

## **Eastern Teacher Dispositions Index**

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In recent years, the teacher quality has become a national concern. As a society, we are looking up to institutions of higher learning to prepare quality teachers and improve the future of our children. In addition to rigorous entrance requirements and licensure examination, teachers candidates are being asked to possess healthy dispositions. The National Council for the Accreditation of Teacher Education (NCATE) and Interstate New Teacher Assessment and Support Consortium (INTASC) require the teacher preparation programs to assess the dispositions of their teacher candidates and make sure that they develop positive teacher dispositions by the time they are ready to graduate and ready to work with children (NCATE 2006, INTASC, 1992).

The NCATE (2006) defines dispositions as values, commitments, and professional ethics that influence a teacher's behavior toward his/her students, families, colleagues, and communities. The dispositions affect student learning, student motivation, and student development. They also impact an educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice. For example, dispositions might include a belief that all students can learn. Further, dispositions might include a vision of high and challenging standards, or an intense commitment to safe and supportive learning environments.

In the literature, the terms dispositions and perceptions are used interchangeably (Wsicsko, 2002). The professionals have put forth several definitions of dispositions but

there is agreement that dispositions are values, commitments, and ethics that are internally held and externally exhibited (Usher, 2004). According to Combs (1969) dispositions can be sorted into five categories. These categories are: (1) Perceptions about self, (2) Perceptions about other people, (3) Perceptions about subject field, (4) Perceptions about the purpose of education and process of education, and (5) General frame of reference perceptions. Unfortunately, there is no consensus about which dispositions are absolutely necessary for teaching. And as Taylor & Wasicsko (2000) ascertained, dispositions are difficult to measure.

In our endeavor to examine the dispositions of our teacher candidates, we developed a tool, Eastern Teacher Dispositions Index (ESTDI). This tool was developed by borrowing ideas from the existing indices of dispositions (e. g., Thompson, Randsell, & Rousseau, 2004; Koeppen & Davidson-Jenkins, 2004; Wasicsko, 2002) as well as from INTASC principles. As shown in Figure 1, the ESTDI has five scales. These scales are: **P**erceptions about self, **P**erceptions about others, **P**erceptions about subject field, **P**erceptions about the purpose of education and the process of education and **G**eneral frame of reference **p**erceptions

We have used the ESTDI in our study of teacher dispositions and it has yielded valuable data (e.g., Singh & Stoloff, 2006). It appears that the ESTDI has acceptable validity and reliability. We do not have the reliability and validity data to report at this time. We recommend that ESTDI be used in a pre-professional course and that is prior to teacher candidates' enrollment in any of the teacher education courses. By administering the ESTDI at that early stage in the teacher preparation program, the teacher candidates with dispositions as assets and those who need developmental goals can be identified and

needed supports can be provided. When we used the ESTDI, we uploaded it on WebCT and informed the students that they would receive 5 bonus points for responding to the ESTDI in their pre-professional course in which they were enrolled at that time. On the following pages, we include the 54 items of the ESTDI.

