teacher candidates. By examining characteristics of one’s favorite and worst teachers, plus answering the question about hiring good teachers versus teachers who are motivated to get better, one will gain an understanding of the power good dispositions have within effective teachers.

* [Corresponding PowerPoint slides for this segment: 1 – 10](http://capstonedraftpoe.wikispaces.com/file/view/Module%202%20Section%201.pptx/378116964/Module%202%20Section%201.pptx)

Perceptual rating of teacher candidates is not a new concept, but one that is often overlooked. By examining the combined works of Dr. Arthur C. Combs and Dr. Mark W. Wasicsko (Combs, 1976; Wasicsko, 1977a, 1977, 2007), one will gain insight into perceptual theory and how it applies to teachers. After gaining a basic understanding of perceptual theory, dispositions will be categorized into four areas: dispositions toward one self, toward others, about purpose and a general frame of reference.

* [Corresponding PowerPoint slides for this segment: 11 - 12](http://capstonedraftpoe.wikispaces.com/file/view/Module%202%20Section%202.pptx/378116974/Module%202%20Section%202.pptx)
* [Click here for video](http://youtu.be/CRU5-VT4qXM)
* Read: Chapter one and two of “Assessing Educator Dispositions: A Perceptual Psychological Approach” by Dr. Mark Wasicsko, pgs 5 – 13 (1977a)

Part Three
Using the “Perceptual Rating Rubric”
39 minutes

The use of a perceptual rating rubric will allow one to qualitatively rate an area that may seem to most subjective in nature--dispositions. Whether a teacher candidate is answering a written “Human Relations Incident” question or a verbal question during an interview, the same perceptual rating rubric is used to assess a candidate’s dispositions within the four categories referenced in part two: dispositions toward one self, toward others, about purpose, and a general frame of reference (Wasicsko, 1977a).

* [Corresponding PowerPoint slides for this segment: 13 – 19](http://capstonedraftpoe.wikispaces.com/file/view/Module%203%20Section%201.pptx/378116994/Module%203%20Section%201.pptx)

Participants will practice using the perceptual rating rubric for each of the four dispositional categories. After scoring the Human Relations Incident, participants will compare their score to that of Professional Perceptual Raters. The Professional Perceptual Raters provide rationale for selected scores that, in turn, will help participants in this training hone their own perceptual rating skills (Wasicsko, 1977a).

* [Corresponding PowerPoint slides for this segment: 20 – 24](http://capstonedraftpoe.wikispaces.com/file/view/Module%203%20Section%202.pptx/378117002/Module%203%20Section%202.pptx)
* [Click here for video](http://youtu.be/-3suoHH4JdI)
* Read: Chapter three and four of Wasicsko’s “Assessing Educator Dispositions”, pgs.14 – 40 (1977a)

Participants use the rubric in its entirety, thus providing an insightful dispositional measurement of teacher candidates and their potential for effectiveness. Participants should complete the practice materials found on pages 41 – 66 of “Assessing Educator Dispositions”
(Wasicsko, 1977a) before attempting to complete the “Post-Test Materials”. The practice materials include professional perceptual rater rationale for scoring, which will be beneficial when completing the post-test.

* [Corresponding PowerPoint slides for this segment: 25 – 28](http://capstonedraftpoe.wikispaces.com/file/view/Module%204%20Section%201.pptx/378117018/Module%204%20Section%201.pptx)
* Read: Chapter five of Wasicsko’s “Assessing Educator Dispositions”, pgs. 41 – 66 (1977a)

Part Four
Earning your “Professional Perceptual Rater” Certificate
10 minutes

Completing the first three parts and reviewing the information in “Assessing Educator Dispositions” (Wasicsko, 1977a) will prepare participants for the culminating assessment: “Post-Test Materials Set #1.” Successful completion of the post-test allows an individual to earn the title of “Professional Perceptual Rater.” More importantly, it will allow the individual earning the certificate to more confidently and accurately assess the dispositions of teacher applicants, thus increasing the likelihood of hiring the most effective teacher--a caring, student-focused individual who is highly motivated to continually get better. Complete “Post-Test Materials Set #1” (Wasicsko, n.d.a) and submit Scoring Sheet (Wasicsko, n.d. a p. 28) to receive a rater reliability score.

* [Corresponding PowerPoint slides for this segment : 29 – 31](http://capstonedraftpoe.wikispaces.com/file/view/Module%205%20Section%201.pptx/378117030/Module%205%20Section%201.pptx)
* [Click here for video](http://youtu.be/AVdiKofQnP8)
* [Click here for Dispositions “Post-Test Materials Set #1”](http://coehs.nku.edu/content/dam/coehs/docs/dispositions/resources/POSTTEST103.pdf)
* [Click here for Dispositions “Post-Test Summary Scoring Sheet”](http://capstonedraftpoe.wikispaces.com/file/view/POSTEST_ANSWER_SHEET.pdf/398897802/POSTEST_ANSWER_SHEET.pdf)

Congratulations on your completion of the “Assessing Educator Dispositions” (Wasicsko, 1977a) professional development! Even though you have completed the professional development, your use of dispositional strategies has just begun. Use of the perceptual rating rubric during employment screening is a powerful tool that can be used in the hiring process for teachers, administrators, staff and even for screening volunteers.

By adding dispositional questions to the interview process, you will be able to listen for a candidate’s dispositions first hand and see how a candidate reacts to the questions. The combination of hearing and seeing how candidates respond will be very telling. In some cases, you may be shocked that a person looks so good on paper, as the result of an impressive resume, but can falter on disposition questions.

For more information on questions that provide insight into dispositions that you may consider adding to your interview process, as well as a disposition “Quick-Check” rubric for use with site-based decision making groups, [click here](http://capstonedraftpoe.wikispaces.com/file/view/Disposition%20article%20with%20sample%20questions.pdf/378116914/Disposition%20article%20with%20sample%20questions.pdf). Dr. Mark Wasicsko’s article “The Fourth Factor for Hiring” (2005) describes the answers he looks for when asking disposition type questions of candidates for faculty positions within a university setting. Included with the article is a list of additional disposition interview questions categorized into the four categories of dispositions as addressed in the training modules. Finally, a dispositions “Quick-Check” (Wasicsko, 2005) is provided for members of an interview panel who have not been through the entire disposition training modules but who still need to be aware of screening candidates for their dispositions.

