




Campus
 Other Private Univer...


Survey
 Employer


Completion cohort
 2015-2016


Credential type
 (All)


Group results by:
 [No grouping]

Survey Composite Explorer

How well are teacher candidates prepared to meet teaching competencies?

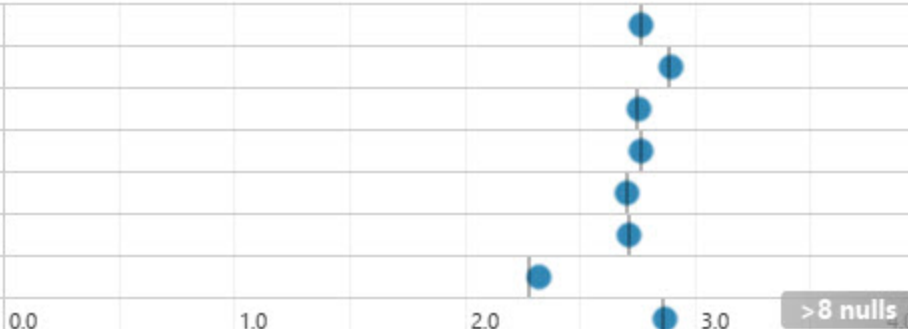
Select a set of survey composites:

Select a domain:

California Teaching Performance Expectations (TPEs)

1 - Engaging and Supporting All Students in Learning



Domain	Element (hover to view full text)	Group								
1 - Engaging and Supporting All Students in Learning	1 - Apply knowledge of students, including their prior experiences, int..	[No grouping]								
	2 - Maintain ongoing communication with students and families, inclu..	[No grouping]								
	3 - Connect subject matter to real-life contexts and provide active lear..	[No grouping]								
	4 - Use a variety of developmentally and ability-appropriate instructio..	[No grouping]								
	5 - Promote students' critical and creative thinking and analysis throug..	[No grouping]								
	6 - Provide a supportive learning environment for students' first and/o..	[No grouping]								
	7 - Provide students with opportunities to access the curriculum by inc..	[No grouping]								
	8 - Monitor student learning and adjust instruction while teaching so t..	[No grouping]								
			0.0	1.0	2.0	3.0				

Circles represent the composite score for the selected campus(es). The gray bar represents the CSU system-wide comparison score. Numeric values represent the average response ranging from '0 - Not at all prepared' to '4 - Very well prepared.'

The **survey items** below are aligned to the **Engaging and Supporting All Students in Learning** domain.

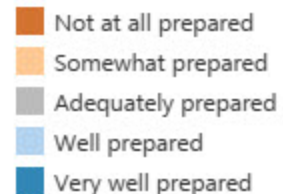
Other Private Institutions

Click an element from the chart above to view the specific survey items included in that element's composite score.

How prepared was the teacher to begin each aspect of a teacher's job listed below?

Negative Perception | Positive Perception

Survey Item	Grouping	Not at all prepared	Somewhat prepared	Adequately prepared	Well prepared	Very well prepared	Total Positive Perception
To develop and implement IEPs with parents, teachers, a..	[No grouping]	7%	20%	38%	36%	93%	
To develop or select assessment tools to monitor stude..	[No grouping]	9%	26%	35%	30%	91%	
To communicate and collaborate effectively with studen..	[No grouping]	10%	8%	19%	34%	36%	90%
To develop students' literacy skills and academic langua..	[No grouping]	11%	9%	19%	47%	23%	89%
To provide access to the curriculum by selecting, adapti..	[No grouping]	12%	19%	37%	32%	88%	
To plan instruction and design learning experiences that..	[No grouping]	13%	16%	41%	30%	87%	
To use positive behavioral support strategies to support..	[No grouping]	13%	13%	19%	21%	47%	87%
To promote student engagement by building upon stud..	[No grouping]	14%	14%	40%	33%	86%	
To give productive feedback to students to guide their l..	[No grouping]	14%	13%	23%	40%	23%	86%
To help students connect classroom learning to life outs..	[No grouping]	15%	13%	21%	37%	28%	85%
To engage in culturally responsive teaching.	[No grouping]	15%	14%	16%	41%	28%	85%
To address the learning needs of students at different le..	[No grouping]	16%	14%	22%	34%	28%	84%
To engage students in inquiry, problem solving, and refl..	[No grouping]	16%	14%	22%	37%	25%	84%
To provide scaffolding, modeling, and support for Englis..	[No grouping]	17%	14%	24%	38%	21%	83%
To differentiate instruction for English learners based on..	[No grouping]	18%	14%	24%	38%	20%	82%
To develop students' literacy skills and academic langua..	[No grouping]	20%	19%	17%	45%	18%	80%
To teach Visual and Performing Arts.	[No grouping]	22%	11%	35%	22%	22%	78%



