

DEVELOPING DISPOSITIONS AMONG PRE-SERVICE AND IN-SERVICE MUSIC
TEACHERS

by

Timothy Wayne Smith
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Committee:

_____ Director

_____ Program Director

_____ Director of the School of Music

_____ Dean, College of Visual and
Performing Arts

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Fairfax, VA

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A Dissertation submitted in partial fulfillment of the requirements for the degree of
Doctor of Philosophy in Music Education at George Mason University

by

Timothy Wayne Smith
Master of Music
University of Cincinnati, 2003
Bachelor of Music Education
Murray State University, 1995

Director: Brian C. Wuttke, Director of Music Education
School of Music

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George Mason University
Fairfax, VA

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Dedication

To my son, Jacob: Never give up on your dreams.

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List of Abbreviations

Analysis of Variance	ANOVA
Council for the Accreditation of Educator Preparation	CAEP
Council of Chief State School Officers	CCSSO
Confirmatory Factor Analysis.....	CFA
Early In-Service	EIS
Early Pre-Service	EPS
Experience.....	EXP
George Mason University	GMU
Instrumental Music	INST
Interstate New Teacher Assessment and Support Consortium	INTASC
Interstate Teacher Assessment and Support Consortium (Formerly known as INTASC)	InTASC
Late-Career In-Service.....	LIS
Late Pre-Service.....	LPS
Locality	LOC
Multivariate Analysis of Variance	MANOVA
Multitrait-Multimethod.....	MTMM
National Association for Music Education	NAfME
National Association of Schools of Music.....	NASM
National Board for Professional Teaching Standards	NBPTS
National Council for Accreditation of Teacher Education	NCATE
Rural.....	RUR
Statistical Package for the Social Sciences	SPSS
Suburban	SUB
Teaching Area	TA
Teacher Preparation Program	TPP
Urban.....	URB
Virginia Department of Education.....	VDOE
Vocal/General Music	VOC/GEN

Abstract

DEVELOPING DISPOSITION AMONG PRE-SERVICE AND IN-SERVICE MUSIC TEACHERS

Timothy Wayne Smith, Ph.D.

George Mason University, 2017

Dissertation Director: Brian C. Wuttke, Ph.D.

This study provides a multivariate approach to the study music teachers' beliefs about teaching dispositions. The participants were pre-service and in-service teachers in rural, suburban, and urban settings who taught or planned to teach instrumental music or vocal / general music ($N = 2838$). With this study the researcher sought to explore whether dispositional beliefs were stronger with more pedagogic knowledge and classroom teaching experience and whether teaching area or locality mattered. Results suggest few statistically significant differences and no practical differences between levels of experience, teaching area, or locality. In fact, mean scores on 87 statements pertaining to dispositions of reflective, caring, responsible, authentic, and responsive showed that ratings actually decreased with the acquisition of pedagogic knowledge and classroom teaching experience.

Chapter One

A headline in the *Washington Post* from January 20, 2015 read, “More Teachers Are Having Sex with Their Students. Here’s How Schools Can Stop Them” (Abbott, 2015). The article claims that instances of teachers, both male and female, having sex with students are increasing at an alarming rate. The author suggests that this is a result of social media and recommends that “schools must have targeted policies governing electronic communication” (Abbott, 2015). Although social media may be one reason for the increase in inappropriate behaviors by teachers, an underlying problem is that teacher preparation programs (TPPs) are admitting people with poor dispositions into the teaching profession.

Although the deviant sexual behavior described earlier cannot be tolerated in or out of school, this study is concerned with teacher behaviors as they relate to the teaching–learning process. In another incident, a young teacher in the Miami-Dade County Public Schools system admitted injuring a kindergarten student by digging his nails into her hand and calf when the student was not learning her numbers (Batchelor, 2015). Unlike the deviant sexual behavior described earlier, this behavior is directly related to the teaching–learning process. Whereas the deviant sexual behavior is most likely a trait within the individual that manifests due to being in such a target-rich environment and could just as easily have manifested somewhere other than a school

setting, causing injury to a student as a result of the teaching–learning process is a behavior that can only occur in a school setting.

Poor teacher dispositions do not usually manifest as deviant behavior such as that described in the aforementioned articles. It is more common to observe the effects of poor dispositions in decreased student achievement due to a teacher’s unwillingness to help struggling students, poor planning and classroom management, lack of continuing education, or difficulty in developing appropriate relationships with students, parents, colleagues, and administrators (Borko, Liston, & Whitcomb, 2007; Da Ros-Voseles & Moss, 2007; Katz & Raths, 1985; Notar, Riley, Taylor, Thornburg, & Cargill, 2009; Usher, 2002). Providing an environment that is safe and conducive to learning must be a teacher’s primary responsibility, and introducing new entrants to the profession who can provide such an environment must be the primary responsibility of instructors in TPPs.

The solution to the problems described above is to ensure we have people better suited to the profession of teaching our children. Policy improvements alone are insufficient to slow or stop incidents of deviant behavior or decreased student achievement caused by ineffective teaching behaviors. This study, through identification of certain behaviors of secondary-level music teachers as they directly relate to the teaching–learning process, seeks to continue the development of a validated predictive model of the effective secondary-level music teacher.

To be effective, teachers must establish an environment that recognizes and respects individual differences and uniqueness. This requires teachers to possess the disposition that all viewpoints are valid and worthy of consideration and to accept

responsibility for the learning of all students in their classroom. This will often require teachers to reflect upon their practices and beliefs and adjust their teaching accordingly. Furthermore, because of the number of years during which secondary-level music teachers teach the same student, it is reasonable to assume that a disposition of caring is more vital to the effectiveness of the secondary-level music teacher than for teachers who teach the same student for only one year or less.

There has been an upswing of interest in contemporary research methods aimed at identifying, assessing and measuring teacher dispositions, yet only a small portion of the research published has focused on the secondary-level music classroom or the secondary-level music educator. The importance of teacher dispositions is not a new concept in music education. The first widely used instruction book for music educators in the United States stated that “all elements of instruction in singing, all expense of time and apparatus, will produce no favorable result, if the teacher is wanting in the necessary ability and disposition” (Mason, 1834, p. 35). Correcting the oversight in research is important because of the difference in the nature of teaching music versus other subjects in secondary schools.

Several researchers suggest that dispositions needed for music educators differ from those needed for the classroom educator (Ballantyne, 2001; Ballantyne & Packer, 2004; Miksza & Berg, 2010; Popow, 2012). Popow (2012) proposes that this is due to the initial identity of music educators as musicians and the heightened need for a nurturing disposition due to the number of years music educators teach the same students, especially in performance-based music classes (e.g., band, orchestra, chorus). Miksza and

Berg (2010) suggest that there is “a need to consider potential differences in pre-service music teacher development as compared with teacher development in the context of general education” (p. 20). In their estimation, this is due to the varied nature and functions of music. Other researchers have found other specific challenges unique to teaching music (Ballantyne, 2001; Kelly, 1999 [as cited in Ballantyne & Parker, 2004]; Welch, G., Purves, R., Hargreaves, D., & Marshall, N., 2011). These challenges include: a feeling of isolation as the only music teacher in the building; coordinating extra-curricular activities; managing budgets; coordinating staff; working with large numbers of students; and managing performance commitments. Welch et al. (2011) identify another challenge: students “have distinctive and diverse views about, and tastes in, music as a widely experienced art form outside the school setting” (p. 291). This challenge is exacerbated when there is a mismatch between students’ views and the teacher’s musical biography.

Historical Focus on Teacher Behaviors

Teachers were once held to high standards of behavior that reflected society’s attitudes toward the female teacher as a virtuous and moral being. For example, a 1923 teacher contract (see Appendix A) requires that female teachers not keep company with men, not hang out in ice cream stores, not smoke cigarettes or consume alcohol, not wear brightly colored clothing, not dye their hair or wear lipstick, mascara or face powder, and be sure to wear at least two petticoats and dresses that are no more than two inches above the ankle (Apple, 1994, pp. 91–92). This and similar documents from the early 20th century were designed to ensure that teachers displayed desirable teacher behaviors.

The study of teacher behavior has examined many elements, such as attitudes, values, beliefs, habits of mind, affective characteristics, personality factors, expectations, conceptions, commitments, professional ethics, perceptions, sense of efficacy, traits, attributes, personal qualities, interests, appreciations, and modes of adjustment (Erskine, 2008; Erskine, Johnson, & Weiner, 2013; Knopp & Smith, 2005; NCATE, 2008). The language used to describe dispositions has changed because the research focus has changed from the behavior itself to trying to identify causes of the behavior (e.g., Stooksberry, Schussler, & Bercaw, 2009).

The study of dispositions is rooted in the concepts of *experiential learning* and *phenomenal field theory*. The first studies on dispositions were Arthur W. Combs' studies on personal perceptions of effective helpers in the 1960s (Whitsett, Roberson, Julian, & Beckham, 2007). During this period, the terms 'perceptions' and 'dispositions' were used interchangeably (Cummins & Asempapa, 2013). Combs' work in the 1960s identified an individual's behavior as a product of the perceptions they were exposed to over time. This related dispositions to Dewey's notion of experiential learning from the 1930s and Kurt Lewin's field theory from the 1940s. Dewey (1938) contended that all experiences are either educative, non-educative or mis-educative, and Lewin's field theory used topological concepts such as region, boundary, valence, and locomotion to define a life space that identifies all of the forces that impact behavior at any given time (Hargreaves, 1986). The renewed focus on dispositions by accrediting agencies, higher education institutions, and state and federal departments of education was sparked in 1985 by a paper by Katz and Raths.

Despite the aforementioned research, organizations such as the National Council for Accreditation of Teacher Education (NCATE), the Interstate Teacher Assessment and Support Consortium (InTASC), the National Board for Professional Teaching Standards (NBPTS) and many state (e.g., VDOE) and local education organizations (e.g., George Mason University) have devised standards and identified dispositions that are central to those standards they believe to be universal. Additionally, the National Association of Schools of Music (NASM) has dispositions embedded in its requirements for accreditation of collegiate music education programs.

Although Katz and Rath (1985) began the current discourse on dispositions, according to Sockett (2009) it was a 1992 InTASC report that “made them significant [by] bringing the terminology of *dispositions* into the accreditation framework” (emphasis in original, p. 292). Following the InTASC report, NCATE soon included dispositions in its standards. Following the introduction of the term in the NCATE standards, dispositions made a rapid shift into state rules and regulations for teacher preparation (Borko et al., 2007). Given the high stakes of accreditation, it is no surprise that in the period leading into and immediately following the introduction of the requirement by NCATE there was a whirl of activity in academia around the role of dispositions in teaching.

In the rush of activity surrounding research on dispositions and the inclusion of dispositions in standards devised by accreditation and certification organizations, there were some assumptions made that could be problematic. First, there is an assumption that teacher dispositions develop with experience. However, when put into the framework of

Dewey's (1938) notion of educative, non-educative, and mis-educative experiences, only those student teachers provided with educative experiences will develop appropriate teacher dispositions early. Extrapolating further, only those teachers in appropriate teaching situations will have the opportunity to develop positive dispositions as their careers progress. Second is the assumption that appropriate dispositions look the same in every classroom (CAEP, 2013; CCSSO, 2013; InTASC, 2011; NCATE, 2008). Given the unique challenges faced in the music classroom, it seems reasonable to question the idea of homogeneity of dispositions (Ballantyne, 2001; Ballantyne & Packer, 2004; Kelly, 1999 [as cited in Ballantyne & Parker, 2004]; Miksza & Berg, 2010; Popow, 2012; Welch, Purves, Hargreaves, & Marshall, 2011). Finally, there is an assumption that the same dispositions are required for effective teaching regardless of context. However, NBPTS (2002) suggests that dispositions will differ by geographic region and by urbanicity (i.e., rural, suburban, urban). The findings of this study could be useful in promoting appropriate dispositions in pre-service *music* teachers, which will enable the secondary-level music teacher to be effective in his/her first year of teaching.

Need for Study

According to T.S. Brophy (personal conversation, November 2013), the development of a model describing the effective music teacher is a needed step in the current trend in teacher evaluation. He suggested that a predictive model could provide a well-defined and agreed upon set of skills, knowledge, and dispositions to serve as a basis for the development of a valid and reliable assessment instrument. The inclusion of dispositions in a predictive model could also provide paths for pre-service teachers'

growth and lead to effective interventions as TPPs attempt to define the procedures and protocols for tracking and assessing pre-service teacher dispositions. “Such models to predict preservice [sic] teachers’ growth in teacher education programs are strongly sought to help teacher educators effectually guide preservice [sic] teachers in their programs” (Masunaga & Lewis, 2011, p. 44). Because of this, the current study will add significantly to the current discourse in the areas of teacher evaluation and teacher preparation.

Smith and Wuttke (2016) proposed a latent trait model of the effective secondary-level music teacher in a pilot study that confirmed the categorization of 12 observable traits in the latent variables of musical skills and teaching skills. Furthermore, these traits were generally believed to be essential to the effectiveness of the first-year secondary-level music teacher regardless of music specialty (i.e., instrumental, vocal, general). However, as Dewey (1933) points out, “[k]nowledge of the methods alone will not suffice; there must be the desire, the will, to employ them. This desire is an affair of personal disposition” (p. 30). Earlier, Dewey (1922) suggested that dispositions could be taught when he emphasized the importance of the acquisition and development of dispositions. He further posited the importance of differentiating them from innate characteristics, traits, or temperaments. The next step in the development of the model is to identify and define desirable professional attitudes, values, and beliefs (i.e., dispositions) that contribute to the effectiveness of the secondary-level music teacher.

The absence of a predictive model may be a result of issues that surround the operationalization of teacher dispositions. Educational researchers and policymakers

continue to search for an appropriate definition and assessment of what constitutes a disposition (Hillman, Roethermel, & Scarano, 2006; Damon, 2007; Diez, 2007; Murray, 2007). NCATE (2008) defined teacher dispositions as “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities” (pp. 89–90). A common definition of dispositions, though, has yet to be established. Rather, there are varying views on how dispositions impact effective teaching and learning (Borko, Liston, & Whitcomb, 2007), despite the fact that some researchers have reported relationships between desirable dispositions and effective teaching (Taylor & Wasicsko, 2000). The lack of consensus on a cogent definition is not necessarily cause for alarm. Rather it speaks to the complexity of the construct and diversity of the field.

Statement of Purpose

The purpose of this study, through identification of certain behaviors of secondary-level music teachers as they directly relate to the teaching–learning process, was to identify, examine, and compare beliefs about professional dispositions in order to continue the development of a validated predictive model of the effective secondary-level music teacher. The research questions for this study were:

1. What dispositional statements do secondary-level music teachers value?
2. Are there differences in dispositional beliefs between levels of pedagogic knowledge and classroom teaching experience (collectively referred to as experience)?

3. To what extent do beliefs about dispositions vary by locality, teaching area, and level of teacher experience?

Chapter Two

The purpose of this study was to identify, examine, and compare beliefs about professional dispositions held by music teachers at various stages of their training and careers. The research questions for this study were:

1. What dispositional statements do secondary-level music teachers value?
2. Are there differences in dispositional beliefs between levels of pedagogic knowledge and classroom teaching experience (collectively referred to as experience)?
3. To what extent do beliefs about dispositions vary by locality, teaching area, and level of teacher experience?

Research on dispositions has been ongoing since the 1960s. However, there is still a decided lack of agreement on a definition of the term, whether assessment of dispositions should be formative or summative, what behaviors should be assessed, and whether or not dispositions can be taught or fostered in pre-service teachers. This review of literature will focus on the various definitions by accreditation organizations as well as definitions offered in education and music education research. Lists of dispositional behaviors will then be explored in publications by accreditation organizations followed by lists offered in education and music education research.

Literature Defining ‘Dispositions’

The term *dispositions* is difficult to define in part because the construct has not been well-defined and is therefore called by many names, such as attitudes, values, beliefs, habits of mind, affective characteristics, personality factors, expectations, conceptions, commitments, professional ethics, perceptions, sense of efficacy, traits, attributes, personal qualities, interests, appreciations, and modes of adjustment (Erskine, 2008; Erskine, Johnson, & Weiner, 2013; Katz & Raths, 1985; Knopp & Smith, 2005; NCATE, 2008; Usher, 2002). After reviewing studies conducted between 1963 and 2000, Knopp and Smith (2005) noted that the “lack of [a] cohesive and consistent definition has muddled the discourse and complicated the application of research findings” (p. 2). Since many of the terms previously used to describe the construct are self-explanatory (i.e. attitudes, beliefs, values, etc.), this section will focus on definitions of the actual term, *dispositions*.

According to the Merriam-Webster online dictionary, disposition has two meanings. First, it could mean “the act or the power of disposing or the state of being disposed: as a) administration, control; b) final arrangement: settlement <the *disposition* of the case>; c1) transfer to the care or possession of another; c2) the power of such transferal [sic]; or d) orderly arrangement (see dispose)” (Dispositions [Def. 1], n.d.). Second, it could mean “a) prevailing tendency, mood, or inclination, b) temperamental makeup, or c) the tendency of something to act in a certain manner under given circumstances” (Dispositions [Def. 2], n.d.). In the context of research into teacher behavior, the second definition is appropriate.

Similarly, the *Oxford Companion to Philosophy* (Honderich, 1995) defines disposition as “a capacity, tendency, potentiality, or power to act or be acted on in a certain way” (p. 217). Research in the field of philosophy has done little to clarify whether dispositions exist as concrete behaviors or latent tendencies. According to Ryle (1949) and Siegel (1997), as cited in Ritchhart (2001), dispositions are conditioned by external stimuli to be automatic. Other philosophers also subscribe to this inherent-properties conception of dispositions, which “divorces dispositions from voluntary action ... and acquisition while making them distinct and uninfluenced by attitudes and beliefs” (Ritchhart, 2001, p. 145). However, Ennis (1996) and Norris (1995), as cited in Ritchhart (2001), believe that dispositions can be acquired and see them not as automatic but rather as latent tendencies that must be acted on reflectively. This “characterological view of dispositions” (Ritchhart, p. 145) makes connecting philosophical research to educational research more feasible by defining dispositions as consisting of both behaviors and beliefs.

Psychologists, on the other hand, tend to reject the notion of dispositions as latent tendencies, preferring instead to focus on operationalizing dispositions as a range of specific behaviors (Ritchhart, 2001). Baron (1985) contrasts inherent traits, or capacities, with learned tendencies, or dispositions. Ritchhart goes on to cite Baron and other psychologists who make clear the projective nature of dispositions with causal and explanatory properties. He then ties this definition to research that has further defined dispositions to include ability. While some argue against the inclusion of abilities in the

definition of dispositions, it makes sense, since observed behavior is often used as an indicator of dispositions in research.

The impetus for this study is the need to identify and assess dispositions in pre-service teachers, as required by national agencies such as NCATE, InTASC, NASM, NBPTS, and most recently the Council for the Accreditation of Educator Preparation (CAEP), which became the accrediting body for educator preparation programs on July 1, 2013 when NCATE and the Teacher Education Accreditation Council (TEAC) merged. Each of these agencies defines the term differently.