The information provided, along with a “Professional Perceptual Rater” (Wasicsko, 1977a) certification, will add confidence that effective candidates are being hired and that all students in your district will more readily become college, career, and life ready!

# Dispositions in Action

Now that you have discovered what dispositions are and why dispositions are important for student-centered learning to occur, it is time to see examples of positive, student-centered dispositions in action. Each video features school administrators explaining why the specific category of dispositions are so vitally important to a school district and the students of a school district. Teachers then explain how they use their own dispositions as a tool to educate all students. Finally, you will see teachers in action as they teach a class and let their natural dispositions generate student interest and engagement.

The videos serve a two-fold purpose. First, the videos are exceptional supplemental material to the four types of dispositions covered in the "Assessing & Training Educators on Dispositions" materials. If you completed the training materials and want to see dispositions in action, these videos will further demonstrate and enforce the knowledge you have gained. Second, administrators who want to coach teachers on the importance of dispositions and provide examples of what student-centered dispositions look like have an opportunity to bring the coaching session to life with the examples contained in the videos. The lessons learned through these videos may be incorporated into a Professional Growth Plan or a Corrective Action Plan.

Whether supplementing training and knowledge of dispositions or enhancing abilities by viewing dispositions in action, these videos demonstrate why students respond to teachers who possess and utilize positive, student-centered dispositions.

**Dispositions Overview Video**
According to the National Survey on Favorite Teacher Characteristics from “Great Teachers, Great Memories”, teachers become favorite teachers 6% of the time for their knowledge, 19% of the time for their teaching skills and 75% of the time for their dispositions. Yet, most hiring processes focus only on knowledge and teaching skills.

Positive and lasting student engagement with teachers is the goal of every school district, so why not change the interview to ask questions that measure dispositions? This video introduces why disposition questions are so important and introduces the four categories of dispositions to screen for during the pre-employment screening and interview process. (Run-time: 4:24)
[Click here for video](http://www.youtube.com/watch?v=TsafBJj0M2s&feature=share&list=PLLS6sinUQFHYWVGJUk0pJlCQdpJksPmFh)

**Dispositions toward One-self Video**
The ability of teachers to identify with all students and feel confident in the impact they will have on student learning and development will lead to increased student success. In this video, school principals will explain the importance of a teacher’s dispositions toward self for all students. Teachers will explain how they use their own dispositions toward self to assist their student’s learning. The video will conclude with teachers in the classroom, demonstrating their positive, student-centered dispositions toward one-self for every student they teach. (Run-time: 6:31)
[Click here for video](http://www.youtube.com/watch?v=56i6_yEvijQ&feature=share&list=PLLS6sinUQFHYWVGJUk0pJlCQdpJksPmFh)

Dispositions toward Others Video
Effective teachers see all students as having the ability to do what is right when provided with an opportunity to do so. Furthermore, effective teachers believe others are able to find adequate solutions to events in their own lives. In this video, school principals will explain
the importance of a teacher’s dispositions toward others for all students. Teachers will explain how they use their own dispositions toward others to assist their student’s learning. The video will conclude with teachers in the classroom, demonstrating their positive, student-centered dispositions toward others for every student they teach. (Run-time: 4:08)
[Click here for video](http://www.youtube.com/watch?v=LMWn-DZe03E&feature=share&list=PLLS6sinUQFHYWVGJUk0pJlCQdpJksPmFh)

Dispositions about Purpose Video
When teachers possess the ability to step back and see the big picture in education, they will enable students to grow into world-class
citizens. Understanding that they are not simply there for students to earn grades, but learn life lessons that will affect students for the rest of their lives, is what allows teachers to positively impact students far beyond the classroom. In this video, school principals will explain
the importance of a teacher’s dispositions about purpose for all students. Teachers will explain how they use their own dispositions about purpose to assist their student’s learning. The video will conclude with teachers in the classroom, demonstrating their positive, student-centered dispositions about purpose for every student they teach (Run-time: 5:13)
[Click here for video](http://www.youtube.com/watch?v=6ZyjiFIiRu0&feature=share&list=PLLS6sinUQFHYWVGJUk0pJlCQdpJksPmFh)

General Frame of Reference Video
Effective teaching is much more than simply delivering a lesson and testing student knowledge afterwards. There is a human aspect of teaching, requiring teachers to deal with the feelings, beliefs and attitudes of students. Teachers who show true concern for students and get involved in the interests of their students will discover increased learning and student engagement. In this video, school principals will explain the importance of a teacher’s general frame of reference towards all students. Teachers will explain how they use their own general frame of reference to assist their student’s learning. The video will conclude with teachers in the classroom, demonstrating their positive, student-centered general frame of reference for every student they teach (Run-time: 5:15)
[Click here for video](http://www.youtube.com/watch?v=O6E4_R50fgM&feature=share&list=PLLS6sinUQFHYWVGJUk0pJlCQdpJksPmFh)

# Developing Dispositional Prescreen Questions

At the Point of Appointment and Dispositional Screening
The connection between teacher dispositions and student learning, growth, and development is receiving greater attention and may likely be the missing link for moving student achievement a quantum leap forward. If you hire staff by asking the right questions during the pre-screening and interview process, and have members of the interview committee who can detect core dispositions and find answers that focus on the students’ perspective, then student achievement gains will follow.

Conducting the Dispositional Interview
One of the schools in your district is seeking to fill an open teaching position. Initial screening of resumes and reference checks has netted what appear to be three strong candidates who will now go through the interview process.

While interviewing, the selection committee begins with typical questions intended to discover more about the candidate’s background, such as: tell us a little about yourself, describe your strengths and weaknesses, describe a lesson in which you differentiated instruction for various learning styles, etc.

Most interviewees are prepared for the ‘standard’ interview questions and will have done their homework regarding the district and their strengths. Then the selection committee moves to questions designed to give deeper understanding of the candidate's dispositions by asking the following questions:
•When was the last time you went home from work so pumped that you skipped or whistled all the way home? Describe what happened.
•What is the most common misperception about you?
•What do students say about you?
•Why are you a good fit for our district and why is our district a good fit for you right now?

Answers to these questions are usually not rehearsed and you are more likely to get talk from the heart; from one’s dispositions, as opposed to the rehearsed remarks so carefully constructed in the days leading up to the interview.

Listening carefully and using the dispositions scales will provide the committee with a front row view of the applicants’ dispositions, defined as “one’s natural mental and emotional outlook or mood” (Dictionary.com). The committee will be provided with the most valuable insights “into how applicants perceive themselves, their students, and their chosen profession” (Wasicsko, 2005, p. 1) as the dispositional interview questions are answered.

