

Chapter 2

STUDENT PERCEPTION OF TEACHERS' NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION AND CALIFORNIA COMMISSION ON TEACHER CREDENTIALING DISPOSITIONS

Kimberly R. Hudson
Pepperdine University, USA

ABSTRACT

The purpose of this quantitative study is to identify what relationship, if any, exists between (a) teachers' perception of their own moods and behaviors that align with National Council for the Accreditation of Teacher Education's (NCATE) teaching dispositions and California Commission on Teacher Credentialing (CCTC) standards within the classroom and (b) their students' perception of teachers' moods and behaviors that align with NCATE teaching dispositions and CCTC standards within the classroom. This study focused on students in Grades 9 through 12. This study also examined whether students' academic achievement, as measured by their course grades, affects students' perception of their teachers' in-class moods and behaviors. The study gathered self-report data about (a) students' perceptions of the teacher's dispositions based on students' observations of teacher behavior in the classroom and (b) teachers' self-report about their own dispositions. These dispositions are conceptually equated with teacher attitudes and are based on the NCATE dispositions. The Student Perception Survey created by the researcher was used to gauge the students' perception of particular dispositions observed within the classroom setting. The National Council for the Accreditation of Teacher Education dispositions state there are certain attitudes and behaviors teachers should use in the classroom, which align with the dispositions measured by the Student Perception Survey. This method was selected to assess the relationship between (a) the NCATE dispositions as indicated by current observable moods, attitudes, and behaviors as perceived by students, and (b) student grades. The results of the study suggest that the disposition of belief of a student's ability to learn is being accurately perceived and being displayed by the teachers in the classroom. The findings also suggest that although the students like their teachers, the students perceive that their teacher's treatment as unfair whether it be toward themselves or other students, therefore the disposition of fairness is not being accurately displayed in the classroom.

Keywords: student perception, dispositions, fairness, NCATE, belief.

1. INTRODUCTION

NCATE (2008) defines dispositions as "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities" (National Council for the Accreditation of Teacher Education [NCATE], 2008). Those verbal and non-verbal behaviors, because of the aforementioned reasons, not to mention any personal issues that an educator might have, could possibly be factors that affect quality of teaching or quality education in the classroom (Kozol, 2007). Students may perceive teachers' verbal and non-verbal behaviors either positively or negatively, which might affect students' ability to learn. Teachers' interactions with students, therefore, affect the student's aptitude to focus on current issues,

such as the concepts they are to learn or their education in general (Wong, Wiest, & Cusick, 2002).

NCATE (2008) made it the responsibility of each state to create additional dispositions based on the states own laws and regulations. Therefore in 2009, California Department of Education, along with the California Commission on Teacher Credentialing, created the California Standards for the Teaching Profession (CSTP). The purpose of these standards is to “represent a developmental, holistic view of teaching, and are intended to meet the needs of diverse teachers and students in California” (California Commission on Teacher Credentialing [CCTC], 2009, p. 3).

The problem, therefore, is if educational organizations throughout the United States are accurately evaluating teachers based on the NCATE dispositions. Furthermore, are educational organizations determining whether they are utilizing NCATE and state teaching and educational standards effectively in order to create an organization that is fair and driven by student need. More specifically, are organizations reviewing the NCATE dispositions for the teaching profession and the effectiveness of those dispositions within the classroom, with the aim of increasing the quality of education for students.

2. BACKGROUND

2.1. The Importance of NCATE Teaching Dispositions

Before NCATE defined their dispositions, many colleges of education already defined what could be termed *job-related soft skills* (such as promptness, effective verbal and non-verbal communication skills, positive attitude, organization, appropriate professional dress, and ability to work positively with others) on which they would evaluate candidates (Jensen, 2004). These behaviors were to address how educators were to perform their job. Sockett (2009) states that a disposition has three particular characteristics:

First, a disposition is a disposition to act (friendliness), not merely to “be” (closed to experience). Second, a disposition to act implies awareness of what one is doing (e.g., being friendly). Third, acting with awareness implies that a person acts with intention: That is, this specific act is intended as a friendly act (p. 292).