Dispositions defined by accreditation and licensure organizations. NCATE defined *professional dispositions* as “[p]rofessional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities” (NCATE, 2008, pp. 89–90). It is important to keep in mind that this definition governed TPPs as much of the research on dispositions was being conducted. In contrast, CAEP took its definition from InTASC, which defined *dispositions* as “the habits of professional action and moral commitments that underlie” educators’ performance (InTASC, 2011, p. 6; CAEP, n.d.-b). NASM does not explicitly define the term or the construct but includes many dispositions, labeled as “desirable attributes,” in its requirements (NASM, 2013, p. 117).

NBPTS (2002) does not offer a definition but does mention the term many times, usually in the context of “knowledge, skills and dispositions” (NBPTS, 2002, p. 2). It refers to the “disposition to employ such knowledge wisely in the interest of students” (p. 2) and suggests that dispositions should look different in different communities (p. 9).

NBPTS also refers to the “commitment to continued professional development,” “commitment to creativity,” and “the disposition to take risks in exploring new intellectual, emotional, physical or artistic territories” as dispositions worthy of being instilled in students (p. 17). On the whole, NBPTS seems to use the dictionary definition of dispositions as a “prevailing tendency, mood, or inclination ... [or] the tendency of something to act in a certain manner under given circumstances” (Disposition [Def. 2], n.d.).

Dispositions defined in research. Katz and Rath (1985) stated that “a disposition is defined as an attribute characteristic of a teacher, one that summarizes the trend of a teacher’s actions in particular contexts” (p. 301). They go on to say that dispositions may either help or hinder the achievement of goals in teaching and they make a distinction between an inclination, or *predisposition*, and the pattern of behavior resulting from that inclination, or *disposition*. They also point out that “the construct is descriptive rather than explanatory,” (p. 301) and is therefore not used to indicate causes of behavior. However, they also state that:

[E]mphasis is placed on the relative incidence of acts within circumscribed categories or domains. But, because it is reasonable to assume that human behavior is stable, the summary of trends of a teacher’s behavior, fundamentally descriptive, can also serve as a basis for predicting future trends in behavior. (p. 302)

This suggests that in Katz and Rath’s (1985) estimation, dispositions are both descriptive and predictive but not explanatory. Katz (1993) redefined disposition as a “pattern of

behavior exhibited frequently and in the absence of coercion, and constitutes a habit of mind under some conscious and voluntary control, and that is intentional and oriented to broad goals” (p. 16). This is indicative of the instability of the definition of both the term and the construct, as will be discussed later in this chapter.

Other researchers agree with Katz and Rath’s assertion that dispositions are predictive and habits of mind. Albee and Piveral (2003) defined dispositions as “habitual tendencies or inclinations of effective teachers” (p. 347), and Borko, Liston, and Witcomb (2007) stated that dispositions are “an individual’s tendencies to act in a particular manner” (p. 361). Borko et al. also stated that dispositions “are predictive of patterns of action. They help to answer the question of whether teachers are likely to apply the knowledge and skills they learn in teacher preparation programs to their own classroom teaching” (p. 361). This suggests that a teacher must have the knowledge and skills for dispositions to be relevant, but knowledge and skills are useless without the appropriate disposition to use them. Dottin, Johnson, and Weiner (2013) agree, stating that “dispositions needed by teachers and other school personnel [should] be the habits that would render their actions (conduct) intelligent in the world of practice” (pp. 2–3). This suggests that dispositions are necessary to the appropriate use of content and pedagogic knowledge and skills.

In studies related to music education, the definitions do not vary much from general education. For instance, Popow (2012) defined dispositions as an “aggregate of traits that predict, portend and influence behavior,” thus suggesting, like Katz and Rath (1985), Borko, Liston, and Witcomb (2007), and Dottin, Johnson, and Weiner (2013),

that dispositions are predictive of future behavior. Similarly, Parkes, Doerksen, and Ritcher (2013) describe dispositions as “patterns of action based on beliefs related to good professional practice” (p. 351) and “as referring to traits of habitual ways of thinking and acting” (p. 356). They also suggest that “beliefs and associated patterns of action are a clearer and more researchable way to conceive of the idea of disposition” (p. 361).

Literature Listing Dispositions

Dispositions can be thought of as discrete items organized into larger categories similar to research in knowledge and skills (Bergee, 1992; Miksza, Roeder, & Biggs, 2010; Rohwer & Henry, 2004; Smith & Wuttke, 2014; Taebel, 1980; Teachout, 1997). According to Parkes, Doerksen, and Ritcher (2013), “organizing and clarifying [dispositions] according to well-defined ways of thinking will increase their relevance, power and comprehensiveness” (p. 361). Three larger categories of dispositions have been defined as caring, reflective, and responsible (Parkes, Doerksen, & Ritcher, 2015). Dispositions identified in other studies can be sorted, organized, or re-categorized into these categories. Furthermore, the dispositions listed by NCATE, CAEP, NASM, NBPTS, and VDOE fit into these categories.

Lists created by accreditation and licensure organizations. NCATE only lists fairness and the belief that all students can learn as required dispositions. They also encourage TPPs to identify other dispositions based on their specific contexts (NCATE, 2008). The new accrediting agency, CAEP, has added to the NCATE list the disposition of caring as part of the CAEP Standards for Educator Preparation (CAEP, n.d.-a; CAEP,

2013). Neither NCATE nor CAEP provide any help in defining what the required dispositions look like when operationalized. CAEP does provide a description of evidence that they will be looking for, “Evaluations of capstone projects across all candidates in a program and the unit” and “follow-up studies of completers” (CAEP, 2013). This is not only inadequate for assessment, but has many logistical issues when trying to collect appropriate information from graduates who are now in-service teachers.

InTASC lists between three and six dispositions (see Appendix B) under each of its standards for a total of 43 dispositions that it recommends (InTASC, 2011). The dispositions are much more specific than those provided by NCATE or CAEP. However, they include such action words as respect, value, believe, appreciate, realize, recognize, understand, and embrace. Again, this is inadequate for assessment due to the lack of observable traits in the list. An overarching problem with NCATE, CAEP, and InTASC is that self-reporting is not the best way to know what a person believes, as there are inherent issues with truthfulness. For instance, it would be unreasonable to expect a teacher to admit that they do not believe all students can learn.

NASM does not specifically identify or list dispositions but they do provide a list of “Desirable Attributes” (NASM, 2013, p. 117). Many of the statements provided are dispositional in nature but include the skill required to employ the disposition. For instance, the first attribute listed states: “The prospective music teacher should have personal commitment ... to teaching music as an element of civilization ... plus the ability to fulfill these commitments as an independent professional” (NASM, 2013, p. 117). Another example calls for music teachers to have “the ability and desire to remain

current” in developments within the profession (NASM, 2013, p. 117). However, some of the statements have the same issues as NCATE, CAEP, and InTASC. For instance, the third attribute listed is “the capability to inspire others and to excite the imagination of students” (NASM, 2013, p. 117). While this and other statements requiring student teachers to possess specific dispositional abilities are more observable than other lists, they do not assess whether or not the student teachers would use these abilities in the classroom. For instance, just because a teacher is capable of inspiring and exciting others does not mean s/he will.

Like NASM, the Virginia Department of Education (VDOE) does not explicitly list dispositions (VDOE, 2011a). Instead, in the standards for all teachers they have embedded such dispositions as reflective, respectful, responsible, and supportive throughout the six standards. However, as has been discussed in relation to NCATE, CAEP, InTASC, and NASM, most of the statements they provide that appear dispositional do not address whether the prospective teacher will use the ability when teaching (e.g., differentiation). VDOE also provides discipline-specific standards. The standards for the fine arts are lacking significantly in dispositions other than those that are reflective and ethical. The ethical statements concern the use of materials and dealing with copyright and royalty requirements, while the one reflective statement simply says that “teachers of the fine arts [should] reflect on what they teach” (VDOE, 2011a, p. 29).

Lists found in education research. Since NCATE began requiring TPPs to assess teacher dispositions in pre-service teachers, researchers have been conducting studies and presenting the processes that their individual institutions followed to

accumulate lists of dispositions and develop instruments to assess them (e.g., Albee & Piveral, 2003; Almerico et al., 2011; Bradley & Jurchan, 2013; Hillman et al., 2006; Notar et al., 2009; Shaklee, 2006; Wilkerson & Lang, 2007; Whitsett et al., 2007). This section will present a few of these studies, focusing on how each researcher chose to present their findings: some simply prepared what amounts to a checklist, while others developed lists that were then organized and sorted under larger, over-arching categories.

Non-categorized lists. In a study on the self-reported dispositions of 52 first-year teachers, Whitsett, Roberson, Julian, and Beckham (2007) constructed a measure using the standards from InTASC and NBPTS. They asked participants to use the measure “to report their current level of functioning on fifteen professional dispositions” (p. 98). The levels of functioning that participants chose from were: “Acting (achieving with consistency), Developing (achieving intermittently), Thinking (planning ways to achieve), and Listening (deciding the value and relevance of the disposition)” (p. 98). The purpose of their study was to determine the dispositions that practicing teachers valued so they could include those dispositions on a measurement instrument for pre-service teachers. Seventy percent of participants reported high levels (Acting or Developing) on 13 of the 15 dispositions (see Appendix D).

Notar, Riley, Taylor, Thornburg, and Cargill (2009) used an outdated NCATE definition of dispositions and a TPP process that included reflecting upon understandings and definitions and examining how to best instill and assess dispositions within the context of the TPP. The next step was to form a committee of stakeholders to determine how they define and implement dispositions in the TPP courses and to determine the

dispositions they want to see in student teachers and prospective employees. The list of dispositions they arrived at can be seen in Appendix D.

Through a review of literature, discussion, and reflection, the early childhood faculty at the University of Memphis constructed a list of behaviors that they believed demonstrated dispositions necessary for successful teaching (Rike & Sharp, 2008). Working with the Director of Early Childhood Education for Memphis City Schools, they arrived at a list of 18 dispositions that they sent to 125 elementary principals. Rike and Sharp asked the principals to rank the nine most important dispositions. The resulting list was included in their measure (see Appendix D), which they found to be an effective tool for professional growth and reflection, as well as for identifying and modifying inappropriate dispositions and behaviors.

Shaklee (2006) and her colleagues at George Mason University, using the TPP's previously established Dispositions for a Career Educator, InTASC standards and the National Education Association Code of Ethics, developed two assessment instruments that list dispositions to be evaluated using five-point Likert scales. Both instruments are used for formative purposes, beginning at the end of the first two professional courses taken and ending with the midterm and final evaluation of students' internship experience.

The first instrument, Elementary Education Intern Profile (EEIP), is for use following the first two professional courses. The EEIP lists 15 dispositions evaluated on a scale of one to five, with one labeled as "novice" and five labeled as "proficient" (Shaklee, 2006, p. 188). The second instrument is the Professional and Personal

Development (PPD) section of the midterm and final evaluation during the internship experience. The PPD lists items evaluated on a five-point scale, with one being “performance on this item needs significant improvement,” and five being “performance on this item is an area of notable excellence characteristic of a highly effective first-year teacher” (Shaklee, 2006, p. 189). The dispositions listed on these instruments can be found in Appendix E.

All of the dispositions listed on the EEIP have been operationalized as observable behaviors. However, some of the dispositions listed on the PPD are not observable behaviors. For example, the first disposition listed, “possess the basic skills and knowledge needed to guide students’ learning” (p. 189), is not directly observable. Another disposition states that the candidate “can develop and explain,” but it does not actually require the candidate to develop and explain. A couple of the dispositions on the PPD are also problematic due to ambiguity. For example, following the rule of not defining a word with the same word, one of the dispositions listed is “demonstrates dispositions associated with an effective career educator” (p. 189). Finally, the last disposition listed on the PPD states that the candidate “meets expectations for professional behavior” but does not define professional behavior (p. 189).

Categorized lists. Some research on dispositions produced lists of dispositions organized and sorted into broader categories. This trend started with the earliest research on the subject by Arthur Combs in the 1960s and continued in his research through the 1990s (Usher, 2002). Usher (2002), continuing Combs’ work, identifies four to five dispositions within five broad categories: Empathy, Positive View of Others, Positive

View of Self, Authenticity, and Meaningful Purpose and Vision (see Appendix F). This type of categorization based on perceptions is unique to Combs and his disciples.

Bradley and Jurchan (2013) used a qualitative research design that included workshops and presentations and facilitated discussions with groups of educational leaders to identify a list of 19 dispositions. The groups were also asked to organize the dispositions into the categories of Professionalism, Teacher Qualities, and Relationships with Others, which were identified as “significant themes in teaching” (Bradley & Jurchan, p. 101). The results produced an organized list in which five dispositions appear in more than one category. Confidentiality and poise/attitude appear under both Professionalism and Relationships with Others; use of language and initiative appear under both Professionalism and Teacher Qualities; and fairness appears under both Teacher Qualities and Relationships with Others. Their process has produced a “developmental approach [to assessing dispositions] that provides both maximized support for students and ethical gatekeeping for the profession” (Bradley & Jurchan, p. 103).

Similar to Bradley and Jurchan, Cummins and Asempapa (2013) organized their disposition statements into the broad categories of Collaboration, Inclusiveness, and Professionalism. They called the broad categories “dispositions” and listed specific statements for assessment under each of them. For the purpose of assessing the ability of a teaching intervention on knowledge and understanding of dispositions, Cummins and Asempapa designed a measure that included five questions “developed to measure behavior tendencies or knowledge linked to the three dispositions” (p. 106). Each

question was rated on a five-point Likert scale ranging from 1=Strongly Disagree to 5=Strongly Agree. Although the results of their study showed no statistically significant difference from pre-test to post-test ($t = .05167$, no significance level reported), the design of their measurement instrument was valuable for the current study.

That Bradley and Jurchan and Cummins and Asempapa list dispositions organized into three categories is significant. This is reflective of research reviewed by Smith and Wuttke (2016) in which music education researchers identified and categorized teaching skills and musical skills similarly. Furthermore, according to Parkes, Doerksen, and Ritcher (2013), “organizing and clarifying [dispositions] according to well-defined ways of thinking will increase their relevance, power and comprehensiveness” (p. 361).

Lists and categories in music education research. For decades, music education researchers have been conducting studies measuring teachers’ beliefs about effective teaching (Bergee, 1992; Button, 2010; Miksza, Roeder, & Biggs, 2010; Rohwer & Henry, 2004; Taebel, 1980; Teachout, 1997). Although these studies do not specifically list dispositions, they do include dispositions on their lists. For example, in a study by Taebel (1980), the top four ranked statements under the category of Teaching Competencies were “works cooperatively with coworkers, administrators, and parents,” “exhibits professional traits (promptness, regular attendance, and so on),” “demonstrates enthusiasm for teaching,” and “carries out school district policies and procedures” (p. 193), all statements that have appeared on lists of desirable dispositions in other studies.

In fact, 18 of the 60 statements that Taebel labels as Teaching Competencies are dispositional statements.

Similarly, Button (2010) does not specifically list dispositions in his study on music teachers' perceptions of effective teaching. However, 25 of his 48 Teaching Characteristics are also dispositional statements. These statements include familiar themes about high standards for student achievement: being energetic, enthusiastic, encouraging, concerned, respectful, warm, friendly, supportive, and fair; continuing to develop content and pedagogic knowledge; being dedicated to the teaching profession; and being understanding and compassionate and teaching for open-mindedness.

Rohwer and Henry (2004) provided a list of skills and characteristics of effective music teachers to gauge university professors' perceptions. The skills and characteristics provided were organized into the categories of Teaching Skills and Personality Characteristics. All of the personality characteristics listed (motivate, positive attitude, confident, mature, leadership, manage stress, patient, sense of humor) are frequently seen in dispositions research as well. Similarly, in his study on experienced teachers' perceptions of effective music teaching, Teachout (1997) called one category Personal Skills. This category included statements like "be enthusiastic; energetic," "professionalism," "displays confidence," "patience," "positive rapport," and "flexible, adaptable" (p. 46). Other categories in his study also contained dispositional statements such as "employ a positive approach," "motivate students," "work w/many ages" (Teaching Skill), and "High musical standards" (Musical Skill) (p. 46).

Listing traits in broader categories in music education research mirrors the same trend in education research. As such, the current study has identified 87 dispositional statements in five categories: reflective, caring, responsible, authentic, and responsive.

Literature Specific to Dispositions Included in the Current Study

The dispositions included in this study were identified through an extensive review of literature and data from studies of dispositions among teachers, music teachers, and in the helping professions (Clark, 2005; Doerksen & Ritcher, 2007, 2009, 2010; Hurst, 2005; Parkes, Doerksen, & Ritcher, 2013, 2016; Smith & Emigh, 2005; Thornton, 2006; Usher, 2002). The following section will define and summarize research on each of the five dispositions included in this study.

Reflective. Teachers with a reflective disposition consciously subject their experiences, classroom practices, and beliefs about teaching and learning to critical analysis in order to better understand their own and others' innate behaviors. Reflective thinking is not a new concept. Dewey (1933) writes extensively about reflective thinking. He states that engaging in reflective thought "emancipates us from merely impulsive and merely routine activity ... [and] enables us to direct our activities with foresight and to plan according to ends-in-view, or purposes of which we are aware" (p. 17). Stronge (2007) posited that reflective practice is a characteristic of professionalism and defined it as "careful review of thoughtfulness about one's own teaching process" (p. 30). His review of literature on reflective practices found that effective teachers rate reflection as an important factor in their teaching and that teachers who have high achieving students consistently mention reflection as an important factor in improving their teaching. He

also cites research (e.g., Good & Brophy, 1997; NBPTS n.d.) that suggests that reflection is beneficial regardless of the mode of reflection, formal or informal.

Accreditation and licensure organizations include reflection among their requirements. NBPTS (2002) suggests that self-efficacy and the ability to maintain high standards for student performance are common among reflective teachers. NBPTS also states that effective teachers “know the value of writing about their work” (p. 16) and “reflect on their teaching in order that they might improve their practice” (p. 17). Similarly, InTASC (2011) Standard 9(l) requires that “the teacher ... uses ongoing analysis and reflection to improve planning and practice” (p. 18). VDOE (2011a) requires that teachers continually reflect on their practice in order to improve as part of Standard Six: Professionalism. At the local level, GMU (n.d.) includes “critical thinking” and “reflective practice” among its list of dispositions that graduate students in education are expected to demonstrate.

Caring. A caring disposition places value on relationships and allows one to be empathetic, nurturing, respectful, and kind. Teachers who are caring establish safe and orderly classroom environments in which students feel free to express themselves. This disposition has been identified by many researchers (e.g., Clark, 2005; Collinson, 1996; Cotton, 1995 [as cited in Taylor & Wasieleski, 2000]; Demmon-Berger, 1986; Parkes, Doerksen, & Ritcher, 2014; Smith & Emigh, 2005; Wubbels, Levy, & Brekelmans, 1997). Clark (2005) and Smith and Emigh (2005) cite the work of Nel Noddings, renowned for her writings about care in teacher education (see Noddings, 1984, 1992, 1995b [as cited in Clark, 2005; Smith & Emigh, 2005]). According to Smith and Emigh

(2005), “[c]aring, in contrast to the technical dimensions of teaching, gives priority to relationships and how these relationships are socially constructed” (p. 27). They suggest that this disposition has not been stressed recently due in part to the emphasis on high-stakes testing. They further suggest that this trend can be reversed and future educators could explicitly value caring by offering instruction about caring and caring behaviors in TPPs (Smith & Emigh, 2005). Similarly, Clark cites Noddings (1984) as promoting “the importance of teacher education programs that produce ethical decision makers who display care ... toward all students” (p.19). Smith and Emigh are careful to point out that “[t]he actions of a teacher that may be considered caring do not exclude academics but include behaviors in affective areas, behaviors with patterns and consistency, and activity that emphasizes responsibility, persistence, and sacrifice” (p. 32).