Once the committee can determine the dispositions of the applicants, the decision on who is the best fit for the position can be made with greater confidence than simply reviewing resumes and trying to interpret the rehearsed remarks typically found in the interview process.

Developing Pre-Employment Pre-Screening Questions
Does your district use a screening-questionnaire as part of the pre-employment process? If so, are you asking questions that allow for discovery of candidate dispositions? Most districts in Kentucky use teacher-perceiver questions as a pre-screening tool, which tend to focus more on teacher content knowledge and pedagogical skills than dispositions. Altering pre-screening questions to focus on dispositions will make the interview process more efficient for two reasons: first, candidates who make it to an interview will be known to have solid content knowledge and pedagogical skills through a review of the application, resume and reference letters. Second, the answers to the disposition pre-screening questions will help determine if the candidate's dispositions are a fit for the culture of your district, or even individual schools within a district. This video will provide insight into how Boone County Schools started the process of developing a new dispositional based pre-employment screening tool.
[Click here for video](http://youtu.be/IUYoqYghq-A) (Run time: 1:08)

Sample Pre-Employment Dispositions Questions
Asking the right questions before the interview process is critical when determining who should be interviewed during the selection process. Boone County Schools developed a set of pre-screening disposition-based questions to get to know the natural attitudes and beliefs of teacher candidates before ever talking to them. Using such questions, and screening candidates before the interview process, will dramatically increase the likelihood of interviewing and hiring the right individuals. View this link to see the pre-screen questions developed for certified applicants in Boone County.
[Boone County Schools’ Pre-Employment Questions](http://capstonedraftpoe.wikispaces.com/file/view/Certified%20dispositional%20applicant%20questionnaire%20short%20form.pdf/398897594/Certified%20dispositional%20applicant%20questionnaire%20short%20form.pdf)

# Resource Library

[Kentucky Teacher Standards](http://www.kyepsb.net/teacherprep/standards.asp)
A complete listing of, and links to, all Kentucky Education Professional Standards Board (KYEPSB) approved performance standards for teachers is included. The standards provide the framework in which all teachers must operate within if teaching in a Kentucky K-12 public school. Dispositions are only indirectly addressed by embedding them in the current standards.

[Professional Teacher Dispositions Defined: NCATE – The Standards of Excellence in Teacher Preparation](http://www.ncate.org/Standards/NCATEUnitStandards/UnitStandardsinEffect2008/tabid/476/Default.aspx#stnd1)
The National Council for Accreditation of Teacher Education (NCATE) is the teaching profession’s mechanism to help to establish high quality teacher, specialist, and administrator preparation. The knowledge, skills, and professional dispositions outlined in this link are based on current research in teaching and learning and on best practices in professional education. Each element reflects an important component of the knowledge, skills, and professional dispositions that educators need to develop in order to help all students learn.

[Screening Prospective Educators for Dispositions](http://capstonedraftpoe.wikispaces.com/file/view/Dispositions%20in%20admissions.pdf/403178712/Dispositions%20in%20admissions.pdf)
Colleges of Education screen prospective education students for dispositions, therefore K - 12 education institutions should follow suit and screen for the right dispositions when recruiting, and developing, educators. This article will detail why and how dispositions are used in the teacher admission process at the college level.

[The Perceptual (Field) Psychology Model of Educator Dispositions](http://capstonedraftpoe.wikispaces.com/file/view/The%20Perceptual%20%28Field%29%20Psychology%20Model%20of%20Educator%20Dispositions.pdf/403178160/The%20Perceptual%20%28Field%29%20Psychology%20Model%20of%20Educator%20Dispositions.pdf)
The definition of dispositions used to implement the hiring program was based on the theory and research of Arthur W. Combs as operationalized by M. Mark Wasicsko. The “effective teachers as effective people” model focuses on four dispositions (also called “perceptions”) that distinguish effective teachers--those who on average can obtain more than a year’s worth of growth with a year’s worth of effort—from ineffective teachers. The hiring process assesses the following dispositions and is used by all principals and site-based school councils: (1) perception about self; (2) perceptions about other people; (3) perceptions of purpose; and (4) perceptions of one’s frame of reference.

[Literature and Resources](http://capstonedraftpoe.wikispaces.com/file/view/Literature%20and%20Resources.pdf/407929922/Literature%20and%20Resources.pdf)
This link provides a brief overview and resource list of important and relevant materials for helping gain additional background and information.

Assess Leadership Capacity

[21st Century Dispositions for Leading Change and Increasing Achievement](http://capstonedraftpoe.wikispaces.com/file/view/Dispositions%20Superintendent%20Intern%20Day%202.ppt/379037930/Dispositions%20Superintendent%20Intern%20Day%202.ppt)
Understanding how transformational leaders go about making transformational change starts with an examination of strength-based strategies for growth and change. This PowerPoint will detail the statistical significance dispositions have on transformational change and provide the top ten strategies to employ for true change.

[Assessing Educator Dispositions SBDM Training PowerPoint](http://capstonedraftpoe.wikispaces.com/file/view/Assessing%20Educator%20Dispositions%20SBDM%20training.pptx/411188002/Assessing%20Educator%20Dispositions%20SBDM%20training.pptx)
Yes, it is important for administrators to have a strong knowledge of dispositions so they can hire the best teacher candidates for their students. However, in Kentucky, Site Based Decision Making (SBDM) councils play a large part of the hiring process and should therefore have a general understanding of how to screen teacher candidates based on dispositions. This PowerPoint provides an introduction to dispositions and how to discover an interviewee’s dispositions during the interview process.

[Principal Interview Questions to Assess the Training Program](http://capstonedraftpoe.wikispaces.com/file/view/Dispositional%20Hiring%20Questions%20for%20study%20three.pdf/398901310/Dispositional%20Hiring%20Questions%20for%20study%20three.pdf)
After training district administrators and building principals on how to incorporate dispositional questioning and screening into the interview process, it is important to evaluate and analyze the effectiveness of dispositional hiring strategies. The attached questionnaire gives administrators and principals an opportunity to reflect upon and provide feedback on dispositional initiatives. (IRB 13-091)

[Qualitative Analysis of Dispositional Hiring Process](http://capstonedraftpoe.wikispaces.com/file/view/Dispositions%20Interviewsppt.pptx/397380814/Dispositions%20Interviewsppt.pptx)
After the principal interview questions (see link and description directly above this link) were answered by all 23 Boone County School District principals to measure the impact of dispositional work throughout the district, the results were analyzed and summarized in this PowerPoint. Even though your data may differ from the results contained in the qualitative analysis, it is important to review the data and decipher what the results are telling you and possible next steps to take.

