



THE DISPOSITIONS IMPROVEMENT PROCESS

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Globally, teacher dispositions along with knowledge and skills continue to be the focal point of teacher education programs. Teachers influence children's development and therefore dispositions are a universal concern. For the past 20 years in the United States, teacher education programs have assessed dispositions. We, however, must now also use these assessment results to ensure that teacher candidates are graduating with the knowledge, skills and dispositions to be effective teachers. In this paper, the authors use case study examples to discuss teacher candidates with problematic dispositions and the resulting improvement plan and process using the Preparing Reflective and Effective Practitioners (PDQ-PREP), developed by the authors. The goal of this process is to ensure that all teacher candidates have the opportunity to reflect on their actions and develop or refine the dispositions necessary to be effective professionals.

Key Words: teacher dispositions, teacher improvement process

INTRODUCTION

Teacher preparation programs are continually in the process of renewal and transformation. Historically, teacher effectiveness and teacher quality have been the focus of research and practice (Collinson, Killeavey, & Stephenson, 1999; Hamachek, 1968; Hamachek, 1969). Teacher effectiveness and quality have been defined as the knowledge and skills needed for successful teaching. Consequently, numerous standardized instruments in the United States have been designed and implemented to measure a teacher-candidate's knowledge and skills based on national and state standards.

Faculty should continue to ensure that teacher candidates leave education programs with the knowledge, skills, and more than ever, the dispositions necessary to be effective teachers. Although there are numerous disposition assessment processes currently used in teacher education programs (e.g., Beverly, Santos, & Kyger, 2006; Flowers, 2006; Hillman, Rothermel, & Hotchkiss, 2006; Schulte, Edick, Edwards, & Mackiel, 2004), few address the disposition improvement process. Professional dispositions have been defined by the National Council for the Accreditation of Teacher Educators (NCATE) in the United States as “*Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities*”(NCATE, 2007). Numerous programs are using dispositions assessments they have developed as a way to either prohibit an individual from entering a teacher education program, or as a way to redirect teacher candidates into a different field, not as a growth process (Harrison, Smythee, McAfee, & Weiner, 2006; Wasicsko, 2005). While some institutions in the United States have a process for assessing dispositions, few have a system in place to address an improvement process for teacher candidates who exhibit problematic dispositions. There is a dearth of information found in the international literature addressing teacher dispositions. One study by Sobel and Gutierrez (2009) that has addressed this issue has developed an improvement process through scaffolding support for teacher candidates utilizing site-based teams. However, all programs do not have the advantage of having site-based teams to coordinate such improvement processes. The authors’ goal in this study was to, following the use of a dispositions screening tool, implement an improvement process for teacher candidates assessed to have problematic dispositions and to assist teacher candidates in remediating problems in order to become effective professionals in the teaching field or to counsel them into a field more suited to their personal strengths.

The Literature on Dispositions

Teacher dispositions are not a new research topic in the field of education, though it has only been a requirement in the teacher education programs in the United States since the early 1990s (Wise, 2005). Teacher dispositions have been researched for many years with questionable outcomes. Arthur Combs spent his career researching teacher “perceptions” (also defined as dispositions) and investigating the qualities and attributes that define effective teachers (Wasicsko, 2005). Even though there have been many definitions of dispositions, the disposition qualities that are characteristic of an effective

teacher need to be flexible and determined by local cultural norms and expectations (Collinson, Killeavey, & Stephenson, 1999; Hamachek, 1968; Hamachek, 1969). When these are determined, we must evaluate what we will assess. Mary Diez (2006) also includes the idea that, "Dispositions should be assessed over time, as part of an ongoing reflection process" (pg 49).

While it is important to define and assess teacher dispositions, it is equally important to determine what occurs after assessment. In order for teacher preparation programs to adequately prepare teacher candidates, it is imperative that there is a method in place for improving dispositions (Notar, Riley, & Taylor, 2009; Taylor & Wasicsko, 2000; Raths, 2001).

As far back as 1999, Powers informed teacher candidates of appropriate dispositions and assisted them in practicing those dispositions by placing them with teachers who provide high-quality modeling. Weiner and Cohen (2003) suggested a paradigm shift from training dispositions to fostering the desired dispositions in teacher candidates. Weiner and Cohen (2003) further recommended that allowing the teacher candidate to self-discover, promoted power and control over changing their own dispositions. These authors suggested providing clearly defined disposition goals with frequent opportunities to observe and practice their target dispositions.