The NCATE (2008), founded in 1954, represents community educators and policymakers. In their response to No Child Left Behind and the shortage of well-prepared teachers, dispositions in teacher education were defined in order to provide a guide by which every teacher should be held accountable. Damon (2008) discussing the definition of dispositions that the term signifies beliefs and attitudes, which reflect a bearing on moral on a personal level to public fairness and impartiality.

The NCATE (2008) dispositions are defined as “professional attitudes, values, and beliefs that are demonstrated through both verbal and non-verbal behaviors, such as educators’ interactions with students, families, colleagues, and communities” (pp. 89-90). According to the NCATE, these dispositions were created, “to develop rigorous standards for educator preparation and to evaluate institutions according to those standards” (p. 6).

Those verbal and non-verbal behaviors, not to mention any personal issues that an educator might have, could possibly be factors that contribute to the lack of quality teaching or quality education in the classroom. The students could perceive these verbal and non-verbal behaviors as personal attacks, thereby restricting the student’s ability to focus on the current issues, meaning either the concepts they are there to learn or their education in general. Professional educators can make an important difference to student learning by thoughts of how they are disposed toward the students, reasons they teach, and curriculum (American Association of Colleges for Teacher Education [AACTE], 2010).

There are two primary professional dispositions that the NCATE (2008) requires all organizations to use to measure a teacher's performance: (a) fairness and (b) the belief that all children can learn. While the NCATE only lists the two professional dispositions, an amendment adds that each organization should base its own professional dispositions on their mission statement and conceptual framework. The California Commission on Teacher Education standards as well as other States educational organization standards is based on the NCATE dispositions for the creation of their own teacher evaluation processes.

Dispositions, in general, mean how teachers are inclined toward students, the curriculum, and the reason they teach. The way teachers educate, the curriculum that is taught, and the reasons the teachers teach, may affect the students' success. From review of the literature, studies show that student academic success is dependent not only on the students' ability but may also depend on parent involvement, difficulty of academics, lack of commitment, and teacher interaction in an educational setting (Jeynes, 2007).

One study conducted by Thornton (2006) describes dispositions and teacher quality. According to Thornton, within teacher preparation programs and discussions of teacher quality, knowledge and skills are essential elements; however, "dispositions remain neglected in teacher education" (p. 53). When describing dispositions and their role in teacher education, the researcher explains that the foundations of dispositions began in the studies of philosophy and psychology, where dispositions are the difference between thought and judgment. According to Ritchhart (2001), dispositions take a place between our emotions and our abilities in teacher performance and those actions which we are disposed toward.

Another concept surrounding dispositions is that they are directly related to teachers' actions and behaviors in a school setting (Thornton, 2006). The exhibited behaviors include (a) modeling positive actions and (b) positive marks on rubrics and rating scales that measure state teaching standards and national standards for expectations of beginning teachers. Thornton (2006) states that the language, for which these behaviors are expressed, was more about instructional practice than teaching dispositions. The researcher also states that because teacher education programs are replacing the terms *value*, *belief*, or *committed* when discussing competencies and expectations of teachers, the dispositions appear to be expected teaching behaviors and pedagogical practices.

Teaching professional behaviors such as "attendance, work ethic, preparation, punctuality, sense of humor, and appropriate dress" (Thornton, 2006, p. 55) are another view of how dispositions should be defined. Sockett (2009) describes dispositions as personality traits that are intentional and reflective:

First, without the manifestation of a disposition being intentional, it is difficult to see how effectively a teacher could undertake sustained reflection on his or her (intentional or unintentional) teaching actions and/or their intended or unintended consequences. For the reflection must in part be on the way in which the teaching acts actually did manifest the disposition (p. 298).

