

## Students Responses to The Teacher Disposition Index

The Teacher Disposition Index includes 45 items relating to six “teacher candidate professional dispositions.” The questionnaire which is the Index is an instrument designed to gauge respondents’ attitudes in six categories: reflection, critical thinking, professional ethics, diversity, collaboration, and life-long learning. Some of the items refer to more than one category. They are organized according to the following:

**Table 1: The “Dispositions” and their Associated Items**

<b>Disposition</b>	<b>Categories of Items from the TDI</b>
Reflection	1, 4, 6, 13, 15-20, 22, 23-24, 27-29, 31, 35-37, 39, 41-45
Critical Thinking	1, 6, 13, 15-20, 22, 23-24, 27-29, 31, 35-37, 39, 41-45
Professional Ethics	3-4, 6-7, 9-10, 12-14, 16-21, 23-39, 41-45
Valuing Diversity	1-4, 7, 11-12, 15-19, 23, 27-31, 35-37, 39, 42-45
Collaboration	3-5, 8, 12, 18, 20, 23, 25, 30-31, 36-37, 40-45
Life-long Learning	6, 9, 13-14, 16, 20, 26, 31, 36-37, 41, 43, 45

Students involved in both the Single and Multiple Subjects Credential Programs were administered the TDI at the beginning and again at the end of each fall and spring semester from Fall Term, 2008 to Fall Term, 2011. The numbers of students involved in each semester is indicated in Table 2.

**Table 2: Number of Respondents to the Teacher Disposition Index: Fall, 2008-Fall, 2011**

<b>Program</b>	<b>Semester</b>	<b>Number of Student-Respondents</b>	
		<b>Start of Term</b>	<b>End of Term</b>
Single Subjects	Fall 08	99	102
	Spring 09	98	99
	Fall 09	102	68
	Spring 10	54	111
	Fall 10	125	52
	Spring 11	73	120
	Fall 11	132	48
Multiple Subjects	Fall 08	119	69
	Spring 09	71	108
	Fall 09	136	81
	Spring 10	89	94
	Fall 10	127	106
	Spring 11	180	66
	Fall 11	79	70

There is generally some variation in pre-test (beginning of term) to posttest (end of term) numbers. However, numbers are large enough in each case (never fewer than 54) that there can be some confidence that the differences in pre-test and posttest numbers probably do not materially affect the results and that the results indicate the attitudes of all Single and Multiple Subjects students. The general trend was for dispositions to improve from pre-test to posttest. Exceptions are noted below by program, semester, and item number in Table 3. The individual items are listed by number in the Appendix to this document:

**Table 3: Individual Items for Which Scores Did *Not* Improve**

<b>Program</b>	<b>Semester</b>	<b>Items for which Responses Did <i>Not</i> Improve from Pre-test to Posttest (Beginning of Term to End).</b>
<b>Single Subjects</b>	Fall 08	38, 44
	Spring 09	None—all 45 improved pre-test to posttest
	Fall 09	1, 2, 12, 13, 16, 21, 31, 34, 35, 41
	Spring 10	1, 2, 4, 6, 7, 10, 11, 12, 13, 14, 15, 16, 20, 21, 28, 31, 32, 33, 35, 36, 37, 39, 41, 42
	Fall 10	None—all 45 improved pre-test to posttest
	Spring 11	7, 12, 21, 36, 38, 41, 45
	Fall 11	None—all 45 improved pre-test to posttest
<b>Multiple Subjects</b>	Fall 08	None—all 45 improved pre-test to posttest
	Spring 09	2, 8
	Fall 09	1, 2, 7, 12, 21, 28, 29, 33, 35, 38, 44, 45
	Spring 10	None—all 45 improved pre-test to posttest
	Fall 10	1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 16, 21, 25, 28, 29, 30, 33, 35, 36, 38, 39, 41, 43, 45
	Spring 11	2, 21, 24
	Fall 11	1, 2, 7, 12, 41