Build Leadership Capacity

[Drive Book Review PowerPoint](http://capstonedraftpoe.wikispaces.com/file/view/Drive.pptx/411174062/Drive.pptx)
Drive: The Surprising Truth About What Motivates Us by Daniel Pink is an excellent resource for building a culture rooted in intrinsic and self-directed motivation where the focus is on work, not money and/or recognition. Organizations with such a culture will find it easier to attract and retain talented teachers who also possess the dispositions associated with “Type I” individuals. This PowerPoint highlights the main concepts of the book Drive.

[Hiring Gruntled Teachers – Strategies for SBDM PowerPoint](http://capstonedraftpoe.wikispaces.com/file/view/Hiring%20Gruntled%20Teachers%20SBDMs.ppt/379038158/Hiring%20Gruntled%20Teachers%20SBDMs.ppt)
M. Mark Wasicsko, Ph.D.,Dean and Bank of Kentucky Endowed Chair with the College of Education and Human Services at Northern Kentucky University explains what SBDM councils should look for in teacher candidates while conducting the interview and selection process. Most parent SBDM members are not employees of a school district and therefore may not be as familiar with the importance of screening for dispositions. Reviewing this PowerPoint will help everyone on a teacher selection committee to be on the same page during the selection process.

[Leadership for Transformational Change](https://bl2prd0210.outlook.com/owa/redir.aspx?C=wGnz9svx6EWFPoACF4mHmToVRXlWCtAIeqxnU_MJ--T6ERurpan2-rztM9HumKN65Ab-CSR1c8Y.&URL=https%3a%2f%2fdl.dropboxusercontent.com%2fu%2f19900245%2fCapstone%2520Disseration%2fRandy%2520Poe%2520Transformational%2520Leadership.mov)
Randy Poe, Superintendent of Boone County Schools, discusses the importance of transformational change through transformative leaders. Transformative leaders will attract and retain employees with the appropriate dispositions, such as the case at Simply Smuckers. It is important to develop transformative leaders and this video will cover the how and why of the development process. (Run-Time: 12-14)

[Transformational Leadership PowerPoint](http://capstonedraftpoe.wikispaces.com/file/view/TransformationalLeadership.pptx/411174110/TransformationalLeadership.pptx)
Randy Poe’s video “Leadership for Transformational Change” (see link and description directly above this link) features this PowerPoint to complement the message of transformational leaders leading an organization to transformational change.

Support for Pre-Hiring

[Developing Pre-Employment Screening Questions](http://www.youtube.com/watch?v=IUYoqYghq-A&feature=share&list=UUhP2WgygMxQ3ZRo-4eUydyw)
Does your district use a screening-questionnaire as part of the pre-employment process? If so, are you asking questions that allow for discovery of candidate dispositions? Most districts in Kentucky use teacher-perceiver questions as a pre-screening tool, which tend to focus more on teacher content knowledge and pedagogical skills than dispositions. Altering pre-screening questions to focus on dispositions will make the interview process more efficient for two reasons: first, candidates who make it to an interview will be known to have solid content knowledge and pedagogical skills through a review of the application, resume and reference letters. Second, the answers to the disposition pre-screening questions will help determine if the candidate's dispositions are a fit for the culture of your district, or even individual schools within a district. This video will provide insight into how Boone County Schools started the process of developing a new dispositional based pre-employment screening tool. (Run time: 1:08)

[Boone County Schools’ Pre-Employment Questions](http://capstonedraftpoe.wikispaces.com/file/view/Certified%20dispositional%20applicant%20questionnaire%20short%20form.pdf/398897594/Certified%20dispositional%20applicant%20questionnaire%20short%20form.pdf)
Asking the right questions before the interview process is critical when determining who should be interviewed during the selection process. Boone County Schools developed a set of pre-screening disposition-based questions to get to know the natural attitudes and beliefs of teacher candidates before ever talking to them. Using such questions, and screening candidates before the interview process, will dramatically increase the likelihood of interviewing, and hiring, the right individuals.  View this link to see the pre-screen questions developed for certified applicants in Boone County.

Support for Professional Development

[A Student’s Journey – The Power of a Caring Teacher](http://vimeo.com/46837202)
This heart-warming and eye-opening story from M. Mark Wasicsko, Ph.D.,Dean and Bank of Kentucky Endowed Chair with the College of Education and Human Services at Northern Kentucky University, describes a transformative teacher he had in sixth grade that changed his life forever and led to an unlikely career path. Dr. Wasicsko's story is not unique to him; rather, it can be found in school distract after school district, especially districts that hire transformative teachers who possess the right dispositions. (Run-time: 23:42)

[KASA FRED Award Nomination Video - Example of a perception of self disposition](http://youtu.be/x0aK5VoSa04)
Hiring school-district employees with the right dispositions is critical for student success. Dispositional hiring goes beyond teachers and should be applied to non-teaching staff to truly have transformational change through an entire school district. See why Minnie Tilley, Cafeteria Worker at Conner Middle School was nominated for the 2012 Fred Award by the Kentucky Association of School Administrators. In this video you will also see how Minnie demonstrates the characteristics of perception of self as it relates to dispositional hiring practices. (Run-time: 3:51)

[Break The Mold Award - Example of a perception of others disposition](http://youtu.be/miBHR1ZI7aQ)
Boone County Schools recognizes employees who go above and beyond their job descriptions to ensure all students are career, college and life ready. Individuals honored with the Break the Mold Award also exemplify the dispositions sought when hiring within Boone County Schools. Tami Sallee-Thomas, Special Education Teacher at Goodridge Elementary, was awarded the December 2010 Break the Mold Award. In this video you will see how Tami demonstrates the characteristics of disposition of others because she sees others as being able and dependable to find adequate solutions to their own challenges. (Run-time: 3:14)