Survey Composite Explorer

How well are teacher candidates prepared to meet teaching competencies?

Select a set of survey composites:

California Teaching Performance Expectations (TPEs)

Select a domain:

6 - Developing as a Professional Educator



Domain	Element (hover to view full text)	Group	Score						
6 - Developing as a Professional Educator	1 - Reflect on their own teaching practice and level of subject matter a..	[No grouping]							
	2 - Recognize their own values and implicit and explicit biases, the way..	[No grouping]							
	3 - Establish professional learning goals and make progress to improv..	[No grouping]							
	4 - Demonstrate how and when to involve other adults and to commu..	[No grouping]							
	5 - Demonstrate professional responsibility for all aspects of student le..	[No grouping]	0.0		1.0		2.0		3.0

> 5 nulls

Circles represent the composite score for the selected campus(es). The gray bar represents the CSU system-wide comparison score. Numeric values represent the average response ranging from '0 - Not at all prepared' to '4 - Very well prepared.'

The **survey items** below are aligned to the **Developing as a Professional Educator** domain.






Click an element from the chart above to view the specific survey items included in that element's composite score.

How prepared was the teacher to begin each aspect of a teacher's job listed below?

Negative Perception | Positive Perception



Survey Item	Group	Not at all prepared	Somewhat prepared	Adequately prepared	Well prepared	Very well prepared	Total
To develop and implement IEPs with parents, teachers, a..	[No grouping]	7%	20%	38%	36%	93%	
To work with colleagues to improve instruction.	[No grouping]	10%	17%	31%	42%	90%	
To communicate and collaborate effectively with studen..	[No grouping]	10%	8%	19%	34%	36%	90%
To reflect on their own teaching practice to continuous..	[No grouping]	11%	9%	16%	37%	36%	89%
To establish a climate that promotes fairness and respec..	[No grouping]	12%	13%	35%	41%	88%	
To establish and maintain high expectations for learning.	[No grouping]	14%	12%	16%	36%	34%	86%
To engage in culturally responsive teaching.	[No grouping]	15%	14%	16%	41%	28%	85%

- Not at all prepared
- Somewhat prepared
- Adequately prepared
- Well prepared
- Very well prepared

 **Campus** University of La Verne
 **Survey** Employer
 **Completion cohort** 2015-2016
 **Credential type** (All)
 **Group results by:** [No grouping]

Survey Composite Explorer

How well are teacher candidates prepared to meet teaching competencies?

Select a set of survey composites: California Teaching Performance Expectations (TPEs)
 Select a domain: 1 - Engaging and Supporting All Students in Learning



Domain	Element (hover to view full text)	Group	Score			
1 - Engaging and Supporting All Students in Learning	1 - Apply knowledge of students, including their prior experiences, int..	[No grouping]				2.6
	2 - Maintain ongoing communication with students and families, inclu..	[No grouping]				2.6
	3 - Connect subject matter to real-life contexts and provide active lear..	[No grouping]				2.6
	4 - Use a variety of developmentally and ability-appropriate instructio..	[No grouping]				2.6
	5 - Promote students' critical and creative thinking and analysis throug..	[No grouping]				2.6
	6 - Provide a supportive learning environment for students' first and/o..	[No grouping]				2.6
	7 - Provide students with opportunities to access the curriculum by inc..	[No grouping]			1.9	
	8 - Monitor student learning and adjust instruction while teaching so t..	[No grouping]				
			0.0	1.0	2.0	3.0

>7 nulls

Circles represent the composite score for the selected campus(es). The gray bar represents the CSU system-wide comparison score. Numeric values represent the average response ranging from '0 - Not at all prepared' to '4 - Very well prepared.'