In his book *Qualities of Effective Teachers*, James H. Stronge (2007) discusses the role of caring, suggesting that effective teachers care about their students in ways that let the students know they care. Stronge further suggests that supervisors responsible for evaluating teachers should place priority on how teachers show students they care. He suggests that caring “include[s] qualities such as patience, trust, honesty, and courage” and that “specific teacher attributes that show caring include listening, gentleness, understanding, knowledge of students as individuals, nurturing, warmth and encouragement, and an overall love for children” (p. 23). Many of these attributes are included in requirements for accreditation and licensure by CAEP (2013), GMU (n.d.), InTASC (2011), NBPTS (2002), NCATE (2008), and VDOE (2011a).

Responsible. A responsible disposition is an orientation in which teachers accept that they are the primary cause for all that occurs in the classroom. Teachers with a responsible disposition place a great deal of importance on lesson preparation and are professional in conduct and appearance. Notar, Riley, Taylor, Thornburg, and Cargill (2009) completed a review of literature that ultimately culminated in a list of professional dispositions required of education students at Jacksonville State University. On the list were responsible dispositions such as “Attendance/Punctuality,” “Timeliness,” and “Appearance” (Notar et al., 2009, p. 10). Similarly, Parkes, Doerksen, and Ritcher (2013) include statements such as “Attends class regularly,” “Follows through on commitments,” and “Meets deadlines without prompting” in their study that places responsibility under the broader category of *attitudes and behaviors* (p. 358). In a follow-up study from 2016, the same researchers included *responsible* as a separate disposition and reported that the statements indicating a responsible disposition received more support for relevance than the other dispositions included in their study.

InTASC (2011) includes many statements related to teachers demonstrating a responsible disposition, including: “The teacher embraces the challenge of continuous change,” “The teacher takes responsibility for contributing to and advancing the profession,” “[The teacher] keeps abreast of new ideas and understandings in the field,” and “The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning” (InTASC, 2011, pp.10–16). Themes related to engaging in ongoing learning and working collaboratively also relate to a responsible disposition and can be found in the CAEP (2013) Standards for Educator Preparation.

Similar items are also found in the NASM (2013) list of desirable attributes – for example, “the ability and desire to remain current with developments in the art of music and in teaching” (p. 117).

Authentic. Authenticity in teaching is a relatively new topic of research and therefore is still ill-defined in the literature. Laursen (2005) used authenticity as a single concept to capture the quality of teaching content and teachers’ relationships with students. He further posits that authenticity in teaching is the personal and professional competence to build relationships and present content in a meaningful way. Kreber and Klampfleitner (2013) warned that “unless we seek to better understand authenticity ..., the notion will either continue to be carelessly applied ..., or be wrongly dismissed as being too slippery, too vague, and too ethically dubious to usefully inform teaching” (p. 485). They also suggested that considering authenticity in terms of “correspondence to reality” (p. 485) was questionable and that their framework of existential, critical, and communitarian dimensions would be more useful in looking at the construct in the context of teaching.

For the purposes of this study, an authentic disposition is based upon a perceptual awareness about the nature of teaching and its purposes. Teachers who are authentic have achieved personal–professional congruence that allows them to feel at ease in the classroom (Usher, 2002). According to McEwan (2002), effective teachers are “real” (p. 10) and “exhibit a personal unique style” (p. 14). She also includes a quote by Lucia Leck: “Knowing who you are and what you are about is like the ground you stand on while you’re teaching” (p. 21). Ramezanzadeh, Adel, and Zareian (2016) found that

authenticity in teaching included “being one’s own self” (p. 814). This included acting in accordance with beliefs, awareness of goals and possibilities, and taking responsibility for one’s actions.

Authenticity is represented in the standards for many accreditation and licensure organizations. NBPTS (2002) states that the effective teacher should be a model of an educated person, with character that contributes to his/her teaching as much as competence, and that he/she should “exemplify the virtues they seek to impart in students” (p. 17). Standard nine in the InTASC (2011) Model Core Teaching Standards includes dispositions that are related to authenticity. They state that teachers should be committed to deepening their understanding of their frames of reference in order to understand their own biases and how they impact expectations and relationships. This requires personal–professional congruence in terms of gender, culture, abilities, and ways of knowing. Similarly, NASM (2013) includes the capacity to inspire others and instill a desire for musical knowledge and experiences as a desirable trait. Again, this requires personal–professional congruence in order to engage the imagination of students. Finally, VDOE (2011a) includes authenticity in Standard Six as the requirement that “teachers model professional and ethical standards as well as personal integrity in all interactions (p. 5).

Responsive. A disposition of responsiveness is a thinking-based orientation to teaching and learning that embraces the notion of the teacher as decision maker (Thornton, 2006). According to Thornton (2006), being responsive includes behaviors as simple as responding to students’ questions and work products and as complex as

responding to the learning context and students' developmental characteristics. Ritchhart (2001) places dispositions in the framework of Dewey's (1933) habits of mind required for effective teaching. Ritchhart posited that "[d]ispositions concern not only what one can do, one's abilities, but what one is disposed to do" (p. 3). In his opinion, "dispositions address the often-noticed gap between our abilities and our actions" (p. 3). Therefore, knowledge of pedagogical techniques and methods are not sufficient for effective teaching. One must also possess the desire to use those techniques and methods consistently. This puts dispositions in an *active* framework that requires a variety of responses to students as well as external expectations and contexts.

Finally, in her book *Ten Traits of Highly Effective Teachers*, McEwan (2002) includes the ability to respond to the changing needs of the profession. She puts this in the context of teachers changing buildings or school districts and adapting to the expectations of new supervisors, budgetary issues, and the many obstacles that teachers have to overcome as they continue to provide highly effective instruction.

Being responsive is embedded in the standards required by many accreditation and licensure organizations. For example, NASM (2013) requires that music teachers respond to the learning context and the expectations of the music profession in several of the teaching competencies listed (pp. 110–120). Under Standard 2, CAEP (2013) requires that decisions of candidates and completers are based, in part, on "school and community conditions and needs" (p. 5). This requires candidates to respond to the learning context and the expectations of the community. Many of the critical dispositions listed throughout the 10 InTASC (2011) standards require teachers to respond to students'

levels of experience, developmental characteristics, needs, and levels of understanding as well as the learning context and expectations of the profession. Finally, VDOE (2011a) requires teachers to respond to needs and developmental characteristics and cultural backgrounds of all students as well as to the learning context.

Conclusion

The traits, attitudes, beliefs, and characteristics discussed throughout this chapter have been operationalized as observable behaviors on the dispositions survey constructed for this study. Many of these behaviors were previously identified and categorized as *caring*, *responsible*, and *reflective* by Parkes, Doerksen, and Ritcher (2014). The behaviors categorized as *responsive* were identified by Thornton (2006), and those categorized as *authentic* were identified by Usher (2002). Although there is some level of responsibility required to be responsive, the responsive behaviors listed by Parkes, Doerksen, and Ritcher seemed inadequate to accurately capture this disposition. Similarly, to be authentic requires a level of caring and reflection, but the disposition of authenticity is not adequately represented by statements designed to identify those dispositions.

Chapter Three

The purpose of this study was to identify, examine, and compare beliefs about professional dispositions held by music educators. This chapter will describe the participants, materials, and procedures used to collect and analyze the data needed to address the following research questions:

1. What dispositional statements do secondary-level music teachers value?
2. Are there differences in dispositional beliefs between levels of pedagogic knowledge and classroom teaching experience (collectively referred to as experience)?
3. To what extent do beliefs about dispositions vary by locality, teaching area, and level of teacher experience?

Participants

A convenience sampling method was used to recruit pre-service and in-service teacher participants from schools in rural, suburban, and urban settings (collectively referred to as *locality*) throughout the United States. Participants self-identified with the teaching areas in which they planned to teach, were teaching, or had taught. *Teaching areas* were defined as instrumental, vocal, general music, and both instrumental and vocal.

Pre-service participants. Pre-service participants were recruited via the NAFME Research Assistance Program and through music education faculties within music education programs in the localities of interest in this study. They were recruited from four populations:

1. Music education majors who had not completed any education or music education courses,
2. Music education majors who had completed some education or music education courses,
3. Music education majors who had completed all required education or music education courses, and
4. Music education majors currently completing their internship (student teaching).

In-service participants. The in-service teacher sample was also recruited via the NAFME Research Assistance Program. They were recruited from the following populations:

1. In-service music teachers who had completed 0–5 years as a classroom teacher,
2. In-service music teachers who had completed 6–10 years as a classroom teacher, and
3. In-service music teachers who had completed 11 or more years as a classroom teacher.

Materials

A researcher-designed survey was used to obtain informed consent and collect demographic data and information regarding participants' beliefs about the importance of

dispositional behaviors for effective teaching. The internal consistency reliability for the measure was very high as indicated by the Cronbach's Alpha coefficient ($\alpha = .973$). The survey contained 87 statements indicative of behaviors representing five dispositions: caring, responsible, reflective, authentic, and responsive – collectively referred to as *traits*. The behaviors were not categorized by disposition nor were the dispositions identified or defined prior to, or in, this section. Participants were asked to rate the degree to which they believed each behavior was important for effective teaching in the music classroom. The survey used a Likert-type scale: 1=irrelevant; 2=somewhat important; 3=important; 4=very important; 5=essential. The survey also presented the five traits by name and definition and asked participants to rate the degree to which they believed each was important for effective teaching in the music classroom. The same Likert-type scale was used in this section as in the previous section (see Appendix I).

Procedures

The National Association for Music Education (NAfME) Research Assistance Program was used to recruit pre-service and in-service participants (see Appendix J). The application indicated that the survey would be sent to all members nationwide who were categorized in the following teaching areas: middle school / jr. high school, high school, in a K-12 setting, or collegiate members. Furthermore, the areas of interest included band, orchestra, choral, marching band, guitar, voice, show choir, jazz, history/theory/composition, general music, mariachi, technology, and keyboard. All members fitting these criteria were sent an email containing study information and a link to the survey (see Appendix K).

Participants were asked to complete the survey at their earliest possible convenience. A reminder email was sent three weeks after the initial email. The follow-up email contained minor changes in an attempt to increase participation from those in teaching areas and with experience levels that were under-represented in the initial responses (see Appendix L). After the follow-up, there was still a shortage of pre-service teachers in the vocal teaching area in rural localities and in the instrumental and general teaching areas in urban localities. In an effort to achieve adequate representation, an email was sent to music education faculties at specific rural and urban universities in the Midwest to recruit students for the study (see Appendix M). The survey was sent to 45,242 potential participants and received 2877 replies, giving a 6.36% return rate.

Data screening and cleaning. Before data analysis could begin, the data had to be recoded (see Appendix N) and cleaned. This was accomplished using the sort function in Microsoft Excel. The experience levels ‘Music education major, have not completed any education or music education courses’ and ‘Music education major, have completed some education or music education courses’ were combined to create a low knowledge / low experience category that was labeled as early pre-service (EPS). Next, the experience levels ‘Music education major, have completed all required education or music education courses’ and ‘Music education major currently completing my internship (student teaching)’ were combined to create a high knowledge / low experience category that was labeled as late pre-service (LPS). Finally, the experience levels ‘In-Service music teacher, have completed 0–5 years as a classroom teacher’ and ‘In-Service music teacher, have completed 6–10 years as a classroom teacher’ were combined to create a high knowledge

/ low–moderate experience category that was labeled as early in-service (EIS). The final participant category of ‘In-service music teacher, have completed 11 or more years as a classroom teacher’ was retained as a high knowledge / high experience category that was labeled as late in-service (LIS) (DeCarbo, 1984). Cumulatively, this created four levels of experience that were coded as 1=EPS, 2=LPS, 3=EIS, and 4=LIS.

The teaching areas of ‘vocal,’ ‘general music,’ and ‘both instrumental and vocal’ were combined into one ‘vocal/general’ category. This produced two levels within the teaching area factor: 1=instrumental (INST) and 2=vocal/general (VOC/GEN). The locality factor retained three levels: 1=rural (RUR), 2=Suburban (SUB), and 3=Urban (URB). The final step before importing the data into a data analysis program was to label all of the disposition statements in the appropriate disposition category. The labels and corresponding statements can be found in Appendix N. The data were imported into IBM SPSS Staistics 24 (SPSS) and examined for missing data. Since this was an electronic survey with forced responses on all questions, there was no missing data. Finally, statement AUT6 was reverse coded in order to align with the other statements on the survey.

Outliers and influential data. After recoding was completed, data on the dependent variables were examined for unusual patterns of responses that indicated lack of legitamacy of respondents’ surveys. Next, mean scores for each trait were converted to z-scores to identify univariate outliers. Z-scores were examined to identify a natural break in the data on each dependent variable. Finally, Mahalanobis distance was used to

identify multivariate outliers. After outliers were deleted, $N = 2786$ participants remained in the study.

Reliability. Cronbach's alpha was used to estimate internal consistency reliability of the survey. The survey measures multiple traits and therefore violates the assumption of tau-equivalency. Cronbach's alpha was used because it is often considered a lower bound estimate of reliability, and when the assumption of tau-equivalency is violated, Cronbach's alpha underestimates reliability (Dimitrov, 2013; Graham, 2006). Therefore, the very high reliability indicated by the coefficient ($\alpha = .973$) for this measure is more than sufficient to continue with data analysis. After data were cleaned and recoded, data analysis began.

Data Analysis

Descriptive statistics were examined in order to describe the sample and address the first research question. A count of participants by category (teaching area, experience, and locality) was taken to determine how many participants were in each subgroup of each category. This count determined the degree to which subgroups could be compared.

To address the first research question, mean, standard deviation and percent rated "essential" for each statement, as well as mean and standard deviation for each group of disposition statements under the previously defined categories, were examined. The thresholds of a high mean (> 4.25), low variance ($< .90$), and a rating of "essential" from at least 50% of the respondents were set using Parkes, Doerksen, and Ritcher (2016) as a guide.

The remaining research questions were addressed using multivariate techniques. Some of the requirements for multivariate analysis of variance were met as a result of the design of the study (e.g., two or more continuous dependent variables; independent variables (factors) consisting of two or more categorical, independent groups; and independence of observations).

Another requirement is an adequate sample size in each level of all factors (i.e., more cases in each group than the number of dependent variables). Although this requirement was met, the sample size is quite large in some groups and much smaller in others, causing an unbalanced design. Because participants were randomly sampled from NAFME's pre-service and in-service membership, the cell *ns* for the levels of the experience factor were especially unequal from pre-service to in-service participants. Data obtained from NAFME indicates that there are four times more in-service members than pre-service members. This was compensated for by running separate analyses on data from the pre-service and in-service participants. Similarly, the *ns* for the levels within the locality factor were too disparate to statistically compare all levels simultaneously. Therefore, only two levels were compared in any given analysis.

The four assumptions that needed to be tested were: normality; linear relationships among all pairs of dependent variables for each group of independent variables; homogeneity of variance/covariance matrices and homogeneity of error variances; and moderate correlations between dependent variables. Normality was tested by examining histograms for all five dependent variables for all combinations of levels of all three factors. Linearity was tested by examining scatterplots for all pairs of dependent

variables. Homogeneity of variance/covariance matrices was tested using Box's M, and homogeneity of error variances was tested using Levene's test of error variances. Finally, correlations between all five dependent variables on all factors were examined to ensure that there was moderate correlation between dependent variables.

The second research question was addressed by performing two one-way multivariate analyses of variance (MANOVAs). The five dependent variables were mean ratings for statements on each of five dispositions, collectively referred to as traits: reflective (REF), caring (CAR), responsible (RBL), authentic (AUT), and responsive (RSV). Note that the levels are different for the experience factor for each MANOVA. This is due to the disparity in sample sizes between levels of this factor. The factor for the first MANOVA was experience (EXP) with the two pre-service levels (EPS and LPS). The factor for the second MANOVA was experience (EXP) with the two in-service levels (EIS and LIS).

Two three-way multivariate between-subjects factorial MANOVAs were used to address the third research question. The five dependent variables were the same as for the second research question. Note that the levels are different for the experience and locality factors for each factorial MANOVA. This is due to the disparity in sample sizes between levels of these factors. For the first factorial MANOVA, the first factor was experience (EXP) with the two pre-service levels (EPS and LPS). The second factor (TA) had two levels (INST and VOC/GEN), and the third factor (LOC) had two levels (RUR and URB). The first factor for the second factorial MANOVA was experience (EXP) with the

two in-service levels (EIS and LIS). The second factor (TA) had two levels (INST and VOC/GEN), and the third factor (LOC) had two levels (RUR and SUB).

Results were examined for statistically significant main effects as well as statistically significant interaction effects between the three factors. Descriptive comparisons between the levels of the experience and locality factors were made when statistical comparisons were not possible. Since post hoc tests were not possible because there are only two levels on each factor for each MANOVA, follow-up tests consisted of an examination of univariate tests and descriptive statistics.

Chapter Four

The purpose of this study was to identify, examine, and compare beliefs about professional dispositions held by music education majors and practicing music teachers. This chapter will include a description of the sample demographics, a detailed analysis of descriptive statistics for all items on the survey, the results and interpretation of two one-way multivariate analyses of variance (MANOVAs), and the results and interpretation of two three-way factorial MANOVAs to address the following research questions:

1. What dispositional statements do secondary-level music teachers value?
2. Are there differences in dispositional beliefs between levels of pedagogic knowledge and classroom teaching experience (collectively referred to as experience)?
3. To what extent do beliefs about dispositions vary by locality, teaching area, and level of teacher experience?

Sample Demographics

The survey was sent to 45,242 potential participants and received 2877 replies, giving a 6.36% return rate. During data cleaning and screening, a total of 39 cases were deleted, leaving $N = 2838$ total participants. These included six respondents who marked “essential” for every statement on the survey and one who marked “important” for every statement, indicating that their surveys were invalid. Univariate outliers were identified

by converting mean ratings of each dependent variable to a z-score and looking for a natural break (i.e., instances on each variable where the difference between adjacent z-scores were largest) (see Table 1). All scores equal to or greater than the z-score used as the cut-off were deleted. There were 24 univariate outliers identified via natural breaks in z-scores. This process was repeated and identified no additional univariate outliers. Multivariate outliers were identified by looking for a natural break in the Mahalanobis distance coefficient. The Mahalanobis distance coefficient ranged from 0.23 to 55.51, with a natural break between 30.25 and 32.08. Eight multivariate outliers with values equal to or greater than 32.08 were deleted. The process was repeated and no additional multivariate outliers were identified.