A 3-year study conducted by Thornton (2006) interviewed 16 teachers defined as high quality teachers and 120 students from an urban area. The results of the teacher interviews showed that the teachers who participated in the study articulated the original goals of the group of educators who planned for the summer session. Those teachers who complied with the plans were the teachers that the students mentioned when the researcher interviewed them. It was also noted that teachers who continued to work as they usually did "were those who were identified as less effective in the student and pre-service teacher interviews" (Thornton, 2006, p. 61).

Thornton (2006) set forth to define and identify technical and responsive dispositions in action by showing the differences among the way the teachers practiced. Thornton created the following definition:

Dispositions are habits of mind, including both cognitive and affective attributes that (a) filter one's knowledge, skills, and beliefs and (b) impact the action one takes in classroom or professional setting. They are manifested within relationships, as meaning making occurs with others, and they are evidenced through interactions in the form of discourse (p. 62).

Sockett (2009) and Thornton (2006) relay that dispositions are developed in action with awareness and intent. "Reflection on such actions is based on the intentionality of those acts, and judgment is always necessary" (Sockett, 2009, p. 295). Therefore, another way to describe the focus of this study is that it intends to use student observation and perception to determine the intentionality of the dispositions and how they affect student achievement.

2.2. Student Perception of Education

Studies have shown that a young learner's ability to achieve in school is not only dependent on the teachers' ability to perform but also other factors that may help or hinder student achievement (Totura et al., 2009). In Totura et al.'s *Bullying and victimization among boys and girls in middle school*, the researchers describe the home and school environment and the context that students perceive when exhibiting bullying behaviors or victim behaviors. For this study, 20 to 30 students completed student surveys that addressed internalizing and externalizing behaviors in relation to students' home life and the school environment.

The research showed that students who possessed support from family and school staff engaged in fewer problems in peer relationships because they were more focused on their academics, whereas those students who experienced a disruptive school environment or perceived a lack of support from home or school staff were more likely to be the aggressor than the one victimized. It is expected that students with internalizing and externalizing difficulties would be at particular risk for marginalization and negative peer relations if they report coming from families and school environments that exhibit supportive characteristics to a lesser extent or are disengaged from classroom activities, as evidenced by poor academic performance (Totura et al., 2009, p. 578).

Way, Reddy, and Rhodes (2007) discovered that during the sixth grade, students showed optimistic sensitivity toward teachers and peers; however, as the student's moves through middle school, their ideas changed for every year thereafter. For these students, teacher and peer support decreased. Gender specific and socioeconomic status was also observed. Initially, girls perceived teacher support to be positive but gradually experienced decreased support as they matriculated through middle school. Also, girls experienced less peer support more than boys as time changed. A change in students' perceptions of progressive teacher support was coupled with amplified depression warning signs and behavior issues (Way et al., 2007). Students do not always have or perceive the support that they sometimes need in order to guide them to academic success. "Because teachers are the primary adult figures within the academic setting, their impact on students is also important" (Wong et al., 2002, p. 257).

Attachment relationships that children form include teacher relationships as well as peer relationships that they might maintain through their lifetime and that help them further explore their environment. Wong et al. (2002) noted the importance and relevance of the student-to-teacher relationship and how important it is to student academic achievement

and motivation. Their research showed that when students perceived support from teachers, they achieved. Students felt support, showed academic effort, and were more likely to show interest in classroom activities. When there is a strong student-to-teacher relationship, the student shows progress for years to come. Conversely, the lack of teacher support resulted in negative student perception, negative attitude, and lack of interest toward learning.

Social support is the start of the student's perception of their educational environment. Walker, Foote, and Greene (2009) reported when students are comfortable in a setting, they feel included and are more likely to focus on the learning process and their abilities that make that understanding possible. Walker et al. also suggests that a teacher whose goal is to help a student achieve would experience growth by evaluating their classroom environment. A teacher evaluating their own environment, and then making changes based on their evaluation might find that the student's perception as well as behavior may change as result of those evaluated changes. This would encourage a sense of belonging for the students.

