

# MEASURING SOCIAL CONSCIOUSNESS: USING MULTIPLES OF EVIDENCE TO EXAMINE TEACHER DISPOSITIONS

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*Teacher education programs seeking national accreditation must examine and assess the dispositions of their candidates as potential teachers. While it can be agreed that there are beliefs about children and learning that all teachers should share, defining, measuring and evaluating those beliefs is far more difficult. This methodological article examines one institution's efforts to frame dispositions as social consciousness and to measure the unit's ability to support and sustain them. Using Ball and Lampert's (1999) frame of "multiples of time, evidence, and perspective," we propose that dispositions can be measured using quantitative and qualitative methods. This article describes a qualitative method in which micro-case analyses allow for the exploration of candidates' dispositions relating to classroom opportunity and equality.*