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Identifying the Perspectives of Undergraduate Students on Effective Teacher Dispositions

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IDENTIFYING THE PERSPECTIVES OF UNDERGRADUATE STUDENTS ON
EFFECTIVE TEACHER DISPOSITIONS

by

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Presented to the Doctoral Department
and the College of Education, George Fox University
in partial fulfillment of the requirements for the degree of
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Abstract

The desire to study the topic of effective teacher dispositions began about 20 years ago and has now led to the completion of this study. It is evident for everyone who either has gone through school or has had children go through school that an effective teacher can have a tremendous influence on how we function in school and even how much we believe in ourselves. Research has shown effective teachers possess certain dispositions. These dispositions reflect their character through values, beliefs, and behaviors. The impact to which these dispositions have on student learning is a topic in need of further research. I desired to gain the perspectives of undergraduate students on effective teacher dispositions using an adaptation of Tripod's Seven Cs student survey. The purpose of gaining their perspectives was to determine if there were differences between at-risk students and not-at-risk students' perceptions of effective teacher dispositions.

The achievement gap between underrepresented students and their peers is one of the most prevalent aspects in modern education. Data dating back more than four decades shows the consistent discrepancy of student test scores in math and reading between at-risk students and not-at-risk students (National Assessment of Educational Progress, 2016). Determining how students perceive effective teacher dispositions may give insight on how to better prepare educators to teach all students successfully. Albeit, this study did not provide data that showed any difference between the undergraduate participants' perceptions of effective teachers based on their status of being at-risk or not-at-risk. The Seven Cs student survey did provide data on the consistency of the scale used for the Seven Cs items. Student voice, when collected in its entirety, is a strong predictor of effective teaching and is a resource needing further research.

Acknowledgement

It is an honor to have this format to acknowledge those in my life who have supported me throughout this journey. The blessings I have received through those who loved and encouraged me is something I will hold onto for the rest of my life. My family have been at the forefront of this journey from the beginning. When I had doubts about my abilities and my decisions, they were there to tell me to persevere and reminded me that God does not give us more than we can handle, if we are seeking Him in all things. My children watched me work hours on end reading and writing for years to accomplish my goal of receiving a doctorate. They saw me sacrifice and dedicate time to my goal. Now to be able to acknowledge their sacrifice and understanding is a true blessing. I hope to be an example for them to follow when they find their passion.

My husband, my best friend, never doubted my capabilities. He gave me encouragement and support to not give up, to persevere, and get the job done. I would not have been able to take the time needed to accomplish my goal without Corey as my partner. Many evenings he played the role of both parents so I could work and write. Corey was my strength when I lost faith in myself. He is a gift from God and we will support each other in all things for the rest of our lives.

Moreover, I want to acknowledge the professors at George Fox University for providing the correct amount of support, scaffolding, and standards I needed to successfully graduate from the doctoral program in Educational Leadership. They knew when to lean-in and hold me to a high standard and when to give support to allow me to continue to grow. I have learned so much about teaching and serving others from the professors who taught me. Dr. Patrick Allen inspired me through his stories, which were so relatable that each one taught me a lesson about life and about who I am. I want to acknowledge Dr. Terry Huffman for his thoughtfulness, guidance, and

patience as I solidified my dissertation route. Dr. Dane Joseph provided the insight needed for me to understand the world of statistics, just enough for me to gain tremendous respect for quantitative research and the power of data. His patience and ability to scaffold allowed me to maintain confidence while learning about quantitative research design. A special acknowledgment of deep gratitude goes to Dr. Ginny Birky. Dr. Birky's insight to who I am and my needs as a learner provided the best example for excellent teaching. Although Dr. Birky never wavered on standards and high expectations, she always provided the guidance needed. She gave a perfect example of the kind of educator I will strive to be.

I believe all the people in my life are gifts from God, whom He has placed in my path to see His glory in the world. From a supportive and beautifully understanding family, to the outstanding educators, and to the most awesome cohort I could have dreamed of are all blessings from God. It is quite humbling to acknowledge all that God has done for me in my life. My desire is to pay forward all the blessings by doing His work through whatever role I am blessed to play.

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CHAPTER 1

Introduction

I am passionate about improving our educational system by supporting educators who possess effective teacher dispositions. This passion comes from my role as a director and professor of teacher education programs at a small liberal arts university as well as my experiences as a parent and a former teacher in the P-12 educational system. This study focuses on dispositions because it is the most crucial aspect to effective teaching and the hardest to illuminate (Clark, 2005). Moreover, research has found a connection between effective teachers and the dispositions they possess (Gordon, Kane, & Staiger, 2006). According to Stronge (2010), teacher effectiveness derives from teacher qualities such as, “dispositions, attitude, and classroom practices” (p. 70). I have been in education as a professional for 20 years and am continually surprised by how much I still have to learn in regards to effective teaching. I am fascinated by what makes a teacher truly effective. I have witnessed teachers so impressive that I get goose bumps watching them in action. On the counter side, I have witnessed teachers so ineffective that my desire to save the children from their circumstance forces me to remove myself from the presence of such teachers.

I remember my son’s 2nd grade teacher who seemed completely unaware of his students’ needs; I had to leave the classroom before I intervened. As students entered his classroom on the very first day of school, this 2nd grade teacher stood at the white board spelling out the rules and expectations. Meanwhile, these seven-year-old children were lost, not knowing if they should be sitting and listening or putting their school supplies in their cubbies. I looked at my seven-year-old son and the look on his face just about broke my heart. I could tell exactly how he was feeling and I could see the frustration settling in. Since I was a new teacher at the school I did

not feel it was my place to step in or complain; I simply left the classroom. However, as a beginning teacher myself, the experience planted a seed in my heart to discover the qualities of effective teachers.

With the truly effective teachers I have witnessed, it has been a challenge to synthesize what makes a great teacher so amazing. Is it possible to synthesize what makes a teacher great? I have found there is no one set of strategies or techniques if implemented will insure effectiveness. Nor is there a particular personality type that produces great teachers 100% of the time. According to Thornton (2006) even when knowledge, skill, and time in the classroom is comparable there can be a blatant difference per teacher between student learning and overall success in the classroom. This leads me to ask, what makes an effective teacher?

Furthermore, a common experience we share in the United States is the relationship between teacher and student. Few other phenomena related to schooling will bring about emotionally charged memories as the ones associated with good teachers and bad teachers. The citizens of this country have experienced this dynamic in one form or another through the process of attending public or private schools. I believe this commonality greatly influences our society and abiding citizens. Sometimes I wonder if every child had a great teacher each school year until they graduated from high school, how different would be our culture, economics, and society? Obviously, there is no way to test this huge assumption. However, it is interesting to think about the influence teachers have on the psyche of our childhood mind. As children go through the educational system, they develop their social, mental, emotional, and self-efficacy skills. If at every pivotal developmental stage children had the right teacher with effective dispositions, the unlocked potential could be limitless. Again, another huge statement with no way to assess it.

Dispositions could be the answer to the difference we see from classroom to classroom. In my educational journey so far, I believe the impact great teachers have on their students is a significant factor for student happiness and success in school. I have worked in a very low socio-economic status (SES) urban school where students came from harsh home conditions. Teachers with effective dispositions had a significant impact on student success in this school. Even with the hard life some students had, when they came to school and had a caring and effective teacher there to greet them, these students could and did succeed in school. I witnessed amazing potential in these students.

Based on my experiences, for this research study I propose to examine teachers from a slightly different angle. I want to learn from students which dispositions effective teachers have that are important to them. A few questions that I ponder repeatedly, of which direct my research and course of study are: “From a student’s perspective, what are the most effective teacher dispositions needed to enhance student learning?” and “How can I use this information in my career as an educator to produce truly effective teachers?” A review of the literature reveals there are specific dispositions that effective teachers display. However, most of the research related to effective teacher dispositions comes from adults. I want to take the findings a step further and discover what students say makes a teacher great. Moreover, I want to discover what “at-risk” students say makes a teacher great in comparison with “not-at-risk” students. My motivation for gaining student viewpoints is because of the limited research on student perspective and the overwhelming research on the impact effective teachers have on at-risk students. There is a wealth of research on dispositions of effective teachers, however not from the position of student perspectives.

My ultimate goal is to have effective teachers in the classrooms so students do not have to experience a single year with a bad teacher. One way to do this is to seek student perspectives of effective teacher dispositions. In the literature review, I will present research on the questions: “What makes a great teacher?” and “How do we decide who is a great teacher?” in order to discover effective teacher dispositions. Students who were able to graduate from P-12 settings and then begin their college career may have insight into what makes a great teacher. During those 12+ years of schooling, they may have had a dozen or more teachers from which to draw some opinions around teacher dispositions. Through this research, I planned to solicit the perspectives of undergraduate students of effective teacher dispositions.

Furthermore, the research findings in my literature review on the impact effective teachers have on all students is notable. However, for at-risk students, the impact of effective teachers far outweighs all other educational aspects. Research shows the positive impact effective teachers have on at-risk youth is much greater than any other element such as, socio-economic status, class size, school location, and ethnicity (Da Ros-Voseles & Moss, 2007; Hartlep & McCubbins, 2014; Helm, 2007; McKinney, Flenner, Frazier, & Abrams, 2014; McMahon, 2007; Popp, Grant, & Stronge, 2011). In fact, at-risk students benefit more from effective teachers than their peers who are not-at-risk (Hartlep & McCubbins, 2014). For the purpose of this study, at-risk students are defined as those who have an increased probability of experiencing challenges in school due to circumstances beyond their control. Specifically for this study, at-risk students are those who identify themselves as English Language Learners (ELL), low socio-economic status (SES), students who identify with an ethnicity other than Caucasian, and students who need academic services. From the results of the survey, I compared

student perspectives between at-risk students and not-at-risk students. The goal was to gain greater insight into the needs of all students.

In the United States today, the achievement gap that exists between at-risk students and not-at-risk students is becoming larger and clearly distinct (Gollnick & Chin, 2009). This issue plagues schools across America, both at the state and federal level. The problem of equitable education is of constant discussion and guides most policy decisions in regards to public education. While state and federal constituents try to solve this challenge, we as educators need to persevere in the classrooms to teach all children effectively. The primary goal is to get the best teachers in every classroom (Gordon et al., 2006). The effective teachers referred to in the study by Gordon et al., are the ones with the defined dispositions. Effective teachers have more than a Master's degree or a certain number of years of teaching experience; they have the kindness of heart, empathy, hold high expectations for all students, and they care (Eberly, Joshi, Konzal, & Galen, 2010).

According to Interstate New Teacher Assessment and Support Consortium (InTASC, 2012), effective teachers are defined by their performance, essential knowledge, and critical dispositions. In this research study, I am attempting to define effective teachers by the dispositions they possess according to the perspectives of undergraduate college students. I constructed a way to solicit the perspectives of undergraduate students by the use of Seven Cs student survey in order to add another component to the existing research.

I defined dispositions of effective teachers through the literature review in chapter two. I then used those terms in a survey to give to undergraduate students at a liberal arts university in the Northwest. The participants determined which dispositions were most effective for teachers

to possess, according to their perceptions. The perceptions of at-risk students and not-at-risk students was analyzed through appropriate demographic and statistical procedures.

My desire was to go right to the source, undergraduate students, to learn further what dispositions were desirable or perceived to be needed for a teacher to be effective. I believe that students can articulate what makes a good teacher to them. Furthermore, stated in the Measures of Effective Teaching (MET) Project, student voice has proven to be an effective way to evaluate teacher effectiveness based on student learning gains, according to the report, *Asking Students about Teaching* (2012).

Using a survey adapted from the MET project, I asked students to place a value on the dispositions they hold most important for a teacher to possess in order to be effective. Through this process, I hoped to discover correlations between variables or qualifiers of at-risk students as well as not-at-risk students in the survey and the valued dispositions. My hope was to obtain a better understanding of what defines an effective teacher for a particular ‘type’ of student. In getting a more thorough definition of “quality” dispositions for them, I can better recruit and support the most effective teachers in my professional standing.

Teaching is an act of servant leadership and takes special people who are willing to give of themselves in both integrity and authenticity, which takes strength, vulnerability, and humility (Palmer, 2007). These are attributes of a caring teacher. As a parent I think about the “type” of teacher I want for my children; what comes to mind first is the act of caring. I want to know my child’s teacher cares about him and that my child feels secure, happy, and edified in the classroom with his teacher (Noddings, 2002). For at-risk students the support needed at home may be lacking due to the absence of healthy adult support, family history, economics, and much more. This may cause at-risk students to suffer from a lack of self-esteem and self-efficacy

(Popp et al., 2011). It is imperative children have their basic needs met when they attend school (Maslow, 2000). When examining the needs of at-risk students, an effective teacher is at the top of the list. The goal for this quantitative study was to gain a better understanding of students' perceptions of effective teacher dispositions.

Statement of the Problem

Research indicates the positive impact effective teachers have on all students. The wealth of research that supports the impact dispositions have on student learning is evident. However, the lack of attention given to dispositions in the evaluation processes of both pre-service and in-service teachers needs to be addressed. The focus on dispositions should start at the interview process and continue throughout the teacher's training and/or career. The purpose of this study was to examine at-risk students and not-at-risk students' perspectives on which dispositions make an effective teacher in order to gain a deeper understanding of student needs. Using quantitative research design, I identified student perceptions of effective teacher dispositions. My goal was to compare the valued dispositions of the identified at-risk students with the value of the not-at-risk students in order to tailor professional development and disposition evaluations for teachers. The participants were undergraduate students from a liberal arts university in the Northwest who participated in a 35-question survey. In addition to adding to the literature base on student perceptions of effective teacher dispositions, a possible contribution of this research may be the impact on selection of teachers, training of teachers, and evaluation processes of effective teacher dispositions.

Research Questions

The goal of this study was to learn as much as possible from college student responses to what makes a teacher great and what dispositions most contribute to an effective teacher.

Through a survey of valued dispositions, I attempted to gain information that would help me make changes in the selection of and preparation of teachers for teaching at-risk and not-at-risk students. Below are the research questions that guided the development of the survey, sampling processes, and data collection:

1. Do student perceptions of effective teacher dispositions differ based on their status of “at-risk or not-at-risk?”
 - a. Do student perceptions of effective teacher dispositions differ based on those who identify themselves as English language learners (ELL)?
 - b. Do student perceptions of effective teacher dispositions differ based on those who are eligible for financial aid?
 - c. Do student perceptions of effective teacher dispositions differ based on those who identify using academic resources for core subjects?
 - d. Do student perceptions of effective teacher dispositions differ based on their ethnicity?
2. Do student perceptions of effective teacher dispositions differ based on their class level?
3. Do student perceptions of effective teacher dispositions differ based on their gender?

Null Hypotheses

The null hypotheses signified that there were no statistically significant relationships between the students’ perceptions of effective teacher dispositions and the self-selected demographics.

1. There is no statistical significance in how undergraduate students perceive effective teacher dispositions.

- a. There are no statistically significant differences in undergraduate students' perceptions of effective teacher dispositions by their identification of ELL status.
 - b. There are no statistically significant differences in undergraduate students' perceptions of effective teacher dispositions by their SES status, which is determined by their need for financial aid.
 - c. There are no statistically significant differences in undergraduate students' perceptions of effective teacher dispositions by their academic status.
 - d. There are no statistically significant differences in undergraduate students' perceptions of effective teacher dispositions by their identified ethnicity.
2. There are no statistically significant differences in undergraduate students' perceptions of effective teacher dispositions by class level.
 3. There are no statistically significant differences in students' perceptions of effective teacher dispositions by their gender.