Table 1

Identification of Univariate Outliers

Dependent Variable	Z-scores Range	Consistent Difference Between Z-scores	Difference at cut-off	Z-score used as cut-off	Number of cases deleted
Reflective	-5.13 – 1.18	.13 – .14	.26	-3.20	17
Caring	-5.38 – 0.98	.07 – .08	.53	-4.55	2
Responsible	-6.09 – 0.88	.14 – .15	.30	-4.46	4
Authentic	-4.04 – 1.77	.15 – .16	----	-----	0
Responsive	-5.83 – 1.03	.19 – .20	.59	-4.26	1

Data were analyzed using IBM SPSS Statistics Version 24. Participants ($N = 2838$) were early pre-service ($n = 151$), late pre-service ($n = 159$), early-career in-service ($n = 1183$), and late-career in-service ($n = 1345$) music educators (*experience*) from

schools in rural ($n = 941$), suburban ($n = 1358$), and urban ($n = 539$) settings (*locality*) throughout the United States. Participants self-identified with the teaching areas in which they planned to teach, were teaching, or had taught. *Teaching areas* were defined as instrumental ($n = 1179$) and vocal/general ($n = 1659$). Participants are presented by experience level, locality, and teaching area in Table 2.

Table 2

Participant Distribution Across All Subgroups

Experience	Location	Teaching Area	
		Instrumental ($n = 1179$)	Vocal/General ($n = 1659$)
Pre-service 1 ($n = 151$)	Rural	16	25
	Suburban	30	36
	Urban	19	25
Pre-service 2 ($n = 159$)	Rural	17	27
	Suburban	43	42
	Urban	9	21
In-service 1 ($n = 1183$)	Rural	139	299
	Suburban	205	313
	Urban	98	129
In-service 2 ($n = 1345$)	Rural	161	257
	Suburban	346	343
	Urban	96	142

Note. $N = 2838$. Rural ($n = 941$); Suburban ($n = 1358$); Urban ($n = 539$)

Reliability

Reliability scores were examined for each of the five traits within the survey. Of particular interest were the “Cronbach’s Alpha” coefficient and “Cronbach’s Alpha if item deleted.” Results indicated that removing one item in the authentic trait, AUT6,

“feel as if they must ‘play the role’ of a teacher to be effective,” would increase the reliability of the overall scale from $\alpha = .974$ to $\alpha = .976$ and the authentic scale from $\alpha = .643$ to $\alpha = .881$ (see Table 3).

Table 3
Internal Consistency Reliability on Overall Scale and Six Subscales

Scale	α^*	α if AUT6 deleted
Overall	.974	.976
Reflective	.897	
Caring	.955	
Responsible	.924	
Authentic	.643	.881
Responsive	.902	
Traits	.742	

Note. *Reported using Cronbach’s alpha

Descriptive Statistics Addressing Research Question #1

Only data from the in-service participant sample were used to address the first research question. Using Parkes, Doerksen, and Ritcher (2016) as a model, the analysis of descriptive statistics included mean scores, variance, and “essential” rankings. The mean, standard deviation, and percent rating “essential” for all items are listed by disposition in Tables O1–O5 in Appendix O. A detailed analysis of the tables in Appendix O showed that only seven statements did not meet the threshold of a high mean (> 4.25), low variance ($< .90$), and a rating of “essential” from at least 50% of the respondents (see Table 4). The high rate of agreement is not surprising given that the majority of the

statements included in this study were previously validated by professionals in teacher preparation programs (Parkes, Doerksen, & Ritcher, 2016).

Table 4

Statements with Low Mean, High Variance and/or Less Than 50% “Essential”

Category	Statement	Mean	S.D.	% “Essential”
Reflective	*1. reflect upon theory and rationale for current practices	4.30	0.77	47%
	*2. examine ethical, social, and political consequences of their teaching	4.19	0.87	44%
Responsible	*3. participate in communities of learning, discussions or other classroom activities	4.22	0.81	43%
Authentic	4. believe in openness and self-disclosure	4.04	0.96	39%
	5. meld personality uniqueness and curricular expectations into a personal ‘idiom’	4.06	0.94	39%
	6. feel as if they must ‘play the role’ of a teacher to be effective	2.78	1.19	9%
Responsive	7. respond to expectations of the community	4.19	0.80	40%

Note. $N = 2528$. * denotes statements that did not meet the threshold given by Parkes, Doerksen, and Ritcher (2016).

The ratings for reflective statements ranged from statements with high means, such as “accept feedback” ($M = 4.79$), “engage in self-assessment” ($M = 4.79$), “reflect about their practice” ($M = 4.74$), and “are committed to their own ongoing learning” ($M = 4.72$) to a low of $M = 4.19$ on “examine ethical, social, and political consequences of their teaching.” The latter statement, along with the statement of “reflect upon theory and rationale for current practice” (47% “essential” rating), did not meet the threshold of high mean, low variance, and 50% “essential.”

Statements rated highest in the caring category were “are respectful of students and families with special needs” ($M = 4.79$) and “create classrooms that are orderly and safe” ($M = 4.79$). Other statements with high ratings fell into broad themes that included respect of and between stakeholders regardless of diversity and creating a sense of community. Although respondents rated “believe that establishing relationships with students is a high priority” rather high, ($M = 4.75$), they rated “believe that relationships should be reciprocal” lowest in the category, ($M = 4.37$). Similarly, respondents rated “are empathetic” relatively low as well, ($M = 4.40$).

In the responsible category, respondents placed the highest value on statements related to personal integrity. The highest rated statements were “are reliable” and “are dependable” ($M = 4.86$). Also rated high were “accept/assume responsibility for their own professional actions” ($M = 4.85$) and “are accountable” ($M = 4.81$). The lowest rated statement in this category, “participate in communities of learning, discussions or other classroom activities” ($M = 4.22$), had an “essential” rating by only 43% of respondents. This statement was rated substantially lower than all other statements in the category and did not meet the threshold of high mean, low variance, and 50% “essential.”

Statements in the authentic category collectively received the lowest scores in the study. Only three of the six statements in the authentic category met the threshold of high mean, low variance, and 50% “essential.” The highest rated of these was “seek ways of teaching (procedures, methods, techniques, curricular approaches) that are honest, self-revealing and allow personal–professional congruence” ($M = 4.38$). The lowest rated statement was “feel as if they must ‘play the role’ of a teacher to be effective” ($M = 2.78$)

(coded as AUT6). This item was the only reverse-scored item on the survey, meaning that respondents had to mark “irrelevant” in order to respond in the affirmative. Furthermore, the extremely high variance ($S.D. = 1.19$) and low agreement on the “essential” rating (9%) suggest that the item was confusing to respondents. For these reasons, as well as the previously discussed impact on the reliability of the authentic scale and the overall scale, AUT6 was excluded from analysis beyond these descriptive statistics. The other two items that did not meet the threshold of high mean, low variance, and 50% “essential” were “believe in openness and self-disclosure” ($M = 4.04$) and “meld personality uniqueness and curricular expectations into a personal ‘idiom’” ($M = 4.06$).

The highest mean ratings in the responsive category were on the statements “responds to students’ levels of understanding” ($M = 4.71$) and “responds to the needs and actions of students” ($M = 4.60$). The statement with the lowest mean rating, which did not meet the threshold of high mean, low variance, and 50% “essential,” was the statement “responds to expectations of the community” ($M = 4.19$). Although the statement “responds to expectations of the profession” ($M = 4.36$) did meet the established threshold, it was the lowest rated statement in this category to do so.

Mean scores for responses on groups of statements related to each of the five traits were computed to get a sense of which dispositions respondents valued most. Additionally, respondents were given the name and description of each disposition and were asked to rate the degree to which they believed each disposition was essential to effective teaching. A comparison of the mean scores and rankings can be found in Table 5. The results of the mean responses on groups of statements in each category reflect the

findings given by Parkes, Doerksen, and Ritcher (2016), with the highest support for responsible followed by caring and then reflective. The added dispositions in this study, authentic and responsive, received less support than the other three. However, when presented with a description of each category, respondents indicated stronger support for both the authentic and responsive categories than for the reflective category.

Table 5

In-Service Participant Mean Responses for Descriptions and Statement Categories (rank in parentheses)

Category	Description	Description Mean	Statement Mean	Difference
Responsible	An orientation in which teachers accept that they are the primary cause for all that occurs in the classroom. Manifests in preparedness and professional conduct.	4.71 (1)	4.68 (1)	+.03
Caring	Places value on relationships. Allows one to be empathetic, nurturing, respectful, and kind. It manifests in a safe and orderly classroom environment in which students feel free to express themselves.	4.63 (2)	4.62 (2)	+.01
Reflective	Consciously subjects experiences, classroom practices, and beliefs about teaching and learning to critical analysis in order to better understand one's innate behaviors.	4.46 (5)	4.55 (3)	-.09
Responsive	A thinking-based orientation to teaching and learning that embraces the notion of the teacher as decision maker.	4.52 (4)	4.49 (4)	+.03
Authentic	Based upon a perceptual awareness about the nature of teaching and its purposes. Enables one to achieve personal-professional congruence and feel at ease in the classroom.	4.53 (3)	4.24 (5)	+.29

Note. $N = 2479$. The statement mean for authentic was computed after excluding AUT6 from analysis. The statement mean for authentic including AUT6 was $M = 4.00$.

The value placed on each disposition as indicated by the ratings of statements on the survey was confirmed by the ratings of the definitions. One noteworthy finding is that respondents rated the definitions higher than the statement means indicated on all but the reflective trait, which was .09 lower. Also, respondents rated the definition of the authentic trait considerably higher (+.29) than the statement means indicated they would have.

Assumptions Testing

Four assumptions were tested: normality; linear relationships among all pairs of dependent variables for each group of independent variables; homogeneity of variance/covariance matrices and homogeneity of error variances; and moderate correlations between dependent variables. An examination of histograms for all five dependent variables for all combinations of levels of all three factors indicated a consistently negative skew. Although this indicates that the assumption of normality was violated, all histograms look similar on all dependent variables for all combinations of levels of all factors. The negative skewness is a result of the high usage of the top rating.

Examinations of scatterplots for all pairs of dependent variables suggest a linear relationship. All plots showed concentrated dots in the upper-right corner of the plot and trailing down toward the lower-left. This matches what was observed in the histograms and also reflects the high usage of the top rating. Results indicate a moderate linear relationship between all pairs of dependent variables. Homogeneity of variance/covariance matrices was tested using Box's M, and homogeneity of error

variances was tested using Levene's test of error variances. These will differ depending on the specifics of each MANOVA and will be reported with those results.

Finally, correlations between all five dependent variables on all levels of all factors suggested a moderate correlation between the dependent variables. The results of the overall correlation show that the correlations between dependent variables ranged from $r = .50$, between reflective and authentic, to $r = .78$, between caring and responsive (see Table 6). This pattern, of the lowest correlation being between reflective and authentic and the highest being between caring and responsive, held true for all correlations. The lowest correlation was between the reflective and authentic variables on the rural level of the locality factor ($r = .48$), and the highest correlation was between the caring and responsive variables on the instrumental level of the teaching area factor ($r = .79$). This verifies that MANOVA is an appropriate test for the current data.

Table 6

Pearson Correlations of Dependent Variables

	Reflective	Caring	Responsible	Authentic	Responsive
Reflective	1	.65**	.62**	.50**	.64**
Caring		1	.75**	.65**	.78**
Responsible			1	.61**	.73**
Authentic				1	.62**
Responsive					1

Note. ** Correlation is significant at the .01 level (two-tailed).

Due to extremely unequal sample sizes, statistical comparisons were not possible with the current data between the pre-service levels and the in-service levels of the

experience factor. Statistical comparisons were made between the levels of pre-service participants and levels of in-service participants, and descriptive comparisons were made between all four levels of the experience factor. Similarly, due to extremely unequal sample sizes, statistical comparisons of the locality factor were only made between the rural and urban levels of the MANOVA using the pre-service experience levels, and between the rural and suburban levels of the MANOVA using the in-service experience levels. Descriptive comparisons between the levels of the experience factor were made when statistical comparisons were not possible.

Results of the multivariate tests are reported using Pillai's trace, instead of the more common Wilk's λ , because it is robust to violations of the assumption of normality as well as unequal variances and sample sizes (Warner, 2013; Ho, 2014).

One-Way MANOVAs Addressing Research Question #2

Two separate one-way MANOVAs were performed on the data using the five researcher-designed dispositions scales (reflective, caring, responsible, authentic, and responsive) as dependent variables. The factor for the first MANOVA was experience (a fixed factor with level 1=early pre-service, and level 2=late pre-service), and the factor for the second MANOVA was experience (a fixed factor with level 1=early in-service, and level 2=late in-service). Note that, due to the disparity in sample sizes, the levels are different for the experience factor for each MANOVA.

Pre-service participant results. Box's M test was not statistically significant, Box $M = 20.83$, $p > .05$, indicating that the multivariate assumption of equal variance-covariance matrices was met. The results of the MANOVA using the experience factor

with pre-service levels show that there is no statistically significant difference between the two levels on the set of five dependent variables, as indicated by the multivariate Pillai's trace, Pillai's = .008, $F(5, 304) = .767$, $p = .767$, $\eta^2 = .008$.

In-service participant results. Box's M test was statistically significant, Box $M = 54.36$, $p < .001$, indicating that the multivariate assumption of equal variance-covariance matrices was not met; MANOVA is relatively robust to violations of this assumption. Levene's test was not statistically significant ($p > .001$) on any of the five dependent variables, indicating that the assumption of homogeneity of error variances was met. An alpha level of .001 was used as the criterion due to the large sample size (Warner, 2013). The univariate results can be interpreted with confidence.

The results of the MANOVA using the experience factor with in-service levels show that there is a statistically significant difference between the two levels on the set of five dependent variables, as indicated by the multivariate Pillai's trace, Pillai's = .013, $F(5, 2522) = 6.57$, $p < .001$, $\eta^2 = .013$. This means that 1.3% of the variance in the overall mean ratings of all five dependent variables is uniquely accounted for by the differences among the in-service levels of the experience factor.

As a follow-up, the univariate tests on all five dependent variables were examined to determine where the differences exist. Results from the univariate F -tests indicate statistical significance (using $\alpha = .05$ as the criterion) on three of the five dependent variables: caring, $F(1, 2526) = 4.10$, $p = .043$, $\eta^2 = .002$; authenticity, $F(1, 2526) = 11.10$, $p = .001$, $\eta^2 = .004$; and responsive, $F(1, 2526) = 8.80$, $p = .003$, $\eta^2 = .003$. An

examination of the descriptive statistics shows that the mean rating for EIS is higher than for LIS on all three of these variables (see Table 7).

Table 7

*Means and Standard Deviations for
all Four Levels of the Experience
Factor on Five Dependent Variables*

Variable	Mean	S.D.
Reflective		
EPS	4.61	0.33
LPS	4.58	0.37
EIS	4.55	0.37
LIS	4.55	0.37
Caring		
EPS	4.71	0.32
LPS	4.67	0.36
EIS	4.63	0.38
LIS	4.60	0.40
Responsible		
EPS	4.77	0.29
LPS	4.73	0.34
EIS	4.67	0.37
LIS	4.67	0.35
Authentic		
EPS	4.48	0.58
LPS	4.40	0.59
EIS	4.27	0.70
LIS	4.17	0.75
Responsive		
EPS	4.62	0.44
LPS	4.60	0.44
EIS	4.51	0.49
LIS	4.45	0.50

Note. EPS ($n = 151$), LPS ($n = 159$),
EIS ($n = 1183$), LIS ($n = 1345$).

Although the pre-service and in-service groups could not be analyzed for statistically significant differences, an examination of the mean and standard deviation for each of the four levels on each of the five dispositions revealed a pattern. Mean ratings for each variable decreased as the experience level increased from pre-service to in-service (see Table 7).

Three-Way Factorial MANOVAs Addressing Research Question #3

Two separate $2 \times 2 \times 2$ MANOVAs were performed on the data using the five researcher-designed dispositions scales (reflective, caring, responsible, authentic, and responsive) as dependent variables. The factors for the first MANOVA were experience (a fixed factor with level 1=early pre-service, and level 2=late pre-service), teaching area (a fixed factor with level 1=instrumental, and level 2=vocal/general), and locality (a fixed factor with level 1=rural, and level 2=urban). The dependent variables and the teaching area factor were the same for the second MANOVA. The differences were the experience factor (a fixed factor with level 1=early in-service, and level 2=late in-service) and the locality factor (a fixed factor with level 1=rural, and level 2=suburban). Note that, due to the disparity in sample sizes, the levels are different for the experience and locality factors for each factorial MANOVA. Each of the 16 cells in this design corresponded to one combination of experience, locality, and teaching area.

Pre-service participant results. Box's M test was statistically significant, Box $M = 240.60$, $p < .001$, indicating that the multivariate assumption of equal variance-covariance matrices was not met; MANOVA is relatively robust to violations of this assumption. Levene's test was not statistically significant ($p > .001$) on any of the five

dependent variables, indicating that the assumption of homogeneity of error variances was met. The univariate results can be interpreted with confidence.

For the overall MANOVA using the pre-service levels of the experience factor, only the multivariate test for teaching area was statistically significant, Pillai's trace = 0.087, $F(5, 147) = 2.82$, $p < .05$, showing a main effect for this variable. This suggests that there is a difference in mean ratings of disposition statements based on the teaching area (i.e., whether participants teach instrumental music or vocal/general music). The corresponding effect size of partial $\eta^2 = .087$ indicated a medium main effect for teaching area. This means that 8.7% of the variance in the overall mean ratings of all five dependent variables is uniquely accounted for by the differences among the levels of the teaching area factor. There were no statistically significant interaction effects.

Since there was a statistically significant finding, the univariate test results were examined to determine where the difference exists. The only statistically significant univariate test for the teaching area factor was for the reflective variable, $F(1, 151) = 6.38$, $p < .05$. The corresponding effect size of partial $\eta^2 = .041$ indicated a medium main effect for teaching area on the reflective variable. This means that 4.1% of the variance in the mean ratings of the reflective variable is uniquely accounted for by the differences among the levels of the teaching area factor. An examination of mean ratings presented in Table 8 showed instrumental teachers ($M = 4.68$) gave higher ratings than vocal/general teachers ($M = 4.53$) on the reflective trait.

Table 8

Means (Standard Deviations) for Five Dependent Variables for Levels of the Experience, Teaching Area, and Locality Factors Included in the First Factorial MANOVA

Factor	Reflective	Caring	Responsible	Authentic	Responsive
EXP					
EPS (<i>n</i> = 85)	4.64 (0.35)	4.72 (0.36)	4.79 (0.33)	4.48 (0.57)	4.65 (0.45)
LPS (<i>n</i> = 74)	4.58 (0.37)	4.66 (0.38)	4.74 (0.35)	4.45 (0.61)	4.60 (0.48)
TA					
INST (<i>n</i> = 61)	4.68 (0.36)	4.71 (0.37)	4.81 (0.34)	4.54 (0.59)	4.63 (0.46)
VOC/GEN (<i>n</i> = 98)	4.53 (0.35)	4.66 (0.35)	4.72 (0.33)	4.39 (0.56)	4.62 (0.45)
LOC					
RUR (<i>n</i> = 85)	4.61 (0.35)	4.72 (0.36)	4.78 (0.33)	4.53 (0.57)	4.68 (0.45)
URB (<i>n</i> = 74)	4.60 (0.37)	4.66 (0.38)	4.75 (0.35)	4.40 (0.60)	4.56 (0.48)

Note. *N* = 159. Calculations exclude in-service participants and suburban participants.