The Iowa college system took a different approach by requiring all teacher education majors to take human relations training, which included a discussion regarding the dispositions of effective teachers (Stahlhut & Hawkes, 1994). In 1998, Chandler proposed exploring situations from different perspectives through self-examination and reframing. He proposed this method as a way of changing the belief biases that interfere with effective teacher relationships. To further refine this approach on improving dispositions, Schussler, Stooksberry, & Bercaw (2010) conducted a study of how candidates developed self-awareness of their dispositions through journaling.

Regardless of the approach used or the influential philosophy one advocates, clearly defined terms of measureable behaviors must be developed and researched for validity and reliability in order to be an efficacious measurement system.

METHOD

The first plan explored was from Metropolitan State College of Denver, Colorado (Metro State). The Metro State plan was designed in a three-tiered manner. First, a concern was raised and a professional dispositions form was completed with the teacher candidate, advisor, and professor from the class. In

the event that a second concern was raised (or the initial concern continued to be a problem), the teacher candidate met with the advisor, professor, program coordinator, and department chair to discuss ideas for improvement. Documentation was then placed in the teacher candidate's file. If a third issue was raised, a hold was placed on the teacher candidate's file and the teacher candidate was advised to seek other career options. Documentation of the meeting and the outcome was placed in the teacher candidate's file and the teacher candidate was sent a dismissal letter (Metro State, 2007).

A second intervention process examined was from Northwest Missouri State University (Albee & Piveral, 2003). The first and second time a disposition concern arose, a letter of notification was sent to the teacher candidate and advisor. A conference was held for severe or chronic problems. The third time a teacher candidate received a low disposition rating, admittance to the teacher education program was denied or only provisional admittance was granted. If a teacher candidate was already admitted to the teacher education program, the Teacher Education Guidance Committee conducted a conference with the student and the advisor. During the conference, a variety of options were provided to the student.

A third intervention process examined was from St. Norbert College in Wisconsin (St. Norbert College, 2006). After multiple concerns, the teacher candidate met with the department chair to develop a plan of action. The following semester, the teacher candidate was reviewed to determine whether the plan was being followed. If the plan was not being followed or additional concerns had been raised, a panel reviewed the documentation and heard from the teacher candidate. The panel consisted of the teacher candidate's advisor, a faculty member selected by the teacher candidate, a faculty member who had the student in class and had expressed concerns, and a faculty member who was not familiar with the teacher candidate. After reviewing all information and receiving input from all panel members, including the teacher candidate, the panel made a recommendation for continuation or termination in the teacher education program.

The University of Nevada, Reno intervention plan was the fourth plan reviewed (University of Nevada, Reno, 2006). If a problem with a teacher candidate arose, a referral for professional dispositions was completed and forwarded to the chair of the department. The department chair determined how to proceed depending on the teacher candidate's place in the program and the severity of the concern. If the concern was severe or was one of several concerns, the chair formed a committee of at least three faculty members. The faculty member who made the referral could not be a member of the committee. The committee

reviewed the referral information, solicited information from the teacher candidate and the faculty member who made the referral, and made a recommendation on the teacher candidate's continuation in the program. The recommendation also needed the approval of the department chair.

The final intervention process examined dispositions more closely and reflected a paradigm of fostering desired dispositions suggested by Weiner and Cohen (2003). The intervention process reviewed was from Murray State in Kentucky (Murray State, 2006). The faculty at this institution required all students to complete a disposition improvement plan at the beginning of their program. The teacher candidates developed goals for improving their professional dispositions and developed a plan to meet those goals while in the program at Murray State. The method used at Murray State appeared more positive and proactive than the previous four described.

The PDQ-PREP: An Improvement Process

After careful consideration of the intervention plans described above, the task of developing a new intervention plan was undertaken. The researchers aspired to develop a positive, non-punitive approach similar to the Murray State process; however, the researchers were also concerned about the time-intensive task of having all students develop a plan, especially for larger teacher preparation departments. As a result, a modified version of the current Metropolitan State College of Denver and Murray State plans was created called the Professional Dispositions Qualities: Preparing Reflective and Effective Practitioners (PDQ-PREP).

The following four steps were developed and piloted by the researchers.

