

Introduction

Do teacher candidates' internal dispositions have any impact upon teaching? Particularly, do their internal dispositions play a role in their ability to diversify and create instruction that meets the needs of all students? This study examines teacher candidates' performance, using the edTPA scores, in relation to their internal disposition as reflected on Intercultural Development Inventory (IDI).

Research Questions

- (1) What role, if any, does teacher candidates teaching performance correlate with their internal dispositions?
- (2) Does the edTPA scores differ by IDI orientation?

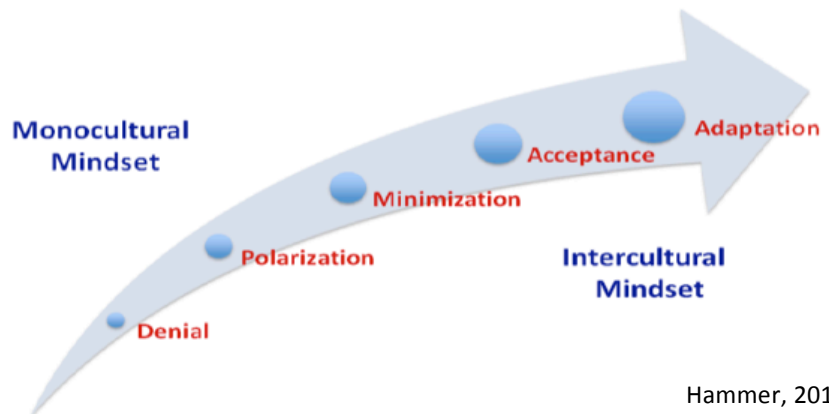
Methods

57 student teacher candidates IDI and edTPA scores were examined.

- IDI is a measure to indicate an individual's ability to connect and adapt to differences and commonalities.
- The edTPA provides teacher licensure programs a common framework for defining and measuring teacher quality. The performance assessment is comprised of a series of three tasks: planning, instruction, and assessment. Each task measures a teacher candidate's competence and readiness to teach.

A one-way ANOVA was used to find significant difference between the IDI orientation scores and edTPA total average scores and average rubric scores.

Intercultural Development Continuum



Hammer, 2011

Findings

The IDI Orientation scores were analyzed in fixed-effects analysis of variance (ANOVA) with edTPA scores (Total Test Score and Average Rubric Score) as between-subject factor. The effect of IDI orientation on edTPA total test score was found to be statistically significant, $F(4,51) = 2.90, p < 0.03$. Additionally, the effect of IDI orientation on edTPA average rubric score was found to be statistically significant, $F(4,51) = 0.42, p < 0.02$.

To determine which orientation groups were different, a Gabriel post hoc test was performed for each of those variables. Based on the results of these multiple pairwise contrasts, the minimization 1 orientation group scored an average of 12.71 total points higher than the denial orientation group ($SE = 04.53$) and the minimization 1 orientation group scored an average of 0.87 rubric points higher than the denial orientation group ($SE = 0.27$).

Conclusions

This suggests that developing teacher candidate cultural competence in teacher education programs is essential in the performance of effective teaching as indicated through the edTPA. Candidates at minimization are able to provide evidence in the edTPA assessment that they make surface level connections between students and their prior knowledge. Superficial connections are made to students and commonalities in the group are recognized.

Implications

The intent is that the findings will empower department faculty in designing or creating high quality practices that make impactful decisions that will promote the internal dispositions of candidates.

Diversity standards now exist for all teacher preparation programs. There is an abundance of research, which concurs that cultural competence is essential for 21st century teachers to meet the needs of ALL students, as well as a teacher performance assessment where candidates must prove their ability to plan, instruct, assess and reflect.