In-service participant results. Box's *M* test was statistically significant, Box *M* = 178.63, $p < .001$, indicating that the multivariate assumption of equal variance-covariance matrices was not met; MANOVA is relatively robust to violations of this assumption. Levene's test was not statistically significant ($p > .001$) on any of the five dependent variables, indicating that the assumption of homogeneity of error variances was met. The univariate results can be interpreted with confidence.

For the overall MANOVA using the in-service levels of the experience factor and the rural and suburban levels of the locality factor, the multivariate test for the main effects were statistically significant for: experience, Pillai's trace = 0.009, $F(5, 2051) =$

3.71, $p < .05$, $\eta^2 = .009$; teaching area, Pillai's trace = 0.025, $F(5, 2051) = 10.62$, $p < .05$, $\eta^2 = .025$; and locality, Pillai's trace = 0.006, $F(5, 2051) = 2.67$, $p < .05$, $\eta^2 = .006$. This suggests that there is a difference in the mean ratings of disposition statements based on the experience (i.e., whether participants were early-career or late-career in-service music teachers), teaching area (i.e., whether participants teach instrumental music or vocal/general music), and locality (i.e., whether participants teach in a rural or suburban setting). However, the corresponding effect sizes, as indicated by the partial η^2 coefficients, indicated a small main effect for all factors. This suggests that only a small portion of the variance in the overall mean ratings of all five dependent variables is uniquely accounted for by the differences among the levels of the experience (0.9%), teaching area (2.5%), or locality (0.6%) factors. There were no statistically significant interaction effects.

Since there were statistically significant findings, the univariate test results were examined to determine where the differences existed. There was a main effect on one dependent variable for the experience factor: authentic, $F(1, 2055) = 6.05$, $p < .05$, $\eta^2 = .003$. The corresponding effect size for the authentic trait indicated a small main effect for experience. Only 0.3% of the variance in the overall mean ratings of the authentic variable is uniquely accounted for by the differences among the levels of the experience factor. An examination of the means ratings showed that early-career in-service participants ($M = 4.26$) rated the authentic trait higher than late-career in-service participants ($M = 4.18$). The main effect for experience on the responsive variable was approaching significance: $F(1, 2055) = 3.77$, $p = .05$, $\eta^2 = .002$. However, the mean

ratings showed less difference between early-career in-service participants ($M = 4.49$) and late-career in-service participants ($M = 4.45$).

For the teaching area factor, the only significant univariate test was for the caring variable, $F(1, 2055) = 16.59, p < .05$. The corresponding effect size of partial $\eta^2 = .008$ indicated a small main effect for teaching area. This means that only 0.8% of the variance in the overall mean ratings of the caring variable is uniquely accounted for by the differences among the levels of the teaching area factor. An examination of the mean ratings of this trait showed that vocal/general participants ($M = 4.64$) rated the caring variable higher than the instrumental participants ($M = 4.57$).

For the locality factor, the only significant univariate test was also for the caring variable, $F(1, 2055) = 3.98, p < .05$. The corresponding effect size of partial $\eta^2 = .002$ indicated a small main effect for teaching area. This means that only 0.2% of the variance in the overall mean ratings of the caring variable is uniquely accounted for by the differences among the levels of the locality factor. An examination of the mean ratings of the caring trait showed that suburban participants ($M = 4.62$) rated this trait higher than rural participants ($M = 4.59$).

Table 9

Means (Standard Deviations) for Five Dependent Variables for Levels of the Experience, Teaching Area, and Locality Factors Included in the Second Factorial MANOVA

Factor	Reflective	Caring	Responsible	Authentic	Responsive
EXP					
EIS (<i>n</i> = 956)	4.54 (0.40)	4.62 (0.40)	4.67 (0.37)	4.26 (0.77)	4.49 (0.53)
LIS (<i>n</i> = 1107)	4.54 (0.40)	4.60 (0.40)	4.68 (0.37)	4.18 (0.77)	4.45 (0.53)
TA					
INST (<i>n</i> = 851)	4.55 (0.41)	4.57 (0.41)	4.68 (0.38)	4.19 (0.76)	4.46 (0.53)
VOC/GEN (<i>n</i> = 1212)	4.54 (0.38)	4.64 (0.38)	4.67 (0.35)	4.24 (0.73)	4.48 (0.49)
LOC					
RUR (<i>n</i> = 856)	4.53 (0.38)	4.59 (0.41)	4.67 (0.38)	4.23 (0.76)	4.45 (0.53)
SUB (<i>n</i> = 1207)	4.56 (0.38)	4.62 (0.38)	4.68 (0.38)	4.20 (0.73)	4.49 (0.49)

Note. *N* = 2063. Calculations exclude in-service participants and suburban participants.

Chapter Five

The purpose of this study was to identify, examine, and compare beliefs about professional dispositions held by pre-service and in-service music teachers. This chapter will offer conclusions, implications, and ideas for future research to address the following research questions:

1. What dispositional statements do secondary-level music teachers value?
2. Are there differences in dispositional beliefs between levels of pedagogic knowledge and classroom teaching experience (collectively referred to as experience)?
3. To what extent do beliefs about dispositions vary by locality, teaching area, and level of teacher experience?

Pre-service ($n = 307$) and in-service ($n = 2479$) music teachers completed a survey containing 87 dispositional statements and five defined disposition categories. The participants self-identified with early pre-service ($n = 150$), late pre-service ($n = 157$), early in-service ($n = 1165$), and late in-service ($n = 1314$) experience levels. All pre-service and in-service teachers also self-identified with teaching areas, eventually coded as instrumental ($n = 1155$) and vocal/general ($n = 1631$), as well as locality, eventually coded as suburban ($n = 1334$) and rural/urban ($n = 1452$). Participants were first asked to indicate the degree to which they believed each statement was essential to effective

teaching. In the final section, participants were asked to indicate the degree to which they believed each disposition category, presented by name and description, was essential to effective teaching. Results of an in-depth analysis of descriptive statistics suggested that the dispositional statements and categories were generally believed to be very important or essential to effective teaching. Results of two one-way MANOVAs and two factorial MANOVAs indicated that there were few statistically significant main effects between levels of experience, locality, or teaching area and only one interaction effect between locality and teaching area.

Conclusions

The results of this study also support other research on dispositions (e.g., McEwan, 2002; Noddings, 1984 [as cited in Clark, 2005]; Parkes, Doerksen, & Ritcher, 2013, 2016; Ramezanzadeh, Adel, & Zareian, 2016; Stronge, 2007; Smith & Emigh, 2005). That respondents to the current study placed a relatively high value on the reflective disposition supports Stronge's (2007) notion of the importance of reflection in teaching effectiveness and student achievement. Similarly, the high ratings in the current study on statements related to relationships in the caring category support Smith and Emigh (2005) and Noddings (1984), as cited in Clark (2005), who stress the importance of relationships and demonstrating care toward all students. The results of the mean responses on groups of statements in each category support the findings by Parkes, Doerksen, and Ritcher (2016), with the highest support for statements in the responsible category followed by caring and then reflective (see Table 5). However, McEwan's (2002) inclusion of the ability to respond to the needs of the profession is not supported

in the current study. Participants rated the responsive statement “respond to the expectations of the profession” second lowest in the category.

The analysis of descriptive statistics to address the first research question suggests that in-service music teachers generally believe that dispositions are an essential characteristic of effective music teaching. Therefore, the inclusion of the five dispositions in this study in a predictive model of an effective secondary-level music educator is supported. Previous research by Smith and Wuttke (2016) began the development of a model by identifying specific measurable skills that identify strength in musical competency and teaching competency (see Figure P1 in Appendix P). Based on the findings of the current study, the hypothesized model has been updated to include dispositions (see Figure 1).

In this model, the degree to which musical competencies and teaching competencies predict music teacher effectiveness would differ depending on dispositions. This is a visual representation of the hypothesis that musical and teaching competencies contribute differently to teacher effectiveness when there is an attitude, or desire, to use the skills and knowledge to enable student learning. This supports the notion posited by Dewey (1933) that teachers must possess the desire to use their knowledge and skill to promote student learning.

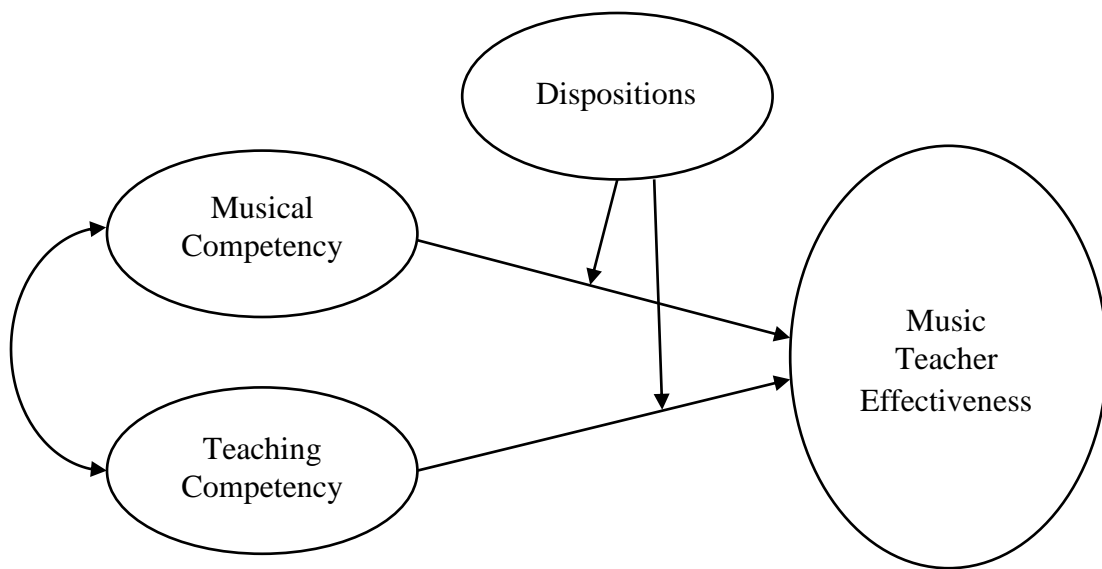


Figure 1. Hypothesized latent trait model with dispositions as a moderating variable.

Of the 87 statements included in the survey, seven did not meet the criteria – high mean, low variance, and an ‘essential’ rating by at least 50% of respondents – to be included as indicators in the final hypothesized model (see Table 4 in Chapter 4). This provides 68 specific measureable behaviors as indicators of strength in the three categories of reflective, caring, and responsible to be included in a predictive model. Before making a final determination of statements to be included to indicate the strength of authentic and responsive dispositions, statements should be further developed and validated, as Parkes, Doerksen, and Ritcher (2016) did with statements in the reflective, caring, and responsible categories. As a starting point, the current study provides statements that have been validated, or invalidated, by in-service music teachers.

The results of this study are inconclusive regarding the hypothesis that dispositions develop with the acquisition of knowledge and experience. Specifically,

there were no statistically significant main effects for pre-service participants and only a small main effect found for in-service participants for three of the five dispositions included in this study. Furthermore, the descriptive statistics suggest the opposite may be true. As can be seen in Table 7, the mean ratings of all five dispositions were highest for the early pre-service participants and got progressively lower with more experience. However, this should not be taken as a definitive result. In order to truly study whether dispositions develop with the acquisition of pedagogical knowledge and classroom teaching experience, one must undertake a longitudinal study to follow teachers from the time they enter a TPP until they have more than 10 years of classroom experience. The clearest conclusion from the current study is that more research is needed to discover how dispositions develop and what, if any, effect experience has on beliefs about dispositions.

The only statistically significant differences in the levels on the teaching area factor or the locality factor were on the caring trait. However, in both instances, the effect sizes were extremely small with only 0.8% and 0.2% of the total variance being accounted for by teaching area and locality, respectively. Although the findings were statistically significant, such small percentages would not be considered practically significant. Therefore, the results of the current study suggest that dispositional beliefs do not practically differ depending on whether one teaches instrumental music or vocal/general music or whether one teaches in a rural, suburban, or urban setting.

Implications

The respondents to this survey displayed a reluctance to disclose too much of themselves to their students. This is evidenced by the relatively low ratings of statements

pertaining to reciprocity in relationships, revealing aspects of oneself or one's personality, and empathy (see Table 10). This is a contradiction of what one might expect to find in the teaching profession, especially in the arts. Teaching is a human endeavor in which building relationships is paramount. According to Noddings (1996), there is high value in reciprocal teacher–student relationships. Similarly, Muller (2001) suggests that reciprocity is a key component of caring. Therefore, it is incongruous to value caring highly, as the participants did in the current study, but not value reciprocity in relationships.

Table 10

Mean ratings for statements pertaining to disclosure

Statement	Mean
Are empathetic	4.40
Believe relationships should be reciprocal	4.37
Believe in openness and self-disclosure	4.04
Believe in being 'real' as a person and teacher	4.31
Meld personality uniqueness and curricular expectations into a personal idiom	4.06
Seek ways of teaching that are honest, self-revealing and allow personal–professional congruence	4.38
Feel a sense of freedom and openness that allows them to be a unique person in honesty and genuineness	4.28

Note. $N = 2479$

All mean ratings being between “very important” and “essential” on the Likert scale used is a result of the small variance in this study. There is a need for further research that allows for more variance in ratings in order to explore whether teachers

actually do not value these traits, or do value them, but not as much as other traits included in the current study.

Respondents to the survey in the current study place a high value on statements directly related to improving instructional outcomes through the development of their own teaching competencies. This suggests that dispositions could impact competency. That teachers strongly value the development of their own teaching competencies, which would ultimately require continuing education that occurs in the summer, contradicts the notion often presented in the mainstream press of the overpaid teacher who only works 180 days per year and takes summers off (e.g., Biggs & Richwine, 2011; Riggs, 2015).

That respondents to the current study place less importance on statements that place their focus on external outcomes (e.g., social justice, social or political consequences) or external expectations (e.g., community, profession) runs contrary to the definition of dispositions offered by NCATE in 2000 when the construct was introduced to the accreditation framework (Borko, Liston, & Whitcomb, 2007). At that time, one of the stated guiding values of dispositions was social justice. Although the definition was changed in 2006 after considerable attention and controversy, ideas promoting social justice are still often included in dispositions research (e.g., Parkes et al., 2016). That respondents in the current study indicated less value for these statements suggests a move away from the idea of meeting social expectations. However, results suggest a move toward promoting respect for and between students. That all seven statements on the survey dealing with respect had a mean rating greater than 4.69 suggests that teachers place a high priority on promoting respect toward and between students and other

stakeholders. This is encouraging given the general atmosphere of disrespect and intolerance that seems currently to permeate popular culture in the U.S.

The results of the two one-way MANOVAs and the analysis of the descriptive statistics used to address the second research question suggest that dispositions do not develop with experience. This is likely a result of the fairly recent focus on teaching dispositions in TPPs. Those currently in TPPs or who have been teaching for the past 10 years are likely to have gone through some type of dispositional assessment at some point in their education. At the very least, they would have encountered readings or lessons about the importance of appropriate teacher dispositions. On the other hand, teachers who have been “in the field” for more than 10 years are likely not to have had the same experiences with dispositional assessment. They would more likely have encountered the concept as a result of professional development offerings.

Future Research

The next step in the current line of research on dispositions is to replicate this study using a stratified random sampling method. Stratified random sampling will ensure that the sample represents the proportions in each subgroup of teaching area, locality, and experience as they exist in the population. Measures should be taken to avoid the extremely unequal sample sizes and violations of normality that occurred in the current study. A replication study should also take into account a couple of problems encountered with the survey. First, years of experience should be collected as discrete years completed to allow the sample to be divided in a way that better reflects the data and the population. Second, statements in the authentic and responsive categories should be developed and

validated, as Parkes, Doerksen, and Ritcher (2016) did with statements in the reflective, caring, and responsible categories. As a starting point, the current study provides statements that have been validated, or invalidated, by in-service music teachers. Particular attention should be given to statements identifying strength in the authentic disposition.

Authenticity in teaching is a relatively new topic of research in education (Kreber & Klampfleitner, 2013; Laursen, 2005; Ramezanzadeh, Adel, & Zareian, 2016; Usher, 2002). According to Kreber and Klampfleitner (2013), authenticity could become “wrongly dismissed as being too slippery, too vague, and too ethically dubious to usefully inform teaching” (p. 485) if it is not better understood. The lack of research on authenticity as related to the teaching–learning process could be due to just that. As such, there is a need to better define this trait as it relates to the teaching–learning process. That three of the six statements in the authentic category in the current study did not meet the established threshold for inclusion in the model suggests that further work is needed in the development of meaningful statements that adequately represent this disposition. Respondents rated the definition of the authentic trait considerably higher than the statement means indicated they would have, and this is more evidence of the need for a better understanding of this trait and for the development of statements that accurately reflect the dimensions within the trait.

There is a decided need for studies that empirically identify dispositions evident in effective music teachers. Future research on dispositions should include a triangulated approach that includes psychometrics, projective techniques, and observations. This

could be accomplished using a multitrait-multimethod model (MTMM) as illustrated in Figure 2. Confirmatory factor analysis with multiple traits and multiple methods (CFA MTMM) could be used to check for convergent validity of each trait, the discriminant validity of each measure, and method effects caused by the method-specific variance.

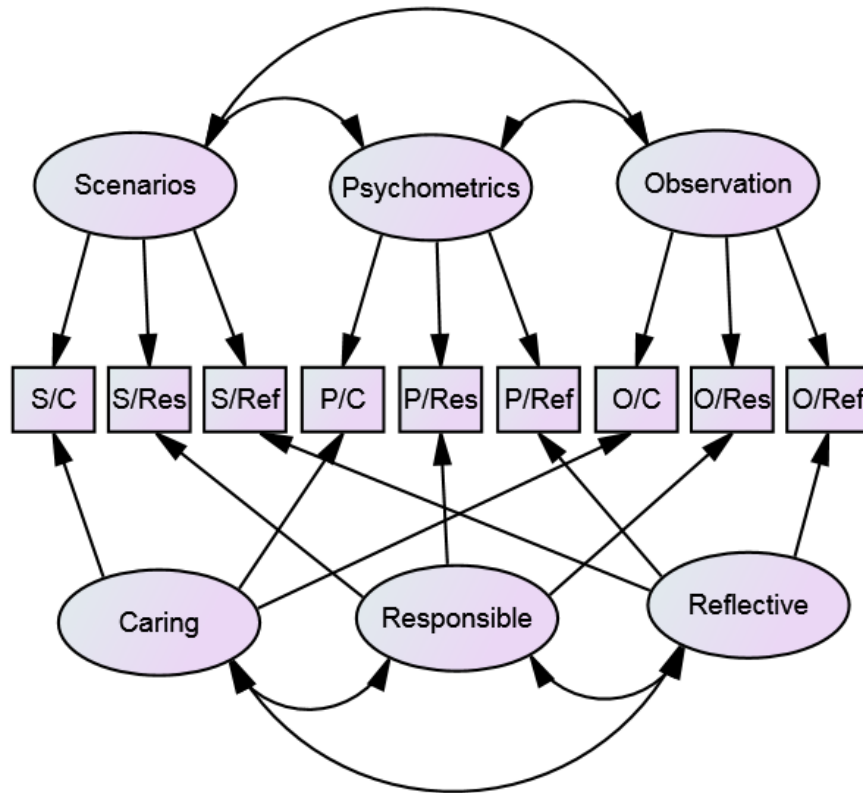


Figure 2. Hypothesized Multitrait-Multimethod Model of three dispositional traits (caring, responsible, and reflective) with items collected using three methods (scenarios, psychometrics, observation). This model could be used in future research on teacher dispositions.