1. If a concern is raised that requires an improvement plan, the teacher candidate is contacted in regard to the disposition(s) of concern. A meeting time is arranged and the teacher-candidate is advised to draft improvement goals addressing the concern(s). The writing of the goals is intended to make the process more self-reflective and improvement oriented.
2. The teacher candidate, advisor, and the field supervisor meet and develop the PDQ-PREP. The field-supervisor may provide feedback from the cooperating teacher. The completed PDQ-PREP is kept in the teacher candidate's file.
3. The teacher candidate is monitored by those designated in the improvement plan.
4. The designated time (e.g., at mid-semester, post-semester) the plan is reviewed and the teacher candidate's progress toward the goal(s) is recorded. As

long as the teacher candidate is making a good faith effort to improve, the PDQ-PREP will be updated and continued, or closed. If little to no progress has been made, or the concerns have continued, other career options may be discussed, or the teacher candidate may be dismissed from the licensure program.

Ensuring that teacher candidates are well prepared academically and also have the dispositions to be effective, producing competent teachers is a critical goal of most teacher education programs. High standards of teacher candidates are expected in the classroom as well as in the field with students. Implementing a disposition assessment and improvement process to be used with teacher candidates is one measure toward better meeting this goal of developing effective and competent teachers.

Case Example One.

As the author's of this article initiated the use of a dispositions screening tool with teacher candidates, a dispositional concern regarding Susan Smythe (name changed), was addressed (see Figure 1). Susan was resistant to the feedback of her cooperating teacher and her field supervisor. In addition, Susan was not meeting deadlines set by the cooperating teacher (e.g., when the cooperating teacher asked Susan to turn in her lesson plans the day before the lesson so that he could review the plans with her, she rarely had more than a general outline prepared). The cooperating teacher indicated that Susan began to teach lessons on multiple occasions without all the needed materials. When the cooperating teacher met with Susan about these concerns, Susan made excuses and did not assume ownership of the problem.

Another issue had come to the attention of the cooperating teacher from other teachers in the school. The teacher candidate's interactions were regarded negatively by others. The general education teachers reported that when Susan attempted to collaborate, she would go into their classroom and expect them to drop what they were doing, including teaching. The cooperating teacher conveyed these concerns to Susan who stated that "she was just doing her job. If the general education teachers were more cooperative [she] wouldn't have to interrupt them during class".

A final issue that was highlighted by the dispositions screening tool was in regard Susan's interactions with students. Susan had no formal plan for behavior management and stated she was just following her cooperating teacher's plan, which was not working for her. The students had become unresponsive to Susan's attempts to teach and a chaotic classroom atmosphere had followed.

The field supervisor suggested that an improvement plan be developed, using the PDQ-PREP. The field supervisor met with the cooperating teacher and Susan to outline the process. Susan was then asked to develop possible goals and a meeting was arranged.

The following week when the team met, a plan was developed for the fall semester. Susan demonstrated that she understood the gravity of her situation and appeared to take the improvement process seriously. Since this occurred late in the semester, Susan was instructed to repeat her student teaching experience during the fall semester. Susan agreed to the following plan:

- 1) Susan will turn in lesson plans for the following week to her field supervisor on each Friday.
- 2) Susan will keep a daily log of all teaching activities, and reflect on her teaching in a journal.
- 3) Susan will meet with the cooperating teacher at least two to three times per week for feedback.
- 4) Susan will accept the feedback in a professional manner, and then make adjustments to lessons.
- 5) Susan will listen to other professionals and interact in a positive manner.
- 6) Susan will work closely with general education teachers, and develop meeting times that demonstrate respect for their time.
- 7) If difficulties arise, Susan will ask for assistance from the cooperating teacher or field supervisor.
- 8) Susan will reflect on all collaboration efforts and record them in a daily journal.
- 9) Susan will use positive behavior management strategies approved by the cooperating teacher.
- 10) Susan will reflect on her progress and record a summary of efforts to improve in a daily journal.

During the fall semester, Susan was in contact with the field supervisor on a weekly basis. The field supervisor was responsible for making sure that Susan was developing weekly lesson plans and following the improvement plan. Each problematic disposition was addressed and Susan demonstrated significant changes in her approach with the cooperating teacher, the general education

teachers, and the students in the classroom. The plan was followed with few difficulties. When a final meeting was held by the cooperating teacher, field supervisor, and Susan, the consensus was that Susan had a successful student teaching experience. The plan was closed.

The field supervisor has followed the teaching career of Susan. Susan appears to have become an effective special education teacher. Susan indicated that while she does have difficult situations from time to time, she believes that the dispositions process and plan helped her to understand how to teach and how to work with other professionals effectively and cooperatively. Susan admitted that she had always considered herself a good student, yet when she began to have problems in her placement, she did not know what to do. According to Susan, this process helped her to understand the areas where she was struggling and provided her with a concrete plan on how to change her behaviors.