Key Terms

Listed below are the terms important to this research. The definitions are specific to this study and research. The goal is for the reader to obtain a clear understanding of the usage of the terms.

- **Academic Resource Center (ARC)** is a resource offered to students at the liberal arts university in this study. Students can receive one-on-one tutoring in most academic areas.
- **Achievement gap** is the term used in education to define the persistent gaps in math and reading scores between groups of students. The achievement gap most

commonly exists between groups defined by socio-economic status (SES), race/ethnicity, and gender.

- **At-risk students** are defined as students who have an increased probability of experiencing challenges in school due to circumstances beyond their control. Some circumstances include high mobility, low socio-economic status (SES), homelessness, and cultural diversity such as English language learners and students of color (Popp et al., 2011). Other at-risk students may be those who experience academic difficulty.
- **CAEP** (Council for the Accreditation of Educator Preparation) provides teacher preparation programs with accreditation based on measurable evidence of effective teaching and program improvement. The state of Oregon requires teacher preparation programs to adhere to CAEP standards by the year 2018.
- **Dispositions** of effective teachers are defined as beliefs, values, and behaviors that are displayed over time and in different contexts (Nixon, Dam, & Packard, 2012; Young & Youngs, 2005).
- **ELL** (English Language Learner) refers to students who are learning English in addition to their native language. This may be a factor for identifying at-risk students.
- **Ethnicity** in this study will refer to the student's self-reported race and biological origin (Moule, 2012).
- **InTASC** (The Interstate Teacher Assessment and Support Consortium) "is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers."

- ([http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)).
- **MET** (Measure of Effective Teaching) project is funded through the Bill and Melinda Gates foundation, which researches the skills needed for teacher effectiveness. MET uses evaluation tools to best inform school districts on how to support effective teaching.
 - **NCATE** (National Council for Accreditation of Teacher Education) agency is responsible for maintenance of effective teacher preparation programs that meet state and national standards through assessment data
(<http://www.ncate.org/Public/AboutNCATE/tabid/179/Default.aspx>).
 - **SES** (Socio-economic status) is measured by the combination of education, income, and need for financial aid as determined by the household in which the student associates. SES as a variable may reveal inequities in access to and distribution of resources and will be referred to as one means to detect at-risk students.
 - **Seven Cs** represent the seven teaching practices that are linked to student engagement and achievement as part of the student surveys in the Tripod project written by Dr. Ronald F. Ferguson.
 - **Tripod** evaluation created by Dr. Ronald F. Ferguson in 2001 measures teacher practices, student engagement, and school climate. Tripod has been validated by the Measures of Effective Teaching (MET) project funded Bill and Melinda Gates foundation (tripoded.com). The Tripod evaluations includes the Seven C's Student Survey.

- **TSPC** (Teacher Standards Practices Commission) is the licensing agency for the state of Oregon for all K-12 teaching and administrator licenses. Along with issuing and renewing licenses, this agency also manages disciplinary actions for infractions of teachers and administrators.

Limitations and Delimitations

Limitations of this research are in the very nature of the design. Self-administered surveys depend on the participant's honest answers, as well as their willingness to participate in the survey. Undergraduate students were informed that the survey was voluntary; with no real incentive, most students chose not to participate. I communicated the goal of the survey to the students in order to address this issue of motivation on the part of the undergraduate students through the email script. However, if someone the students knew made them aware their voice was important and crucial in the process of selecting and training teachers, they may have been more motivated to complete the survey. Another key limitation to the study was the choice of soliciting undergraduate students versus P-12 students.

A key delimitation of this research was that the survey was intentionally short (35 questions) for the reasons stated above. My assumption was students would not want to spend much time on the survey, which is why I kept the length of participation under ten minutes to complete the survey. Moreover, another delimitation to this research was the total amount of detailed data that was obtained from this survey. The survey's purpose was to explore a breadth of data, which limited the depth the data provided. The questions designed to be *yes* or *no* answers limited the scope of information gleaned from the participants.

Another delimitation was related to the location of the survey and the sampling procedure. First, I decided to restrict this study to a liberal arts university based on location and

my connection as a professional with the university. Second, due to the limited population of those who represent ethnicities other-than-white, I grouped all non-white ethnicities into one data category. This allowed me to compare data results between two groups, Caucasian and non-Caucasian, but not between specific ethnicities. Third, I used convenience sampling by distributing the survey via students' school email address. I was then dependent on students to complete the survey.

Conclusion

The goal I have is to better serve students and provide them with the most effective teachers in each classroom every school year. In learning the perspective of at-risk students and not-at-risk students, I desired to gain a deeper understanding of their perceptions of great teachers and the dispositions they possess. This understanding could lead to my effectiveness as a professional educator. The research results may assist in refining evaluation processes as well as professional development for teachers. The research findings from this study may also add to the literature on student voice on the importance of effective teacher dispositions.

CHAPTER 2

Review of the Literature

The purpose of this chapter is to present an in-depth review of the literature on effective teacher dispositions and the impact dispositions have on student learning.

Introduction

The interest in how effective teachers can influence student learning is ever increasing as standardized tests raise the stakes in education and as we become more of a global society. Under the Bush administration, Congress enacted the No Child Left Behind Act (NCLB, 2004) which states that every child in grade three through eight will be tested in reading and math. Federal education funds are granted to those schools that meet the state-determined standards based on standardized test scores. In order to compete on a global level standards are being raised and schools are being held accountable. The state of Oregon has adopted the national Common Core State Standards for reading and math. The rigor and expectations these standards require has raised the bar for educational outcomes for every student in kindergarten through 12th grade.

Now more than ever, we need the best teachers in classrooms to help children be successful citizens. Effective teachers are defined by their education, years of teaching, and student test scores as per InTASC (Interstate Teacher Assessment and Support Consortium) standards of what a teacher should know and be able to do (2012). InTASC further defines teachers by their performance, essential knowledge, and critical dispositions. Under these categories are ten standards with many attributes to describe the expectations of what pre-service and in-service teachers need to know and be able to do in order to serve their students well.

Accordingly, research has found a direct correlation between effective teachers and the dispositions they possess (Gordon et al., 2006). In fact, only “3 percent of the contribution teachers make to student learning is associated with teacher experience, educational level, certificate status...and 97 percent of teachers’ effects on student achievement are associated with...teacher qualities such as dispositions, attitudes, and classroom practice” (Stronge, 2010, p.70). Research indicates that teacher effectiveness, supported by dispositions, has the most extensive impact on student learning (Gordon et al., 2006; James, Minor, Onwuegbuzie, & Witcher, 2002; Nixon et al., 2010). The quality of a teacher can be recognized by his or her dispositions (Whitsett, Roberson, Julian, & Beckman, 2007), which are identified attributes that can be assessed through a variety of means (Giovannelli, 2010; Masunaga & Lewis, 2011; Young & Youngs, 2005).

Researchers agree upon the fact that effective teacher dispositions are needed for student success (Thornton, 2006). Albeit, defining what effective teacher dispositions entails has been difficult to attain. This is due to the many ways to determine which dispositions count as effective and which ones have the most significant impact on student learning (Clark, 2005; James et al., 2002; Taylor & Wasicsko, 2004). Moreover, research also shows that teachers who possess quality dispositions have a greater impact on student success in school, more than gender, ethnicity, SES, and cognitive ability (Helm, 2007).

Hartlep and McCubbins (2014) reflect on the work of Martin Haberman who was devoted to research related to what makes teachers effective in urban settings with at-risk students. They depict the usefulness of assessing for dispositions that have a direct influence on teacher effectiveness as defined by student learning gains. The tool developed by Haberman called *The Star Teacher Pre-Screener* has been used throughout the United States to help teacher

education programs recruit and sustain effective teacher candidates. Star Teacher instrument surveys ten different attributes that have a direct correlation to effective teaching of at-risk students in urban settings. The attributes of the survey are found and supported in multiple research articles. In fact, research has found that certain dispositions of effective teachers had the potential to have a positive influence on the education of diverse and at-risk students in all educational settings (Garza & Ovando, 2012; Hartlep & McCubbins, 2014; Helm, 2007; McKinney et al., 2014; McMahon, 2007; Muller & Hindin, 2011; Popp et al., 2011; Schussler, Bercaw, & Stooksberry, 2008; Shook, 2012; Thornton, 2006).

The achievement gap between not-at-risk and at-risk students continues to grow and is evident in all educational settings including high and low socio-economic status (SES) schools (Gollnick & Chin, 2009). Teachers must be culturally competent to effectively teach students of diverse cultures (Eberly et al., 2010; McKinney et al., 2014). According to Dee (2012), culturally competent teachers have the ability to learn about their own lens of which they view the world. They also have the willingness to learn of others' cultures. Along with willingness and openness to develop effective teaching dispositions, these teachers utilize the diversity of their students in their pedagogy and classroom practices where diversity is celebrated and accepted. Effective teachers understand the importance of communication between parents, teachers, and community. The prominence of communication of school and home to cultural competency is the thread that weaves ethno-theories of educators and parents together (Eberly et al., 2010).

The educational impact that effective teachers have on all students is evident, albeit there is a significant impact on students that are deemed at-risk (Da Ros-Voseles & Moss, 2007; Hartlep & McCubbins, 2014; McKinney et al., 2014; McMahon, 2007; Popp et al., 2011). For

this study, at-risk is defined as students who have an increased probability of experiencing challenges in school due to conditions beyond their control (Popp et al., 2011). At-risk students are in danger of being marginalized in the public school system (McMahon, 2007). It is imperative that teachers are aware of the needs of students and have the skills and dispositions to encourage, empower, and teach to all students, including those at-risk.

Teacher education programs and administrators of schools have a responsibility to P-12 students to produce and support effective teachers throughout their career. For teacher education programs there are many ways of assessing for dispositions that have proven to be apparent in effective teaching (Dee, 2012). Additionally, there are many ways to foster effective dispositions throughout the teacher candidate training, as well. Research has found that attention given to the right dispositions through self-reflection, case study analyses, and exposure to diverse populations has a direct impact on the quality of teacher the program produces (Dee, 2012; Eberly et al., 2010; Garza & Ovando, 2012; Hartlep & McCubbins, 2014; Muller & Hindin, 2011; Schussler et al., 2008).

The purpose of this literature review is to explore what has been written about dispositions of effective teachers, particularly which dispositions have the greatest impact on student learning. First, the dispositions labeled as belief, values, and behaviors will be defined. Then we will look at the impact effective teachers have on all students. Next, what does research say about effective teacher dispositions that directly influence the learning gains of at-risk students? The review will also examine the responsibility of teacher education programs to produce teachers who are competent and qualified to teach all students. Lastly, the support by administrators and educational systems to foster the growth and development of effective teachers will be examined.

Effective Teacher Dispositions Defined

There are many ways to define teacher dispositions as well as what constitutes a quality disposition. All teacher preparation programs must adhere to InTASC standards, which have been adopted by NCATE (National Council for the Accreditation of Teacher Education). Oregon's licensing agency, Teacher Standards and Practices Commission (TSPC) has adopted InTASC, as well. For this literature review, I will refer to InTASC's and NCATE's definitions and standards for effective teacher dispositions. InTASC defines its standards under teacher performances, essential knowledge, and critical dispositions. Each of these categories house indicators that define the standards, for example, Standard #1 Learner Development, Critical Disposition, "1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development" (p. 10). InTASC (2012) specifies 43 critical dispositions required for teacher preparation programs to assess and cultivate in their teacher candidates. These 43 critical dispositions are crucial for teacher candidates to possess and are itemized in the 10 Standards in Table 1:

Table 1

InTASC's Critical Dispositions

Standards	Critical Dispositions
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.	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.
2. Learning Difference 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.	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.

3. Learning Environment

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.

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.

5. Innovative Applications 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.

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.

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, crossdisciplinary skills, and

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

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.

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.

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.

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.

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.

pedagogy, as well as knowledge of learners and the community context.	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.
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.	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.
9. Reflection and Continuous Growth 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.	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.
10. 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.	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.

In addition to InTASC's definitions of effective teachers is the Measures of Effective Teaching (MET) Project (2012) sponsored by the Bill and Melinda Gates Foundation. The MET Project uses the Tripod Survey's "Seven Cs" to describe effective teachers. The Seven Cs were developed by researcher Dr. Ronald F. Ferguson and have been used in multiple studies for the past decade (MET Project). The Tripod project helps to close the achievement gap between at-

risk students and not-at-risk students by assessing content knowledge, pedagogical practices, and teacher-student relationships. The survey gains the perceptions of students using the Seven Cs of effective teacher practices, which has been validated by the MET project. See Appendix A for alignment of the Seven Cs with InTASC's Critical Dispositions and the defined dispositions in this literature review. Please note that InTASC Standards nine and ten do not refer to direct student contact or teaching so they do not align to any of the Seven Cs listed below:

1. *Caring* about students refers to encouragement and support. Care goes beyond being 'nice,' to teacher behavior that depicts emotional safety and belonging. Teachers who score high in 'care' work hard to help students and provide a classroom environment of respect. For example, "My teacher seems to know if something is bothering me" (p. 23).
2. *Classroom Management* refers to providing a safe and cooperative learning environment. A teacher who has control in the classroom creates a safe learning space where students can trust their teacher. This is one of the strongest of the Seven Cs in predicting student academic achievement in math and literacy (Ferguson, 2012). For example, "Our class stays busy and does not waste time" (p. 23).
3. *Clarifying* lessons refers to checking for understanding and providing multiple means for instructional delivery. Clarify requires teachers to know multiple ways to explain and teach to students. Teachers who score high in 'clarify' understand effective pedagogy and are able to teach effectively to their students. For example, "My teacher has several good ways to explain each topic that we cover in class" (p. 23).
4. *Challenging* students refers to having high standards for all students. Challenging teachers do not let students give up when learning becomes difficult. These teachers have the skills to utilize effective questioning and scaffolding techniques to meet students

where they are and get them where they need to be in their understanding. For example, “In this class, we learn to correct our mistakes” (p. 23).

5. *Captivating* students refers to student interest in content. Captivating teachers use what they know about their students to make learning applicable to the students’ lives. Lessons are often stimulating and relevant, which makes content easier to learn and remember. For example, “I like the way we learn in this class” (p. 24).
6. *Conferring* with students refers to respect, which builds student self-efficacy. Teachers who confer with their students seek to understand the student point of view. This is done by building relationships with students through active communication during class activities and lessons. For example, “Students get to decide how activities are done in this class” (p. 24).
7. *Consolidating* knowledge refers to summarizing and integrating content. Consolidate refers to the teacher’s ability to make learning meaningful by implementing strategies which allow students to attach new knowledge with preexisting schemas through consistent review and summarization. For example, “My teacher takes the time to summarize what we learn each class session” (MET, 2012, p. 24).

The 43 InTASC Critical Dispositions listed and the Seven Cs from the MET Project all refer to the teacher’s ability to exhibit the appropriate beliefs, values, and behaviors needed to be effective in teaching children. For the next portion of this review of literature, dispositions will be synthesized under beliefs, values, and behaviors that are displayed over time and in different contexts (Nixon et al., 2012; Young & Young, 2005).