The use of MTMM modeling should not be limited to the study of dispositions. It could be a vital methodology for the development of a predictive model describing the

effective music educator. In today's climate of accountability and teacher evaluation, administrators who are not trained in music or music education are being asked to accurately identify effective music teaching when those in the profession cannot agree on what that entails. A predictive model that has been empirically tested may provide much needed guidance for administrators and teacher evaluators. The current study is the second in an overall research agenda to provide just such a model. The hypothesized model presented in Figure 1 needs to be empirically tested using a multimethod approach involving psychometrics, projective techniques, and observations.

One of the inherent problems in the current study, and many like it, is the use of self-reporting. The usual warning about self-reporting is that respondents are unwilling to provide an accurate picture of themselves due to social pressure or expectations, or the threat of undesirable consequences. However, according to Usher (2003), the more profound problem is the many dimensions of self that people simply cannot report. When a person is asked to report on a dimension of self that includes an extensive internal field of meaning, such as dispositions, they are being asked to report on behaviors which are the result of the totality of their field of perception at the time of the behavior. Obtaining an accurate and reliable measure long after the behavior occurred is difficult at best. Furthermore, when a person is asked to focus and report on him/herself, that request changes the field of perception and changes the nature of self. Thus, self-reporting is a behavior that complicates the task of assessing dispositions from which behavior takes its meaning. Both the commonly proffered warnings and the warnings offered by Usher (2003) can be mitigated by using a multimethod approach.

One of the conundrums in research on teacher effectiveness is that to empirically test the traits listed in a model describing the effective music teacher, we must be able to define and identify indicators of effectiveness and differentiate them from indicators of successfulness. Anecdotal evidence of music teachers receiving contract renewals, continuing contracts (i.e., tenure), and/or teaching awards based on the number of behavior referrals, the number of students enrolled in the music program, and/or the work they do within the school community abound. However, these are all evidence of success in one's career, not of success in the teaching-learning process. Evidence of teaching effectiveness must contain some measure of students' acquisition of knowledge and skill. However, identifying what contributed to student learning becomes an extremely difficult task when considering that teaching involves not only the teacher but also students, outside influences, and school environments that the music teacher cannot control, as well as mismatches between teachers' musical biographies and students' views and tastes in music. As Brand (2009) puts it, these variables work together so that "a search for one single kind of good teacher that fits universally all teaching environments, all teachers, and pupils is futile" (p. 17).

This study has provided a multivariate approach to define areas of importance for identifying behaviors that indicate strength in teacher dispositions. By adding to the current research in developing a comprehensive model of the effective secondary-level music teacher, this study helps to identify characteristics that teachers will need for effectiveness in the music classroom.

Appendix A

Teachers Contract, Term 1923

This is an agreement between Miss _____ teacher, and the Board of Education of the _____ School, whereby Miss _____ agrees to teach in the _____ School for a period of eight months, beginning September 1, 1923. The Board of Education agrees to pay Miss _____ the sum of \$75 per month.
Miss _____ agrees:

1. Not to get married. This contract becomes null and void immediately if the teacher marries.
2. Not to keep company with men.
3. To be at home between the hours of 8 pm and 6 am unless in attendance at school functions.
4. Not to loiter in downtown ice-cream stores.
5. Not to leave town at any time without the permission of the Chairman of the Board of Trustees.
6. Not to smoke cigarettes. This contract becomes null and void immediately if the teacher is found smoking.
7. Not to drink beer, wine or whiskey. This contract becomes null and void immediately if the teacher is found drinking beer, wine or whiskey.
8. Not to ride in a carriage or automobile with any man except her brother or father.
9. Not to dress in bright colors.
10. Not to dye her hair.
11. To wear at least two petticoats.
12. Not to wear dresses more than two inches above the ankle.
13. To keep the schoolroom clean:
 - A. To sweep the classroom floor at least once daily.
 - B. To scrub the classroom floor with hot water and soap at least once weekly.
 - C. To clean the blackboard at least once daily.
 - D. To start the fire at 7:00 am so the room will be warm at 8:00 am when the children arrive.

Figure A1. 1923 Teachers' Contract

Appendix B

InTASC Model Core Teaching Standards April 2011

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

PERFORMANCES

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ESSENTIAL KNOWLEDGE

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

CRITICAL DISPOSITIONS

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PERFORMANCES

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

ESSENTIAL KNOWLEDGE

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

PERFORMANCES

- 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ESSENTIAL KNOWLEDGE

- 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

CRITICAL DISPOSITIONS

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

PERFORMANCES

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

ESSENTIAL KNOWLEDGE

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

CRITICAL DISPOSITIONS

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4 (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

PERFORMANCES

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

PERFORMANCES

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ESSENTIAL KNOWLEDGE

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher knows when and how to evaluate and report learner progress against standards.

6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

CRITICAL DISPOSITIONS

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PERFORMANCES

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ESSENTIAL KNOWLEDGE

7(g) The teacher understands content and content standards and how these are organized in the curriculum.

7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

CRITICAL DISPOSITIONS

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PERFORMANCES

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

CRITICAL DISPOSITIONS

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

PERFORMANCES

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

CRITICAL DISPOSITIONS

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

PERFORMANCES

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ESSENTIAL KNOWLEDGE

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

CRITICAL DISPOSITIONS

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

Appendix C

NASM Handbook, 2013, p. 117

3. Desirable Attributes, Essential Competencies, and Professional Procedures

a. Desirable Attributes

The prospective music teacher should have:

- (1) Personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the ability to fulfill these commitments as an independent professional.
- (2) The ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage.
- (3) The capability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences.
- (4) The ability to articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.
- (5) The ability to work productively within specific education systems, promote scheduling patterns that optimize music instruction, maintain positive relationships with individuals of various social and ethnic groups, and be empathetic with students and colleagues of differing backgrounds.
- (6) The ability to evaluate ideas, methods, and policies in the arts, the humanities, and in arts education for their impact on the musical and cultural development of students.
- (7) The ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills.

Appendix D

Lists of Uncategorized Dispositions

Whitsett, et al. (2007)*	Notar, et al. (2009)**	Rike & Sharp (2008)***
Appreciating the importance of collaboration to achieve classroom and school goals/vision	Attendance/Punctuality - Candidate follows required course attendance policy; arrives early and never leaves class	Adjusts or revises lesson plans to meet students needs and/or changing circumstances
Embracing the practice of self-reflection (using information/data) as a basis for personal and professional growth	Timeliness w/Assignment - Assignments are turned in on time	Has passion for teaching as a profession and demonstrates enthusiasm for working with children
Demonstrating active concern for the progress of ALL learners	Appearance - Candidate dresses in an appropriate manner; is well groomed	Is committed to ensuring that all students have the opportunity to achieve to the best of their potential
Acknowledging the importance of family, community, school, cultural, and other contexts to learning	Poise - Appears to be confident and consistently composed	Demonstrates accountability for student learning and development
Treating others with respect and fairness	Attitude - Displays appropriate professional behavior and a positive attitude; acts in a mature manner; accepts constructive criticism	Treats all students fairly and equally, while respecting individual differences and experiences

Whitsett, et al. (2007)*	Notar, et al. (2009)**	Rike & Sharp (2008)***
Acknowledging the importance of cognitive, physical, social, emotional, character, and spiritual development in learners	Initiative - Participates; is inquisitive; will assume added responsibilities	Works professionally with peers, parents, colleagues, and community agencies
Appreciating the importance of student ideas and participation in the building of meaning and relevance	Responsiveness to feedback - Accepts feedback about performance and will refine practice	Appreciates and values human diversity, and shows respect for and sensitivity to students' varied perspectives, talents, and cultures, and adapts instruction/interactions accordingly
Acknowledging the value of technology as a tool for learning and teaching and communicating	Rapport - Effective in establishing a rapport with others; exhibits an appropriate level of caring and respect	Realizes that learning is an ongoing process and is committed to reflection, assessment, and self-assessment
Embracing active learning and teaching as a way of life in the classroom		Demonstrates commitment to the development of the whole child: cognitively, socially, emotionally, physically, and aesthetically
Acknowledging that subject matter is in a constant state of change as scholars "seek" the truth within the discipline		Persists in helping <i>all</i> children become successful lifelong learners
Valuing conceptual understanding via a variety of strategies, methods, and models of teaching/learning		Recognizes the value of intrinsic motivation to helping student develop the attitudes necessary for becoming lifelong learners

Whitsett, et al. (2007)*	Notar, et al. (2009)**	Rike & Sharp (2008)***
Demonstrating a willingness to search for and communicate the “power” ideas in the teaching discipline		Demonstrates integrity and honesty and meets ethical expectations
Demonstrating a willingness to extend “reach” and repertoire		
Demonstrating a willingness to learn with and from others		
Demonstrating willingness to change when change seems the best course of action		

Notes: *Whitsett, Roberson, Julian, & Beckham (2007); **Notar, Riley, Taylor, Thornburg, & Cargill (2009); ***Rike & Sharp (2008)

Appendix E

Dispositions Listed in Shaklee (2006)

Elementary Education Intern Profile	Professional and Personal Development
Displays a professional attitude about learning/participation	Possess the basic skills and knowledge needed to guide students' learning
Fulfills responsibilities and assignments in a timely manner	Demonstrates effort to continue learning both content and pedagogy
Demonstrates organizational and planning skills	Reflects on his/her professional practice, including personal teaching and learning style
Demonstrates competency in written expression	Welcomes assistance for improvement and problem solving
Demonstrates competency in oral expression	Implements suggestions and changes for improvement
Demonstrates reflective skills	Can develop and explain professional judgments using research-based theory and experience
Displays a willingness to accept constructive criticism and acts accordingly	Engages in productive relationships with professional colleagues and support staff
Demonstrates effective human relations skills	Demonstrates stamina, flexibility, and a positive attitude
Displays sensitivity to diverse populations	Is responsible, dependable, and observant of school policies and procedures
Collaborates effectively with others on tasks/assignments	Demonstrates dispositions associated with an effective career educator

Elementary Education Intern Profile	Professional and Personal Development
Assumes a leadership role in the class and cohort	Projects a professional image in terms of demeanor and appearance
Displays professional integrity	Meets expectations for attendance
Handles stress appropriately	Meets expectations for professional behavior
Projects a professional image	
Engages in a long-range planning for professional development	

Appendix F

Usher's Five Dispositions of Teacher Effectiveness

Category	Dispositions			
Empathy	Initially seeks to understand the other persons' point of view	Is strongly committed to sensitivity and to understanding the individual learner's present perceptions	Sees that the beginning point of learning is dependent upon a clear and accurate "fix" on the learner's private world of awareness at the time	Respects and accepts as real each person's own unique perceptual world
Positive View of Others	Has a sense of trust and confidence in other persons' worth, ability and capacity for growth, development, and learning	Sees other people in essentially positive ways	Honors the internal dignity and integrity of learners and holds positive expectations for their behavior	More apt to approach others believing they "can" than they "can't"

Category		Dispositions			
Positive View of Self	Has a self concept that is positive with a resultant overall sense of self-adequacy	Sees him/herself as essentially dependable and capable in the tasks of teaching	Sees him/herself generally but not exclusively in positive ways - with an overall positive, abiding and trustworthy sense of actual and potential worth, ability and capacity for growth	Honors the internal dignity and integrity of self and holds positive expectations for his/her own actions	More apt to be optimistic. More apt to be realistic
Authenticity	Has ways of teaching (procedures, methods, techniques, curricular approaches) that are honest, self-revealing and allow personal-professional congruence	Uses approaches to teaching that are realistic, open and “fit” the people and situations and purposes at hand	Sees the importance of openness, self disclosure and being “real” as a person and teacher	Has developed a personal “idiom” as a teacher who melds personality uniqueness with curricular expectation	

Category	Dispositions				
Meaningful Purpose and Vision	Committed to purposes of teaching built upon goals, attitudes and values that are broad and deep and primarily person-centered, freeing and long range in nature	A compelling and abiding sense of allegiance to democratic values, the dignity of being human, and the sacredness of freedom	Sees the importance of being visionary and reflective as a teacher	Committed to growth for all learners in mental, physical and spiritual realms through the mission of universal education	Continually seeks to identify, clarify and intensify knowledge and personal beliefs about what is really most important in helping people learn

Note: Quoted from Usher (2002)

Appendix G

Lists of Dispositional Statements in Music Education Research

Taebel (1980)	Button (2010)	Rohwer & Henry (2004)	Teachout (1997)
Works cooperatively with coworkers, administrators, and parents	Is understanding, warm and compassionate when dealing with pupils with little musical experience	Motivate	Be enthusiastic; energetic
Exhibits professional traits (promptness, regular attendance, and so on)	Is enthusiastic and energetic when teaching music to pupils	Positive attitude	Sense of humor
Demonstrates enthusiasm for teaching	Displays a genuine passion for teaching music	Confident	Goal-oriented
Carries out school district policies and procedures	Appears self-assured, calm and relaxed when teaching	Mature	Professionalism
Supports and encourages efforts of pupils	Encourages high academic achievement in music	Leadership	Employ positive approach
Expects a reasonable level of performance	Encourages pupil's ideas in composition	Manage stress	Display confidence

Taebel (1980)	Button (2010)	Rohwer & Henry (2004)	Teachout (1997)
Helps learners develop positive attitudes toward self	Provides constructive criticism when working with pupils	Patient	High musical standards
Determines his or her professional needs through self-evaluation	Uses questioning, structuring and probing techniques to stimulate thinking and aid understanding in music	Sense of humor	Patience
Accepts constructive suggestions from students, responds to student concerns	Is fair minded, respectful and makes good use of praise to encourage pupils		Be organized
Plans instruction to be compatible with pupil's capabilities and needs	Is fair and just about punishment		Positive rapport
Seeks and accepts constructive suggestions that are aimed at improving instruction or the program	Frequently attends INSET courses on music and teaching strategies		Creativity, imagination
Reviews or reteaches skills and concepts at appropriate intervals	Is lively, energetic and has a good sense of humor		Motivate students
Prepares long-range plans regarding curriculum and public performances	Employs a variety of teaching strategies to maintain pupils' interest		Leadership skills

Taebel (1980)	Button (2010)	Rohwer & Henry (2004)	Teachout (1997)
Provides feedback to learners concerning the adequacy of their performance	Comes across as concerned, warm and friendly in relationships with pupils		Flexible, adaptable
Is an active member of professional music organizations	Displays a general interest in music and is constantly updating his or her knowledge		Work with many ages
Use various methods of presenting lessons to meet the needs of individuals	Encourages students to follow a career in music		Manage stress well
Allows for individual differences in evaluating a learner's performance and achievement	Dedicated to teaching and believes in the academic and practical use of music in the wider community		Mature (Self-control)
Relates his or her music goals and objectives to student interests and needs	Is authoritative when dealing with inattentive pupils		
Allows for individual differences through seating, use of various levels of materials, and so on	Maintains a distance in relationships with pupils		
Nurtures creativity and discovery	Uses gender inclusive language		

Taebel (1980)	Button (2010)	Rohwer & Henry (2004)	Teachout (1997)
Motivates learner to analyze and evaluate what he or she hears or performs	Remains emotionally calm at all times when teaching		
Understands ethnic, social, educational, financial, and family background of students	Communicates and relates well to pupils		
Participates in school related community activities	Teaches for open-mindedness in different genres of music		
Seeks, accepts, and uses student ideas as part of teaching procedures	Criticises [<i>sic</i>] pupils for low standard of work in music		
Stimulates group discussion and individual participation			
Uses a variety of sources to get information about the needs or progress of individual pupils			
Avoids personally criticizing			
Refers learners to specialists when appropriate Uses a variety of difficulty levels in questioning			

Appendix H

Dispositional Statements from Parkes, K.A., Doerksen, P. and Ritcher, G. (2016)

Reflective

Reflect about their practice such as functions, actions, skills, their teaching episodes
Reflect upon theory and rationale for current practices
Examine ethical, social, political consequences of their teaching
Accept feedback
Seek feedback
Apply feedback
Engage in inquiry processes
Engage in self-assessment
Examine/reflect on their personal beliefs about music teaching and learning
Reflect about their growth over time
Reflect about the extent to which they achieved their goals
Reflect about alternative possibilities or approaches
Attempt alternative possibilities or approaches based on reflection
Are committed to reflecting regularly
Are open to new ideas (“open-minded”)
Are committed to their own ongoing learning
Employ critical thinking
Identify, analyze, and evaluate complex issues
Revise curricular aims based on student growth
Consider multiple sources of information in addition to their own experience, such as educational mandates, community expectations, and ideas in the music education community

Caring

Believe that establishing relationships with students is a high priority
Listen to others
Believe that relationships should be reciprocal
Recognize the influence of their own feelings, attitudes, and actions on others
Seek to maintain positive relationships with all stakeholders
Are discrete and maintain confidentiality
Are empathetic
Are compassionate
Display sensitivity in interacting with others

Are nurturing
Are responsive to the needs of all learners
Are concerned about all aspects of a child's well-being
Affirm and encourage the best in others
Demonstrate a commitment to the well-being of others
Are supportive
Advocate on behalf of students
Respect individual differences
Value individual differences
Are tolerant
Treat all stakeholders with respect
Respect cultural, racial, ethnic, gender and other kinds of diversity
Are respectful of students and families with special needs
Respect the rights of students
Are kind
Are tactful
Are polite/civil
Are thoughtful/considerate
Are patient
Create classrooms that are orderly and safe
Create classrooms that are democratic and just
Develop a sense of community.
Help students become caring individuals
Help students respect one another

Responsible

Accept/assume responsibility for their own professional actions
Are dependable
Are reliable
Complete tasks
Are accountable
Use time and resources wisely
Understand the duties, responsibilities, and expectations of the job
Are prepared
Are self-efficacious
Are self-regulating
Are a reliable team member
Recognize the need to engage in professional practices for self and colleagues
Deal directly with the consequences of their actions and events
Acknowledge their mistakes, and make them right.
Maintain self-control
Meet deadlines
Meet deadlines without prompting
Participate in communities of learning, discussions or other classroom activities

Appendix I

Dispositions Survey

Developing Dispositions Among Pre-Service and In-Service Music Teachers SURVEY

Background Information

Please provide the requested background information:

1. The location of the school I attend or teach in can best be classified as (Mark only one):

- ☐ Rural
- ☐ Suburban
- ☐ Urban

2. The primary area in which I teach, have taught, or plan to teach is best described as (Mark only one):

- ☐ Instrumental
- ☐ Vocal
- ☐ General Music
- ☐ Both Instrumental and Vocal

3. My current level of experience is (Mark only one):

- ☐ Music education major, have not completed any education or music education courses
- ☐ Music education major, have completed some education or music education courses
- ☐ Music education major, have completed all required education or music education courses
- ☐ Music education major currently completing my internship (student teaching)
- ☐ In-Service music teacher, have completed 0-5 years as a classroom teacher
- ☐ In-Service music teacher, have completed 6-10 years as a classroom teacher
- ☐ In-Service music teacher, have completed 11 or more years as a classroom teacher

Dispositional Statements*

Rate the degree to which you believe each behavior is important for effective teaching in the music classroom.