[Break The Mold Award - Example of a perception of purpose disposition](http://youtu.be/O_k0qwAdG-8)
Boone County Schools recognizes employees who go above and beyond their job descriptions to ensure all students are career, college and life ready. Individuals honored with the Break the Mold Award also exemplify the dispositions sought when hiring within Boone County Schools. Cindy Wilson, Financial Secretary at Mann Elementary, was awarded the January 2012 Break the Mold Award. In this video you will see how Cindy demonstrates the characteristics of disposition of purpose because she sees the big picture and keeps the appropriate perspective as her job relates to the education process. (Run-time: 2:50)

[Break The Mold Award - Example of a general frame of reference disposition](http://youtu.be/4txXmiqVd5I)
Boone County Schools recognizes employees who go above and beyond their job descriptions to ensure all students are career, college and life ready. Individuals honored with the Break the Mold Award also exemplify the dispositions sought when hiring within Boone County Schools. Mary Jo Rechtin, math teacher at Ryle High School, was awarded the December 2012 Break the Mold Award. In this video you will see how Mary Jo demonstrates the characteristics of a general frame of reference disposition because she puts people first and builds long-term relationships with everyone. (Run-time: 4:26)

# Annotated Bibliography

[Annotated Bibliography (PDF link)](http://capstonedraftpoe.wikispaces.com/file/view/Annotated%20Bibliography.pdf/418358188/Annotated%20Bibliography.pdf)

I have researched many resources and am providing this annotated bibliography of the best for new, experienced, and aspiring superintendents who want to enhance their effectiveness in the topics related to this module.

Annotated Bibliography

Bass, B. M., & Riggio, R. E. (2006). Transformational leadership (2nd ed.). New York, NY: Psychology Press.
This book highlights the importance of leading the organizational culture to a more transformational and adaptive culture that is critical in today’s fast paced environments. To lead these organizations, transformational leaders are needed who can blend the leadership strategies for long –term success and superior performance. As an organization you must value the dispositions of your employees by hiring and cultivating caring dispositions. Implications for all aspects of a company’s organizational structure are strategically discussed.

Bass, B. M. (2008). The Bass handbook of leadership: Theory, research, and managerial applications (4th ed.). New York, NY: Simon & Schuster.
This handbook highlights the important role theory, research and managerial applications play in transformational leadership. This book explores the personal attributes and traits of leadership. This handbook also provides leaders with practical applications to move beyond theory and research to transform a place of business into a work place that values transformational leadership styles.

Black, P., & Wiliam, D., (1998). Inside the black box: Raising standards through classroom assessment. Phi Delta Kappan, 80(n2), 139-144.
This article examines how raising standards through classroom assessment is driven by what teachers and students do in the classroom. It is about teacher/student relationships more than it is about standards and assessment. Two basic issues must be addressed in order for learning to improve: what are the teacher’s beliefs about learning and what beliefs teachers hold about the potential of all their pupils for learning? Policy, practice and implementation must be focused on the teacher/student relationship in order to achieve higher standards for our students.

Budig, G. & Heaps, A. (2012). School reform and student engagement. Special Supplement to Phi Delta Kappan. Retrieved from <http://inpathways.net/pdk-student-teacher-school-reform-engagement.pdf>.
This article describes school reform and why student engagement must include an examination of the teacher and student relationship. Student engagement is a central theme that emerges as critical in school reform. Reform, or reinvention, of our schools will be successful only if we broaden the conversation to include issues not currently at the center of school improvement discussions. Teachers must possess the appropriate dispositions to provide for optimal learning environments that engage our students. Students trace their teacher’s ability to engage them academically to personality and style. Students cite their best teachers as those who refuse to give up on them when failure is inevitable.

Clark, A. ( 2012). Strategic staffing – landing your best forces in schools with the greatest needs. School Administrator, 69(7), 16-20.
This article outlines that strategic staffing is a must to land your best forces in schools with the greatest needs. The solution to increasing academic performance in Charlotte-Mecklenburg’s lowest preforming schools was to launch a strategic staffing plan. In four years it has exceeded expectations, turning around almost all of the participating schools. Student achievement on state tests has soared. Turnaround principal competencies and a process for hiring the most skillful leaders for changing the fortune of the most trouble schools are discussed.

Combs, A. W., & Snygg, G. (1949). Individual behavior: A perceptual approach to behavior. New York: Harper & Row.
This book presents a comprehensive and systematic framework for making sense of human experience, behavior and the relationship between the two. The systematic framework is labeled a personal, phenomenological, or perceptual approach to psychology and was widely accepted in applied areas such as Counseling, Education, and Organizational Development.

Combs, A. W., & Fisk, R.S. (1954). Problems and research needs in administration. Journal of Social Issues, X(2), 49-57.
This article points out that there have been many good ideas that have proven so disappointing in education reform. The authors believe there are three primary reasons: reforms concentrate on things rather than people, traditional efforts are based on partly right assumptions and laid-on solutions rarely achieve their anticipated results. Truly effective change in so complex an institution can only be accomplished by affecting changes in people. Comb’s argues that you must concentrate on changing people’s beliefs and you must emphasize processes and not preconceived outcomes to make change. Determine what is important and eliminate barriers to reform by encouraging innovation and change by allowing people to make mistakes to get it right.

Combs, A. W. (1962). Perceiving, behaving, becoming. A new focus for education. Washington, DC: Association for Supervision and Curriculum Development.
This article describes that whatever we do in teaching depends upon what we think people like. The goals we seek and things we do are determined by our beliefs about the nature of people and their capacities. Combs points out that teachers who believe children can, will try to teach them. Teachers who believe children can’t, give up trying. Beliefs can set us free or they can limit our potential. New concepts of human potentialities are explored about self-realization. Whatever we decide is the nature of fully-functioning, self-actualizing individuals must become the goal of education.

Combs, A. (1966). Teacher education – A problem in becoming. In E.B. Smith, H. C. Olsen, P.J. Johnson, & C. Barbour (Eds.), Partnership in teaching in teacher education (pp. 211-227) Washington, D.C: The Association of Colleges for Teacher Education, The Association for Student Teaching.
Combs discusses for more than thirty years it has been a privilege to be engaged in the practice of clinical psychology, counseling, psychotherapy, and teaching. Through his experiences he found it necessary to change some of his former thinking about the training of persons in those fields. Combs discusses the “self as an instrument” and that an effective self in not something taught or given. A self grows through a process of discovery from its interaction with the world throughout its lifetime. He applies his self as an instrument concept to teacher education and what we can learn from it and apply from it. He summarizes that the problem of teacher education is not a question of teaching students about teaching; it is a problem of assisting students to become effective teachers.