Beliefs. Effective teacher dispositions are defined under beliefs, values, and behaviors that are exhibited over time (Nixon et al., 2012). According to NCATE (2008), “Candidates

demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. Candidates recognize when their own professional dispositions need to be adjusted and are able to develop plans to do so” (para. 1g). In addition, Taylor and Wasicsko (2004) described effective teacher dispositions as a strong belief that all students can learn if given the right opportunities. These teachers are highly interested in motivating students based on student interests and needs. Additionally, they maintain high expectations for all students regardless of diversity or need. These teachers build their students’ self-efficacy or belief in one’s abilities. Furthermore, teachers with effective dispositions believe in a democratic process in their classroom as well as student centered classrooms (Evens, 2002; James et al., 2002; Sleeter, 2008).

Values. Along with beliefs, Taylor and Wasicsko (2004) state that effective teachers express value in others and provide a caring and accepting environment that promotes respect of self and others. InTASC’s Standard #2 ‘Learning Difference’ states in critical disposition 2(m) “The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests” (2012, p. 11). Similarly, Evans (2002) reported from a qualitative study of a group of 5th grade students that effective teachers were respectful, fair, and did not show favoritism.

Teachers that possessed effective dispositions valued being a positive role model both in and out of the classroom (Giovannelli, 2010). They are consistent with their treatment of others and their shown behaviors. These teachers valued the essentiality of being a reflective practitioner. Reflectiveness fosters and promotes the growth of positive dispositions if teachers value being a learner and are willing to change and grow (Giovannelli). Reflectiveness aides in the development of effective teaching practices, which is evident in the teaching strategies used,

interactions with their students, and the professionalism exhibited in the school and community (James et al., 2002; Sleeter, 2008).

Behaviors. Along with beliefs and values, Thornton (2006) describes how behaviors exhibited by teachers with effective dispositions are the actions that are carried out consistently and in a variety of settings. These behaviors or actions reflect the values, beliefs, and thought processes of the teacher (Talbert-Johnson, 2006). Such teachers maintain positive attitudes towards their students, peers, and community (James et al., 2002). In addition, these teachers demonstrated effective and positive classroom management skills that promoted the involvement of students in the democratic process. Students that were involved and had ownership in how the classroom was structured showed respect for classroom rules and procedures. Jamil, Downer, and Pianta (2012) found that students who participated with the development and implementation of the classroom setting and expectations had higher interest in upholding and following expectations. Lastly, teachers with effective behavioral dispositions were active listeners, fair to all students, competent in their knowledge, showed empathy, and gave timely and authentic feedback (Jamil et al., 2012), all of which are embedded in InTASC's critical dispositions (2012).

Values, beliefs, and behaviors shown over time. In an ongoing effort to define effective teacher dispositions, research shows evidence that dispositions of values, beliefs, and behaviors are actions that are displayed and proven over time and in different settings (Nixon et al., 2010; Thornton, 2006). Teachers that maintain effective dispositions are consistent in their behavior and decision-making. Evidently, ethical strands and a moral compass direct the teacher's actions and behaviors consistently in all situations (Albee & Piveral, 2003; Nixon et al., 2010; Schussler, Feiman-Nemser, & Murrell, 2012).

In addition, Thornton (2006) reports that dispositions are actions and thinking processes shown by the teacher over time, referred to as “dispositions in action” (p. 67). From this research of dispositions in action, three themes emerged: relationships, supports, and expectations. These themes support the effective teacher dispositions at-risk students need from their teachers as delegated below under disposition of relationship building, disposition of care, disposition of building student efficacy, and disposition of cultural awareness. However, to what extent these themes of dispositions have on student learning requires further research (Thornton).

Effective Teacher Dispositions’ Impact on At-Risk and Not-At-Risk Student Learning

In order to be truly effective as an educator one must possess the required dispositions to teach all students, as per InTASC standards (2012). Related to student performance the quality of teacher dispositions outweighed the effects of demographics, socio-economic status, and class size according to Thornton’s study, “Dispositions in Action” (2006). This study consisted of 120 middle school students; approximately 96% were African American and low SES. The three-year study found a correlation between student perceptions of happiness in school and the teacher’s ability to display effective teacher dispositions. Although there were no quantitative data gathered in this study, the researchers used student interviews to conclude the themes that students found supportive to their learning and over all enjoyment in school (Thornton, 2006).

Schools are becoming more and more diverse in both ethnicities and in the needs of students. Gollnick and Chin (2009) estimate by the year 2020 more than half of the student population will be ethnically diverse from that of Anglo-Saxons, whereas the educators will still be predominately white females. Moreover, the fastest growing student population, English Language Learners (ELLs), make up over 10% of total student population (Batalova, 2006). The educational impact that effective teachers have on all students is evident, although there is an

especially significant impact on students that are deemed at-risk (Da Ros-Voseles & Moss, 2007; Hartlep & McCubbins, 2014; McKinney et al., 2014; McMahon, 2007; Popp et al., 2011).

The goal of most educational institutions is to increase students' academic abilities in order to prepare them for being productive citizens. Nixon et al. (2010) states that, "dispositions provide an accurate measure of teacher effectiveness" (p. 213). Furthermore, appropriate teacher dispositions have a significant impact on students' ability to learn. According to a study by Gordon et al. (2006) teachers who displayed effective teaching dispositions had students that performed an average 10% higher on standardized tests than students who had teachers lacking evidence of effective dispositions. These teachers had a significant relationship between classroom management, instructional strategies, classroom organization, high expectations, and increased student motivation and achievement (James et al., 2002).

Teachers who displayed effective dispositions increased the quality of instruction and student learning (Nixon et al., 2010). In the research project of Gordon et al. (2006) on identifying qualities of effective teachers, they found teachers with effective dispositions had a direct correlation with student performance over qualities such as years of experience and education or degrees. In this three year study consisting of about 150,000 students in 3rd through 5th grade from the Los Angeles Unified School District, there was a 10% increase in student achievement on standardized tests for both math and reading when assigned to a top quartile teacher. Moreover, effective teacher dispositions can improve instructional delivery having a direct impact on "student learning opportunity" (Nixon et al., p. 213).

The difficulty of quantifying what makes a teacher effective is evident in the scholarly literature. Effectiveness can be assessed in a variety of ways, for example certification, years of experience, recommendations of building administrators, and student performance (Hartlep &

McCubbins, 2014). With that, the focus is on effective teacher dispositions and qualities that directly influence at-risk students.

The notion of good teachers possessing certain dispositions has been part of our educational history. As John Dewey stated in 1904, teachers need the “development of dispositions toward reflection, inquiry, ethical judgments, and orientations towards the multifaceted processes of students” (as cited in Hartlep & McCubbins, 2014, p. 5). In our current educational system the necessity for effective teachers for at-risk students is on the rise and will continue to increase (McKinney et al., 2014). The most prominent dispositions that influence at-risk students’ success in school is deliberated below. However, while the dispositions listed are beneficial for all students, the focus is on the impact these dispositions can have on the quality of education of at-risk students, which promotes learning gains and retention in school.

Disposition of relationship building. Teachers who value and understand the significance of student-teacher relationships can be more effective in the classroom. In fact, literature supports the importance that caring relationships have on diverse students’ motivation and performance in schools (Talbert-Johnson, 2006). The development of relationships between teachers and students enhances the learning opportunity for at-risk students (McMahon, 2007).

After a three year study conducted by Thornton (2006) on effective teacher qualities and dispositions, the theme having the greatest impact on students’ educational experience was the relationships teachers built with students. As quoted by one student, “my teacher was real and I could talk to her” (Thornton, p. 60). The research found that relationship-building coupled with effective, calm, and organized classroom management provided a student-centered environment that led to a positive educational experience for at-risk students (Popp et al., 2011; Thornton,

2006; Schussler et al., 2008; Shook, 2012). In a similar study, Nezhad and Nezhad (2014) found the most significant indicator of student success as deemed by student academic achievement was the personality characteristics of the teacher. The study consisted of 550 female high school students during the 2013/2014 school year in Poldsht, Iran. The researchers found a statistically significant relationship between teacher's personality and student academic achievement. This was higher than the other findings on classroom management, instruction, and assessments. The article went on to denote that the personality traits such as, "showing a sense of responsibility to students, respecting all students, avoiding sarcasm during speech, and showing higher expectations" led to positive student-teacher relationships (Nezhad & Nezhad, 2014, p. 939).

Students of diverse backgrounds depend on a positive relationship with their teacher and tend to perform poorly in school when that relationship is lacking (Talbert-Johnson, 2006). As Shook (2012) noted in her meta-analysis, teacher's positive relationships with students modeled the expected behavior and decreased disruptive behavior by 31%. Students witnessed the respect given and shown by the teacher, and many students followed the tone set by their teacher (Shook).

It is imperative that educators make a connection with at-risk students by learning more about them (Cannon, 2012). Chris Cannon goes on to convey that taking the time to talk with students and ask them questions in order to understand their needs builds trust between the teacher and student. This requires teachers to have perseverance (Yettick, 2014) when working with at-risk students. Helm (2007) reported in her study of teacher dispositions that teacher-student relationships had the most significant impact on school success as per standardized assessment scores even over student gender, ethnicity, cognitive ability, and SES. Moreover, she found in a longitude study of 179 students from a small school district who entered kindergarten

the same year and continued through to 8th grade that the students' relationships with their teachers predicted student success (Helm).

Disposition of caring. (Please note that the term 'care' used in this section does not reflect the term 'care' used as one of the Seven Cs). Multiple research reports that the disposition of *caring* is a predictor to effective teaching of all students. The disposition of caring had a significant impact on at-risk students because it enabled students to trust an adult (Da Ros-Voseles & Moss, 2007; Dee, 2012; Garza & Ovando, 2012; Helm, 2007; McMahon, 2007; Popp et al., 2011). The disposition of caring enables teachers to show evidence of their *empathy* and *sensitivity* toward students. In addition, the disposition of caring builds affirmation and support of one another and builds respect for the "other" (Noddings, 2016), enabling at-risk students to succeed. In 2010, the Measures of Effective Teaching (MET) Project launched the Seven Cs survey to over 3,000 classrooms. Findings showed that students who were ranked in the 25th percentile on academic achievement tests in reading and math scored their teachers lower in the Seven Cs than the students who were ranked in the 75th percentile. For example, students in the bottom quartile scored their teachers $\leq 59\%$ in Care, Control, and Challenge, as compared to students in the top quartile who scored their teachers $\geq 72\%$. Students in the top quartile consistently ranked their teachers higher in all of the seven Cs and students in the bottom quartile ranked teachers lower (MET, 2010). One can infer there is a connection between student academic success and perceptions of their teachers, according to the Seven Cs survey. Moreover, Ferguson (2012) states when teachers score higher on "control" and "challenge" they show care for their students. Students of color and ELL students showed the greatest learning gains in math and reading when reporting a strong perception of care (Clayton, 2013; Ferguson, 2012; Polikoff, 2015; Schweig, 2014).

Moreover, the lack of empathy and care can have detrimental impacts on students' perception of self-worth, which can cause students to feel invisible and perpetuate the cycle of being marginalized (McMahon, 2007). In the study conducted by Popp et al. (2011), they found that award winning teachers of at-risk student populations were identified as "highly effective teachers" (p. 277) by students based on the teacher's dispositions of being "caring, dedicated, motivating, encouraging, nurturing, supportive, and respectful" (p. 277). At-risk children showed a greater commitment and effort in learning when they had teachers who demonstrated the disposition of caring (Stronge, 2010). Moreover, teachers in urban settings that responded to students in ways that showed care and empathy fostered openness, which enabled teachers to better serve their students (McAllister, 2002).

Disposition of belief in students' efficacy. Chris Cannon (2012), a teacher trainer, stated that at-risk students do not need or desire to have teachers as friends. At-risk students need a relationship of trust and respect where the teacher possesses ultimate authority and shows belief in his or her students' abilities. This does not speak to the dispositions of empathy and caring, but to the disposition of having high expectations and belief in students' abilities. According to the study by Yettick (2014), teachers with effective dispositions increased their students' self-efficacy. In this study, teachers who showed perseverance in maintaining high-expectations for their students had a positive impact on students' standardized exams. Students scored 70% or higher each year of the study on academic tests (Yettick).

At-risk and marginalized students may suffer from a lack of self-esteem and self-efficacy due to the absence of healthy adult support (Popp et al., 2011). According to McKinney et al. (2014) they found a way for teachers to avoid the danger of a self-fulfilling prophecy that affects at-risk students through holding high expectations for all students. Teachers need to believe in

their students' abilities and hold them to high expectations (Cannon, 2012; McKinney et al.; Sleeter, 2008).

Ferguson (2012), the developer of the Tripod Seven Cs student survey, found through years of survey implementation, that it was a reliable tool to predict learning gains in mathematics and English language arts for students of color and ELL students when reporting perceptions of “Clarify” (where the teacher is able to explain things in ways students can understand) and “Challenge” (where the teachers holds high expectations for all students). The teachers who believed in the efficacy of their students and tailored the instruction to student interests had a more cohesive and productive classroom environment. Although this study did not specify learning gains of students, it did show the positive relationships built through the belief teachers showed in their students.

Likewise, studies have shown that a teacher's belief in students' abilities has a profound impact on ELL students' capability to assimilate into a diverse classroom environment (Chu, 2011). In the study conducted by Popp et al. (2011) using the Differentiated Classroom Observation Scale (DCOS), they found that effective teachers who scaffolded learning, implemented higher level questioning (Bloom's Taxonomy), and held high expectations for all students had a significant improvement on the engagement of at-risk students during learning time. During the observations, students in this study were engaged at least 80% of the time during class instruction and activity time.

Disposition of cultural awareness. In addition, effective teachers that exhibit cultural competence have a profound impact on student learning and success in school (Eberly et al., 2010; Garza & Ovando, 2012; Hartlep & McCubbins, 2014). Culturally responsive teachers are sensitive and socially conscious of diverse students' needs (Gay, 2000). In fact, they “act as

stewards and leaders; understand, respect, and value diversity; and apply what they have learned about teaching to support diverse learners” (Mueller & Hindin, 2011, p. 18). Moreover, there is a strong correlation between culturally responsive teaching and the quality of education for diverse students through instruction, curriculum, and assessment based on a pilot survey administered to teachers serving culturally and linguistically diverse students (Chu, 2011). The survey results showed teachers who believed in culturally responsive teaching scored higher on the 5-point scale ($M=4.68$; $SD=0.48$), with motivating student learning.

According to Villegas and Lucas (2002) there are six character traits of culturally responsive teachers. As cited in Hartlep & McCubbins (2014, p. 6), culturally responsive teachers:

1. Are conscious of their own way of perceiving reality based on their background
2. Are positive and have high expectations for all students
3. Have high efficacy
4. Understand and can support how students build knowledge
5. Care about students’ lives
6. Create opportunities for students that build on prior knowledge and promote future growth

Teachers who have the willingness and ability to assess their own culture and biases have the critical disposition to become culturally competent (Dee, 2012; Gay, 2000). In addition, teachers who have an open mind and an understanding of diverse cultures are more apt to effectively teach diverse students as well as celebrate and respect others in their classroom (Da Ros-Voseles & Moss, 2007; Schussler et al., 2008).