Figure 1. Susan Smythe's Professional Disposition Qualities Improvement Plan

| Professional Disposition Qualities Improvement Plan Preparing Reflective and Effective Practitioners (PDQ-PREP) | | | |
|---|---|---|---|
| Teacher Candidate's Name <u>Susan Smythe</u> | | | |
| Major/Licensure Area <u>Special Education</u> | | Date <u>8/27/09</u> | |
| Reason(s) for Improvement Plan: <u>Susan needs to reflect on her work and accept the feedback of her cooperating teacher and field supervisor to improve teaching and interactions with students and other professionals. Susan must also learn to implement effective classroom management strategies.</u> | | | |
| Disposition(s) of Concern | Goal | Action and Assessment | Timeline |
| Reflects on own practices and behavior, Accepts evaluative feedback from peers and/or professionals, and Monitors and changes behavior to improve teaching skills | Susan will have all lessons and materials prepared, reflect on her practices and make improvements in her teaching based on feedback. | Susan will turn in lessons to field supervisor on each Friday for the following week, keep a daily log of all teaching activities and reflect on her teaching. She will also meet with the cooperating teacher at least 2-3 times per week for feedback, accept feedback in a professional manner, and make adjustments to lessons based on feedback | Fall'09 semester. |
| Collaborates effectively with peers | Susan will collaborate with other professionals effectively | Susan will listen to other professionals and interact in a positive manner. Susan will work closely with teachers to develop lessons, demonstrating respect for their time. If difficulties arise, Susan will ask for assistance from the cooperating teacher or field supervisor. Susan will reflect on and record all collaboration efforts in a daily journal. | Mid fall semester 2009 - Susan will get feedback from cooperating teacher on progress |

| | | | |
|--|---|--|---|
| Interacts positively with learners, including those from diverse backgrounds | Susan will create a positive teaching environment using approved behavior management techniques | Susan will use positive behavior management strategies approved by the cooperating teacher. Susan will reflect on and record a summary of efforts and progress in a daily journal. | Begin fall semester 2009 –feedback will be provided by the cooperating teacher on a weekly basis. |
|--|---|--|---|

Required Signatures

Teacher Candidate: Susan Smythe Date: 8/28/09
 Advisor: Dr. Brown Date: 8/28/09
 Instructor/Field Supervisor: Dr. Jones Date: 8/28/09

Discretionary Signatures

Cooperating Teacher: Sally Caruso Date: 8/28/09

Review of PDQ-PREP

| Date of Review | Progress (use key below) | Comments |
|----------------|--------------------------|---|
| 10/15/09 | IP | Susan is doing well in her placement. She has been following the plan and the cooperating teacher is pleased with her progress. She meets with the cooperating teacher several times per week and is accepting feedback and incorporating suggestions into her lessons. |
| 10/15/09 | IP | Susan has been working with students and is following the classroom discipline model. She has asked the cooperating teacher for feedback to improve her classroom management. |
| 11/30/09 | GM | The cooperating teacher reports that Susan has been working to collaborate with other teachers. She has been listening and applying the suggestions to her teaching and has even elicited feedback from those observing her. |
| 11/30/09 | GM | Susan is working with the students daily and has a well organized classroom. The students follow her directions. |

Progress Key: RG = Revise goal NP = No Progress on goal IP = In Progress GM = Goal Met

Final Decision Summary:

- Concern has been resolved/goals have been met
- Progress toward goal(s) noted – continue with revised Action Plan a
- Advised to research other career options
- Dismissed from Licensure Program (attach dismissal letter)

Comments: Susan has improved a great deal this semester. She will still need supervision for her first year teaching and a strong mentor to help her through the difficulties she experiences. Her behavior management system should be in place before the first day of school so that she can teach the rules to the students.

Required Signatures

| | |
|--|-----------------------|
| Teacher Candidate: <u>Susan Smythe</u> | Date: <u>11/30/09</u> |
| Advisor: <u>Dr. Brown</u> | Date: <u>11/30/09</u> |
| Instructor/Field Supervisor <u>Dr. Jones</u> | Date: <u>11/30/09</u> |

Discretionary Signatures

| | |
|--|-----------------------|
| Program Coordinator: <u>Dr. Carr</u> | Date: <u>12/1/09</u> |
| Cooperating Teacher: <u>Sally Caruso</u> | Date: <u>11/30/09</u> |

Case Example Two.