Combs, A.W., Soper, D.W., Gooding, C.T., Benton, J.A., Dickman, J.F., & Usher, R. H. (1969). Florida studies in the helping professions (Social Science Monograph #37). Gainesville: University of Florida Press. Retrieved from <http://www.fieldpsychtrust.org/florida_studies.pdf>.
This monograph covers the “self as an instrument” concept of professional work. The perceptual organization of effective counselors and the perceptual organization of effective teachers are covered in detail. The monograph summaries that our beliefs have a controlling, directing affect and determine the choices of behavior we make form moment to moment. In perceptual terms behavior is understood as a consequence of two kinds of perceptions: the perceptions one has about the world and those they have about themselves.

Combs, A. W., Richards, A. C., & Richards, F. (1976). Perceptual psychology: A humanistic approach to the study of persons. New York: Harper & Row.
Combs and Richards discuss the importance of an accurate conception of need. Maslow’s need hierarchy is discussed, as well as the origins of need in the nature of persons and the universe. The dynamic of an organization is reviewed, and as a system within a larger system, it seems clear that all persons are affected by the larger systems of which they are a part while simultaneously an organization made up of many parts is affected by the parts of which it is composed. The authors argue the enhancement of organizations is about the phenomenal self. The basic need of human beings is to strive for adequacy and to want to make ourselves better, thus we all do things out of the desire to better ourselves. The problem of changing patterns of behavior or functioning is not motivational, but is perceptual.

Combs, A. W. (1981). What the future demands of education. Phi Delta Kappen, 62(5), 369-372.
Preparation for the future has always been a primary objective for education. Until recently, the future has been generally stable and predictable. As a consequence, curricula designed for youth could concentrate on learning precisely defined skills and the acquisition of subject matter, but this is no longer adequate. Comb’s discusses information explosion and the increasing pace of change and implications for education. The author stresses future choices is on values and on life-long education. He lays out the need for the humanistic basis of planning and that the future demands effective problem solvers and citizens willing and able to deal effectively with themselves and each other in the solution of human problems.

Combs, A. W. (1988). New assumptions for educational reform. Educational Leadership, 45(5), 38-40.
The article describes that few things in education reform tried over the past 30 years have been successful. Phonics, audiovisual gadgets, testing, new math, etc. prove to be disappointing for three primary reasons: they concentrate on things rather than people, traditional efforts are based on partly right assumptions and laid-on solutions rarely achieve their anticipated results. We must concentrate on changing people’s beliefs and emphasize processes, not preconceived outcomes. Changing people’s beliefs is seldom accomplished by force or coercion. People must want to change.

Collins, J. (2001). Good to great: Why some companies make the leap and others don’t. New York, NY: HarperCollins Publishers, Inc.
Collins shares his findings about great companies and organizations. He highlights a framework of greatness by defining great leaders that are a paradoxical blend of personal humility and professional will. He emphasizes the importance of leaders, “getting the right people on the bus” and in the right seats, then figures where to drive it. He discusses the importance of building the company culture around the idea of freedom and responsibility within a framework of hiring the right people.

Disposition. (n.d.). In Dictionary.com online. Retrieved from <http://dictionary.reference.com/browse/disposition?s=t>.

Hattie, J. (2012) Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge.
This book synthesizes the results of more than 15 years of research involving millions of students across the globe. The author’s research is a meta–analysis of research that represents the biggest ever collection of evidence- based research into what works in schools and learning. Teacher’ beliefs and commitments have the greatest influence on their students’ achievement. A student in a high impact teacher’s classroom has almost a year’s advantage over his or her peers in a lower-effect teacher’s classroom. The author offers concise steps for improving learning in every classroom.

Huckaby, D. (2012). Hiring for attitude. School Administrator, 69(7), 30-35.
This article points out school districts must look beyond the credentials of prospective teachers and must gauge teachers on their performance and core beliefs. Research is clear that the single most significant factor in increasing student achievement is having a highly effective teacher in the classroom. Washoe County Schools is pushing aggressive reforms in employee hiring. They plan to bring the most skilled and caring teachers into schools with the greatest academic needs.

Katz, L. G. (1993). Dispositions: Definitions and implications for early childhood practices. ERIC Clearinghouse on Elementary and Early Childhood Education. Retrieved from <http://www.eric.ed.gov/PDFS/ED360104.pdf>.
This research article compares traits, dispositions, thought processes, attitudes and habits that have implications for early childhood educational practices. The main purpose of the paper is to examine the construct of dispositions and explore its relevance to curriculum and teaching practices in early childhood education. This research paper explores the formal definitions of dispositions and the implications for early childhood educational practices.

Martin, M. (2009). A case study of dispositions addressed in principal preparation programs as a transition into internship. International Journal of Education Leadership Preparation, 4(3). Retrieved from <http://cnx.org/content/m31400/latest/>.
This case study analyzed dispositions and why the dispositions of leaders have a definite affect on the culture of the schools. This study addressed dispositions in school leadership preparation programs and provided insight into the specific dispositions addressed in candidates as well as identifying strengths and weaknesses of candidates. This study demonstrated a positive step toward understanding educational dispositions addressed in school leadership programs and also points out that further study needs to be conducted to transfer professional dispositions into the workplace.

Marshall, J. (2006). Uniting the five core propositions and effective teacher dispositions. Teacher Education Journal of South Carolina, 43-46.
This article highlights that any comprehensive structure for effective teacher training should integrate skills, knowledge and dispositions. Many teacher education programs struggle to integrate teacher competencies with teacher dispositions. If dispositions are to become an integral part of teacher education programs, then it seems that they need to be seamlessly embedded into teacher education programs. Marshall discusses the NBPTS overview and outlines five core propositions and identifies effective teacher dispositions that all teachers should be able to do to attain certification.

National Council for the Accreditation of Teacher Education. (2006). Professional standards for the accreditation of schools, colleges, and departments of education. Washington, DC. Retrieved from <http://www.ncate.org/documents/standards/unit_stnds_2006.pdf>.
The referenced web site outlines the professional standards for accreditation of schools, colleges and departments of education in the United States. The National Council for the Accreditation of Teacher Education also suggests the following definition: The values, commitments and professional ethics that influence behaviors towards students, families, colleagues and communities and affect student learning, motivation and development as well as the educators’ own professional growth.