Teachers in urban settings who possess positive dispositions towards working with culturally and linguistically diverse students from low SES backgrounds are better equipped to serve students' academic, emotional, and social needs (Tindle, Freund, Belknap, Green, & Shotel, 2011). Teachers who possess quality dispositions and become culturally competent engage in opportunities to interact with people of different cultures. Moreover, these teachers engage with their community and learn of the lived-experiences of children they teach (Sleeter, 2008). Educators that lack cultural competence can have a detrimental effect on diverse and/or at-risk students (Schussler et al., 2008). Exposure to a variety of cultures and diversity is crucial for teachers to gain the necessary skill sets to effectively teach all students (Eberly et al., 2010; McMahon, 2007; Schussler et al.).

Assessments of Effective Teacher Dispositions

A wealth of research is available on effective teachers and the dispositions they possess. Even though research cannot quantify what makes a teacher effective or pinpoint the exact dispositions that have the greatest impact on student learning, researchers do have enough evidence to know what precursors a person can possess that may enable them to be effective teachers. Schools of education have implemented screening tools or means of assessment for dispositions they deem important for their teacher candidates to possess, many of which are teacher observations. Unfortunately, teacher candidate observations only assess the measures of behaviors witnessed at the time of observation, thus leaving out the voice of students who spend many other hours with the teacher candidate (Welch & Pitts, 2010). Because dispositions can positively or negatively influence students' learning, it is important to promote, strengthen, and assess the effective dispositions in all our teachers (Da Ros-Voseles & Moss, 2007). However,

the lack of findings in current research with students' voice on what makes teachers effective is evident and in need of attention.

Means of assessing effective teacher dispositions. The Tripod Seven Cs student survey is one tool used throughout the nation in school districts as a means of assessing teacher effectiveness, based on student perceptions (Ferguson, 2012). Research has validated the reliability of student voice in determining the effectiveness of their teachers. For example, student surveys are used consistently in higher education as a means of assessing professor effectiveness. However, within the last decade, administrators have looked to P-12 students to assess teacher effectiveness (Ferguson). The school districts that have utilized the Tripod Seven Cs student survey found strong connections between student perceptions of their teachers and their learning gains (Clayton, 2013; Ferguson; Polikoff, 2015; Schweig, 2014).

In a three-year study from the Bill and Melinda Gates Foundation, research conducted through the MET Project in 2010 focused on multiple ways to assess for effective teaching. The goal of the project was to identify what assessments reflected effective teaching. Over 3,000 teachers nationwide opened their classroom to the MET Project where classroom observations, student test scores, and student surveys were all used as means to identify effective teaching. This report is one of few found that emphasized the importance of student voice in identifying effective teaching. The report states, "Student perception surveys provide a reliable indicator of the learning environment and give voice to the intended beneficiaries of instruction" (MET Project, 2010 p. 20). In other words, when student perspectives were solicited through the use of the Seven Cs survey it accurately predicted student learning gains.

The MET Project report was significant because it examined effective teaching in multiple formats, which included student surveys. Based on survey results, the MET Project

determined seven ‘themes’ that signified the voices of the students who participated in the study. The seven themes, also known as the Seven Cs, all relate to effective teacher dispositions and skills (Asking Students about Teaching, 2012). For example, two themes emerged, labeled “care” and “confer.” The theme “care” is described by students as, “My teacher seems to know if something is bothering me.” (p. 4). This theme speaks to the disposition of care, which requires teachers to know their students. The theme “confer” was described as, “My teacher wants us to share our thoughts.” (p. 4). This theme speaks to the disposition of relationship building.

For pre-service teachers, one of the most popular screening tools has been the Star Pre-Screener, constructed by Martin Haberman (2004). He was dedicated to working with at-risk youth in urban areas as well as learning what characteristics made successful teachers for those students (Hartlep & McCubbins, 2012). Haberman’s definition of a Star Teacher was: those who “are so effective that the adverse conditions of working in failing schools or school districts do not prevent them from being a successful teacher” (as cited in Hartlep & McCubbins, 2012, p. 6). Many education programs have implemented this screening tool as a way to select the very best candidates for their teacher program.

On that same note, James et al. (2002) found that teachers who showed effective dispositions as per NCATE (2008) standards had greater success in the classroom during their pre-service training. The teacher evaluation forms that assessed classroom management, student engagement, student test scores, and professionalism determined the definition of success. Moreover, research has shown evidence that effective dispositions have more impact on the quality of the teacher than the teacher’s credentials, class size, and demographics of students (Gordon et al., 2006). Although, the findings on the importance of effective dispositions needed

is plentiful, the research is limited on the direct correlation between student learning gains and specific dispositions (Thornton, 2006). Again, the sparseness of student voice in determining what makes a teacher effective is missing in current literature.

Teacher education program's responsibility to cultivate effective teacher

dispositions. No matter what the admissions policy is for teacher education programs, once teacher candidates are admitted and being trained, this question is important: What is the most effective way to prepare preservice teachers to teach all students? Although there is much research on the subject, the findings are abstruse. Eberly et al. (2010) also found in their research that teacher education programs need to support preservice teacher's growth in competence by requiring reflective practices on teaching experiences in tandem with course work requirements. Providing class time to reflect, debate, and learn to be open to others' point of view helped develop the preservice teacher's ability to transfer beliefs to practices (Eberly et al., 2010; Lee & Herner-Patnode, 2010).

In case studies reported by Mueller and Hindin (2011) preservice teachers claimed that field placements in urban or diverse settings with at-risk students had an impact on their ability to detect issues of diversity. In fact, a study conducted by Frederiksen, Cooner, and Stevenson (2012) found effective dispositions were strengthened by teacher candidates' field placements in diverse settings with at-risk students. Their research found a significant growth in seven out of ten of the InTASC standards of critical dispositions. The mixed methods research supports the importance of internships on the development of effective teacher dispositions. Placing teacher candidates with students from subcultures different than their own gave the candidates the framework and background to become more culturally competent, if they were willing and open-

minded (Dee, 2012; Eberly et al., 2010; Garza & Ovando, 2012; Muller & Hindin, 2011; Schussler et al., 2008).

The study by Dee (2012) found through the assessment of the Teacher Work Sample that teacher candidates who were labeled in the proactive category based on their reflections, were descriptive in their planning and showed an ability to differentiate instruction and utilize diversity in the construction of their lessons. The teacher candidates' Teacher Work Sample also showed evidence of implementing student choice and authentic assessment that informed their teaching. These teacher candidates showed effectiveness through their descriptive reflections. Their reflections showed evidence of taking responsibility for their students' learning instead of using excuses such as students' lack of ability, absences, ELL, and special education to name a few. Dee recommends that teacher education programs look for evidence of effective teaching in their teacher candidates through performance assessments and other evaluation forms. However, as in most other studies, student voice is not a factor in the evaluation process of teacher candidates.

Conclusion

It is clear to those who are involved in education that the need for high quality, effective teachers is great and becoming more so. The needs of students continue to grow in both breadth and depth. Thus, the expectations required of teachers is exhaustive and more complex than ever. Most would agree that schools need highly effective, culturally competent teachers; however, what signifies those qualities is still somewhat ambiguous. With that being said there is a governmental movement to evaluate teachers based on the requirements spelled out in InTASC standards.

Although researchers have performed many studies over the years in regards to teacher effectiveness, dispositions, and cultural competence there is still much research needed. The field of education is a living entity that is always changing. Educators must be diligent in their desire to be the best teachers possible for their students. We need more research on the effects of teacher dispositions on student learning gains for all students, but also with an emphasis on at-risk students (Dee, 2012; Mueller & Hindin 2011; Schussler et al., 2008; Thornton, 2006). There is still a need for further research on how to assess for the qualities needed of a teacher and how to foster dispositions required for educating all children. Teacher education programs have the responsibility to produce effective teachers with the right dispositions to teach in any classroom across the United States. For this to happen more research is a need requested by all invested parties, including P-12 students.

Effective teacher dispositions can be defined by many as the beliefs, values, and behaviors or actions consistently shown (Taylor & Wasicsko, 2004; Thornton, 2006), that are evident in one's thinking, decision making (Da Ros-Voseles & Moss, 2007), and interactions with others (Jamil et al., 2012; Masunaga & Lewis, 2011; Nixon et al., 2012; Whitsett et al., 2007). The importance of teacher effectiveness as it relates to student academic growth is becoming more clear as institutions, agencies, and universities give attention to the topic of effective teacher dispositions. Research, although limited, has begun to show evidence that connects teacher dispositions to student's ability to learn (Gordon et al., 2006; Nixon et al., 2010; Da Ros-Voseles & Moss; James et al., 2002; Thornton). It is imperative that teacher education programs assess teacher candidates for the appropriate and effective teacher dispositions before being admitted (Nixon et al., 2010; Schussler et al., 2012), and intentionally and systematically

support the growth of such dispositions throughout their teacher preparation (Altemueller, Brewer, & Lindquist, 2011).

As evident from the lack of literature, the direct connection of teacher dispositions and student learning is in need of more research to support that the two are dependent on one another. Thornton (2006) defined “dispositions in action” as the processes and decisions of those who have the required dispositions to be an effective teacher. In addition, “dispositions in action” requires further research to define and systematically assess for effectiveness in teacher performance (Thornton, 2006). However, from the literature viewed thus far it is clear that effective teachers possess certain dispositions that directly influence their students, peers, and the community in which they teach and live. Conversely, additional research from a student’s perspective is still needed on to what extent these dispositions affect those around them, and exactly which dispositions have the greatest influence on student learning. The goal of this research study was to better define which dispositions students hold as most important for being an effective teacher.

CHAPTER 3

Methods

Introduction

The potential power of information that can be obtained from the solicitation of student perspectives is a resource waiting to be utilized. In this study, I attempted to examine “at-risk” students and “not-at-risk” students’ perspectives on which dispositions make an effective teacher, according to the characteristics in the Tripod Seven Cs student survey. My goal was to connect their perspectives with the extensive research on effective teacher dispositions in order to gain a deeper understanding of the qualities students need and desire in their teachers.

Through the use of the Seven Cs survey where students gave a value to the importance of a predetermined set of dispositions, I attempted to identify student perceptions of effective teacher dispositions. I compared responses between the qualifiers of at-risk and not-at-risk students to determine if there were patterns or commonalities between the groups’ valuing of dispositions. The results of the survey did not indicate which dispositions were more important for at-risk students to have in their teachers, and which dispositions were more important for not-at-risk students to have in their teachers. These results may be due to the limited responses.

More specifically, I desired to learn the dispositions perceived to be important according to English language learner (ELL) students, low socio-economic status (SES) students, which was determined by their use of financial aid, students using academic services, which was determined by the selection of using the ARC (Academic Resource Center), and students of non-white ethnicities. However, the survey launched did not house the qualifier for ELL; no data were gathered for this demographic.

The participants were undergraduate students from a liberal arts university in the Northwest. I chose undergraduate students based on their years of experience with teachers and their ability to evaluate determined dispositions. The survey was administered via student's school email address accompanied with a rationale for the survey (see Appendix B). The goal of the email script was for students to understand the importance of their voice in our educational system. My passion to improve our educational system stems from my role as an educator in both P-12 and in higher education teacher preparation programs. My goal is for effective teachers with the quality dispositions be in classrooms for all P-12 students. This study explored the answers to the following research questions:

Research Questions

1. Do student perceptions of effective teacher dispositions differ based on their status of at-risk or not-at-risk?
 - a. Do student perceptions of effective teacher dispositions differ based on those who identify themselves as English language learners? (not included)
 - b. Do student perceptions of effective teacher dispositions differ based on those who are eligible for financial aid (SES)?
 - c. Do student perceptions of effective teacher dispositions differ based on those who identify using academic services for core subjects?
 - d. Do student perceptions of effective teacher dispositions differ based on their ethnicity?
2. Do student perceptions of effective teacher dispositions differ based on their class in college level?
3. Do student perceptions of effective teacher dispositions differ based on their gender?

Null Hypotheses

The null hypotheses signified that there were no statistically significant relationships between the students' perceptions of effective teacher dispositions and the qualifiers for the demographics. Null hypotheses for my study were:

1. There is no statistical significance in how undergraduate students perceive effective teacher dispositions.
 - a. There are no statistically significant differences in undergraduate students' perceptions of effective teacher dispositions by their socio-economic status determined by their need for financial aid.
 - b. There are no statistically significant differences in undergraduate students' perceptions of effective teacher dispositions by their academic status determined by their use of academic services.
 - c. There are no statistically significant differences in undergraduate students' perceptions of effective teacher dispositions by their identified ethnicity.
2. There are no statistically significant differences in undergraduate students' perceptions of effective teacher dispositions by class level.
3. There are no statistically significant differences in students' perceptions of effective teacher dispositions by their gender.

Research Design

Observational studies allow a researcher to simply observe a phenomenon or relationship without interfering or influencing the subjects in the study (Nardi, 2014). A non-experimental design permits the researcher to observe the relationship between the dependent and independent variables objectively. This design's purpose was not to find a cause and effect relationship,

which made it weak for internal validity. The data speak for themselves without the control or manipulation of the researcher on the subjects or variables (Trochim, 2006). A common and powerful tool to use in a non-experimental study is a well-designed survey.

I attempted to obtain the responses of students in regards to their perceptions of effective teachers by utilizing a one-time, post-test student self-survey. This non-experimental design allowed me to observe the relationship between the Seven Cs survey responses (dependent) and the identified subject (independent) variables without interference or manipulation of the survey or subjects. Like most observational studies, a non-experimental design allows the researcher to collect data from the participants and make inferences based on the data collected (Nardi, 2014). This was a strong design for answering the descriptive research questions in this study (Trochim, 2006).

Setting and Participants

For this research, I utilized my connections with a liberal arts university in the Northwest. My goal was to obtain the survey results from undergraduate students 18-24 years of age. I selected stratified sampling in order to administer the survey to an equal number of male and female students per grade level who have a school email address. I used stratified sampling method due to the number of subjects and the administering of the survey research design. However, non-probability methods limit the conclusions I can make about a larger population (Nardi, 2006). The results of this survey only reflect the perspectives of the participants from the university.

This university had a total undergraduate population of approximately 2,184 part-time and full-time students. However, for this research 320 students were randomly selected to participate in the study, with an even male and female distribution for each class level. According to the

demographic data available the majority race was Caucasian/non-Hispanic with Hispanic ethnicity representing the second majority. However, for this study all other-than-white ethnicities were represented with one variable. The ELL and SES demographics were represented on the survey through participant's answering the qualifying questions.

Data Collection: Instrument and Administration

The Seven Cs student survey (see Appendix C) had two parts. In the first part, students gave a value of the items selected from the Tripod Seven Cs student survey using a scale of four choices. Students responded to the items selecting a value of 'Never', 'Some of the time', 'Most of the time', and 'Always.' The Tripod Seven Cs student survey instrument was psychometrically validated and has proven reliable results (Ferguson, 2012; MET Project, 2012). The sound research supported the validity of the Tripod Seven Cs student survey, making this an effective instrument for my research. There were 34 items selected for use in this study. The items selected were coded into categories based on the Seven Cs: *Care, Classroom Management, Clarify, Challenge, Captivate, Confer, and Consolidate*.

The second part of the survey had a list of 'yes', 'no', and 'unsure' questions that served as the qualifiers of student demographics as well as the selection of ethnicity. However, based on the small student population that represented an ethnicity other-than-white I coded all ethnicities together with variable (2). Students provided a 'yes' or 'no' to identify at-risk status, according to the definition in this research. In order to conduct the operations to analyze the data responses were assigned categorical variables. Values were given as follows:

1. SES, which is determined by the students' qualification for financial aid and was categorized using a dummy variable for no (0), yes (1), and unsure (2).

