

Growth in Content/Dispositional Perceptions Related to Recognition of Individual Differences, Fairness and Belief that All Students Can Learn

Advanced candidates complete the Entry Level Survey during their first course at VCSU. The Mid-Level Survey is completed after six courses (18 credits). The Exit Level Survey is completed during the Capstone Portfolio course. While these surveys involve perception and self-assessment, the candidates are in almost all cases educators with teaching experience. The data indicate that the candidates believed they improved in the NBPTS Core Proposition 1 areas as well as in their professional dispositions. The items are related to learners and connect well with professional disposition areas.

**Teaching and Technology
Candidate Perception Surveys at Key Transition Points**

Teaching and Technology Advanced Program Self-Assessment	Entry Level Mean /Total	Mid-Level Mean /Total	Exit Level Mean /Total
NBPTS 1: Dedication to belief that all students in your classroom can learn	4.45/231	4.55/150	4.61/121
NBPTS 1: Recognize individual differences	4.20/233	4.48/151	4.47/121
NBPTS 1: Understand how students learn and develop	3.75/233	4.09/151	4.24/121
NBPTS 1: Respect for cultural and family differences	4.28/233	4.44/152	4.45/121
NBPTS 1: Empathy toward students' self-concept	4.16/232	4.34/152	4.45/121
NBPTS 1: Development of character and civic responsibility	4.05/231	4.27/151	4.38/74

**Technology Education
Candidate Perception Surveys at Key Transition Points**

Technology Education Advanced Program Self-Assessment	Entry Level Mean /Total	Mid-Level Mean /Total	Exit Level Mean /Total
NBPTS 1: Dedication to belief that all students in your classroom can learn	4.41/70	4.65/51	4.57/41
NBPTS 1: Recognize individual differences	4.14/69	4.53/51	4.64/41
NBPTS 1: Understand how students learn and develop	3.72/67	4.31/49	4.24/41
NBPTS 1: Respect for cultural and family differences	4.10/67	4.42/50	4.51/41
NBPTS 1: Empathy toward students' self-concept	4.00/67	4.34/50	4.42/41
NBPTS 1: Development of character and civic responsibility	4.05/66	4.43/49	4.51/41

**English Language Learners
Candidate Perception Surveys at Key Transition Points**

Teaching English Language Learners Advanced Program Self-Assessment	Entry Level Mean /Total	Mid-Level Mean /Total	Exit Level Mean /Total
NBPTS 1: Dedication to belief that all students in your classroom can learn	4.40/10	4.71/7	5.00/3
NBPTS 1: Recognize individual differences	4.10/10	4.71/7	5.00/3
NBPTS 1: Understand how students learn and develop	3.56/9	4.43/7	5.00/3
NBPTS 1: Respect for cultural and family differences	4.44/9	4.57/7	5.00/3
NBPTS 1: Empathy toward students' self-concept	4.00/9	4.57/7	5.00/3
NBPTS 1: Development of character and civic responsibility	4.22/9	4.43/7	5.00/3

Advanced Program Alumni Survey

The previous surveys were completed in the program. This data set was gathered through Alumni of the advanced program.

Did the VCSU graduate program help you develop as an educator in the following areas?

Core Proposition	Count	Rating Average	Completely Agree	Mostly Agree	Somewhat Agree	Do Not Agree
NBPTS 1: Dedication to belief that all students in your classroom can learn.	62	3.65	72.6%	19.4%	8.1%	0%
NBPTS 1: Recognize individual differences and treat students equitably.	62	3.61	69.4%	22.6%	8.1%	0%
NBPTS 1: Understand how students develop and learn.	62	3.58	66.1%	27.4%	4.8%	1.6%
NBPTS 1: Respect for cultural and family differences students bring to their classroom.	62	3.58	66.1%	25.8%	8.1%	0%
NBPTS 1: Empathy toward students' self-concept, motivation and the effects of learning on peer relationships.	62	3.55	64.5%	25.8%	9.7%	0%
NBPTS 1: Development of character and civic responsibility	62	3.50	59.7%	30.6%	9.7%	0%