Although the table above indicates that there were multiple instances in which responses indicate that attitudes reflected in *individual* items did not improve from pre-test to posttest, the general trend in students' attitudes toward their professional and ethical responsibilities was to register more positive responses at the end of the semester than at the beginning. ***In every semester, whether students were Single, or Multiple Subjects students, the aggregated responses were more positive at posttest than at pre-test.***

The positive trend from pre-test to posttest is relevant not just because of its consistency, but also because attitudes were already very high at the beginning of each term. Table 4 indicates that responses averaged 4.599 on a 5-point scale on the pre-test for Single Subjects students and 4.815 on a 5-point scale for Multiple Subjects students. In spite of very high initial responses, aggregated responses on the instrument as a whole were higher on each posttest than on the pre-tests. The pre-test to posttest results for each semester from Fall, 2008 to Fall, 2011 are indicated in Table 4:

**Table 4: Aggregated Responses, Pre-test and Posttest, Fall, 2008 – Fall, 2011**

<b>Program</b>	<b>Semester</b>	<b>Aggregated Pre-test Mean</b>	<b>Aggregated Posttest Mean</b>
<b>Single Subjects</b>	Fall 08	4.602	4.735
	Spring 09	4.593	4.85
	Fall 09	4.550	4.650
	Spring 10	4.700	4.800
	Fall 10	4.530	4.740
	Spring 11	4.628	4.750
	Fall 11	4.560	4.791
<b>4.390</b>	Fall 08	4.561	4.848
	Spring 09	4.567	4.811
	Fall 09	4.654	4.760
	Spring 10	4.490	4.850
	Fall 10	4.390	4.420
	Spring 11	4.720	4.840
	Fall 11	4.674	4.810

### **The Six Dispositions**

Although the above give general information about trends, number of respondents, and so on, the focus of the questionnaire from which the data were gathered is on students' attitudes toward particular professional and ethical responsibilities. Those attitudes are captured in the six "dispositions" noted in Table 1. If the items that are particular to individual dispositions (Table 1) are separated from the balance, the data in Tables 5 (Single Subjects Students) and 6 (Multiple Subjects Students) are the result:

**Table 5: Dispositions: Single Subjects Students' Responses**

<b>Disposition</b>	<b>Pre/Post</b>	<b>Fall 08</b>	<b>Spring 09</b>	<b>Fall 09</b>	<b>Spring 10</b>	<b>Fall 10</b>	<b>Spring 11</b>	<b>Fall 11</b>
<b>Reflection</b>	Pre	4.586	4.572	4.536	4.682	4.511	4.625	4.556
	Post	4.718	4.773	4.642	4.798	4.744	4.732	4.781
<b>Critical thinking</b>	Pre	4.590	4.574	4.541	4.685	4.511	4.628	4.560
	Post	4.723	4.777	4.645	4.808	4.745	4.734	4.785
<b>Professional Ethics</b>	Pre	4.610	4.599	4.561	4.708	4.532	4.639	4.574
	Post	4.740	4.796	4.654	4.871	4.741	4.745	4.797
<b>Valuing Diversity</b>	Pre	4.600	4.585	4.553	4.705	4.528	4.636	4.571
	Post	4.739	4.785	4.649	4.805	4.744	4.735	4.785
<b>Collaboration</b>	Pre	4.599	4.578	4.538	4.696	4.531	4.628	4.564
	Post	4.720	4.793	4.661	4.857	4.750	4.757	4.790
<b>Life-long Learning</b>	Pre	4.572	4.572	4.524	4.705	4.499	4.605	4.541
	Post	4.737	4.782	4.643	4.924	4.725	4.734	4.789