The **survey items** below are aligned to the **Engaging and Supporting All Students in Learning** domain.

Click an element from the chart above to view the specific survey items included in that element's composite score.

How prepared was the teacher to begin each aspect of a teacher's job listed below?

Negative Perception | Positive Perception

To communicate and collaborate effectively with studen..	[No grouping]			33%	40%	27%	100%
To develop students' literacy skills and academic langua..	[No grouping]			64%	27%	9%	100%
To develop students' literacy skills and academic langua..	[No grouping]			40%	20%	40%	100%
To differentiate instruction for English learners based on..	[No grouping]			56%	25%	19%	100%
To engage students in inquiry, problem solving, and refl..	[No grouping]			50%	25%	25%	100%
To promote student engagement by building upon stud..	[No grouping]			31%	44%	25%	100%
To provide access to the curriculum by selecting, adapti..	[No grouping]			31%	44%	25%	100%
To provide scaffolding, modeling, and support for Englis..	[No grouping]			56%	25%	19%	100%
To teach Visual and Performing Arts.	[No grouping]			100%			100%
To address the learning needs of students at different le..	[No grouping]	6%		56%	19%	19%	94%
To engage in culturally responsive teaching.	[No grouping]	6%		38%	31%	25%	94%
To give productive feedback to students to guide their l..	[No grouping]	6%		50%	25%	19%	94%
To help students connect classroom learning to life outs..	[No grouping]	6%		44%	25%	25%	94%
To plan instruction and design learning experiences that..	[No grouping]	6%		38%	25%	31%	94%
To develop and implement IEPs with parents, teachers, a..	[No grouping]			*			
To develop or select assessment tools to monitor stude..	[No grouping]			*			
To use positive behavioral support strategies to support..	[No grouping]			*			

- Somewhat prepared
- Adequately prepared
- Well prepared
- Very well prepared
- * Redacted

Survey Composite Explorer

How well are teacher candidates prepared to meet teaching competencies?

Select a set of survey composites:

California Teaching Performance Expectations (TPEs)

Select a domain:

6 - Developing as a Professional Educator



Domain	Element (hover to view full text)	Group	Score					
6 - Developing as a Professional Educator	1 - Reflect on their own teaching practice and level of subject matter a..	[No grouping]						
	2 - Recognize their own values and implicit and explicit biases, the way..	[No grouping]						
	3 - Establish professional learning goals and make progress to improv..	[No grouping]						
	4 - Demonstrate how and when to involve other adults and to commu..	[No grouping]						
	5 - Demonstrate professional responsibility for all aspects of student le..	[No grouping]	0.0		1.0		2.0	3.0

Circles represent the composite score for the selected campus(es). The gray bar represents the CSU system-wide comparison score. Numeric values represent the average response ranging from '0 - Not at all prepared' to '4 - Very well prepared.'

The **survey items** below are aligned to the **Developing as a Professional Educator** domain.

Click an element from the chart above to view the specific survey items included in that element's composite score.

How prepared was the teacher to begin each aspect of a teacher's job listed below?

Negative Perception | Positive Perception

To communicate and collaborate effectively with studen..	[No grouping]		33%	40%	27%	100%
To establish a climate that promotes fairness and respec..	[No grouping]		19%	56%	25%	100%
To establish and maintain high expectations for learning.	[No grouping]		25%	50%	25%	100%
To reflect on their own teaching practice to continuousl..	[No grouping]		38%	25%	38%	100%
To work with colleagues to improve instruction.	[No grouping]		31%	38%	31%	100%
To engage in culturally responsive teaching.	[No grouping]	6%	38%	31%	25%	94%
To develop and implement IEPs with parents, teachers, a..	[No grouping]		*			

- Somewhat prepared
- Adequately prepared
- Well prepared
- Very well prepared
- * Redacted