Robert Taylor (name changed) was placed on the PDQ-PREP in an effort to remediate concerns expressed by his field supervisor (see Figure 2). Robert was argumentative in the classroom setting and did not respond well to correction. He had difficulty making eye contact with supervisors, particularly with women. His conversations were perceived as intimidating by female faculty members. Robert expressed that he felt women discriminated against him in the elementary setting because he was a male in a female dominated profession. He had difficulty taking ownership for his actions when the concerns were raised.

The PDQ-PREP was written, with Robert's assistance, by the department chair, his advisor, and a male faculty member of the college. The team felt it was important to include a male member in the remediation process since the chair and Robert's advisor were both females and Robert expressed he felt discriminated against by women.

Through the writing of the remediation plan, Robert was able to identify areas in which he had contributed to the problems. Robert agreed that his affect in the classroom was very flat and he did not demonstrate enthusiasm for teaching. He admitted he was not able to accept corrective instruction from either his field supervisor or his professors. Robert also recognized the importance of communicating effectively with peers and professionals, and in particular needed to improve his tone of voice when speaking with female authority figures.

Robert agreed to the following plan:

- 1) Robert will seek evaluative feedback from his cooperating teacher and professors during his field experience.
- 2) Robert will write a weekly journal reflecting on situations in which he feels he has been the victim of discrimination.

- 3) Robert will listen to professionals without interrupting or defending himself.
- 4) Robert will work on improving eye contact.
- 5) Robert will speak using a professional tone of voice.
- 6) Robert will contact his advisor immediately for assistance if difficulty arises in his field setting.
- 7) Robert will observe his professors as models and reflect on how to establish rapport and engage students in the classroom.

Robert repeated the course and was given an opportunity to complete the field hours in a new placement. Special consideration was given to his new field setting and Robert was placed with a cooperating teacher who had a long standing relationship with the college and fully understood the expectations of the course. The college supervisor of the field placement also completed extra observations of Robert in his field setting to make sure he was fully supported.

Robert completed an additional course with a field placement, but did not complete his final practicum or his student teaching experience. After mediocre improvement in his coursework with field placement requirements, Robert decided to remove himself from the program and follow a different career path. The team supported him in this decision.

Figure 2: Robert Taylor's Professional Disposition Qualities Improvement Plan

| Professional Disposition Qualities Improvement Plan Preparing Reflective and Effective Practitioners (PDQ-PREP) | | | |
|---|---|---|--|
| Teacher Candidate's Name <u>Robert Taylor</u> | | | |
| Major/Licensure Area <u>Elementary Education</u> | | Date <u>10/18/08</u> | |
| Reason(s) for Improvement Plan: <u>Cooperating teacher in the field placement contacted the college professor with major concerns and asked that the student not return. Robert demonstrated aggressive communication patterns, made no eye contact, was argumentative, and was not able to apply course content in working with students. Robert needs to take initiative in the classroom, reflect on his own behavior, communicate effectively without intimidating others, communicate professionally with colleagues, and improve his judgment when interacting with others.</u> | | | |
| <u>Disposition(s) of Concern</u> | <u>Goal</u> | <u>Action</u> | <u>Timeline and Assessment</u> |
| Demonstrates enthusiasm for learning | Robert will be able to engage students and will be enthusiastic about the subject matter. | Evaluative feedback from cooperating teaching and professor during field experience evaluation. | Spring 09 semester Two observation reports |
| Demonstrates initiative suitable to the context | Robert will show initiative working with students in the field placement. | Meets with cooperating teacher at least once per week to discuss progress towards the goal. | Spring 09 semester Journal notes reflecting meetings with the teacher. |
| Reflects on own practices and behavior | Robert will examine his admitted biases | Robert will write a weekly journal reflecting on situations in which he feels he has been discriminated against. | Spring 09 semester Journal notes will be discussed with professor during weekly meetings. |
| Accepts evaluative feedback from peers and/or professionals | Robert will listen objectively. | Robert will listen to professionals without interrupting. Robert will restate the evaluative feedback in his own words. | Spring 09 semester Observation notes from cooperating teacher and college professor |

| | | | |
|--|---|--|--|
| Communicates respectfully when speaking with peers and/or professionals | Robert will treat all people in their work community with courtesy. Robert will remain calm and professional when he has a disagreement with someone. Robert will recognize and acknowledge the competencies and expertise of peers and professionals | Robert will interact with professionals in a positive manner using appropriate language, eye contact, and professional tone of voice. If some difficulty arises, Robert will contact his professor immediately for assistance. | Spring 09 semester Journal notes will include his reflection on anger management. Cooperating teacher observation notes. |
| Demonstrates good judgment and discretion when interacting with peers and professionals. | | | |
| Used effective communication strategies to teach learners | Robert will establish rapport with students. | Professor will model how to establish rapport and how to engage students. | Spring 09 semester Observations and feedback from cooperating teacher. |