2. Academic services was categorized using a dummy variable for no (0), yes (1), and unsure (1).
3. Ethnicity was categorized using a dummy variable for Caucasian (1) and all non-Caucasian ethnicities (2).
4. Gender was categorized using a dummy variable for male (1) and female (2).
5. Class level was categorized using the variables, (1) Freshman, (2) Sophomore, (3) Junior, and (4) Senior.

Furthermore, students selected an age category of ≤ 24 , or ≥ 25 . The purpose for age categorizing was to keep the population of the participants to represent the ‘typical’ age of students who attend college following high school. Students older than 25 may have more life experience, which could influence how they respond the survey items. In addition, participants were asked to respond to a qualitative question inquiring their thoughts on what makes an effective teacher. Students answered this question through a narrative response. The narratives were used to further describe the qualities of the survey items.

The administration of this survey followed the protocol accepted by the participating university’s IRB approval and student services. I worked with the school’s communication system personnel to devise a plan where they launched the survey to student school email addresses along with the rationale and purpose of the survey in the body of the email (see Appendix B). I used SurveyGizmo, which did not record the IP address of the participants and submitted surveys were assigned a number. Once the student submitted the survey, he or she was not able to submit it again. SurveyGizmo gave me instant access to the results. After two weeks, with three email reminders sent to the students, the survey time ended and all survey results were submitted. I then printed a copy of the Excel sheet that I will keep in a secure

location for the appropriate amount of time. Based on the Excel sheet of data, I was able to run the statistical tests needed to both describe the data and make inferences based on the data.

Data Analysis

Once the data were organized in an electronic system, SPSS, I used descriptive statistics to describe the data collected from the survey. Descriptive statistics displays the data in a readable means, which allowed me to take the next steps in the analysis process (Trochim, 2006). The data was disaggregated by at-risk students, class level, and gender. The purpose of disaggregating the data was to determine any patterns or similarities in order to answer my research questions using inferential statistical procedures. The research from chapter two does not speak to gender differences or class differences in desired effective teacher's dispositions. The findings of patterns or similarities based on gender and class may provide additional information that could solicit future research topics. The next step was to use inferential statistics to either accept or reject the null hypotheses.

I administered parametric statistical analysis, independent sample *t*-test and for more than one independent variable, One-way ANOVA. The *t*-test determined if two groups were statistically different from one another by comparing their means (Trochim, 2006). The *t*-test formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

T-tests simply informed me whether there were any statistically significant differences between two groups, such as males and females.

The One-way ANOVA compared the mean value between multiple independent groups such as the students' class level, freshman, sophomore, junior, or senior. The ANOVA

determined if there were differences between the independent variables. To avoid trouble caused by running multiple analysis on the same data set the Bonferroni's correction was used. This adjusts the p-value according to the number of hypotheses tested. The data represented groups of four or less, making this technique appropriate to address the issues of risking a higher type-II and lowering the type-I error.

In order to protect against familywise error rate, the probability of making one or more false discoveries, or type I errors among all the hypotheses when performing multiple hypotheses tests, I reduced the alpha-level from $\alpha = 0.05$ to $\alpha = 0.01$.

Research Ethics

As the researcher for this study, I desired to be transparent in all aspects of the conduction of this research. The survey was completely anonymous and voluntary through the use of email distribution of a survey created in SurveyGizmo.com. This was communicated to participants through the distribution of an email, which contained the link to the survey. I obtained written permission to conduct this research from the George Fox University Institutional Review Board (see Appendix D). I also gained permission to use the adapted Tripod Seven Cs student survey from Tripod (see Appendix E). Students' identities were protected with SurveyGizmo, which did not record the IP address of survey participants. The survey was anonymous and was housed on the SurveyGizmo website for three weeks, which gave the needed time to conduct the survey. Once the specified time was over and the survey closed, I printed the Excel sheet of the results. The Excel sheet will be housed in a secure location, a locked file cabinet in my office, for up to three years. The participants were not required to submit a permission form to complete the survey due to their age ≥ 18 and enrollment status in a university setting.

Role of the Researcher

This research fulfilled the requirement to obtain a Doctorate of Education at George Fox University. Therefore, I had a stake in the results of this research. However, beyond this requirement this process influenced my professional career as a professor at an institution where I am involved in the teacher education programs and as a potential P-12 administrator. To have the opportunity to conduct research that speaks directly to my passion of defining effective teacher dispositions enabled me to add richness to my expectations of our teacher candidates and in-service teachers. Therefore, my role as the researcher was pertinent to the conduction of the surveys. By providing the participants with rationale for the research and the importance of their voice in what makes an effective teacher, I had hoped the completed surveys reflected a more thorough and honest answers from the participants. I have found students to be willing and ready to share their opinions on matters that are relevant to their lives, such as what makes teachers effective.

Potential Contributions to Research

Current literature has a deficiency in revealing the perspectives of students on the dispositions of effective teachers. Most research speaks to teacher self-evaluation of disposition criteria, state mandates of dispositions, and administrator views of dispositions. Research that shares the perspectives of students about what makes an effective teacher is limited. My hope was that this research could add to the literature base and that the shared results of student voice on the desirable dispositions of effective teachers was influential. Moreover, the data collected led to my desire for future research on the topic of effective teacher dispositions, a topic that needs clarification and attention. As a professional in education, I have the responsibility to insure all our teachers have the desired dispositions to become great teachers.

Moreover, this research provided me with additional information needed to better serve P-12 students by selecting and training the best teachers possible. The teachers who graduate from my institution as well as teachers whom I hire, could leave a positive and lasting impact on the children in P-12 schools. This is a responsibility I take seriously, which guides my professional decisions. Children deserve and have the right to ethical, effective, and caring teachers every school year. Through the survey questions presented to them, the undergraduate students provided their perspectives on what makes a teacher effective. By giving attention and voice to student perspectives, this study offered a richer context in which to conduct interviews with potential teachers for both employment and/or acceptance into a teacher prep program. This research also gave attention to students' needs that will assist in the evaluation of teachers.

Summary

To have effective teachers in every classroom each academic year could make a significant difference in the quality of education students receive. The instruction delivered by effective teachers could have a positive impact on closing the achievement gap between underrepresented students and their peers. As an educator, I hold the goal of having effective teachers in every classroom with high regards and of utmost importance. This quantitative research study was designed to provide insight on which dispositions are held important to specific students.

CHAPTER 4

Results

Introduction

The purpose of this study was to gain the perspectives of undergraduate students regarding which dispositions they find important for effective teaching, using the Tripod Seven Cs student survey. The survey was launched to a targeted stratified random sample of 320 students; 80 per student classification and evenly divided by males and females for each student class. After three reminders, one the first week and two the following week, survey responses were still limited and resulted in 28 complete surveys and 3 partially complete surveys for a total of 31 surveys. The inferential results presented in this chapter reflect a response-ratio of 8.8% ($=28/320$) and descriptive results reflect a response-ratio of 9.7% ($=31/320$). Furthermore, the research question representing the demographic for English Language Learners was not presented, as the survey item was not included to answer the research question: Do student perceptions of effective teacher dispositions differ based on those who identify themselves as English language learners (ELL)?

Demographic Information

Table 2 presents the data results from the participants' responses to the demographic qualifiers. A comparable number of respondents represented male ($n=13$) and female ($n=15$). Most respondents indicated receiving financial aid ($n=15$), which is the qualifier for socio-economic status. Less than half indicated using the Academic Resource Center ($n=9$), which is the qualifier for academic need. Among the surveys collected ($n=31$) only three represent an ethnicity other than white. Freshman (10) and junior (9) class level hold the majority of responses for this survey. Table 2 reports the data analyzed and organized by Survey Gizmo, the numbers

reflect the participants' answers to the demographic qualifiers. More will be discussed on the validity of the data results in chapter five.

Table 2

Survey Respondent Demographics

Demographic	Count	Percent
SES (Receives Financial Aid)		
Yes	15	56.3
No	7	25.0
Unsure	6	21.4
Academic Need (ARC)		
Yes	9	32.0
No	18	64.3
Unsure	1	3.6
Ethnicity		
Caucasian	25	89.3
Asian	2	7.1
Two or more races	1	3.6
Gender		
Male	13	46.4
Female	15	53.6
Class Level		
Freshman	10	37.0
Sophomore	5	18.5
Junior	9	33.3
Senior	3	11.1

Descriptive Statistics

Table 3 presents descriptive statistics for each of the Seven Cs. Please note how participants responded to the scale shown in the bolded data in the columns. Students responded rather consistently for each of the Seven C sections according to the scale as delineated by the majority of percentages in the 'Most of the time' scale. *Classroom Management's* items number one and five and *Captivate* item two are negatively worded and the responses reflect consistency according to the scale with high percentages in 'Never' and 'Some of the time.' Table 3 lists how all of the participants responded to each of the items for the Seven Cs. In the survey the items were not grouped together according to the Seven C it represents. When analyzing the

data I grouped the items according to the Seven Cs in order to view commonalities in how the participants responded.

Table 3

Results of the Tripod Seven Cs Student Survey by Sample Size and Percentage: n (%)

Tripod Seven Cs Questions	Never	Some of the time	Most of the time	Always
Care				
My Instructors make me feel that they really care about me.	1 (3.2)	5 (16.1)	18 (58.1)	7 (22.6)
My instructors really try to understand how students feel about things.	0 (0.0)	8 (25.8)	19 (61.3)	4 (12.9)
Clarify				
When teaching us, my instructors think we understand even when we don't.	3 (9.7)	23 (74.2)	5 (16.1)	0 (0)
If you don't understand something, my instructors explain it another way.	0 (0.0)	8 (25.8)	17 (54.8)	6 (19.4)
My instructors know when the class understands, and when we do not.	1 (3.2)	12 (38.7)	16 (51.6)	2 (6.5)
My instructors have several good ways to explain each topic that we cover in the courses.	1 (3.6)	6 (21.4)	16 (57.1)	5 (17.9)
In my courses, we learn to correct our mistakes.	0 (0.0)	6 (20.7)	12 (41.4)	11 (37.9)
My instructors explain difficult things clearly.	0 (0.0)	9 (32.1)	18 (64.3)	1 (3.6)
My instructors check to make sure we understand what they are teaching us.	1 (3.6)	9 (32.1)	12 (42.9)	6 (21.4)
The comments that I get on my work in my courses helps me understand how to improve.	1 (3.6)	8 (2.6)	11 (39.3)	8 (28.6)
I get helpful comments to let me know what I did wrong on assignments.	0 (0.0)	11 (39.3)	11 (39.3)	6 (21.4)
My instructors ask students to explain more about answers they give.	0 (0.0)	9 (32.1)	16 (27.1)	3 (10.7)
Challenge				
In my courses, my instructors accept nothing less than our full effort.	1 (3.2)	6 (19.4)	14 (45.2)	10 (32.3)
My instructors make us explain our answers -- why we think what we think.	0 (0.0)	4 (12.9)	19 (61.3)	8 (25.8)
My instructors do not let people give up when the work gets hard.	0 (0.0)	6 (21.4)	14 (50.0)	8 (28.6)
My instructors want us to use our thinking skills, not just memorize things.	0 (0.0)	2 (6.9)	12 (41.4)	15 (51.7)
In my courses, we learn to correct our mistakes.	0 (0.0)	4 (14.3)	16 (57.1)	8 (28.6)
Consolidate				
My instructors ask questions to be sure we are following along when they are teaching.	0 (0.0)	9 (29.0)	17 (54.8)	5 (16.1)
In my courses, I learn a lot almost every session.	1 (3.4)	6 (20.7)	16 (55.2)	6 (20.0)
My instructors take the time to summarize what we learn each session.	1 (3.4)	20 (69.0)	7 (24.1)	1 (3.4)
Classroom Management				
Student behavior in my courses make the instructors angry.	17(54.8)	11 (35.5)	2 (6.5)	1 (3.2)
My classmates behave the way the instructors want them to.	0 (0.0)	3 (9.7)	24 (77.4)	4 (12.9)
In our courses we stay busy and do not waste time.	0 (0.0)	4 (13.8)	19 (65.5)	6 (20.7)
Students in my courses treat the instructors with respect.	0 (0.0)	1 (3.4)	13 (44.8)	15 (51.7)
Student behavior in my courses is a problem.	16(57.1)	11 (39.3)	1 (3.6)	0 (0.0)

Confer				
My instructors want us to share our thoughts.	0 (0.0)	2 (6.5)	15 (48.0)	14 (45.2)
Students speak up and share their ideas about course work.	0 (0.0)	8 (27.3)	17 (58.6)	4 (13.8)
My instructors give us time to explain our ideas.	1 (3.6)	3 (10.7)	17 (60.7)	7 (25.0)
Captivate				
I like the ways we learn in my courses.	0 (0.0)	6 (20.7)	18 (62.1)	5 (17.2)
In my courses, I get bored.	5 (17.2)	19 (65.5)	5 (17.2)	0 (0.0)
My instructors make lessons interesting.	0 (0.0)	6 (20.7)	17 (58.6)	6 (20.7)
My instructors make learning enjoyable.	1 (3.6)	3 (10.7)	20 (71.4)	4 (14.3)

Inferential Statistics

The data in tables four through eight are based on the perspectives of 28 undergraduate participants (28 for inferential, 28-31 for descriptive) from the liberal arts university. The conclusions made cannot be generalized beyond the participants who completed the survey due to the low number of respondents, which reflects about 9% of the total undergraduate population in this study and the use of stratified sampling procedure. Tables four through eight present the tests that were run on the Seven Cs by the demographic indices. The Levene's test of homogeneity analyzes any variances in the population between two (independent samples *t*-test) or more groups (ANOVA). Based on the data presented from the Levene's test of equal variances, the independent samples *t*-test or ANOVA test was read.

For Table 4 the Levene's test of homogeneity of variances revealed no statistically significant differences for any between-groups comparisons in any of the Seven Cs by SES. For example, within the *Care* scale, the assumption of homogeneity of variance across SES groups was not violated, Levene's (2, 25) = 1.145, $p = .334$. Because Levene's test was not significant, the ANOVA test was conducted. ANOVA tests of significant differences for each of the Seven Cs by SES revealed no statistically significant differences. For example Care resulted in a test statistic of $F(2, 25) = 1.696$, $p = .204$. The difference between the mean and absolute value of those who use financial aid (yes), those who do not use financial aid (no), and those who selected

‘Unsure’, did not respond statistically significantly different on the Seven Cs items. The p-value reported in the ANOVA is > 0.01 for each of the Seven Cs; the assumption is the variances are equal in the populations.