3. OBJECTIVES

The purpose of this quantitative study was to identify what relationship, if any, exists between (a) teachers' perception of their own dispositions and behaviors that align with NCATE teaching dispositions and CCTC standards within the classroom, (b) their students' perception of teachers' dispositions and behaviors that align with NCATE teaching dispositions and CCTC standards within the classroom at ABC School, and (c) whether students' academic achievement, as measured by their course grades, relates to students' perception of their teachers' in-class dispositions and behaviors. This study focused on students in Grades 9 through 12 at ABC School.

3.1. Statement of the Problem

The problem is that educational organizations throughout the United States need to accurately evaluate teachers based on the NCATE dispositions. Furthermore, educational organizations need to determine whether they are utilizing NCATE and state teaching and educational standards effectively in order to create an organization that is fair and driven by student needs. More specifically, organizations need to review the NCATE dispositions for the teaching profession and the effectiveness of those dispositions within the classroom, with the aim of increasing the quality of education for students.

Many studies have been performed to analyze teachers' application of NCATE dispositions within the classroom. Misco (2007) questions whether teachers have forgotten about the dispositions in their quest to prepare students for higher learning and life. This researcher suggests a framework where students gain dispositional knowledge through educational habits. Jensen (2004) studied how teachers are disposed to their students and reasons behind their love of teaching. However few studies have focused on student perception of teachers' application of NCATE teaching dispositions within the classroom. Clearly, student's perceptions of teachers' behaviors may affect their academic achievement and their affect toward teachers (Jeynes, 2007; Kozol, 2007; Wong et al., 2002).

3.2 Method

The Teacher Disposition Survey and the Student Perception Survey were created by the researcher using wording from two NCATE teaching dispositions, namely, fairness and the belief that every student can learn. Both surveys created by the researcher contain 32 statements that measure fairness and a teacher's belief in their students' ability to achieve. Using the Likert scale, both surveys contain questions about fair treatment, unfair treatment, belief in the students' abilities, and student-perceived dispositions of the teacher. This self-assessment was used to measure both teachers' perceptions and students' perceptions of in-class teacher disposition and behavior. Knowledge gained from this study of student's perception may assist educators in analyzing the effects of their in-class dispositions or behaviors and in creating additional means of assisting teachers in consciously utilizing more effective classroom dispositions and behaviors.

4. RESULTS OF THE SURVEY

4.1. Research Question 1

The survey given to teacher participants asks: What are teachers' perceptions of their own in-class disposition at ABC School, as measured by the Teacher Disposition Survey which aligns with National Council for Accreditation of Teacher Education (NCATE) teaching dispositions and California Commission on Teacher Credentialing (CCTC) Standards? Table 4 displays descriptive statistics for the questions, which are sorted from highest to lowest mean score. Each teacher participant rated each question on a 5-point scale from 1 = *strongly disagree* to 5 = *strongly agree*.

Table 1. Descriptive statistics for Teacher Perception Survey sorted by highest mean score.

Questions	<i>M</i>	<i>SD</i>
7. I typically allow my students to ask questions.	5.00	0.00
2. I believe I treat my students fairly when giving grades.	4.89	0.33
16. I care about my students' success.	4.89	0.33
1. I believe I treat my students fairly in the classroom.	4.78	0.44
31. I like being a teacher.	4.78	0.44
32. I like my students.	4.78	0.44
6. I typically make my students feel welcomed.	4.67	0.50
24. I listen when students have issues.	4.67	0.50
20. I praise or otherwise give recognition to my students when they do well.	4.56	0.53
21. I do not allow any students to mistreat other students.	4.56	0.53
23. I show my students that I care.	4.56	0.73
8. I believe I am fair.	4.44	0.73
11. I make my students feel comfortable to speak in class.	4.44	0.73
18. I believe in my students.	4.44	0.53
17. I have confidence in my students' abilities.	4.33	0.50
3. I believe I treat my students fairly when asking questions.	4.22	0.44

Table 1. Descriptive statistics for Teacher Perception Survey sorted by highest mean score (cont).