Required Signatures

Teacher Candidate: Robert Taylor Date: 10-18-08a
 Advisor: Dr. Libby Waverly Date: 10-18-08
 Instructor/Field Supervisor: Dr. Jane Hatfield Date: 10-18-08

Discretionary Signatures

Program Coordinator: _____ Date: _____
 Cooperating Teacher: Marcela Lebate Date: 10-18-08
 Department Chair: Dr. Paula Martinez Date: 10-18-08
 Other: Dr. Mark Bently Date: 10-18-08

Review of PREP

| Date of Review | Progress (use key) | Comments |
|----------------|--------------------|--|
| 3/10/09 | IP | Robert is making improvements an all goals. The improvements are slow though. He continues to have difficulty accepting feedback and refraining from aggressive communication. The team is concerned about the slow progress and Robert is beginning to wonder if teaching is for him. |
| 5/6/09 | IP | Robert reported that he is not able to complete all his assignments for his field placement. He is struggling and feels he is being targeted by females in the schools and they do not want him to be successful because he is a male. He is not sure he can be teacher. The team informed him that he is the only one who can decide that and he cannot be a teacher and display aggressive behaviors in the classroom or school. |

Progress Key: RG = Revise goal NP = No Progress on goal IP = In Progress TM = Goal Met

Final Decision Summary:

- Concern has been resolved/goals have been met
 Progress toward goal(s) noted – continue with revised Action Plan
 Advised to research other career options
 Dismissed from Licensure Program (attach dismissal letter)

Comments: Robert decided to remove himself from the program and follow a different career path. The team supported his decision.

Required Signatures

Teacher Candidate: Robert Taylor Date: 5/21/09
 Advisor: Dr. Libby Waverly Date: 5/21/09
 Instructor/Field Supervisor: Dr. Jane Hatfield Date: 5/21/09

Discretionary Signatures

Program Coordinator: _____ Date: _____
 Cooperating Teacher: Marcela Lebate Date: 5/21/09
 Department Chair: Dr. Paula Martinez Date: 5/21/09
 Other: Dr. Mark Bently Date: 5-21-09

FINDINGS

The PDQ-PREP improvement process has proven to be a successful process for addressing teacher candidates' problematic dispositions. In case study one the teacher candidate was amenable to learning new skills. The student worked diligently to meet her goals and make substantial improvements in her interactions. She is now a successful teacher in the public schools.

In case study two, the teacher candidate was able to identify the areas that needed improvement and appeared to be willing to improve, yet he made little progress toward his goals. The teacher candidate then made the decision to investigate other career options. He has now completed his degree in another area.

The improvement process is considered a success in assisting teacher candidates either develop the dispositions needed to be an effective teacher or to make the decision to seek an alternative career that he might be more suited. With continued use of the PDQ-PREP process it is believed that teacher candidates completing their teacher preparation programs will be competent and prepared to be effective teachers.

CONCLUSION

Internationally, teacher dispositions must be addressed to ensure that our teachers in our global society not only have the knowledge and skills to teach but also the dispositions. We must also acknowledge that we must go beyond assessing dispositions and develop processes for improving dispositions. The PDQ-PREP has been shown to be an effective process when used to address teacher candidate's dispositions of concern.

While teacher candidates may transform their dispositions and become effective educators, not all individuals are as capable or motivated as our case examples. The PDQ-PREP helps faculty to know when and how to address problematic dispositions. If a teacher candidate cannot make the changes necessary, they cannot be encouraged to stay in a field where they are destined to fail. If measures have not been taken to address concerns related to dispositions and the teacher candidate fails in their field placements, the teacher preparation program has failed the teacher candidate. The responsibility of teacher educators is to begin the process of assessing dispositions early in a teacher candidate's education so that the teacher candidate can continue to grow and develop all skills, including dispositions. With screening tools available that effectively target problem dispositions, and an efficacious improvement process in place to ensure development and change, teacher candidates that complete teacher education programs will be more likely to be successful and effective teachers.

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