1=irrelevant; 2=somewhat important; 3=important; 4= very important; 5=essential

- Stem:** Music educators should....
- 1 2 3 4 5 1. reflect about their practice *such as functions, actions, skills, their teaching episodes*
 - 1 2 3 4 5 2. reflect upon theory and rationale for current practices
 - 1 2 3 4 5 3. examine ethical, social, political consequences of their teaching
 - 1 2 3 4 5 4 accept feedback
 - 1 2 3 4 5 5 seek feedback
 - 1 2 3 4 5 6. apply feedback
 - 1 2 3 4 5 7. engage in inquiry processes. *That is, they perceive problems, seek information, formulate solutions, implement solutions*
 - 1 2 3 4 5 8. engage in self-assessment
 - 1 2 3 4 5 9. examine or reflect on their personal beliefs about music teaching and learning
 - 1 2 3 4 5 10. reflect about their growth over time
 - 1 2 3 4 5 11. reflect about the extent to which they achieved their goals. *That is, goals for self, for the profession, and for student learning*
 - 1 2 3 4 5 12. reflect about alternative possibilities or approaches
 - 1 2 3 4 5 13. attempt alternative possibilities or approaches based on reflection
 - 1 2 3 4 5 14. are committed to reflecting regularly
 - 1 2 3 4 5 15. are open to new ideas (“open-minded”)
 - 1 2 3 4 5 16. are committed to their own ongoing learning
 - 1 2 3 4 5 17. employ critical thinking
 - 1 2 3 4 5 18. identify, analyze, and evaluate complex issues
 - 1 2 3 4 5 19. revise curricular aims based on student growth
 - 1 2 3 4 5 20. consider multiple sources of information in addition to their own experience, *such as educational mandates, community expectations, and ideas in the music education community.*
 - 1 2 3 4 5 21. believe that establishing relationships with students is a high priority
 - 1 2 3 4 5 22. listen to others *That is, they are accessible, attentive, thoughtful, and responsive. They learn from and about others and respond to the ideas and views of others*
 - 1 2 3 4 5 23. believe that relationships should be reciprocal. *That is, they are open in their relationships with others*
 - 1 2 3 4 5 24. recognize the influence of their own feelings, attitudes, and actions on others.
 - 1 2 3 4 5 25. seek to maintain positive relationships with all stake holders. *That is, with students, with colleagues, with the community, and with parents and maintains good rapport with stakeholders.*
 - 1 2 3 4 5 26. are discreet and maintain confidentiality
 - 1 2 3 4 5 27. are empathetic. *That is, they seek to understand how others experience the world, are sensitive to how students feel about their experiences and “come alongside” to share other’s experiences.*
 - 1 2 3 4 5 28. are compassionate. *That is, they show concern*
 - 1 2 3 4 5 29. display sensitivity in interacting with others. *That is, they are sensitive*

- to the needs of others
- 1 2 3 4 5 30. are nurturing
- 1 2 3 4 5 31. are responsive to the needs of all learners. *That is, they receive gratification from knowing others' needs are met*
- 1 2 3 4 5 32. are concerned about all aspects of a child's well-being
- 1 2 3 4 5 33. affirm and encourage the best in others. *That is, they use students' strengths as a basis for growth and build positive self-concept in students*
- 1 2 3 4 5 34. demonstrate a commitment to the well-being of others. *That is, they are persistent, devoted, sacrificial in serving others and/or have an ethic of service*
- 1 2 3 4 5 35. are supportive. *That is, they are encouraging and promote intrinsic motivation*
- 1 2 3 4 5 36. advocate on behalf of students. *That is, they work to promote student voice and decision-making in interactions with children/students*
- 1 2 3 4 5 37. respect individual differences. *That is, they show respect for others' varied talents and perspectives*
- 1 2 3 4 5 38. value individual differences
- 1 2 3 4 5 39. are tolerant
- 1 2 3 4 5 40. treat all stakeholders with respect. *That is, for individual differences among learners, their families and their communities*
- 1 2 3 4 5 41. respect cultural, racial, ethnic, gender and other kinds of diversity. *That is, they are sensitive to cultural and community norms; appreciate, affirm, and value diversity. They value the interconnectedness and interdependence of our world*
- 1 2 3 4 5 42. are respectful of students and families with special needs
- 1 2 3 4 5 43. respect the rights of students
- 1 2 3 4 5 44. are kind
- 1 2 3 4 5 45. are tactful
- 1 2 3 4 5 46. are polite/civil
- 1 2 3 4 5 47. are thoughtful/considerate
- 1 2 3 4 5 48. are patient
- 1 2 3 4 5 49. create classrooms that are orderly and safe. *That is, psychologically as well as physically*
- 1 2 3 4 5 50. create classrooms that are democratic and just. *That is, they respond to bias, discrimination, stereotyping, disrespect ; avoid favoritism; promote equity*
- 1 2 3 4 5 51. develop a sense of community. *That is, they seek to develop a classroom environment of mutual trust and respect; promote an inclusive educational setting; develop rapport among all learners*
- 1 2 3 4 5 52. help students become caring individuals. *That is, they want to foster caring and nurturing attitudes in their students and assist others in being thoughtful*
- 1 2 3 4 5 53. help students respect one another
- 1 2 3 4 5 54. accept/assume responsibility for their own professional actions

- 1 2 3 4 5 55. are dependable. *That is, they do or provide what is needed*
- 1 2 3 4 5 56. are reliable. *That is, they are regular in attendance, punctual, and prompt for professional responsibilities*
- 1 2 3 4 5 57. complete tasks
- 1 2 3 4 5 58. are accountable. *That is, they can reasonably justify actions and have a capacity for moral decisions*
- 1 2 3 4 5 59. use time and resources wisely
- 1 2 3 4 5 60. understand the duties, responsibilities, and expectations of the job
- 1 2 3 4 5 61. are prepared. *That is, they prepare lesson plans, prepare work ahead of meetings, prepare for classes, and prepare for professional obligations*
- 1 2 3 4 5 62. are self-efficacious. *That is believing oneself to be competent*
- 1 2 3 4 5 63. are self-regulating. *That is, they organize and execute actions to complete tasks*
- 1 2 3 4 5 64. are a reliable team member. *That is, they cooperate with others to get tasks completed and do a 'fair share' of the work load*
- 1 2 3 4 5 65. recognize the need to engage in professional practices for self and colleagues. *That is, they seek out and use best practices and encourage their use in others*
- 1 2 3 4 5 66. deal directly with the consequences of their actions and events. *That is, they do not seek to blame others for their actions or events caused by*
- 1 2 3 4 5 67. acknowledge their mistakes, and make them right.
- 1 2 3 4 5 68. maintain self-control
- 1 2 3 4 5 69. meet deadlines
- 1 2 3 4 5 70. meet deadlines without prompting
- 1 2 3 4 5 71. participate in communities of learning, discussions or other classroom activities
- 1 2 3 4 5 72. feel a sense of freedom and openness that allows them to be a unique person in honesty and genuineness
- 1 2 3 4 5 73. seek ways of teaching (procedures, methods, techniques, curricular approaches) that are honest, self-revealing and allow personal-professional congruence. *That is, there is harmony between their beliefs, thoughts, and actions as a person and what they believe, think, and do as a teacher.*
- 1 2 3 4 5 74. believe in openness and self-disclosure
- 1 2 3 4 5 75. believe in being 'real' as a person and teacher
- 1 2 3 4 5 76. meld personality uniqueness and curricular expectations into a personal 'idiom'
- 1 2 3 4 5 77. feel as if they must 'play the role' of a teacher to be effective
- 1 2 3 4 5 78. respond to the needs and actions of students
- 1 2 3 4 5 79. respond to the developmental characteristics of students
- 1 2 3 4 5 80. respond to the cultural background of students
- 1 2 3 4 5 81. respond to the varied experiences of students
- 1 2 3 4 5 82. respond to students' levels of understanding
- 1 2 3 4 5 83. respond to students' questions
- 1 2 3 4 5 84. respond to students' work samples

- 1 2 3 4 5 85. respond to the learning context
 1 2 3 4 5 86. respond to expectations of the profession
 1 2 3 4 5 87. respond to expectations of the community

*Statements derived from:

Parkes, K.A., Doerksen, P. & Ritcher, G. (2016). A validation process for measuring dispositions in pre-service music educators. In T. Brophy (Ed.), *Selected papers from the Fifth International Symposium on Assessment in Music Education, Connecting Practice, Measurement, and Evaluation*. Chicago, IL: GIA Publications

Thornton, H. (2006). Dispositions in action: Do dispositions make a difference in practice? *Teacher Education Quarterly*, 33(2), 53-68.

Usher, D. (2002, November). Arthur Combs' five dimensions of helper belief reformulated as five dispositions of teacher effectiveness. Paper presented at the first annual Symposium on Educator Dispositions: Effective Teacher – Effective Person, Eastern Kentucky University, Richmond, KY.

Dispositions

Rate the degree to which you believe each disposition important for effective teaching in the music classroom.

1=irrelevant; 2=somewhat important; 3=important; 4= very important; 5=essential

- 1 2 3 4 5 Reflective – consciously subjects experiences, classroom practices, and beliefs about teaching and learning to critical analysis in order to better understand one's innate behaviors.
- 1 2 3 4 5 Caring – places value on relationships. Allows one to be empathetic, nurturing, respectful, and kind. It manifests in a safe and orderly classroom environment in which students feel free to express themselves.
- 1 2 3 4 5 Responsible – an orientation in which one accepts that they are the primary cause for all that occurs in the classroom. Manifests in preparedness and professional conduct.
- 1 2 3 4 5 Authentic - based upon a perceptual awareness about the nature teaching and its purposes. Enables one to achieve personal-professional congruence and feel at ease in the classroom.
- 1 2 3 4 5 Responsive - a thinking-based orientation to teaching and learning that embraces the notion of teacher as decision-maker.

Appendix J

NAfME Research Assistance Program Application



National Association
for Music Education

Re-submitted
via Email
4/18/16

RESEARCH ASSISTANCE ORDER FORM

Mail: NAFME, Attn: Mike Blakeslee, 1806 Robert Fulton Drive, Reston, VA 20191. E-mail: mikeb@nafme.org.

NAME Timothy W. Smith Member ID [REDACTED]
 COMPANY / INSTITUTION George Mason University IRB Number 744156-1
 PHONE 513-884-3601 E-MAIL tsmith34@gmu.edu / timothy-w-smith@yahoo.com
 ADDRESS [REDACTED]
 CITY [REDACTED] ST/PROV [REDACTED] ZIP [REDACTED]

List Criteria (first 2 are free):

Please list any specifications below, according to geography (ZIP, state, foreign), teaching level (elementary, higher education, etc.) and/or teaching area (choral, instrumental, jazz, etc.).

Geography (please choose one): ☐ BY STATE ☒ BY ZIP CODE (range)
 Details: 00000 - 99999

Teaching Level: ☐ Private/Studio ☐ Pre-School
☐ Elementary Only ☒ Middle School / Jr. High Only
☒ High School Only ☒ K-12 ☒ Collegiate (students)
☐ Higher Ed (professors, staff) ☐ None (no charge)
☐ Other (please list): _____

Interest Area: ☒ Band ☒ Orchestra ☒ Choral ☒ Marching Band
☒ Guitar ☒ Voice ☐ Show Choir
☒ Jazz ☐ Special Education ☐ Teacher Education
☐ Research ☒ Hist/Theor/Comp ☒ General Music
☒ Mariachi ☒ Technology ☒ Keyboard

Services Requested (select all that apply):

☒ Transmission to 5,000 members (see details on page 1): \$250.00
☒ Basic Proofing/Programming Time : Included
☒ Additional List Criteria (in excess of 2): \$10.00 x 16 = 160.00
☒ Transmission to an additional 5,000 members \$50.00 x 9 = 450.00
☒ Re-send to non-responders: \$50.00 x 2 = 100.00
☒ Rush Order (guaranteed transmission < 5 business days): \$50.00

SUBTOTAL (est.): \$ 1060.00

Payment Type:

☒ Credit Card ☐ Check
 If credit, please choose: ☒ Visa ☐ MasterCard ☐ Amex ☐ Discover
 Credit Card Number: [REDACTED] Exp. Date: [REDACTED] CVV: [REDACTED]
 Name (as it appears on card): [REDACTED]

Agreement: By signing this form below, you agree that you have the full power and authority to enter into this agreement on behalf of your company or institution. The company / institution agrees that this transmission shall be for legitimate research purposes, and is not intended to serve as a sales tool.

Signature of Representative: [Signature] Date: 4/18/16

Current as of 1/2015. This service is available to members only. Rules and restrictions subject to change without notice.

Appendix K

NAfME Research Assistance Program Initial Email Blast

Subject:	Pre-service and In-service Music Teachers Needed for Vital Research
From:	Memberservices (memberservices@nafme.org)
To:	memberservices@nafme.org;
Date:	Tuesday, November 22, 2016 7:40 AM

Dear Member,

The following research opportunity is being sent as a public service on behalf of a legitimate researcher by the National Association for Music Education. Your e-mail address has not been disclosed to any third party, and any information you supply as part of this survey is optional.

My name is Timothy Smith and I am a doctoral candidate in music education at George Mason University. I am conducting a study to identify, examine, and compare professional dispositions in pre-service and in-service music teachers. I am seeking pre-service and in-service music teachers in all teaching areas (instrumental, choral, general, other) in rural, suburban, and urban settings willing to complete a questionnaire designed to collect demographic information and information regarding their dispositional beliefs. The survey takes approximately 15 minutes to complete and no personally identifiable information will be collected.

If you are interested in participating in this study please click this [Link To Survey](#).

If you have questions about this study, please contact me via email (tsmith34@gmu.edu) or phone (513-884-3601). You may also contact the faculty advisor for this project, Brian C. Wuttke, Ph.D. (bwuttke@gmu.edu or 703-993-1381). You may contact the George Mason University Office of Research Integrity & Assurance at 703-993-4121 if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to George Mason University procedures governing your participation in this research (IRBNet number: 744156-1).

Thank you for considering my request.

Sincerely,

Appendix L

NAfME Research Assistance Program Follow-up Email Blast

Subject:	Pre-service and In-service Music Teachers Needed for Vital Research
From:	Memberservices (memberservices@nafme.org)
To:	memberservices@nafme.org;
Date:	Monday, December 12, 2016 3:35 PM

Dear Member,

The following research opportunity is being sent as a public service on behalf of a legitimate researcher by the National Association for Music Education. Your e-mail address has not been disclosed to any third party, and any information you supply as part of this survey is optional.

Note: If you already responded to the previous request please disregard this message and accept our thanks!

My name is Timothy Smith and I am a doctoral candidate in music education at George Mason University. I am conducting a study to identify, examine, and compare professional dispositions in pre-service and in-service music teachers. I am seeking pre-service and in-service music teachers in all teaching areas (instrumental, choral, general, other) in rural, suburban, and urban settings willing to complete a questionnaire designed to collect demographic information and information regarding their dispositional beliefs. I am especially in need of music education majors attending rural or urban schools. The survey takes approximately 15 minutes to complete and no personally identifiable information will be collected.

If you are interested in participating in this study please click this [Link To Survey](#). This study will close on January 9, 2017.

If you have questions about this study, please contact me via email (tsmith34@gmu.edu) or phone (513-884-3601). You may also contact the faculty advisor for this project, Brian C. Wuttke, Ph.D. (bwuttke@gmu.edu or 703-993-1381). You may contact the George Mason University Office of Research Integrity & Assurance at 703-993-4121 if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to George Mason University procedures governing your participation in this research (IRBNet number: 744156-1).

Appendix M

Recruiting Email

[Name],

I hope this email finds you doing well and enjoying another successful year at [School Name]! I am conducting my study for my dissertation and am need of undergraduate music education majors to take a survey regarding professional dispositions. I sent an email blast out via the NAFME Research Assistance Program and have gotten an adequate response from all of my demographic sub-groups except students. The blurb I sent via NAFME is below and includes a link to the survey (which includes informed consent). Could you send this to the music ed students at [School Name]? I appreciate your help.

Best,

Tim

Timothy Smith

Ph.D. Music Education Candidate

George Mason University

Email blast:

My name is Timothy Smith and I am a doctoral candidate in music education at George Mason University. I am conducting a study to identify, examine, and compare professional dispositions in pre-service and in-service music teachers. I am seeking pre-service and in-service music teachers in all teaching areas (instrumental, choral, general, other) in rural, suburban, and urban settings willing to complete a questionnaire designed to collect demographic information and information regarding their dispositional beliefs. I am especially in need of music education majors attending rural or urban schools. The survey takes approximately 15 minutes to complete and no personally identifiable information will be collected.

If you are interested in participating in this study please click this [Link To Survey](#). This study will close on January 2, 2017.

If you have questions about this study, please contact me via email (tsmith34@gmu.edu) or phone (513-884-3601). You may also contact the faculty advisor for this project, Brian C. Wuttke, Ph.D. (bwuttke@gmu.edu or 703-993-1381). You may contact the George Mason University Office of Research Integrity & Assurance at 703-993-4121 if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to George Mason University procedures governing your participation in this research (IRBNet number: 744156-1).

Thank you for considering my request.