5. I interact with my students one-on-one regularly.	4.22	0.97
19. I differentiate instruction for students who may have trouble understanding the lessons.	4.22	0.83
25. I tend to be pleasant.	4.22	1.09
14. I help my students when they have problems.	4.11	1.27
22. My students know they can trust me.	4.11	1.05
30. I believe my students like me.	3.89	0.60
4. I believe I receive a fair response when students ask questions.	3.78	0.44
27. I treat all students the same.	3.44	1.42
28. I may embarrass students at times.	3.11	0.93
10. I sometimes I find myself ignoring certain students.	2.33	1.32
9. I often teach to only a select group in class that seems motivated to learn.	2.22	1.20
15. My attitude in the classroom does not affect the student's academic performance.	2.11	1.17
26. I tend to be angry or hostile at times.	2.11	1.17
12. I sometimes display non-verbal behaviors that may make the students feel uncomfortable.	2.00	1.32
13. I treat some students unfairly sometimes.	1.89	0.93
29. I sometimes take my emotions out on students.	1.89	1.27

Note: ($N = 308$). Ratings based on 5-point scale: 1 = *strongly disagree* to 5 = *strongly agree*.

Item 7, “I typically allow my students to ask questions”, was the highest rated ($M = 5.00$), along with item 2, “I believe I treat my students fairly when giving grades” ($M = 4.89$). Rating lowest was item 2, “I sometimes take my emotions out on students” ($M = 1.89$) and item 13 and “I treat some students unfairly sometimes” ($M = 1.89$; see Table 2).

4.2. Research Question 2

The student survey asked: What are students' perceptions of their teachers' in-class disposition at ABC School, as measured by the Student Perception Survey, which aligns with NCATE teaching dispositions and CCTC Standards? Table 2 shows descriptive statistics for the 32 student survey questions sorted from highest mean score to lowest mean score. The ratings were based on a 5-point metric scale (1 = *strongly disagree* to 5 = *strongly agree*).

Table 2. Descriptive statistics for Student Perception Survey ratings sorted from highest to lowest.

Questions	<i>M</i>	<i>SD</i>
10. I believe my teacher ignores me. ^a	4.15	1.00
1. I believe my teacher treats me fairly in the classroom.	4.08	1.08
4. I believe I receive a fair response when asking questions.	4.03	1.00
3. I believe my teacher is fair when asking questions.	4.02	1.00
7. I am always able to ask questions.	4.00	1.09
2. I believe my teacher treats me fairly when giving grades.	3.98	1.09
14. I believe my teacher helps me when I have problems.	3.95	1.08
5. My teacher interacts with me regularly.	3.92	1.04
12. My teacher does things that make me feel uncomfortable. ^a	3.92	1.19
24. My teacher listens when I have a concern.	3.91	1.02
21. My teacher does not allow other students to mistreat me.	3.89	0.94
11. I don't feel comfortable to speak in class.	3.89	1.12
31. My teacher seems to like being a teacher.	3.87	1.03
30. I like my teacher.	3.87	1.16
6. My teacher always makes me feel welcomed.	3.85	1.12
23. I believe my teacher is caring.	3.85	1.01
16. I believe my teacher cares about my success.	3.85	1.10
20. My teacher praises or recognizes me when I do well.	3.84	1.04
8. I believe my teacher is fair.	3.81	1.11
32. I believe my teacher likes me.	3.78	1.09
18. My teacher believes in me.	3.78	1.06
17. My teacher shows me that he or she has confidence in me.	3.74	1.08
22. My teacher is someone I can trust.	3.73	1.16
25. My teacher is pleasant.	3.72	1.14
26. My teacher is angry or hostile. ^a	3.71	1.17
15. My teacher's attitudes affect my academic performance. ^a	3.65	1.19
19. My teacher makes sure I understand the lessons.	3.63	1.18
13. I believe my teacher treats some students unfairly.	3.50	1.31
9. I believe my teacher teaches some students more than others in class. ^a	3.42	1.25
28. My teacher embarrasses students. ^a	3.40	1.30
29. My teacher takes his or her emotions out on students. ^a	3.29	1.31
27. My teacher treats all students the same. ^a	3.28	1.26