Kentucky Education Professional Standards Board. (2008). Professional standards for beginning (new) teacher standards and the experienced teacher standards. Frankfort, KY. Retrieved from <http://www.kyepsb.net/teacherprep/standards.asp>.
The referenced web site outlines the Kentucky Education Professional Standards Board Professional standards for new and experienced teacher standards. Professional dispositions can be found specifically in domain standard number three.

Pink, D. H. (2009). Drive: The surprising truth about what motivates us. New York, NY: Riverhead Books.
This book outlines theories around motivation and the surprising truth of what truly motivates us. Pink explains that there is a gap between what science knows and how businesses operate. Three major operational concepts are discussed which includes autonomy, mastery and purpose. Operational techniques for putting these concepts into action to maximize business productivity and performance are discussed. Prospective leaders can utilize dispositions when recruiting/selecting employees in order to build a culture to improve performance by hiring the right people.

Richards, A.C. (Ed.) (2010). Matters of consequence: Selected writings of Arthur W. Combs, Ph.D. Carrollton, GA: A Field Psych Trust Publication.
This book is based on selected writings of Arthur W. Combs. Anne Richards summarizes Combs’s work into four areas which include: psychology, education, therapeutic relationships and society and culture. The selected writings that Richards lays out establish a baseline in each area and builds on the collective work of Combs that highlights his significant contributions to each area based on his life’s work.

Sahlberg, P. (2010). Finnish Lessons: What can the world learn from educational change in Finland? New York, NY: College Press.
This book provides an analysis of the Finnish Educational system and gives insights and facts that could be used to build an effective educational system. The history of Finnish education is documented and the book addresses the role of teachers as well as the links between education reform and society as a whole. Sahlberg notes that becoming a teacher in Finland is highly competitive. Successful teacher candidates must possess high scores and a positive disposition in order to be a teacher in a Finnish school.

Sorka, S. (2009). Getting to the heart of education: Listening to the whole child. Kentucky truancy / dropout prevention symposium. Retrieved from <http://www.drstephensroka.com/pdfs/heartofeducation.pdf>.
This article describes that dispositions are guided by beliefs and attitudes related to the value of caring for students if you are going to be an effective teacher. You must have a vision for high standards, but you must provide for a safe and supportive learning environment. Research shows that the attributes of the classroom teacher significantly impacts students and their achievement. Sorka points out that if you don’t get into the hearts of students, you can’t get into their heads.

Wasicsko, M.M. (1977a). Assessing educator dispositions: A perceptual psychological approach. (Formerly titled: A research‑based teacher selection instrument). Retrieved from <http://coehs.nku.edu/content/dam/coehs/docs/dispositions/resources/Manual103.pdf>.
This researched based paper operationalizes the perceptual psychological approach to assessing educator dispositions. It outlines the historical and research background of perceptual psychology and then brings perceptual psychology and its application to the educator selection process. Various training materials are given for one to understand how to evaluate and mark on a perceptual rater scale. Dispositions and perceptions about subject matter, self, other people, teaching task and general frame of reference are discussed.

Wasicsko, M.M. (1977). Improving teacher selection using perceptual inference in the teacher selection process. Columbus College. Retrieved from [http://coehs.nku.edu/content/dam/coehs/docs/dispositions/resources/Improving\_\_teacher\_selection.pdf](http://coehs.nku.edu/content/dam/coehs/docs/dispositions/resources/Improving__teacher_selection_ERIC_1977.pdf).
This article discusses that the major problem with evaluating perceptual characteristics has been the difficulty involved in assessing perceptual orientation. This study was designed to develop and test self-instructional materials which might be used to assess perceptual characteristics of teacher candidates. The author highlights the methods, instruments and results of the study. The perceptual rating scale used for the research is included.

Wasicsko, M.M. (2000). The dispositions to teach. Unpublished manuscript. Retrieved from <http://coehs.nku.edu/content/dam/coehs/docs/dispositions/resources/The_Dispositons_to_Teach.pdf>.
This paper focuses on what is meant by dispositions, reviews the research base and gives a measurement tool so that you can select and prepare future teachers to be effective teachers. It concludes that great teachers have to know much and be able to do more; that effective teachers are effective people.

Wasicsko, M. M. (2004). The twenty-minute hiring assessment: How to ensure you’re hiring the best by gauging educator dispositions. The School Administrator. Retrieved from <http://www.aasa.org/SchoolAdministratorArticle.aspx?id=10272>.
This article examines the pioneering work of the late Arthur W. Combs and shows effective and ineffective educators differ significantly in their dispositions towards self, students and teaching. These findings can be used during the hiring process to increase the likelihood that you will hire a high-quality teacher. Dispositions towards self, towards students and towards teaching are discussed. Crafted questions to uncover teacher dispositions are outlined and summarized for one to be able to read between the lines and glean inferences before your hire a teacher.

Wasicsko, M. M. (2005). Hiring for the fourth factor. The Chronicle of Higher Education. Retrieved from <http://chronicle.com/article/The-Fourth-Factor-for-Hiring/45104>.
This paper describes that in the hiring process, one should take dispositions into consideration. Wasicsko provides examples of questions that could be asked during an interview to increase the likelihood that you hire a high-quality individual. The work of Arthur W. Combs is briefly discussed so one can make reliable and valid determinations about a person’s dispositions in the short span of an interview. Wasicsko points out that one should leave a position vacant if one cannot hire for the fourth factor; dispositions.

Wasicsko, M. M. (2005). Summer can be a time to reenergize dispositions. [//Kentucky Teacher//](http://www.education.ky.gov/NR/rdonlyres/evh3s25i2sa4fqgrocedjeuyzoc3waupc66sm5tk4vkxh3qobbc5hyvspgywd3bbfsx5kdmawiglriowffnxhq2bbjb/May2005KentuckyTeacher.pdf), 4.
This article expresses that good teaching has three key ingredients: knowledge, skills and dispositions. There is a need to reenergize those dispositions each summer. The author discusses that this can be accomplished through a painless summer self-renewal plan. Three major objectives are discussed that evolved around dispositions of self, towards students and toward teaching. Suggestions are given that may help reenergize dispositions by using the summer to treat yourself kindly and have lots of fun. If dispositions are reenergized, then your students will benefit in the fall.

Wasicsko, M. M. (2006, September/October). Determining the dispositions to teach: A hiring strategy. Principal Magazine. Retrieved from <http://www.naesp.org/resources/2/Principal/2006/S-Op51.pdf>.
This paper summarizes the questions that could be asked during an interview to increase the likelihood that you hire a high-quality teacher. Arthur W. Combs’s work is briefly discussed that outlines how one can make reliable and valid determinations about a teacher’s dispositions in the short span of an interview. Wasicsko points out four major questions that should be asked in every interview.