Sincerely,

Timothy W. Smith
School of Music
George Mason University

Appendix N

IBM SPSS Codes for Disposition Statements

Table N1

IBM SPSS Codes for Disposition Statements

Code Prefix	Code number	Statement
REF	1	reflect about their practice <i>such as functions, actions, skills, their teaching episodes</i>
REF	2	reflect upon theory and rationale for current practices
REF	3	examine ethical, social, political consequences of their teaching
REF	4	accept feedback
REF	5	seek feedback
REF	6	apply feedback
REF	7	engage in inquiry processes. <i>That is, they perceive problems, seek information, formulate solutions, implement solutions</i>
REF	8	engage in self-assessment
REF	9	examine or reflect on their personal beliefs about music teaching and learning
REF	10	reflect about their growth over time
REF	11	reflect about the extent to which they achieved their goals. <i>That is, goals for self, for the profession, and for student learning</i>
REF	12	reflect about alternative possibilities or approaches
REF	13	attempt alternative possibilities or approaches based on reflection
REF	14	are committed to reflecting regularly
REF	15	are open to new ideas (“open-minded”)
REF	16	are committed to their own ongoing learning
REF	17	employ critical thinking
REF	18	identify, analyze, and evaluate complex issues
REF	19	revise curricular aims based on student growth
REF	20	consider multiple sources of information in addition to their own experience, <i>such as educational mandates, community expectations, and ideas in the music education community.</i>
CAR	2	believe that establishing relationships with students is a high priority

Table N1 Continued

Code Prefix	Code number	Statement
CAR	2	listen to others <i>That is, they are accessible, attentive, thoughtful, and responsive. They learn from and about others and respond to the ideas and views of others</i>
CAR	3	believe that relationships should be reciprocal. <i>That is, they are open in their relationships with others</i>
CAR	4	recognize the influence of their own feelings, attitudes, and actions on others.
CAR	5	seek to maintain positive relationships with all stake holders. <i>That is, with students, with colleagues, with the community, and with parents and maintains good rapport with stakeholders.</i>
CAR	6	are discreet and maintain confidentiality
CAR	7	are empathetic. <i>That is, they seek to understand how others experience the world, are sensitive to how students feel about their experiences and “come alongside” to share other’s experiences.</i>
CAR	8	are compassionate. <i>That is, they show concern</i>
CAR	9	display sensitivity in interacting with others. <i>That is, they are sensitive to the needs of others</i>
CAR	10	are nurturing
CAR	11	are responsive to the needs of all learners. <i>That is, they receive gratification from knowing others’ needs are met</i>
CAR	12	are concerned about all aspects of a child’s well-being
CAR	13	affirm and encourage the best in others. <i>That is, they use students’ strengths as a basis for growth and build positive self-concept in students</i>
CAR	14	demonstrate a commitment to the well-being of others. <i>That is, they are persistent, devoted, sacrificial in serving others and/or have an ethic of service</i>
CAR	15	are supportive. <i>That is, they are encouraging and promote intrinsic motivation</i>
CAR	16	advocate on behalf of students. <i>That is, they work to promote student voice and decision-making in interactions with children/students</i>
CAR	17	respect individual differences. <i>That is, they show respect for others’ varied talents and perspectives</i>
CAR	18	value individual differences
CAR	19	are tolerant
CAR	20	treat all stakeholders with respect. <i>That is, for individual differences among learners, their families and their communities</i>

Table N1 Continued

Code Prefix	Code number	Statement
CAR	21	respect cultural, racial, ethnic, gender and other kinds of diversity. <i>That is, they are sensitive to cultural and community norms; appreciate, affirm, and value diversity. They value the interconnectedness and interdependence of our world</i>
CAR	22	are respectful of students and families with special needs
CAR	23	respect the rights of students
CAR	24	are kind
CAR	25	are tactful
CAR	26	are polite/civil
CAR	27	are thoughtful/considerate
CAR	28	are patient
CAR	29	create classrooms that are orderly and safe. <i>That is, psychologically as well as physically</i>
CAR	30	create classrooms that are democratic and just. <i>That is, they respond to bias, discrimination, stereotyping, disrespect ; avoid favoritism; promote equity</i>
CAR	31	develop a sense of community. <i>That is, they seek to develop a classroom environment of mutual trust and respect; promote an inclusive educational setting; develop rapport among all learners</i>
CAR	32	help students become caring individuals. <i>That is, they want to foster caring and nurturing attitudes in their students and assist others in being thoughtful</i>
CAR	33	help students respect one another
RBL	1	accept/assume responsibility for their own professional actions
RBL	2	are dependable. <i>That is, they do or provide what is needed</i>
RBL	3	are reliable. <i>That is, they are regular in attendance, punctual, and prompt for professional responsibilities</i>
RBL	4	complete tasks
RBL	5	are accountable. <i>That is, they can reasonably justify actions and have a capacity for moral decisions</i>
RBL	6	use time and resources wisely
RBL	7	understand the duties, responsibilities, and expectations of the job
RBL	8	are prepared. <i>That is, they prepare lesson plans, prepare work ahead of meetings, prepare for classes, and prepare for professional obligations</i>
RBL	9	are self-efficacious. <i>That is believing oneself to be competent</i>
RBL	10	are self-regulating. <i>That is, they organize and execute actions to complete tasks</i>
RBL	11	are a reliable team member. <i>That is, they cooperate with others to get tasks completed and do a 'fair share' of the work load</i>

Table N1 Continued

Code Prefix	Code number	Statement
RBL	12	recognize the need to engage in professional practices for self and colleagues. <i>That is, they seek out and use best practices and encourage their use in others</i>
RBL	13	deal directly with the consequences of their actions and events. <i>That is, they do not seek to blame others for their actions or events caused by</i>
RBL	14	acknowledge their mistakes, and make them right.
RBL	15	maintain self-control
RBL	16	meet deadlines
RBL	17	meet deadlines without prompting
RBL	18	participate in communities of learning, discussions or other classroom activities
AUT	1	feel a sense of freedom and openness that allows them to be a unique person in honesty and genuineness
AUT	2	seek ways of teaching (procedures, methods, techniques, curricular approaches) that are honest, self-revealing and allow personal-professional congruence. <i>That is, there is harmony between their beliefs, thoughts, and actions as a person and what they believe, think, and do as a teacher.</i>
AUT	3	believe in openness and self-disclosure
AUT	4	believe in being 'real' as a person and teacher
AUT	5	meld personality uniqueness and curricular expectations into a personal 'idiom'
AUT	6	feel as if they must 'play the role' of a teacher to be effective
RSV	1	respond to the needs and actions of students
RSV	2	respond to the developmental characteristics of students
RSV	3	respond to the cultural background of students
RSV	4	respond to the varied experiences of students
RSV	5	respond to students' levels of understanding
RSV	6	respond to students' questions
RSV	7	respond to students' work samples
RSV	8	respond to the learning context
RSV	9	respond to expectations of the profession
RSV	10	respond to expectations of the community

Appendix O

In-Service Participant Mean Responses Tables

Table O1

In-Service participant mean responses for reflective statements

Statement	Mean	S.D.	% “Essential”
1. reflect about their practice <i>such as functions, actions, skills, their teaching episodes</i>	4.74	0.53	78%
2. reflect upon theory and rationale for current practices	4.30	0.77	47%
3. examine ethical, social, political consequences of their teaching	*4.19	0.87	44%
4. accept feedback	**4.79	0.46	81%
5. seek feedback	4.61	0.61	67%
6. apply feedback	4.55	0.65	63%
7. engage in inquiry processes. <i>That is, they perceive problems, seek information, formulate solutions, implement solutions</i>	4.68	0.55	71%
8. engage in self-assessment	**4.79	0.45	81%
9. examine or reflect on their personal beliefs about music teaching and learning	4.46	0.72	58%
10. reflect about their growth over time	4.51	0.67	60%
11. reflect about the extent to which they achieved their goals. <i>That is, goals for self, for the profession, and for student learning</i>	4.49	0.64	57%
12. reflect about alternative possibilities or approaches	4.50	0.63	57%
13. attempt alternative possibilities or approaches based on reflection	4.48	0.64	55%
14. are committed to reflecting regularly	4.40	0.75	54%
15. are open to new ideas (“open-minded”)	4.63	0.57	67%
16. are committed to their own ongoing learning	4.72	0.51	75%
17. employ critical thinking	4.68	0.55	71%
18. identify, analyze, and evaluate complex issues	4.46	0.71	58%

Table O1 Continued

Statement	Mean	S.D.	% “Essential”
19. revise curricular aims based on student growth	4.58	0.62	65%
20. consider multiple sources of information in addition to their own experience, <i>such as educational mandates, community expectations, and ideas in the music education community.</i>	4.42	0.68	52%

Notes. $n = 2528$. * denotes lowest mean. ** denotes highest mean.

Table O2

In-Service participant mean responses for caring statements

Statement	Mean	S.D.	% “Essential”
1. believe that establishing relationships with students is a high priority	4.75	0.50	78%
2. listen to others <i>That is, they are accessible, attentive, thoughtful, and responsive. They learn from and about others and respond to the ideas and views of others</i>	4.63	0.56	67%
3. believe that relationships should be reciprocal. <i>That is, they are open in their relationships with others</i>	4.37*	0.75	51%
4. recognize the influence of their own feelings, attitudes, and actions on others.	4.60	0.60	65%
5. seek to maintain positive relationships with all stake holders. <i>That is, with students, with colleagues, with the community, and with parents and maintains good rapport with stakeholders.</i>	4.65	0.55	69%
6. are discrete and maintain confidentiality	4.71	0.56	76%
7. are empathetic. <i>That is, they seek to understand how others experience the world, are sensitive to how students feel about their experiences and “come alongside” to share other’s experiences.</i>	4.40	0.73	53%
8. are compassionate. <i>That is, they show concern</i>	4.51	0.65	59%
9. display sensitivity in interacting with others. <i>That is, they are sensitive to the needs of others</i>	4.57	0.61	63%
10. are nurturing	4.50	0.64	58%
11. are responsive to the needs of all learners. <i>That is, they receive gratification from knowing others’ needs are met</i>	4.63	0.59	68%

Table O2 Continued

Statement	Mean	S.D.	% “Essential”
12. are concerned about all aspects of a child’s well-being	4.61	0.61	67%
13. affirm and encourage the best in others. <i>That is, they use students’ strengths as a basis for growth and build positive self-concept in students</i>	4.72	0.51	75%
14. demonstrate a commitment to the well-being of others. <i>That is, they are persistent, devoted, sacrificial in serving others and/or have an ethic of service</i>	4.59	0.61	65%
15. are supportive. <i>That is, they are encouraging and promote intrinsic motivation</i>	4.70	0.51	72%
16. advocate on behalf of students. <i>That is, they work to promote student voice and decision-making in interactions with children/students</i>	4.62	0.62	69%
17. respect individual differences. <i>That is, they show respect for others’ varied talents and perspectives</i>	4.66	0.56	71%
18. value individual differences	4.56	0.66	64%
19. are tolerant	4.45	0.74	59%
20. treat all stakeholders with respect. <i>That is, for individual differences among learners, their families and their communities</i>	4.75	0.49	77%
21. respect cultural, racial, ethnic, gender and other kinds of diversity. <i>That is, they are sensitive to cultural and community norms; appreciate, affirm, and value diversity. They value the interconnectedness and interdependence of our world</i>	4.74	0.54	79%
22. are respectful of students and families with special needs	4.79**	0.46	81%
23. respect the rights of students	4.70	0.57	75%
24. are kind	4.45	0.73	57%
25. are tactful	4.46	0.70	56%
26. are polite/civil	4.58	0.61	64%
27. are thoughtful/considerate	4.54	0.63	61%
28. are patient	4.65	0.57	70%
29. create classrooms that are orderly and safe. <i>That is, psychologically as well as physically</i>	4.79**	0.47	81%
30. create classrooms that are democratic and just. <i>That is, they respond to bias, discrimination, stereotyping, disrespect ; avoid favoritism; promote equity</i>	4.46	0.74	59%

Table O2 Continued

Statement	Mean	S.D.	% “Essential”
31. develop a sense of community. <i>That is, they seek to develop a classroom environment of mutual trust and respect; promote an inclusive educational setting; develop rapport among all learners</i>	4.72	0.51	75%
32. help students become caring individuals. <i>That is, they want to foster caring and nurturing attitudes in their students and assist others in being thoughtful</i>	4.57	0.63	64%
33. help students respect one another	4.75	0.49	78%

Notes. $n = 2528$. * denotes lowest mean. ** denotes highest mean.

Table O3

In-Service participant mean responses for responsible statements

Statement	Mean	S.D.	% “Essential”
1. accept/assume responsibility for their own professional actions	4.85	0.38	86%
2. are dependable. <i>That is, they do or provide what is needed</i>	4.86**	0.38	87%
3. are reliable. <i>That is, they are regular in attendance, punctual, and prompt for professional responsibilities</i>	4.86**	0.38	87%
4. complete tasks	4.76	0.47	78%
5. are accountable. <i>That is, they can reasonably justify actions and have a capacity for moral decisions</i>	4.81	0.42	83%
6. use time and resources wisely	4.68	0.54	71%
7. understand the duties, responsibilities, and expectations of the job	4.77	0.49	79%
8. are prepared. <i>That is, they prepare lesson plans, prepare work ahead of meetings, prepare for classes, and prepare for professional obligations</i>	4.73	0.52	76%
9. are self-efficacious. <i>That is believing oneself to be competent</i>	4.44	0.69	53%
10. are self-regulating. <i>That is, they organize and execute actions to complete tasks</i>	4.65	0.54	68%
11. are a reliable team member. <i>That is, they cooperate with others to get tasks completed and do a ‘fair share’ of the work load</i>	4.66	0.57	70%

Table O3

Statement	Mean	S.D.	% “Essential”
12. recognize the need to engage in professional practices for self and colleagues. <i>That is, they seek out and use best practices and encourage their use in others</i>	4.55	0.63	62%
13. deal directly with the consequences of their actions and events. <i>That is, they do not seek to blame others for their actions or events caused by</i>	4.73	0.50	76%
14. acknowledge their mistakes, and make them right.	4.77	0.47	79%
15. maintain self-control	4.75	0.50	78%
16. meet deadlines	4.64	0.59	69%
17. meet deadlines without prompting	4.35	0.76	50%
18. participate in communities of learning, discussions or other classroom activities	4.22*	0.81	43%

Notes. $n = 2528$. * denotes lowest mean. ** denotes highest mean.

Table O4

In-Service participant mean responses for authentic statements

Statement	Mean	S.D.	% “Essential”
1. feel a sense of freedom and openness that allows them to be a unique person in honesty and genuineness	4.28	0.85	50%
2. seek ways of teaching (procedures, methods, techniques, curricular approaches) that are honest, self-revealing and allow personal-professional congruence. <i>That is, there is harmony between their beliefs, thoughts, and actions as a person and what they believe, think, and do as a teacher.</i>	4.38**	0.78	54%
3. believe in openness and self-disclosure	4.04	0.96	39%
4. believe in being ‘real’ as a person and teacher	4.31	0.86	52%
5. meld personality uniqueness and curricular expectations into a personal ‘idiom’	4.06	0.94	39%
6. feel as if they must ‘play the role’ of a teacher to be effective	2.78*	1.19	9%

Notes. $n = 2528$. * denotes lowest mean. ** denotes highest mean.

Table O5

In-Service participant mean responses for responsive statements

Statement	Mean	S.D.	% “Essential”
1. respond to the needs and actions of students	4.60	0.58	65%
2. respond to the developmental characteristics of students	4.57	0.60	63%
3. respond to the cultural background of students	4.40	0.74	53%
4. respond to the varied experiences of students	4.42	0.70	53%
5. respond to students’ levels of understanding	4.71**	0.51	74%
6. respond to students’ questions	4.57	0.63	64%
7. respond to students’ work samples	4.50	0.67	59%
8. respond to the learning context	4.42	0.71	54%
9. respond to expectations of the profession	4.36	0.78	51%
10. respond to expectations of the community	4.19*	0.80	40%

Notes. $n = 2528$. * denotes lowest mean. ** denotes highest mean.

Appendix P

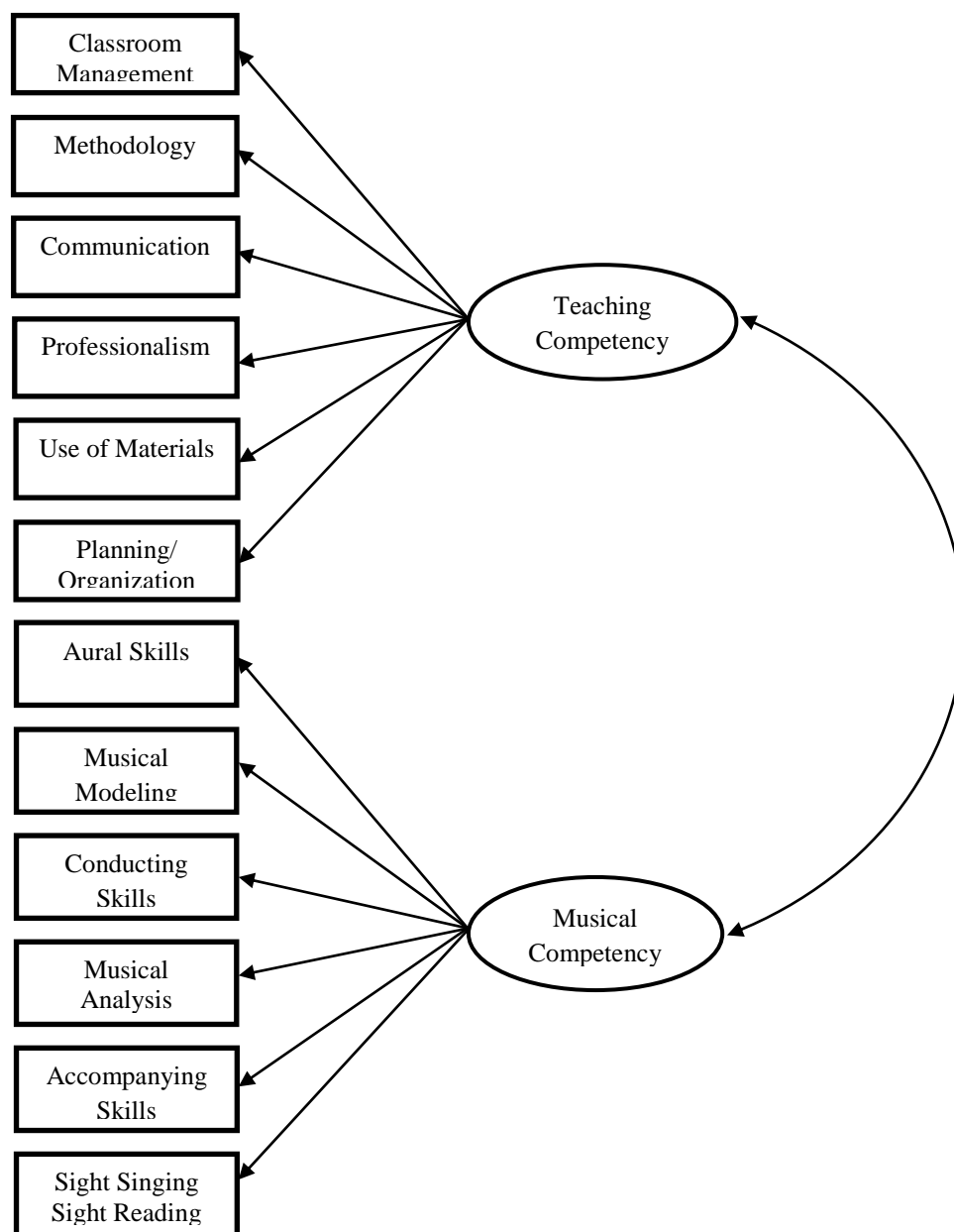


Figure P1. Smith and Wuttke (2016) proposed latent trait model. Model shows the specific measurable skills that identify strength in musical and teaching competency.

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Biography

Timothy W. Smith grew up in Kentucky where he received his Bachelor of Music Education from Murray State University in 1995. He then received his Master of Music in Trumpet Performance from the University of Cincinnati College-Conservatory of Music in 2003. He received his Doctor of Philosophy in Music Education from George Mason University in 2017. While pursuing his Ph.D. he was named a Presidential Scholar and served as a research assistant and adjunct professor in the School of Music. He is an active freelance performer, clinician, teacher, and educational researcher based in the Northern Virginia / Washington D.C. area.