

Data Discussion Protocol November 2018

1. Perspective
2. Observations
 - [REDACTED]
 - Big increase in question [REDACTED]
 - [REDACTED] seem like areas of need, based on net positive percentages
3. Framing
 - [REDACTED]
 - [REDACTED]
 - Relationship between questions [REDACTED] and what is taught in course EDUC [REDACTED]
4. Implications
 - [REDACTED]?
 - How do we interpret [REDACTED]?
 - [REDACTED]
5. Follow-Up
 - Continue to [REDACTED]

CAL POLY SCHOOL *of* EDUCATION

SSTEP Completer Survey – Two Year Comparison 2016-18



CAL POLY
School of Education

Question	2017-18 Net Positive	2017-18 Mean	2016-17 Net Positive	2016-17 Mean
How well did your teacher preparation program prepare you to do each of the following as a teacher?				
1. Use knowledge of students' strengths and prior experiences to engage them in learning.	████	██	████	██
2. Connect classroom learning to the real world.	████	██	████	██
3. Engage students in inquiry, problem solving, and reflection to promote their critical thinking.	████	██	████	██
4. Meet the instructional needs of English learners.	████	██	████	██
5. Identify and address special learning needs with appropriate teaching strategies.	████	██	████	██
6. Engage students in cooperative group work as well as independent learning.	████	██	████	██
7. Establish and maintain a safe and respectful learning environment for all students.	████	██	████	██
8. Create a productive learning environment with high expectations for all students.	████	██	████	██
9. Develop curriculum to teach content standards effectively.	████	██	████	██
10. Use effective instructional strategies to teach specific subject matter and skills.	████	██	████	██
11. Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students.	████	██	████	██
12. Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development.	████	██	████	██
13. Plan and adapt Instruction that incorporates appropriate strategies, resources, and technologies to meet the learning needs of all students.	████	██	████	██
14. Develop and use assessment data from a variety of sources to establish learning goals and to plan, differentiate and modify instruction.	████	██	████	██
15. Involve all students in self-assessment, goal setting, and monitoring progress.	████	██	████	██
16. Give productive feedback to students to guide their learning.	████	██	████	██
17. Evaluate the effects of your actions on student learning and modify plans accordingly.	████	██	████	██
18. Work with families to better understand students and to support their learning.	████	██	████	██
19. Work with colleagues to improve instruction.	████	██	████	██
20. Teach my content area according to California academic content standards in my grade(s).	████	██	████	██
21. Contribute to students' reading skills including comprehension in my subject area.	████	██	████	██
22. Enable students to acquire subject matter skills that contribute to future success in life, college, and career.	████	██	████	██
23. Anticipate and address the needs of students who are at risk of dropping out.	████	██	████	██
32. Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?	████	██	██	██

DATA REDACTED.

THIS DOCUMENT IS INTENDED AS A SAMPLE OF THE TYPES OF DATA & ANALYSIS THAT THE SOE REGULARLY DISCUSSES AS PART OF ITS DATA-DRIVEN CONTINUOUS IMPROVEMENT EFFORTS.