

Professional Dispositions Readings

Almerico, G., Johnston, P., Henriott, D., & Shapiro, M. (2011). Dispositions assessment in teacher education: developing an assessment instrument for the college classroom and the field. *Research in High Education Journal*, 11, Article 1. Retrieved from <http://www.aabri.com/manuscripts/10665.pdf>

The purpose of the current study was to operationalize and validate terminology to be incorporated into a series of assessment tools to evaluate teacher candidate dispositions. Researchers strived to develop a greater understanding of dispositions being assessed in teacher education programs by identifying descriptors which clearly focus on the conceptual meaning of a given disposition. Through a search of related literature and a series of interviews conducted by the research team, a series of instruments was developed to measure candidate dispositions in the university classroom setting and in the field/clinical experience for teachers in training

Broadbear, J. T., Jin, G., & Bierma, T. J. (2005). Critical thinking dispositions among undergraduate students during their introductory health education course. *Health Educator*, 37, 8-15.

The present study was undertaken to measure critical thinking dispositions in students as they enter the health education program at Illinois State University (ISU). Health education undergraduate students at ISU were found to have shortcomings in critical thinking dispositions during a study from 2000-2003. Dispositions (e.g. truth-seeking, open-mindedness, inquisitiveness) were measured by the California Critical Thinking Dispositions Inventory (CCTDI). Health education majors (n=96) were compared to students in other health science disciplines (n=187) and to health education minors (n=48). CCTDI scores did not differ between health education majors and other health sciences students but scores for majors were significantly higher than for health education minors. Specifically, health education majors scored significantly higher for inquisitiveness, cognitive maturity and total critical thinking disposition. The findings have significant implications for health education academic programs and the profession. Health education professionals commonly confront complex, ill-structured problems and their ability to effectively respond to these problems is largely dependent upon strong critical thinking dispositions. Focusing on the development of critical thinking dispositions in professional preparation programs, and further research on pedagogy effective in developing the dispositions, is needed.

Bucalos, A. B., & Price, C. G. (2005). Navigating murky waters: The challenge of assessing teacher candidate dispositions. *AILACTE Journal*, 12, 233-243.

Interest in, and debate about, teachers' attitudes, perceptions, and dispositions is not new (Cruickshank & Haefele, 2001). What is new is the inclusion of dispositions in the standards of the National Council for Accreditation of Teacher Education (NCATE, 2003), the National Board for Professional Teaching Standards (NBPTS, 1998), and the Interstate New Teacher Assessment and Support Consortium (INTASC, 1992). Despite this renewed interest in dispositions and their effects on the learning of P-12 students, there is no consensus among teacher education programs about which dispositions are essential, or how they may be used to select and educate teachers (Maylone, 2002; Taylor & Wasicsko, 2000). This article explores the dispositions debate through one university's attempt to define and assess dispositions and addresses several key questions. Will there be tolerance for diversity in dispositions? Are there professionals genuinely qualified to assess "appropriate" dispositions? Can reliability in dispositions assessment be achieved?

Engberg, M. E., & Hurtado, S. (2011). Developing pluralistic skills and dispositions in college: Examining racial/ethnic group differences. *Journal of Higher Education*, 82, 416-443.

An institutional commitment to educating a diverse student body is most compelling when it is broadly defined and connected to the educational mission, different levels of institutional practice, and systematic research on student educational outcomes. This study examines how structural diversity and intentional educational practices involving diversity influence students' development of a pluralistic orientation during the first two years of college. The results highlight similarities and differences across four racial/ethnic groups, and the study concludes with implications for scholars and multicultural practitioners interested in assessment.

Leibowitz, B., van Schalkwyk, S., Ruiters, J., Farmer, J., & Adendorff, H. (2012). "It's been a wonderful life": Accounts of the interplay between structure and agency by "good" university teachers. *Higher Education: The International Journal of Higher Education and Educational Planning*, 63, 353-365.

This study is set in an era and a context in which extrinsic forms of motivation and reward are offered by higher education institutions as a means to enhance teaching, and in which teaching is effectively undervalued in relation to research. The study focuses on the role of agency in professional development and demonstrates the relevance of Margaret Archer's description of the interplay between structure and agency for understanding how academics enhance their teaching in research-intensive universities. Ten semi-structured interviews were conducted by a team of academic development advisors in order to obtain accounts of teaching academics of their becoming good teachers, in their own words. An analysis of the transcripts of the interviews with the lecturers demonstrates how dimensions such as biography, current contextual influences, individuals' dispositions and steps taken to enhance teaching interact in a spiraling manner to generate a sense of self-fulfillment and agency. Intrinsic, rather than extrinsic, motivation is shown to be significant in propelling individuals towards action. The article concludes with an assessment of the implications of the interplay between structure and agency, the need for an enabling environment with a key role for intrinsic motivation for professional development strategies, in research-intensive universities.

Roessingh, H., & Chambers, W. (2011). Project-based learning and pedagogy in teacher preparation: Staking out the theoretical mid-ground. *International Journal of Teaching and Learning in Higher Education*, 23, 60-71.

In this article, we advance a model of project-based learning (PJBL) offering eight guiding principles to support a pragmatic and principled approach to teacher preparation at the undergraduate and graduate levels. We provide a template for structuring PJBL, and we include illustrative exemplars that demonstrate that the ideological mid-ground can offer a balance of content knowledge and facilitate the dispositions we value in the new generation of teacher practitioners.