Table 4

Seven Cs X SES

Test of Homogeneity of Variances						
		Levene's Statistic	df1	df2		<i>p</i>
Confer		0.26	2	25		.770
Care		1.14	2	25		.334
Clarify		1.23	2	24		.310
Captivate		0.32	2	25		.723
Challenge		1.79	2	24		.188
Consolidate		3.28	2	25		.054
Classroom Management		2.37	2	25		.114

One-Way Analysis of Variance of Seven Cs X SES						
Seven Cs	Source	SS	df	\bar{X}	F	<i>p</i>
Confer	Between Groups	3.32	2	1.66	.707	.503
	Within Groups	58.78	25	2.35		
	Total	62.10	27			
Care	Between Groups	4.23	2	2.11	1.69	.204
	Within Groups	31.19	25	1.24		
	Total	35.42	27			
Clarify	Between Groups	27.85	2	13.92	.608	.553
	Within Groups	550.14	24	22.92		
	Total	578.00	26			
Captivate	Between Groups	.80	2	.40	.204	.816
	Within Groups	49.19	25	1.96		
	Total	50.00	27			
Challenge	Between Groups	2.12	2	1.06	.234	.793
	Within Groups	108.61	24	4.52		
	Total	110.74	26			
Consolidate	Between Groups	9.54	2	4.77	2.74	.084
	Within Groups	43.42	25	1.73		
	Total	52.96	27			
Class Management	Between Groups	2.03	2	1.01	.771	.473
	Within Groups	32.93	25	1.31		
	Total	34.96	27			

Table 5 presents the data of the Seven Cs by academic need, which was proximally assessed by whether students identified using the Academic Resource Center (ARC). Additionally, yes and unsure are coded with the same variable (1) due to only one student selecting 'Unsure.' It was hypothesized after the fact that selecting unsure could mean that the student uses services of some kind for academic assistance. The Levene's test of homogeneity of variances revealed no statistically significant differences in any of the Seven Cs by the indices for academic needs. Because Levene's test was not significant, we read the *t*-test with equal variances assumed. The independent samples *t*-test for the differences of means in Seven Cs by ARC revealed no statistically significant differences. In other words, the *p*-value for each of the Seven Cs is > 0.01 revealing that all students responded similarly on the scale for each of the Seven C items.

Table 5

Seven Cs X ARC (Yes/Unsure and No)

Independent Samples Test							
Levene's Test for Equality of Variances					t-test for Equality of Means		
Seven Cs	F	<i>p</i>	<i>t</i>	<i>df</i>	Sig. (2-tailed)	\bar{X}	Std. Error Difference
Care	.95	.338	-.13	25	.897	-.05	.42
Confer	1.02	.321	-.87	25	.391	-.50	.57
Clarify	2.13	.157	-.88	24	.388	-1.67	1.89
Captivate	.06	.810	-1.69	25	.104	-.83	.49
Challenge	.41	.528	-1.78	24	.087	-1.51	.84
Consolidate	4.42	.046	.39	25	.700	.22	.57
Equal variances not assumed			.46	24	.649	.22	.48
Classroom Management	.042	.839	2.21	25	.036	.94	.43

Table 6 presents the data of the Seven Cs by ethnicity indices. Due to the selection of ethnicities other than white, two variables were used, (1) for Caucasian and (2) for all other ethnicities. The selection of ethnicities by participants reflects three ethnicities other than white. The Levene's test of homogeneity of variances revealed no statistically significant differences in any of the Seven Cs by ethnicity. Because Levene's test was not significant, I read the *t*-test with equal variances assumed. The independent samples *t*-test for the differences of means in Seven Cs by ethnicity revealed no statistically significant differences. Again, the *p*-value for all Seven Cs is > 0.01 , indicating students who claimed white or an ethnicity other than white responded similarly on the items in the survey.

Table 6

Seven Cs X Ethnicity (Caucasian and Non-Caucasian)

Independent Samples Test							
Levene's Test for Equality of Variances					<i>t</i> -test for Equality of Means		
Seven Cs	F	<i>p</i>	<i>t</i>	<i>df</i>	Sig. (2-tailed)	\bar{X}	Std. Error Difference
Care	1.81	.189	1.40	26	.175	.96	.69
Confer	1.52	.229	.79	26	.439	.73	.93
Clarify	1.49	.234	.25	25	.801	.75	2.94
Captivate	2.71	.112	.44	26	.662	.37	.84
Challenge	.01	.929	-.13	25	.898	-.17	1.29
Consolidate	.02	.899	.82	26	.419	.71	.86
Classroom Management	.13	.725	2.60	26	.015	1.64	.63

Table 7 presents the data of the Seven Cs by gender. The Levene's test of homogeneity of variances revealed no statistically significant differences in any of the Seven Cs by gender. Because Levene's test was not significant, we read the *t*-test. The independent samples *t*-test for the differences of means in Seven Cs by gender revealed no statistically significant differences. I

can assume based on the p-value scores, which are > 0.01 that males and females responded similarly on the Seven C items in the survey.

Table 7

Seven Cs X Gender

Independent Samples Test							
Levene's Test for Equality of Variances					t-test for Equality of Means		
Seven Cs							
	F	<i>p</i>	<i>t</i>	<i>df</i>	Sig. (2-tailed)	\bar{X}	Std. Error Difference
Care	.39	.538	-1.76	26	.089	-.74	.42
Confer	1.21	.281	-1.87	26	.072	-1.03	.55
Clarify	.00	.986	-1.69	25	.103	-2.97	1.75
Captivate	.003	.956	-1.73	26	.095	-.86	.50
Challenge	.48	.494	-.88	25	.387	-.70	.80
Consolidate	.08	.781	-2.17	26	.039	-1.08	.50
Classroom Management	2.65	.115	-.012	26	.991	-.005	.44

Table 8 presents the tests run on the Seven Cs by class level. The Levene's test of homogeneity of variances revealed no statistically significant differences in any of the Seven Cs by class level. Because Levene's test was not significant, I read the ANOVA test. ANOVA test of significant differences in Seven Cs by Class revealed no statistically significant differences. The p-value, which is > 0.01 , reveals that students in all class levels, responded similarly on the Seven C items in this survey.

Table 8

Seven Cs X Class Level

Test of Homogeneity of Variances						
		Levene's Statistic	df1	df2		<i>p</i>
Confer		1.14	2	25		.334
Care		.26	2	25		.770
Clarify		1.23	2	24		.310
Captivate		.33	2	25		.723
Challenge		1.79	2	24		.188
Consolidate		3.28	2	25		.054
Classroom Management		2.37	2	25		.114

One-Way Analysis of Variance of Seven Cs X Class Level						
Seven Cs	Source	Sum of Squares	df	\bar{X}	F	<i>p</i>
Confer	Between Groups	.74	3	.25	.11	.951
	Within Groups	49.92	23	2.17		
	Total	50.67	26			
Care	Between Groups	.51	3	.17	.15	.931
	Within Groups	26.45	23	1.15		
	Total	26.96	26			
Clarify	Between Groups	20.62	3	6.87	.32	.811
	Within Groups	473.27	22	21.51		
	Total	493.89	25			
Captivate	Between Groups	3.07	3	1.02	.63	.606
	Within Groups	37.60	23	1.63		
	Total	40.67	26			
Challenge	Between Groups	7.60	3	2.53	.55	.652
	Within Groups	100.75	22	4.58		
	Total	108.35	25			
Consolidate	Between Groups	5.66	3	1.89	1.00	.409
	Within Groups	43.30	23	1.88		
	Total	48.96	26			
Class Management	Between Groups	6.82	3	2.27	2.02	.140
	Within Groups	25.92	23	1.13		
	Total	32.74	26			

Reliability Results

Reliability is analyzing the consistency of the scale's performance in the survey. The reliability results are displayed based on the results from the 28 participants that completed the entire survey. Table 9 displays the reliability results for the scales using Cronbach's alphas.

Cronbach alphas is one way to estimate the reliability of the scale used in surveys. According to Field (2012) the ideally accepted range for reliability is 0.7-0.8 for Cronbach's alpha. Please note no reliability indices were produces for the *Care* scale. Note the results for *Clarify* are within range at $\alpha = .854$, whereas *Captivate* is well below the acceptable range at $\alpha = .160$. I will discuss the possible reasons for the outcomes displayed in Table 9 in chapter 5. Overall, the Seven Cs items did not perform well in this study.

Table 9

Reliability Statistics

Scale	N	Item	Cronbach's Alpha if Item Deleted
Care $\alpha = .534$	2	My Instructors make me feel that they really care about me. My instructors really try to understand how students feel about things.	
Clarify $\alpha = .854$	10	When teaching us, my instructors think we understand even when we don't. If you don't understand something, my instructors explain it another way. My instructors know when the class understands, and when we do not. My instructors have several good ways to explain each topic that we cover in the courses. In my courses, we learn to correct our mistakes. My instructors explain difficult things clearly. My instructors check to make sure we understand what they are teaching us. The comments that I get on my work in my courses helps me understand how to improve. I get helpful comments to let me know what I did wrong on assignments. My instructors ask students to explain more about answers they give.	.885 .849 .858 .858 .842 .855 .846 .838 .835 .834
Challenge $\alpha = .603$	5	In my courses, my instructors accept nothing less than our full effort. My instructors make us explain our answers -- why we think what we think. My instructors do not let people give up when the work gets hard. My instructors want us to use our thinking skills, not just memorize things. In my courses, we learn to correct our mistakes.	.648 .596 .413 .478 .571
Consolidate $\alpha = .677$	3	My instructors ask questions to be sure we are following along when they are teaching. In my courses, I learn a lot almost every session. My instructors take the time to summarize what we learn each session.	.604 .683 .420
Confer $\alpha = .627$	3	My instructors want us to share our thoughts. Students speak up and share their ideas about course work. My instructors give us time to explain our ideas.	.413 .802 .249

Captivate $\alpha = .160$	4	I like the ways we learn in my courses.	-.210
		In my courses, I get bored.	.715
		My instructors make lessons interesting.	.004
		My instructors make learning enjoyable.	-.716
Classroom Management $\alpha = .732$	5	Student behavior in my courses make the instructors angry.	.614
		My classmates behave the way the instructors want them to.	.747
		In our courses we stay busy and do not waste time.	.738
		Students in my courses treat the instructors with respect.	.670
		Student behavior in my courses is a problem.	.669

Qualitative Results

Within this survey, a qualitative question was inserted in order to obtain as much information on effective teacher dispositions, from this population, as possible with a one-time voluntary survey. The descriptive data for Table 10 displays 25 (99% Caucasian) participants' narrative answer to "What does an effective teacher mean to you?" The response rate for each of the class levels is freshman (9), sophomore (5), junior (8), and senior (3). Male and female categories are evenly represented within each class level, freshman male (4) female (5), sophomore male (2) female (3), junior male (3) female (5), and senior male (2) female (1). The senior participants had a higher rate of responding 'yes' for financial aid with a response-ratio 100% (=3/3) and freshman and junior class level both had a response rate of 50% (= 4/8) for 'yes.' The sophomore class responded 60% (= 3/5) for the use of financial aid. For the use of ARC the freshman's responses were 'yes' 38% (= 3/8) and sophomore with 'yes' 80% (= 4/5). Moreover, the junior class level had an overwhelming response rate of 'no' 88% (= 7/8) and the senior class response rate of 'no' 100%. You will notice 'care' is a common theme in each of the class level's narrative. However, I will discuss further the results of the narrative in chapter five.

Table 10

Narrative Responses

Count	Response	SES	ARC	Ethnicity	Gender	Class Level
1	Being an effective teacher means getting students to engage with the material and think critically about it. This involves teaching in an interesting way and getting students to apply the material in their everyday lives.	No	No	Caucasian	Male	Freshmen
2	Communicate clearly passionate at teaching and you manage to learn a lot in their course no matter what your grade is.	Yes	Yes	Caucasian	Male	Freshman
3	One that presents the material well enough so you can replicate the work on your own, sometimes they just skim it and expect you to know it!	No	No	Caucasian	Male	Freshman
4	One who is passionate about their teaching and is capable of showing ways to learn the material in more than one way so that the students get to understand in any way that suits them best.	Yes	No	Caucasian	Male	Freshman
5	One who teaches the class with student involvement and makes sure students understand and grasp the concepts taught.	No	No	Caucasian	Female	Freshman
6	Someone who really cares	Yes	No	Caucasian	Female	Freshman
7	A teacher who cares about his or her students and wants to ensure that he/she is challenging them while also helping them to grasp the difficult things.	Yes	No	Caucasian	Female	Freshman
8	An effective teacher demonstrates and gives their passion for their subject to their students. The teacher should care about their students and make their learning and retention of subject material a main priority. The students should enjoy the class and find teaching approaches varying throughout their experience in the course. The students should then be properly prepared for the next courses they take in this subject.	No	Yes	Caucasian	Female	Freshman
9	An effective teacher is someone who is willing to reach out to their students and work with them to help the student achieve their best work.	Unsure	Yes	Caucasian	Female	Freshman
10	Somebody who is engaged and makes an effort to get to know who their students are and what our strengths entail.	Yes	Yes	Asian	Male	Sophomore
11	Someone who invests in your life, rather than just your academic life.	No	No	Caucasian	Male	Sophomore
12	Someone who makes learning enjoyable, encourages students to improve their skills, and is able to explain concepts in a way that is easy to understand.	Yes	Yes	Caucasian	Female	Sophomore

13	Someone who will seek the right answer with you instead of telling you what you did wrong the whole time. They are willing to answer every question and uses stories to help teach.	Unsure	Yes	Caucasian	Female	Sophomore
14	We learn the material without getting bored out of our minds, and we actually connect with the teacher.	Yes	Yes	Caucasian	Female	Sophomore
15	A teacher who can explain something in different terms if I do not understand it the way it is written.	Yes	No	Caucasian	Male	Junior
16	An effective teacher means one who cares for students and wants to help them learn in the method the student prefers.	Yes	No	Caucasian	Male	Junior
17	Caring and understanding	Yes	No	Caucasian	Male	Junior
18	Effective teachers care deeply about students, and make sure that they do everything possible to help students succeed. This includes being skilled at explaining concepts in a variety of ways, being good communicators, fair graders, and understanding of the characters and struggles of students.	No	No	Caucasian	Female	Junior
19	Someone who cares about learning that effects all aspects of life now and beyond college.	Yes	No	Caucasian	Female	Junior
20	They know the material beyond a shadow of a doubt, they have several different ways of explaining the material clearly, they make lessons fun, and they come with a fun attitude like they love what they do.	Unsure	Yes	Caucasian	Female	Junior
21	When I leave the class excited about what I learned	Unsure	No	Caucasian	Female	Junior
22	Caring about the students learning and benefiting from the class.	No	No	Caucasian	Female	Junior
23	One who can describe difficult topics in an easy to understand manner.	Yes	No	Caucasian	Male	Senior
24	Telling it how it is, whether we like it or not.	Yes	No	Caucasian	Male	Senior
25	An effective teacher is one who is in tune with their class and aware of the distinct learning needs of each group of students. They do not assume that all students learn the same or that we will all learn the same concepts at the same rate. They are dynamic in their teaching and welcoming of questions and comments. They provide stimulating classes and engage the class through multiple methods.	Yes	No	Caucasian	Female	Senior

* SES represents student use of financial aid

Conclusion

The Tripod Seven Cs student survey is a valid and reliable instrument used to gain students' perceptions of their teachers (MET, 2010; MET, 2012; Ripley, 2012). Dr. Ronald Ferguson developed the survey in 2001 and Tripod continues to modify it in order to maintain

the reliability of what the survey data gains for schools and other constituents. Although the Tripod Seven Cs student survey has produced reliable findings (Felton, 2013; Ferguson, 2011; Ramsdell, 2011), this study's research results do not reflect those findings. This may be due to several factors, low number of survey respondents and the use of undergraduate students instead of P-12 students. Chapter five critically analyzes these results and discusses possible next steps.