Wasicsko, M.M. (2007). Perceptual approach to teacher dispositions. In M. Diez.& J. Raths (Eds), Dispositions in teacher education. (pp. 53-90), Charlotte, NC: Information Age Publishing, Inc.
The definition of dispositions used to implement the hiring program was based on the theory and research of Arthur W. Combs as operationalized by M. Mark Wasicsko. The “effective teachers as effective people” model focuses on four dispositions (also called “perceptions”) that distinguish effective teachers--those who on average can obtain more than a year’s worth of growth with a year’s worth of effort—from ineffective teachers. The hiring process assesses the following dispositions and is used by all principals and site-based school councils: (1) perception about self; (2) perceptions about other people; (3) perceptions of purpose; and (4) perceptions of one’s frame of reference.

Wasicsko, M. M. (2007). Recharging the Disposition to Lead. Principal Leadership, 7(n8), 27-29.
This article describes that a favorite leader is not necessarily what one knows that makes them a great leader, but rather who the person is and how they are perceived. The leader’s human qualities and disposition combined with his or her knowledge and skills enable that person to transform the lives of teachers and students and create a culture that allows everyone to learn and grow. The author provides suggestions for principals to be able to revitalize themselves so they can start a new year fresh and ready to go.

Wasicsko, M.M., Wirtz, Paul, & Resor, Cynthia (2009, Summer). Using Dispositions in the Teacher Admissions Process. SRATE Journal, 18, 19-26. Retrieved from <http://apbrwww5.apsu.edu/SRATE/JournalEditions/182/Wasicsko.pdf>.
This paper describes that in the teacher admission process one should take dispositions into consideration when granting acceptance into the teacher education program. NCATE standards for accreditation are discussed and that a comprehensive teacher preparation institution should make dispositions a key component in the admission program. Dispositions are defined, a model program is outlined and a perceptual rating scale for perceptual dispositions model is included in the appendix.

Wasicsko, M. (n.d.a). The dispositions project: Post-test materials set #1 [PDF document]. Retrieved from <http://coehs.nku.edu/content/dam/coehs/docs/dispositions/resources/POSTTEST103.pdf>.
The materials contained in the post-test are the culminating assessment for the self-study materials from Wasicsko’s Assessing educator dispositions: A perceptual psychological approach (1977a). Successfully passing this test will provide you with a Professional Perceptual Rater certificate and the ability to make dispositional inferences with confidence during a pre-screening or interview session with teacher candidates.

Wasicsko, M. (n.d.b). The national network for the study of educator dispositions. Retrieved from <http://www.education.eku.edu/Dean/nnsedintro.htm>.
This article makes it clear that in the next decade over 2.4 million teachers will be needed in U.S. schools. The recruitment, selection and preparation of these new educators must be based on knowledge, skills and dispositions. Fortunately for candidates and higher education, there are both a theoretical basis for describing the dispositions of effective educators and tools by which dispositions can be assessed. The article discusses that The National Network for the Study of Educator Dispositions are carrying out longitudinal studies in educator preparation programs and subsequently in the classroom. The materials are available online and in on-ground training at the annual Symposium on Educator Dispositions. By becoming a member of the network, it entitles you to use materials created at EKU and elsewhere and to be part of the conversations about educator dispositions.

# Biography of Author

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Biography of Author


Randy Poe – Superintendent of Boone County Schools

Randolph J. “Randy” Poe became superintendent of Boone County Schools in July of 2008 after serving six years as Deputy Superintendent. His focus as superintendent revolves around academic rigor, real world relevance and focused partnerships with students, parents and the community. These concepts help Mr. Poe and the district take the appropriate steps toward the success of the nearly 20,000 students in Boone County Schools.

Since taking over as superintendent, Mr. Poe has helped foster many successful programs such as:
• Boone County Success By 6 early childhood initiative
• Dual high school and college credit courses at Northern Kentucky University, Thomas Moore College and Gateway Technical and Community College for those students who qualify
• Transition math courses that have saved parents hundreds of thousands of dollars in tuition costs
• KYCOTE college readiness assessment
• Positive Behavioral Interventions and Supports (PBIS) district wide
• Implemented district wide Response to Intervention (RTI) process
• Superintendent Student Advisory Council initiative “Boone for Health” selected for National School Board Association Magna Award

Poe’s education career spans 30 years in Boone County. He has been a teacher, a coach, an assistant principal, a principal, executive director, assistant superintendent, deputy superintendent and superintendent.

As a result of his dedicated service to students, Mr. Poe has been recognized at both the state and national level for his accomplishments.
Mr. Poe was named the 2013 Kentucky Superintendent of the Year by the Kentucky Association of School Administrators. Mr. Poe was also named the 2012 Outstanding NKU Alumnus of the College of Education and Human Services. He was selected for the Northern Kentucky Education Council – One to One Literacy award in 2011, serves on Kentucky Leads the Nation Roundtable and was inducted into the Northern Kentucky High School Soccer Coaches Association Hall of Fame in 2007. He also was honored with the Outstanding Young Leader of Boone County award by the Boone County Jaycees in 1999 and Sixth District Middle School Principal of the Year in 1998.

He is regularly invited to present at state and national conferences such as National School Board Association, Kentucky School Board Association, National Center for Education Research and Technology, American Productivity and Quality Center and the Kentucky ACT State Organization.

Poe serves on the Board of Directors for the Kentucky Association of School Superintendents (KASS), the National Center for Education Research and Technology and the Northern Kentucky Chamber of Commerce. He is a member of the Kentucky and American Association of School Administrators and serves on the Local Superintendent Advisory Council for the Kentucky Commissioner of Education. He has been a member of the Florence Rotary Club for 15 years.

Mr. Poe is married to Melinda and has four children – Jessica, a graduate of Northern Kentucky University, Alysha, a junior at the University of Kentucky, Katherine, a freshman at the University of Kentucky and Nicholas, a sophomore at Ryle High School.

\* I want to acknowledge and thank the many people in the Boone County District for their assistance in creating this module and for appearing in several of the videos throughout the module. I would specifically like to thank the Boone County Schools’ Human Resources Department, and Matt Rigg, Assistant Human Resource Director, for their professional work in completion of this module.

21st Century Superintendents – Planning for the Next Generation