Note: (*N* = 308) 1 = *strongly disagree* to 5 = *strongly agree*.

^a Negatively worded items where *strongly disagree* was the most favorable answer.

The highest rated statements were Item 10, [reverse scored], "I believe my teacher ignores me" (*M* = 4.15) and Item 1, "I believe my teacher treats me fairly in the classroom" (*M* = 4.08). The lowest rated items were Item 27, "My teacher treats all students the same" (*M* = 3.28) and Item 29, "My teacher takes his or her emotions out on students" (*M* = 3.29).

4.3. Research Question 3

Is there a relationship between (a) teachers' perceptions of their own dispositions as measured by the Teacher Disposition Survey and (b) students' perception of their teacher's disposition as measured by the Student Perception Survey? The four subscales scores for the teachers were compared to the four equivalent subscale scores for the students. The specific correlations are as follows: fairness ($r = -.18, p = .001$), belief ($r = .06, p = .26$), Perception ($r = .17, p = .002$) and total perception ($r = -.03, p = .64$). Scale 1: Fairness showed a significant negative correlation ($r = -.18, p = .001$). The Teacher's perception of fairness is different than the student perception of fairness ($r = -.18, p = .001$).

For Scale 2: Belief, there was no significant relationship between Teachers belief score and students belief score ($r = .06, p = .26$). Scale 3: Perceptions, there is a significant positive correlation between the teacher's perception score and the student's perception score ($r = .17, p = .002$). For Scale 4, the total scale shows there is no significant relationship between the teachers' total score and the student's total score ($r = -.03, p = .64$).

4.4. Research Question 4

Is there a relationship between average students' course grades and their perceptions of teachers' dispositions as measured by the student grades from ABC School and the Student Perception Survey? To answer this question, the student's first semester grade was correlated with the four scale scores and the 32 perception ratings. For the resulting 36 correlations, nine were significant at the $p < .05$ level. The three largest correlations were the student's grade with: Item 29, "My teacher takes his or her emotions out on students" ($r = -.24, p = .001$), Item 9, "I believe that my teacher teaches some students more than others in class" ($r = -.16, p = .006$), and Item 7, "I am always able to ask questions" ($r = .14, p = .01$).

4.5. Additional Findings

The student's grade level (9th to 12th) was correlated with the four scale scores and the 32 perception ratings. For the resulting 36 correlations, 28 were significant at the $p < .05$ level. The three largest correlations were the student's grade level with: Item 2, "I believe my teacher treats me fairly when giving grades" ($r = .28, p = .001$), Item 22, "My teacher is someone I can trust" ($r = .27, p = .001$), and Item 30, I like my teacher ($r = .26, p = .001$).

4.6. Summary of Findings

Research question 1. What are teachers' perceptions of their own in-class disposition at ABC School, as measured by the Teacher Disposition Survey, which aligns with NCATE teaching dispositions and CCTC Standards as measured by the 32-item Teacher Disposition Survey? The data set for this research question was drawn from the Teacher Disposition Survey created by the researcher. According to the 4 subscales, the mean scores were Fairness, $M = 4.06$, Belief $M = 4.34$, Verbal/non-verbal dispositions, $M = 3.92$ and the total scale $M = 4.11$. The highest self-rated item was belief with a mean of 4.34. There were 10 questions teachers answered dealing with Belief that the students can learn.