CHAPTER 5

Discussion and Conclusion

Introduction

Approaching education with strong data supporting effective teaching and student learning gains is the goal of most educators. The Tripod Seven Cs student survey can help meet this goal in a very effective way. Whether one is using the survey as part of a teacher evaluation or in a teacher preparation program's evaluation of teacher candidates, the results have proven to consistently predict effective teachers based on student test scores. When student perspectives are used to evaluate effective teaching the results have shown an overwhelming consistency between students' perceptions of their teachers and the students' test scores based on their local state testing requirements (Ferguson, 2012). The goal of my research was to use the Seven Cs student survey, which is a proven instrument, to gain the perspectives of undergraduate students on effective teachers based on how certain students responded to the items in the survey. In comparing the data of how at-risk students and not-at-risk students responded to the items in the Seven Cs student survey, I examined for differences. The purpose of examining for differences is to address the prevalence of the achievement gap in underrepresented students and their peers. However, the number of survey participants limited my ability to fully explore the research questions.

In this chapter, I will discuss the results and findings based on the data provided to best address my research questions. I will also discuss the results of the qualitative data provided from 25 out of the 28 participants. Next, the discussion of reliability results will be addressed. This is important because the Seven Cs student survey has proven reliable results from a decade of use, yet this is not reflected in my study. I will briefly discuss the limitations of this research and finish by fully discussing the implications for practitioners and suggestions for future study.

This is done under the umbrella of the limited results provided by the 28 participants from the university. This is important to note because no generalizations or exclusive conclusions can be drawn based on this research. However, as a researcher and educator, my curiosity and desire to have effective teachers in classrooms for all students encourages me to continue my research in discovering the impact of ‘effective teacher dispositions’ on all students.

Summary of Results

The data derived from the Seven Cs survey used in this research did not indicate statistically significant differences based on the at-risk qualifiers as per my research questions:

Research Question #1: Do student perceptions of effective teacher dispositions differ based on their status of at-risk or not-at-risk?

The inferential statistical data derived from the participants’ responses showed there is no difference on how students valued each item of the Seven Cs based on their demographics. In fact, most students who completed the survey responded similarly on all items. This may be interpreted in a favorable manner for the instructors at the university based on the positive scale responses. Moreover, there are no statistically significant differences in the students’ responses based on their status of being at-risk or not-at-risk. I will discuss and analyze the data provided for each of the research questions to better understand the implication of my research.

Research Question #2: Do student perceptions of effective teacher dispositions differ based on those who are eligible for financial aid (SES)?

The students who claimed to use, not use, or were not sure if they used financial aid all responded similarly on the items of the Seven Cs. There were no statistically significant differences in the perceptions of effective teacher dispositions based on this demographic. In fact, the lowest p- value recorded was 0.084 for *Consolidate*. One student who claimed ‘Yes’ for

using financial aid also responded ‘Never’ to two of the items in *Consolidate*, whereas most students responded with ‘Some of the time’ for the item “My instructors take the time to summarize what we learn each session” and ‘Most of the time’ for the item “In my courses, I learn a lot almost every session.” I analyzed the results displayed in the Excel sheet and the student who claimed ‘Never’ also claimed to be younger than 17 and that data should be filtered out and not included in the inferential statistics, as determined in chapter 3 of this study. In conclusion, the participants for this demographic all responded similarly for *Consolidate* as well as the other Seven Cs. Based on these results students felt the same about their teachers whether or not they use financial aid. With about 50% of the participants claiming the use of financial aid, this reflects similar perceptions of the instructors regardless of financial aid (SES) status. Again, this conclusion reflects only those who completed the survey.

Research Question #3: Do student perceptions of effective teacher dispositions differ based on those who identify using academic services for core subjects?

Students who claimed to use or not use academic services all responded similarly on the items of the Seven Cs. There were no statistically significant differences in the perceptions of effective teacher dispositions based on this demographic. However, the Seven C *Consolidate* had a p-value of 0.046, which is fairly significant. What I found was all but one student who used academic services selected ‘Some of the time’ for the item “My instructions take the time to summarize what we learn each class session.” Whereas the respondents who do not use academic resources selected ‘Most of the time’ and ‘Some of the time.’ I found this interesting because students who use the ARC were more consistent in their valuing of the items in *Consolidate* over those who do not use the ARC. Although this is interesting, no conclusion can

be made from these results; however, this could lead to future research in regards to differences in students' perceptions of effective teachers based on academic need.

Research Question #4: Do student perceptions of effective teacher dispositions differ based on their ethnicity?

The data reported for this question displays high p- values, $p = 0.112-0.929$. This may be due to the low number of respondents who had an ethnicity other-than-white. Out of the 28, only two represent an ethnicity other-than-white, which was Asian. According to the National Center of Education Statistics (NCES), underrepresented ethnicities that are deemed at-risk are black and Hispanic. No representation of at-risk students based on ethnicities was collected in this research. The data collected cannot claim there is no difference in how students of ethnicities other-than-white perceive effective teacher dispositions because no student of the represented ethnicity participated. A survey launched to a population that represents at-risk ethnicities may serve to answer this research question.

Research Question #5: Do student perceptions of effective teacher dispositions differ based on their class in college level?

Students who represented the four class levels all responded similarly on the items of the Seven Cs. There is no statistically significant difference in the perceptions of effective teacher dispositions based on class level. This could be because students at a small college feel better supported as a result of small class sizes, and therefore have a common set of perceptions about effective teaching. I proceeded with caution on how I interpreted these results. It would be interesting to make this comparison with students from a university where class sizes tends to be larger.

Research Question #6: Do student perceptions of effective teacher dispositions differ based on their gender?

There was an approximate 1:1 ratio of male (n=13, 46%) to female (n=15, 54%) respondents in this study. Based on the independent samples *t*-test there were no statistically significant differences in how males and females viewed effective teacher dispositions. However, male and female participants responded most similarly on *Clarify* and *Captivate*. Male and females alike both scored the instructors either ‘Most of the time’ or ‘Always’ in the items of these two Seven Cs. Both of these Seven Cs represents the teacher’s awareness of students’ academic needs during class sessions. The items in *Clarify* and *Captivate* signify how the teacher gets and keeps their students’ attention. This can be interpreted as a positive result for the university used in this study.

However, for *Classroom Management* males and females responded most differently in this category (not statically significant). For example the item, “My classmates behave the way the instructors want them to.” females selected ‘Always’ more than males. In fact, not one male selected ‘Always’ for this item. I wonder if females are more patient than males in certain classroom environments.

Because the results provided no statistically significant difference in any of the questions listed above, I must fail to reject all of the null hypotheses for this research:

1. There is no statistical significance difference in how undergraduate students perceive effective teacher dispositions.
2. There are no statistically significant differences in undergraduate students’ perceptions of effective teacher dispositions by their socio-economic status determined by their need for financial aid.

3. There are no statistically significant differences in undergraduate students' perceptions of effective teacher dispositions by their academic status determined by their use of academic services.
4. There are no statistically significant differences in undergraduate students' perceptions of effective teacher dispositions by their identified ethnicity.
5. There are no statistically significant differences in undergraduate students' perceptions of effective teacher dispositions by class level.
6. There are no statistically significant differences in students' perceptions of effective teacher dispositions by their gender.

Analysis of qualitative responses. Out of the 28 participants who completed the survey and were analyzed for inferential statistics, 25 responded to the question “What does an effective teacher mean to you?” I found their narratives encouraging because each spoke to an aspect of effective teacher dispositions as per InTASC standards and the definitions described in chapter two: Disposition of Caring, Disposition of Relationship Building, Disposition of Belief in Students' Efficacy, and Disposition of Cultural Awareness. The dialogue read from each student supports what research states about effective teacher dispositions (Nixon et al., 2012; Young & Young, 2005). Table 11 displays the matrix of students' narrative and the aligning InTASC standard with the corresponding definition of dispositions from this study's chapter two.

Table 11

Matrix of Qualitative Responses and Dispositions

Disposition of Relationship Building Teachers who value and build relationships with all students.	
Participants Responses	InTASC's Critical Dispositions
Being an effective teacher means getting students to engage with the material and think critically about it. This involves teaching in an interesting way and getting students to apply the material in their everyday lives.	1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

Somebody who is engaged and makes an effort to get to know who their students are and what our strengths entail.

Someone who invests in your life, rather than just your academic life.

We learn the material without getting bored out of our minds, and we actually connect with the teacher.

Someone who cares about learning that effects all aspects of life now and beyond college.

When I leave the class excited about what I learned.

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

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.

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

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

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

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

Disposition of Caring

Teachers who show evidence of their *empathy* and *sensitivity* towards their students.

Participants Responses

Communicate clearly passionate at teaching and you manage to learn a lot in their course no matter what your grade is.

Someone who really cares

A teacher who cares about his or her students and wants to ensure that he/she is challenging them while also helping them to grasp the difficult things.

An effective teacher demonstrates and gives their passion for their subject to their students. The teacher should care about their students and make their learning and retention of subject material a main priority. The students should enjoy the class and find teaching approaches varying throughout their experience in the course. The students should then be properly prepared for the next courses they take in this subject.

An effective teacher means one who cares for students and wants to help them learn in the method the student prefers.

Caring and understanding

They know the material beyond a shadow of a doubt, they have several different ways of explaining the material clearly, they make lessons fun, and they come with a fun attitude like they love what they do.

Caring about the students learning and benefiting from the class.

InTASC's Critical Dispositions

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

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

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

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

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

Disposition of Belief in Student's Self-Efficacy
Teachers who have high expectations for all students.

Participants Responses

One that presents the material well enough so you can replicate the work on your own, sometimes they just skim it and expect you to know it!

One who teaches the class with student involvement and makes sure students understand and grasp the concepts taught.

An effective teacher is someone who is willing to reach out to their students and work with them to help the student achieve their best work.

Telling it how it is, whether we like it or not.

InTASC's 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.

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

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.

Disposition of Cultural Competence
Teachers who are sensitive and socially conscious of diverse students' needs.

Participants Responses

One who is passionate about their teaching and is capable of showing ways to learn the material in more than one way so that the students get to understand in any way that suits them best.

Someone who makes learning enjoyable, encourages students to improve their skills, and is able to explain concepts in a way that is easy to understand.

Someone who will seek the right answer with you instead of telling you what you did wrong the whole time. They are willing to answer every question and uses stories to help teach.

A teacher who can explain something in different terms if I do not understand it the way it is written.

Effective teachers care deeply about students, and make sure that they do everything possible to help students succeed. This includes being skilled at explaining concepts in a variety of ways, being good communicators, fair graders, and understanding of the characters and struggles of students.

One who can describe difficult topics in an easy to understand manner.

An effective teacher is one who is in tune with their class and aware of the distinct learning needs of each group of students. They do not assume that all students learn the same or that we will all learn the same concepts at the same rate. They are dynamic in their teaching and welcoming of questions and comments. They provide stimulating classes and engage the class through multiple methods.

InTASC's 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.

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

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

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.

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

Students' responses mirror the national standards of effective teacher dispositions as per InTASC. I interpreted these findings as strength to support the reliability of student perspective in accessing teacher effectiveness. For example under the *Disposition of Cultural Competence* a student's response, "Someone who will seek the right answer with you instead of telling you what you did wrong the whole time. They are willing to answer every question and uses stories to help teach." matches the InTASC standard, "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." Many connections can be made between the students' responses, the InTASC standards, and the dispositions as defined in this study. Different explanations of how these categories can connect is up for interpretation. However, the language provided from the participants can be aligned to InTASC's standards and the definition of effective teacher dispositions as developed in the literature review. Moreover, students can articulate what makes a teacher effective and they can accurately assess what the research says about effective teaching. That is, students recognize when teachers are effective (Hanover Research, 2013).

Summary of Reliability

There is strong evidence to support the reliability of Tripod's Seven C scales (Ferguson, 2012). Many school districts across the United States have implemented the Seven Cs student survey as part of their teacher evaluation system. With that, the scale has been validated by the continuous analyzing of the results from research projects such as the MET Project. The findings from the Seven Cs survey continuously predict effective teachers by student test scores (Ferguson).

Ideally, the acceptable range for reliability according to Cronbach's alpha is 0.7-0.8. The results from the survey launched to undergraduate students in this study expresses a poor performance with a range of $\alpha = .160$ to $\alpha = .854$. However, the number of items being surveyed can dramatically affect the results of reliability (Field, 2013). For example *Clarify* had ten items in the survey and received $\alpha = .854$. Other Seven Cs with lower number of items did not perform well, scoring well below the acceptable range. *Captivate*, for example, reported two negative reliabilities this could be affected by the small sample size and small number of items causing a sampling error. Another possible reason for the low performance is, in my research, I used the scale with undergraduate students. The scale was designed for P-12 participants. This reason along with the low number of responses per item could have caused the results of reliability for this research.

Implications for Practitioners

As a practitioner of education, I am passionate about the quality of teachers in schools. This passion is what drives my research and dedication. Even though this study did not provide significant results for my research questions, I still believe in the power of student voice in the evaluation of effective teacher dispositions. The research available on the effectiveness of gaining student's perceptions encourages me to utilize this resource in current practice. I would advocate for other administrators at the P-12 level to incorporate student survey as part of the teacher evaluation system. Student surveys have a strong reputation for consistently predicting teacher effectiveness from year to year (Hanover Research, 2013).

Teacher education programs in the state of Oregon must adhere to Council of Accreditation of Educator Programs (CAEP) standards by 2018, or at least show the ability to meet CAEP standards. CAEP standard #4 requires evidence that shows program completer's

(graduates) impact on P-12 learning (CAEP, 2016). Meaning, educator preparation programs (EPP) must show evidence of their teacher graduates effectiveness as educators on their current P-12 students. Expectations for an EPP to show evidence of the effectiveness of their program completers is a challenge to meet. One way for an EPP to gather evidence needed to meet CAEP standards is to implement student surveys as part of the teacher evaluation system. The Tripod Seven Cs student survey would be a strong instrument to use to gather data on students' perceptions of teacher graduate's effectiveness. Standardized test scores in use with the Seven Cs student survey would provide EPPs with valid and reliable data to use to strengthen and support changes needed to make program improvements.

Limitations of the Research

For this research, I used stratified sampling, which limits the reliability to generalize to the greater population. Furthermore, the data represents only about 9% of the amount of participants from the liberal arts university used in this study and < .01% for the total undergraduate population. Based on that number, the results cannot be generalized to the larger population. This is a major limitation to the research from this study. The low sample size could be caused by the lack of knowing the researcher and thus the motivation to participate. In addition, several other surveys were being launched at the same time. There are ways to remedy the low turnout for survey research. For example, talking to students in person about the importance of the survey for your study could increase willingness to participate. I could also implement survey research in a controlled environment where I give the survey out to students in their classes. Even though, this research did not provide the desirable results I still believe in the power of the data that can come from survey research.

Beyond the number of participants, a major limitation to this study was using an instrument designed for a different age demographic. The Seven Cs student survey was designed to gain the perceptions of P-12 students on effective teaching. I modified the survey, with Tripod's permission, to use at the undergraduate level. My rationale was that undergraduate students are not too far removed from the P-12 system. The items of the Seven Cs were still applicable and relatable to the students.

Another limitation was the use of the Seven Cs student survey for this research. Typically, the survey is used to evaluate a particular P-12 teacher as part of their teacher evaluation. Because college students have a variety of teachers, I changed the items to reflect the perceptions undergraduates have of their instructors. For example, Seven Cs original item for *Care* read, "My teacher makes me feel that he or she really cares about me." I changed it to "My instructors make me feel that they really care about me." This could have influenced how the students responded to the scale for each item.

