Coaching for Equity: Minnesota Educator Dispositions System™ Pilot 2015-16

https://sites.google.com/a.umn.edu/umn-dispositions-assessment-framework/home

Based on pilot data, what modifications need to be made to MnEDS?
What supports and tools need to exist for multi-level integration?

Definition of Disposition
The commitments you make as a classroom teacher are evident in the pedagogical choices you make, the curriculum you write, your interactions with students, teachers, and colleagues, and in the ways you carry yourself as an educator.

Disposition Strands
1. Assets
2. Role of self
3. Collaboration & communication
4. Care
5. Intentional professional choices
6. Navigation
7. Imagination & innovation
8. Advocacy

Further Questions: How are we holding ourselves accountable to an equity lens across contexts and with multiple stakeholders?

How do we simultaneously drive technical and conceptual uptake?
What evidence will illustrate conceptual understanding and enactment?

How are dispositions contextual?
Who is responsible for assessing TC’s dispositions (supervisors, faculty, cooperating teachers)
What kinds of coaching do stakeholders need about dispositions?
How are we holding ourselves accountable to an equity lens across contexts and with multiple stakeholders?

Counter Evidence
Alerts evidence does not recognize the assets of students, families, or communities. Sees deficits rather than assets of students, families, or communities.

Assessment
1. Drives questions
2. Helps us think
3. Assists decision-making

Validity Study Outcomes
- Relevance rankings and focus group data show strong resonance with the relevance of each dispositional strand with regard to successful teaching in urban schools.
- The strands Role of Self and Care received the most positive attention from participants.
- The strands Collaboration and Communication, Navigation, and Advocacy proved to be difficult for teacher educators to locate evidence.
- For school mentors, the “coachability” of a beginning teacher is a key starting point that needs to be in place when hired and the current framework does not yet speak directly to this disposition.

Validity Study Data Collection 2014-15
- 2-hour focus groups with 11 mentors from a large urban partner school district.
- 1-hour focus group with 25 participants at multicultural education conference.
- 30-minute session with 23 participants at national meeting of teacher educators.
- 60-minute session with 40 teacher educators.
- 5 University supervisors’ journal reflections and annotated dispositional frameworks for teacher candidates.
- Interviews with 4 supervisors.
- Journal reflections from 2 teacher candidates, 5 annotated dispositional frameworks, interviews with 2 teacher candidates.

System Development Questions Aligned to Conceptual Framework

How do different stakeholders define dispositions through the evidence they collect?
How do different stakeholders see and emphasize different dispositions?
How do different stakeholders coach for dispositions?
How do different stakeholders assess a TC’s dispositions for equity? How does an assessor’s own lens on equity impact their assessment of a TC’s dispositions?

MnEDS? — District training, district meetings?
- What evidence demonstrates a candidate’s dispositions? How does that evidence acknowledge the context in which the disposition is manifested?
- What supports are needed to enable coaching and assessment of dispositions for teaching? What are the supports prepared for a variety of stakeholders?
- How do we design coaching toward developing dispositions?
- What is equity evident in our development work?

Distributed Knowledge
Formative Assessment
Social Justice

Implementation

UCM Pilot Participation 2015-16
- 14 instructors
- 23 supervisors
- 34 cooperating teachers
- 112 teacher candidates

Partner site meetings (administrators, teams, cooperating teachers)
Cooperating teacher professional development

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SYSTEM DISPOSITIONS TOOLS

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