The highest rated item among the teachers was item 16, "I care about my students success" ($M = 4.89$). Items 20, 21 and 23 were tied with a mean of 4.56, "I praise or otherwise give recognition to my students when they do well", "I do not allow any students to mistreat other students", and "I show my students that I care". The lowest rated items

were item 13, "I treat some students unfairly" ($M = 1.89$, reversed scored), and item 10, "I sometimes find myself ignoring certain students" ($M = 2.33$).

The lowest rated items, Item 13 and Item 10, show that the teacher respondents were in agreement that they believe they treat the students fairly and they do not to ignore students. However, it may be necessary for a teacher to briefly ignore a student who is exhibiting poor behavior when trying to teach in order to prevent class disruption.

The lowest rated subscale was perception ($M = 3.92$). This subscale included eight items. The highest rated was item 31, "I like being a teacher" ($M = 4.78$) and item 32, "I like my students" ($M = 4.78$). The lowest rated item within this subscale was item 29 ($M = 1.89$; reversed score), "I sometimes take my emotions out on students" and Item 26 ($M = 2.11$), "I tend to be angry or hostile at times".

Research question 2. What are students' perceptions of their teachers' in-class disposition at ABC School, as measured by the Student Perception Survey, which aligns with NCATE teaching dispositions and CCTC Standards? The data set for this research question was drawn from the Student Perception Survey created by the researcher. According to the 4 subscales, the mean scores were fairness, $M = 3.80$, belief $M = 3.82$, perception, $M = 3.73$ and the total scale $M = 3.79$. The highest self-rated item was belief with a mean of 3.82. There were 10 questions students answered dealing with belief that the students can learn.

The highest rated item among the students was item 10, "I believe my teacher ignores me" ($M = 4.15$.) The results show that the students agreed that with the statement. When students perceive the Teachers are available to help them it builds positive teacher student relationships. Teachers however are under tremendous pressures to meet district or state educational requirements and have limited time to pay attention to the personal needs of students.

The lowest rated item within the Belief Subscale for Students was item 13, "I believe the teacher treats some students unfairly" ($M = 3.50$) and item 19, "My teacher makes sure I understand the lessons" ($M = 3.63$). The findings suggest that students may feel that teachers do not always take their time when addressing students or making sure the student understands the lesson. Teachers are under constant pressure to pace their lesson according the state guidelines. The findings suggest that the disposition of belief of a student's ability to learn is being accurately perceived and being displayed by the teachers in the classroom.

The lowest rated subscale from the student survey was perceptions ($M = 3.73$). The highest rated items within the perception subscale was item 11, "I don't feel comfortable to speak in class" ($M = 3.89$). Also rated highly was item 30, "I like my teacher" and item 31, "my teacher seems to like being a teacher" ($M = 3.87$ for both). The data set suggests that the perception of the teacher is one that is positive in that the teacher is likable and they like their job. However, the data set shows that the students do not feel comfortable speaking in class.

The lowest rated item in the perception subscale was item 29, "My teacher takes his or her emotions out on students" ($M = 3.29$). The findings of this item suggest that some students felt the teacher displayed certain emotions in class and some did not. These emotions could have been positive or negative emotions however student could perceive them either way.

Research question 3. Is there a relationship between (a) teachers' perception of their own disposition as measured by the Teacher Disposition Survey and (b) students' perception of their teacher's disposition as measured by the Student Perception Survey? For research question 3, in addition to descriptive statistics, Pearson correlation analysis was applied to examine possible relationships between teacher's perception of their

teaching dispositions and student's perception of the teachers' verbal and non-verbal behaviors and how they relate to the NCATE teaching dispositions. For scale 1, fairness showed a significant negative correlation ($r = -.18, p = .001$). Teachers thought that they were fair whereas students thought differently. This could be due to several factors.