Suggestions for Future Study

Future studies should continue to look at student survey responses in regards to effective teaching through the use of the Seven Cs student survey or other valid instruments to investigate any differences that may be between at-risk and not-at-risk students. This research could be done as one way to pursue the issue of the achievement gap between underrepresented students and their peers. The achievement gap in education is prevalent and spanning back more than four decades according to National Assessment of Educational Progress (NAEP, 2016). The achievement gap between students of color and their non-ethnic peers is significant regardless of location and/or socio-economic status. Although, there are differences in student test scores based on SES and location, the most prevalent in history is the achievement gap between

ethnicities (NAEP, 2016). Figure 1 and 2 displays national results of reading and math score differences from 1973 to 2012 as per ethnicity and gender (Retrieved from http://www.nationsreportcard.gov/ltt_2012/summary.aspx).

Figure 1

Changes in NAEP reading average scores and score gaps for 9-, 13-, and 17-year-old students, by selected characteristics: various years

Characteristics	Subgroups	Score changes from 1973			Score changes from 2008		
		Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
All students	All students	↑ 13	↑ 8	↔	↔	↑ 3	↔
Race/ethnicity	White	↑ 15	↑ 9	↑ 4	↔	↔	↔
	Black	↑ 36	↑ 24	↑ 30	↔	↔	↔
	Hispanic	↑ 25	↑ 17	↑ 21	↔	↑ 7	↔
Gender	Male	↑ 17	↑ 9	↑ 4	↔	↔	↔
	Female	↑ 10	↑ 6	↔	↔	↑ 3	↔
Score gaps	White – Black	Narrowed	Narrowed	Narrowed	↔	↔	↔
	White – Hispanic	Narrowed	Narrowed	Narrowed	↔	Narrowed	↔
	Male – Female	Narrowed	↔	↔	↔	↔	↔



Indicates score was higher in 2012



Indicates no significant change in 2012.

There have been significant gains in reading scores for all ethnicities. However, Black students had the most significant gain of 36% from 1973, yet the gains plateaued between 2008 to 2012. The data showing the differences in score gaps between white-black and white-Hispanic narrowed in 1973 for the ages 9, 13, and 17. Yet, no significant change has been made

since 2008 per age groups. There was a narrowing in test scores for 13 year olds between white-Hispanic ethnicities. However, other than this age category there were no significant changes in test score gaps between white-black, white-Hispanic, and male and female. Based on the data I would encourage educators to continue to research possibilities of the prevalent achievement gap between our students. Educators should focus on 17-year-old students, which have made little or no gain in reading since 1973 regardless of race or gender. The gap began to shrink between ethnicities because white students stopped making the gains in test scores at the same rate. There is still the gap in reading scores for all age groups between ethnicities and white students. This data encourages me to pursue possible reasons for the score gaps between students of color and white students by seeking student perspectives of effective teacher dispositions.

Figure 2

Changes in NAEP mathematics average scores and score gaps for 9-, 13-, and 17-year-old students, by selected characteristics: various years

Characteristics	Subgroups	Score changes from 1973			Score changes from 2008		
		Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
All students	All students	↑ 25	↑ 19	↔	↔	↑ 4	↔
Race/ethnicity	White	↑ 27	↑ 19	↑ 4	↔	↔	↔
	Black	↑ 36	↑ 36	↑ 18	↔	↔	↔
	Hispanic	↑ 32	↑ 32	↑ 17	↔	↔	↔
Gender	Male	↑ 26	↑ 21	↔	↔	↔	↔
	Female	↑ 24	↑ 17	↑ 3	↔	↑ 5	↔
Score gaps	White – Black	Narrowed	Narrowed	Narrowed	↔	↔	↔
	White – Hispanic	↔	Narrowed	Narrowed	↔	↔	↔
	Male – Female	↔	↔	Narrowed	↔	↔	↔



 Indicates score was higher in 2012
 Indicates no significant change in 2012.

Figure 2 shows the data for math scores between race and gender for 9, 13, and 17-year-old students and the differences between those groups in 1973 and 2008. Black students of all ages had the most significant gain in math scores since 1973, yet plateaued from 2008 to 2012. The scores between white-black and white-Hispanic students in all age categories had no significant changes since 2008. Based on the national data for students in the age categories and race/gender categories tells a story of some progress being made from 1973 to 2008. However, from 2008 to 2012 progress has not been made towards closing the achievement gap between white-black and white-Hispanic students for math. I believe it is imperative that educators and

policy makers continue to research possibilities for this phenomenon. A proven reliable research method is student surveys on effective teaching. There may be a link between student perceptions and the dispositions of effective teachers, which could lead to narrowing the achievement gap.

Moreover, seeking student perspectives in regards to effective teaching could help with the development of teacher evaluation systems. Seeking the perceived needs of students could directly influence how we educate and support our teachers. By examining the ways in which at-risk and not-at-risk students, value effective teacher dispositions through the use of student surveys may give administrators and teacher educators insight on the specific needs of students. I believe I can view disaggregated data based on underrepresented student demographics, to examine for differences and/or trends may prove to be beneficial in the development of teacher evaluation systems. This may give administrators specific dispositions to find evidence of in their teachers based on the population of students. Because student surveys are becoming a popular tool to use as a way to evaluate teacher effectiveness, new data may give administrators specific dispositions to focus on when evaluating teachers.

Based on the narrative responses provided by undergraduate students on what they believe makes an effective teacher, in the future I would utilize qualitative design to truly obtain the voice of students in regards to effective teaching and the dispositions of effective teachers. I discovered that the words of students are powerful and may help connect effective teachers with the needs of at-risk students. This study aimed to reach out to at-risk students to determine, based on their perceptions, the dispositions required to teach them effectively. Survey data provides a valuable but limited perspective. As a result, the voices of at-risk students were limited in this study and there remains a need to find out how to best serve at-risk and not-at-risk

students. One way may be to ask what students have to say about effective teaching through qualitative research design.

Conclusions

Throughout this study, I have written about the importance and validity of student voice in effective teaching. Although, my research questions were not confirmed I still strongly believe in the power of student perceptions when inquiring about teacher effectiveness. The significance of the continuous work needed to close the achievement gap is very important to my profession as an educator. The findings from this study did not provide evidence that there were any significant differences between students' demographics and their perceptions of effective teacher dispositions based on their responses to the items in the Seven Cs student survey. Even though the majority of the participants were predominately, white middle-class students the prevalence of the achievement gap makes it an educational issue worth pursuing. I believe the information we can glean from students' perspectives may provide information to help us continue to close the achievement gap between our at-risk and not-at-risk students. I am invigorated to continue my research and utilize student surveys as a way to encourage effective teachers and to provide support for struggling teachers.

In defining effective teacher dispositions, students' input could greatly add value. Effective teacher dispositions is as critical, if not more critical, than teacher's skills and knowledge (Thornton, 2006). The positive impacts effective teacher dispositions have on students' learning is evident in research ((Da Ros-Voseles & Moss, 2007; Hartlep & McCubbins, 2014; James et al., 2002; McKinney et al., 2014; McMahon, 2007; Nixon et al., 2010; Popp et al., 2011). The influences effective teacher dispositions have on the quality of instruction the students receive is evident in the students' learning gains (Nixon et al.). Because teachers, who

possess the ‘right’ dispositions, can have a positive impact on student learning with an emphasis on at-risk student learning, I must continue to research possible connections between student learning and effective teacher dispositions.

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Appendices

Appendix A

Matrix of Defined Dispositions, InTASC's Critical Dispositions, and Tripod 'Seven Cs'

Defined Dispositions from Chapter Two	InTASC's Critical Dispositions	Tripod "Seven Cs"
<u>Disposition of Relationship Building</u> Teachers who value and build relationships with all students.	1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. 2(n) The teacher makes learners feel valued and helps them learn to value each other. 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. 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. 6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication. 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	CAPTIVATE: My teacher makes learning enjoyable. My teacher makes lessons interesting. I like the way we learn in this class. CHALLENGE: My teacher wants me to explain my answers- Why I think what I think. CONFER: My teacher want us to share our thoughts. My teacher respects my ideas and suggestions. Students speak up and share their ideas about class work. CLASSROOM MANAGMENT: My classmates behave the way my teacher want them to. Students in the class treat the teacher with respect. Student behavior in this class is under control.
<u>Disposition of Caring</u> Teachers who show evidence of their <i>empathy</i> and <i>sensitivity</i> towards their students.	3(r) The teacher is a thoughtful and responsive listener and observer. 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress. 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction. 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.	CARE: My teacher makes me feel that he or she really cares about me. My teacher seems to know if something is bothering me. My teacher really tries to understand how students feel about things. CLARIFY: If I do not understand something my teacher explains it another way.

	<p>8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p>	<p>My teacher knows when the class understands and when we do not. My teacher explains difficult things clearly. CHALLENGE: My teacher asks questions to be sure we are following along when he/she is teaching. CONSOLIDATE: My teacher takes time to summarize what we learn each day. My teacher gives helpful comments to let us know what we did wrong on assignments.</p>
<p><u>Disposition of Belief in Student's Self-Efficacy</u> Teachers who have high expectations for all students.</p>	<p>2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills. 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.</p>	<p>CHALLENGE: My teacher accepts nothing less than our full effort. My teacher does not let people give up when the work gets hard. My teacher asks students to explain more about answers they give. In this class, we learn to correct our mistakes. In this class, we learn a lot almost every day. CONSOLIDATE: My teacher checks to make sure we understand what he or she is teaching us. The comments that I get on my work helps me to understand how to improve. CLASSROOM MANAGEMENT: Our class stays busy and does not waste time.</p>
<p><u>Disposition of Cultural Competence</u> Teachers who are sensitive and socially conscious of diverse students' needs.</p>	<p>1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development. 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p>	<p>CLARIFY: My teacher has several good ways to explain each topic we cover in class. CONFER: Students get to decide how activities are done in class.</p>

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

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.

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

My teacher gives us time to explain our ideas.

Appendix B

Email Script to send to Potential Participants

Hello Students,

Below is a link to a survey. As someone who teaches future teachers, I would be honored to have your opinion on what dispositions are possessed by great teachers. The survey will ask your perspective on effective teacher qualities you find to be important in your current instructors. Hearing your voice would be a way to influence the quality of future teachers, so please take a few minutes to complete the survey.

By clicking on the link, you consent that we may use your answers to the questions in this research study. All responses are confidential and your identity will not be shared with any of your instructors. By taking this survey, you also verify that you are at least 18 years old. If you have any questions, please contact the researcher, Liza Zehner at lzehner11@georgefox.edu or 541-513-0852 or Ginny Birky, research chair, at gbirky@georgefox.edu or 503-554-2854.

Thank you for your willingness to participate in this study.

Liza Zehner

Researcher

<http://www.surveygizmo.com/s3/2492492/Effective-Teacher-Dispositions-Survey>

Appendix C

Adaptation of Tripod Seven Cs Student Survey

A representation of the survey used in this research: (click on the link to access the actual survey used <http://www.surveymzmo.com/s3/2492492/Effective-Teacher-Dispositions-Survey>)

The following survey was adapted from the Seven Cs Student Survey available through Tripod.				
The following items reflect some teaching dispositions based on research in teacher education. Carefully read each item and select the response that best reflects the extent to which you believe your average GFU instructors/classmates exhibit that behavior.				
Seven Cs items	Never	Some of the time	Most of the time	Always
My instructors seem to know if something is bothering me.				
My instructors really try to understand how students feel about things				
Student behaviors in my courses are under control				
I like the way students behave in my courses				
Student behavior in my courses make the instructor angry				
Student behaviors in my courses are a problem				
My classmates behave the way my instructors want them to				
Students in my courses treat the instructors with respect				
In my courses we stay busy and do not waste time				
If I do not understand something, my instructors explain it another way				
My instructors know what the class understands the material, and when we do not				
When teaching, my instructors know when we understand the material and when we do not				
My instructors have several good ways to explain each topic we cover in my courses				
My instructors explain difficult things clearly				
My instructors ask questions to be sure we are following along when they are teaching				
My instructors ask students to explain more about the answers we give				
In my courses, my instructors accept nothing less than my full effort				
My instructors do not let people give up when the work gets hard				

My instructors request that I explain my answers-why I think what I think				
In my courses, we learn a lot almost every class				
My courses keep my attention, and I do not get bored				
My instructors make learning enjoyable				
My instructors make lessons interesting				
I like the way we learn in my courses				
My instructors want us to share our thoughts				
Students get to decide how activities are done in my courses				
My instructors give us time to explain our ideas				
Students are invited to speak up and share their ideas about course work				
My instructors respect my ideas and suggestions				
My instructors take the time to summarize what we learn each class session				
My instructors check to make sure we understand what they are teaching us				
We get helpful comments to let us know what we did wrong an assignments				
What does an effective teacher mean to you?				
Do you qualify for financial aid?	Yes		No	
Do you currently use student services for course work?	Yes		No	
What best describes your ethnicity?	White	Asian	African American	Hispanic
What is your gender?	Male			Female
What is your class level?	Freshman	Sophomore		Junior
Please select your age category.	17 or younger		18-24	
			25 or older	

Appendix D

Participants' University IRB Permission Form

**GEORGE FOX UNIVERSITY
HSRC INITIAL REVIEW QUESTIONNAIRE**

Page 6

Title: IDENTIFYING THE PERSPECTIVES OF UNDERGRADUATE STUDENTS ON EFFECTIVE TEACHER DISPOSITIONS

Principal Researcher(s): Liza Zehner

Date application completed: 02/12/2016

COMMITTEE FINDING:

☒ 1) The proposed research makes adequate provision for safeguarding the health and dignity of the subjects and is therefore approved.

☐ 2) The proposed research makes adequate provision for safeguarding the health and dignity of the subjects and is therefore approved.

Due to the assessment of risk being questionable or being subject to change, the research must be periodically reviewed by the HSRC on an _____ basis throughout the course of the research or until otherwise notified. This requires resubmission of this form, with updated information, for each periodic review.

☐ 3) The proposed research evidences some unnecessary risk to participants and therefore must be revised to remedy the following specific area(s) of non-compliance:

☐ 4) The proposed research contains serious and potentially damaging risks to subjects and is therefore not approved.

Winston Seeger
Chair or designated member

02/12/2016
Date

Appendix E

Tripod Permission Release Form via Email Confirmation

Date: Wed, 16 Mar 2016 13:48:59 -0400
 Message-ID:
 <CAAPjYNrrumcX8bx3i_B6KeGODdpOu8qOxBA0qUjJ8CaEL4QvFQ@mail.gmail.com>
 Subject: Re: Tripod Codebook Agreement
 From: Jacob Rowley <jake@tripoded.com>
 To: Liza Zehner <lzehner11@georgefox.edu>
 Content-Type: multipart/alternative; boundary=001a113f901cf1dec5052e2e2018

--001a113f901cf1dec5052e2e2018
 Content-Type: text/plain; charset=UTF-8

Hi Liza,

This link will take you to our 7Cs focused secondary survey:

<https://tripod.box.com/s/crx62pt4kl7skrh5tc57u7scz39>

Level 2A denotes which of the 7Cs each item is associated with, this will be important for when you score the items.

I've left in the background items we usually ask on the 7Cs focused survey, but I'm guessing they will not be of use for your project. We'd appreciate it if you could at least preserve the relative order (see the "numbering" column) with which we ask the 7Cs. We understand that you plan to adjust the frame of reference so it pertains to the instructor, instead of the teacher, this is fine.

I hope it goes well and you have interesting results.

Best,
 Jake