

DERIVING PSYCHOMETRIC PROPERTIES FOR THE TEACHERS' DISPOSITIONS SCALE

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CSOTTE 2017

DISPOSITIONS DEFINED

- Dispositions are “defined as a tendency to act in a particular manner under particular circumstances based on one’s beliefs.” (Villegas, 2007, p.373)

DISPOSITIONS AND TEACHER PREPARATION

- Teacher preparation programs have long recognized that candidates who lack content knowledge, and pedagogical skills need to acquire them before they progress in the program (Kincaid & Keiser, 2014).
- It is better to make explicit the dispositions we want our teacher candidates to exhibit rather than to make assumptions about what they know and believe (Koeppen & Davison-Jenkins, 2006).

DISPOSITIONS AND TEACHER PREPARATION

- “The responsibility of teacher educators is to begin the process of assessing dispositions early in a teacher candidate’s preparation program so that the teacher candidate can continue to grow and develop all skills” (Brewer et al., 2011, p.65).
- Assessing a candidate’s dispositions in a variety of environments and across various personnel, helps construct a more complete picture of each candidate’s professional dispositions (Kincaid & Keiser, 2014).

DEVELOPMENT OF THE PROFESSIONAL DISPOSITIONS INVENTORY

College of Education and P-16 Integration
The University of Texas Rio Grande Valley

PROFESSIONAL DISPOSITIONS INVENTORY (PDI)

- The Professional Dispositions Inventory (PDI) is an EPP-created instrument to assess the professional dispositions of our teacher candidates in initial preparation programs.
- Because it is EPP-created, CAEP requires that we validate the instrument to ensure data quality.
- The PDI is intended to provide information on the professional dispositions of teacher candidates and provide feedback to faculty for continuous program improvement.

COLLEGE OF EDUCATION AND P-16 INTEGRATION PROFESSIONAL DISPOSITIONS

- The professional dispositions assessed in the PDI were developed by an ad-hoc assessment committee that worked during the transition to UTRGV by considering UTPA's fitness to teach, UTB/TSC's dispositions, dispositions assessed at other institutions, and the INTASC standards.
- Feedback from the entire faculty was solicited and incorporated. The dispositions were vetted and adopted by the faculty in May 2015.

PDI USE IN THE PROGRAM

- Teacher candidates acknowledge the CEP professional dispositions upon admission to the EPP.
- Professional dispositions are assessed at two points during clinical teaching.
 - Teacher candidates self-assess
 - Field supervisors and cooperating teachers assess clinical teachers' dispositions
- Program faculty are in the process of determining additional points in the program where it will be important to assess dispositions and for teacher candidates to self-assess as part of the curriculum redesign process.

PROFESSIONAL DISPOSITIONS INVENTORY

CONTENT DOMAINS

- I. Learner Development and Diversity
- II. Critical Thinking and Reflective Practice
- III. Professionalism
- IV. Ethical Practice
- V. Communication and Learning Environments
- VI. Content and Instruction

ITEM STEMS

- We started with a large item pool because we will need to delete items that do not have supportive psychometric properties.
- An exploratory approach was used in the development of items for the PDI.

DIRECTIONS FOR USING THE RESPONSE FORMAT FOR EACH ITEM ON THE PDI

- Directions for observer: respond to each item by using the four point Likert scale performance rating format. The teacher candidates' performance can be manifested/exhibited verbally and/or nonverbally. Record/mark which best describes the teacher candidates' level of performance – a 1, 2, 3, 4. If the item is not applicable, record NA, or if you are unable to decide, that is, if you are unable to record a 1, 2, 3, 4, or NA, record UD. Please study and refer to instructions as need during the observation. Please review the example item shown on the next page and the descriptions of a 1, 2, 3, or 4 level of performance.

RESPONSE FORMAT

1	2	3	4	NA	UD
Rarely	Sometimes	Often	Very Often	NA	UD
(Manifests an unsatisfactory level of performance.)	(Manifests a less than satisfactory level of performance.)	(Manifests a satisfactory level of performance.)	(Manifests an outstanding level of performance.)	(Not Applicable)	(Unable to Decide)

ITEM SORT

- You will each sort 15 randomly mixed item stems as part of the process of obtaining evidence for content validity.
- Directions
 - Place each item stem into a content domain box that bests represents the construct they appear to measure.
 - If you are unsure where to place an item stem, place it in the box marked 'Other.'

DISCUSSION

- Do you have any feedback regarding the content domains?
- Were there any items that you struggled to place in a particular content domain?
- Do you have any feedback regarding specific item stems?
- Do you assess your teacher candidates' professional dispositions?
- If so, what does your process look like?

CONCLUSION

- The literature suggests a need to develop a more refined understanding of the connections between teacher candidates' beliefs, their actions in classrooms, and what their students learn. In addition, there is a need to give more focused attention to issues of validity and reliability in the assessment of teacher candidates' dispositions (Villegas, 2007).
- Your participation will contribute to the validation of the PDI to address these needs.

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