The data from scale 2, belief in student's ability to learn, showed there was not significant relationship between the teacher's belief and the student's perception of the teacher's belief in their ability to learn. The findings suggest that the disposition of belief in a student's ability to learn is being exhibited within the classroom.

For scale 3, perceptions, correlations showed that there was a positive significant correlation between the teacher's disposition and the student's perception of the dispositions ($r = .17, p = .002$). The findings suggest that the student's perception of the teacher was positive and that verbal and non-verbal behaviors are being exhibited within the classroom, which is aligned with NCATE and CCTC teaching dispositions.

Total 4 score showed that there was no significant relationship between the teacher's total score and the student's total score ($r = -0.03, p = .64$).

Research question 4. Is there a relationship between average students' course grades and their perceptions of teachers' dispositions as measured by the averaged students' course grades and the Student Perception Survey? For scale 1, fairness, student grades were significantly higher when they had a higher fairness score ($p = 0.04$), had a higher perception score ($p = 0.03$) and a higher total score ($p = .05$). When the students thought the teacher was fair, the students performed better. These findings suggest that there is a relationship between average student's course grades and the teacher's disposition within the classroom. This result should be interpreted cautiously, because this result may indicate that (a) positive teacher disposition results in greater student learning or that (b) negative teacher disposition is found in teachers who grade more strictly.

Additional Findings. A correlation between Grades 9 to 12 showed that students in higher-grade levels produced higher student survey scores. The additional findings suggest that with age come wisdom and a more mature understanding of their role as a student in the teacher-student relationship.

5. RECOMMENDATION FOR FUTURE RESEARCH

Little research exists on student perception of teacher dispositions. The researcher recommends the following future studies:

1. Replicated studies of student perception of teacher disposition with further focus on inner city or urban schools, gender-specific, ethnic-specific, age-specific, or economic specific study.
2. Contrast or comparisons of different states evaluation of the teaching disposition.
3. The relationship between student perception and administrator perception of the teaching dispositions.
4. Effective evaluations of teacher dispositions. NCATE has stated that it can be difficult to evaluate the disposition

Similar study to address the verbal or non-verbal attitudes and behaviors that teachers are to exhibit within the classroom.

6. CONCLUSION

The nation is calling for education reform. When considering education reform, educators should include evaluative practices that address the dispositions. This study has provided evidence that the dispositions are an important part of education and should be included when discussing educational reform. For future teachers, it is imperative that current educational leaders take steps to stress not only the importance of being knowledgeable but also creating positive relationships with their students. Specific courses should be dedicated to the dispositions not just curriculum and pedagogy.

This study further supports research that advances the importance of student perception in educational practices. Efforts should be made to address the issue of fairness early in a student's educational journey to prevent further destruction of the educational system and society. Students are dropping out of high school at an alarming rate. Their perception is important. If a student's perception is one of the reasons for this problem then leaders must further evaluate the verbal and non-verbal dispositions as well as teacher quality and effectiveness.

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AUTHOR(S) INFORMATION

Full name: Kimberly R. Hudson

Institutional affiliation: Pepperdine University

Biographical sketch: Dr. Kimberly Hudson is a professional educator with experience in School Administration, Business Administration, Marketing, Health Education and Science. She received her Ed.D from Pepperdine University. She obtained her Master's Degrees in School Administration, Business and Health Administration from Gardner Webb University and Pfeiffer University, respectively. She has over 15 years of experience at the secondary level, which includes middle school, high school and adult high school. During her career Dr. Hudson has organized creative professional developments, trained adults in multiple curriculum and instructional techniques, created technology and learning labs to improve student learning. She has been involved in several projects that promote multicultural education and diversity, community collaboration and student technological advancement in the classroom. Dr. Hudson is currently an academic coordinator in the Los Angeles Unified School District.