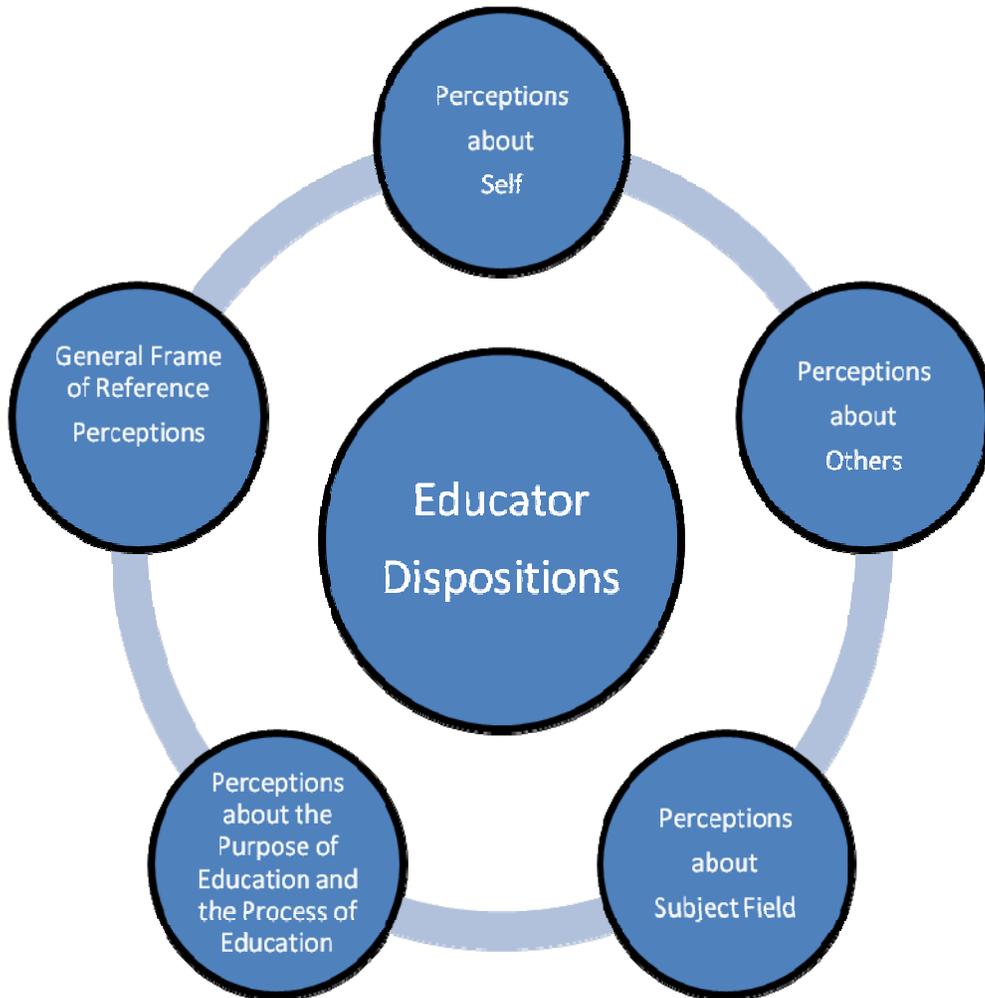


Figure 1. Five Scales of Eastern Educator Dispositions Index (ESTDI)

## Eastern Teacher Dispositions Index (ESTDI)

Please respond to the following questions by circling your choice:

1. What teacher certification area are you pursuing?
  - a. Elementary K-6
  - b. Integrated Early Childhood /Special Education
  - c. Physical Education
  - d. Secondary 7-12
  
2. I am-----Student
  - a. Female
  - b. Male

### I. Perceptions about Self

3. Teachers should dress appropriately and demonstrate personal hygiene.
  - a. Strongly Agree
  - b. Agree
  - c. Not Sure
  - d. Disagree
  - e. Strongly Disagree
  
4. Teachers should use appropriate language and appropriate tone of voice.
  - a. Strongly Agree
  - b. Agree
  - c. Not Sure
  - d. Disagree
  - e. Strongly Disagree
  
5. Teachers should maintain emotional control
  - a. Strongly Agree
  - b. Agree
  - c. Not Sure
  - d. Disagree
  - e. Strongly Disagree
  
6. Teachers should be thoughtful and responsive listeners
  - a. Strongly Agree
  - b. Agree
  - c. Not Sure
  - d. Disagree
  - e. Strongly Disagree

7. Teachers should adapt to unexpected or new situations
  - a. Strongly Agree
  - b. Agree
  - c. Not Sure
  - d. Disagree
  - e. Strongly Disagree
  
8. Personal abilities and characteristics that a teacher brings to the class can affect the lesson's success and failure
  - a. Strongly Agree
  - b. Agree
  - c. Not Sure
  - d. Disagree
  - e. Strongly Disagree
  
9. Teachers should understand how students learn and develop.
  - a. Strongly Agree
  - b. Agree
  - c. Not Sure
  - d. Disagree
  - e. Strongly Disagree
  
10. Teachers should be proficient in reading, writing, and mathematics.
  - a. Strongly Agree
  - b. Agree
  - c. Not Sure
  - d. Disagree
  - e. Strongly Disagree
  
11. Teachers should have intrinsic motivation and passion for learning.
  - a. Strongly Agree
  - b. Agree
  - c. Not Sure
  - d. Disagree
  - e. Strongly Disagree
  