**Table 6: Individual Dispositions: Multiple Subjects Students' Responses**

<b>Disposition</b>	<b>Pre/Post</b>	<b>Fall 08</b>	<b>Spring 09</b>	<b>Fall 09</b>	<b>Spring 10</b>	<b>Fall 10</b>	<b>Spring 11</b>	<b>Fall 11</b>
<b>Reflection</b>	Pre	4.541	4.553	4.644	4.486	4.371	4.709	4.667
	Post	4.851	4.806	4.753	4.883	4.412	4.843	4.803
<b>Critical thinking</b>	Pre	4.548	4.558	4.645	4.487	4.373	4.711	4.669
	Post	4.852	4.806	4.754	4.890	4.412	4.842	4.802
<b>Professional Ethics</b>	Pre	4.488	4.558	4.645	4.487	4.373	4.711	4.669
	Post	4.850	4.808	4.759	4.871	4.417	4.836	4.808
<b>Valuing Diversity</b>	Pre	4.584	4.601	4.682	4.522	4.415	4.728	4.692
	Post	4.861	4.813	4.771	4.905	4.429	4.856	4.824
<b>Collaboration</b>	Pre	4.368	4.603	4.659	4.518	4.386	4.736	4.703
	Post	4.848	4.816	4.767	4.772	4.424	4.843	4.813
<b>Life-long Learning</b>	Pre	4.531	4.474	4.575	4.441	4.332	4.673	4.627
	Post	4.819	4.785	4.742	4.767	4.385	4.822	4.776

**Summary**

The Teacher Disposition Index was developed as an instrument for gauging students attitudes about their professional and moral responsibilities. The 45-items relate to six “dispositions,” with several items general enough that they relate to more than one category. Over the seven semester period covered in this report, several hundred Single and Multiple Subjects students completed the instrument twice, once at the beginning of the semester and a second time at semester’s end. Although there are several instances where responses indicate a modest decline in how strongly students feel about a particular issue, when the items are aggregated into the dispositions to which they relate, scores improve from pre-test to posttest improve *in every instance, every semester*. Clearly, students’ commitment to their professional and ethical responsibilities, already high as the semester begins, becomes yet deeper as a result of the semester’s experiences.

## Appendix

### Individual Items in the Teacher Disposition Index

1. I believe a teacher must use a variety of instructional strategies to optimize student learning.
2. I understand that students learn in many different ways.
3. I demonstrate qualities of humor, empathy, and warmth with others.
4. I am a thoughtful and responsive listener.
5. I assume responsibility when working with others.
6. I am committed to critical reflection for my professional growth.
7. I believe that all students can learn.
8. I cooperate with colleagues in planning instruction.
9. I actively seek out professional growth opportunities.
10. I uphold the laws and ethical codes governing the teaching profession.
11. I stimulate students' interests.
12. I believe it is important to involve all students in learning.
13. I value both long term and short term planning.
14. I stay current with the evolving nature of the teaching profession.
15. I select material that is interesting for students.
16. I believe the classroom environment a teacher creates greatly affects students' learning and development.
17. I am successful in facilitating learning for all students.
18. I demonstrate and encourage democratic interaction in the classroom.
19. I accurately read the non-verbal communication of students.
20. I engage in discussions about new ideas in the teaching profession.
21. I view teaching as an important profession.
22. I select material that is interesting for students.
23. I provide appropriate feedback to encourage students in their development.
24. I understand that teachers' expectations impact student learning.
25. I view teaching as a collaborative effort among educators.
26. I engage in research-based teaching practices.
27. I create connections to subject matter that are meaningful to students.
28. I understand students have certain needs that must be met before learning can take place.
29. I am sensitive to student differences.
30. I communicate caring, concern, and a willingness to become involved with others.
31. I listen to colleagues' ideas and suggestions to improve instruction.
32. I take initiative to promote ethical and responsible professional practice.
33. I am punctual and reliable in my attendance.
34. I maintain a professional appearance.
35. I believe it is my job to create a learning environment that is conducive to the development of students' self-confidence and competence.
36. I respect the cultures of all students.
37. I communicate effectively with students, parents, and colleagues.
38. I honor my commitments.
39. I treat students with dignity and respect at all times.

40. I work well with others in implementing a common curriculum.
41. I am willing to receive feedback and assessment of my teaching.
42. I am patient when working with students.
43. I am open to adjusting and revising my plans to meet student needs.
44. I communicate in ways that demonstrate respect for the feelings, ideas, and contributions of others.
45. I believe it is important to learn about students and their community.