12. Teachers should be prepared as demonstrated by their planning, organization, and regular attendance.
  - a. Strongly Agree
  - b. Agree
  - c. Not Sure
  - d. Disagree
  - e. Strongly Disagree

13. Teachers should be reflective practitioners who continually evaluate the effect of their choices and actions on others (students, parents, and other professionals)
  - a. Strongly Agree
  - b. Agree
  - c. Not Sure
  - d. Disagree
  - e. Strongly Disagree
  
14. Teachers should conduct themselves as professionals in accordance with the Code of professional Responsibility for Teachers
  - a. Strongly Agree
  - b. Agree
  - c. Not Sure
  - d. Disagree
  - e. Strongly Disagree

## **II Perceptions about other people**

15. Teachers should work well with others in implementing a common curriculum.
  - a. Strongly Agree
  - b. Agree
  - c. Not Sure
  - d. Disagree
  - e. Strongly Disagree
  
16. Teachers should trust in abilities and problem solving skills of others
  - a. Strongly Agree
  - b. Agree
  - c. Not Sure
  - d. Disagree
  - e. Strongly Disagree
  
17. Teacher should view teaching as a collaborative effort among educators
  - a. Strongly Agree
  - b. Agree
  - c. Not Sure
  - d. Disagree
  - e. Strongly Disagree

18. Teachers should be willing to receive feedback and assessment of their teaching form peers, students, and supervisors.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
19. Teachers should cooperate with colleagues in planning instruction.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
20. Teachers should listen to the ideas and suggestions of their colleagues for improving Instruction
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree

### **III Perceptions about Subject Field**

21. Teachers should demonstrate enthusiasm for the subject being taught
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
22. Teachers should demonstrate positive attitude towards their subject and learning in general
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
23. Teachers should actively seek out professional growth opportunities
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree

24. Teachers should engage in research based instructional practices.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
25. Teachers should create connections to subject matter that are meaningful to students.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
26. Teachers should stay current with the evolving nature of teaching profession in general and their own field to be specific.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
27. Teachers should understand the central concepts, skills, tools of inquiry and structures of the discipline they teach.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
28. Teachers should use a variety of strategies to optimize student learning
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree

#### **IV Perceptions about the Purpose of Education and Process of Learning**

29. Teachers should demonstrate and encourage democratic interaction in the classroom
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
30. Teachers should expect all students to succeed
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
31. Teachers should understand that the students have certain needs that must be met before learning can take place.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
32. Teachers should make efforts to promote educational equity for all students.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
33. The classroom environment should be positive and teachers should take responsibility in creating that positivity
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
34. Teachers should understand how students differ in their approaches to learning
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree

35. Teachers should have high expectations of all students
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
36. Teacher should be concerned about all aspects of a child's well being
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
37. Teachers should design and deliver effective instruction.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
38. Teachers should select and/or create learning tasks that make subject matter meaningful to students.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
39. Teachers should establish and maintain appropriate standards of behavior and create a leaning environment that shows a commitment to students and their success.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
40. Teachers should engage in efforts to promote educational equity for all students.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree

41. Teachers should appreciate and promote self-discipline, responsibility and self-esteem among their students
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
42. Teacher should create instructional opportunities that support students' academic, social, and personal development
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
43. Teachers should use various assessment techniques to evaluate student learning and modify instruction as appropriate
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree

## **V General Frame of Reference Perceptions**

44. Teachers should be concerned about attitudes, feelings, beliefs, and welfare of other people.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
45. Teachers should communicate effectively with students, parents, and colleagues.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree

46. Teachers should be sensitive to student differences.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
47. Teachers should treat students with dignity and respect at all times.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
48. Teachers should be patient when working with students.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
49. Teachers should initiate communication to resolve conflicts.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
50. Teachers should demonstrate intellectual and academic curiosity
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
51. Teachers should be thoughtful and responsive listeners.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree

52. Teachers should know that personal abilities and characteristics that a teacher brings to the class can affect the lesson's success or failure
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
53. Teachers should exhibit sensitivity to and respect for the multiple socio-cultural realities of their students.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree
54. Teachers should engage in efforts to promote educational equity for all students.
- Strongly Agree
  - Agree
  - Not Sure
  - Disagree
  - Strongly Disagree

Data gathered from the ESTDI can be analyzed using descriptive statistics as needed.

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