

How well prepared are St. Bonaventure graduates when compared to the expectations for a beginning teacher?

Question	Extremely well prepared	Well prepared	Neither well prepared nor poorly prepared	Poorly prepared	Extremely poorly prepared	Mean
Score	5	4	3	2	1	
Candidate uses content knowledge and strategies for short- and long-term planning activities appropriate to the professional discipline.	n=3	n=3	0	0	0	4.50
Candidate considers learner or client and environmental characteristics when planning activities	n=4	n=2	0	0	0	4.67
Candidate uses research and evaluation findings to guide critical thinking when working with learners and clients.	n=2	4	0	0	0	4.33
Candidate communicates effectively in speech and writing with students or clients, administrators, parents, and other stakeholders in the educational process.	n=3	n=2	n=1	0	0	4.33
Candidate uses technology appropriately and effectively for professional work (communication, collaboration, and production).	n=2	4	0	0	0	4.33
Candidate uses appropriate assessment tools and techniques to inform practice.	n=3	n=3	0	0	0	4.50

Candidate uses reflection to improve professional practice.	n=2	n=3	n=1	0	0	4.33
Candidate demonstrates professionalism in interactions, appearance, and behaviors.	n=2	n=3	n=1	0	0	4.33
Candidate is receptive to feedback.	n=4	n=1	n=1	0	0	4.50
Candidate works as an active part of a learning community.	n=3	n=3	0	0	0	4.50
Candidate demonstrates respect for the dignity and worth of individuals.	n=3	n=3	0	0	0	4.50
Candidate creates effective learning environments that recognize commonalities while affirming diversity in all its forms.	n=2	4	0	0	0	4.33

How well do St. Bonaventure University graduates demonstrate each of the following competencies?

	Extremely well prepared	Well prepared	Neither well prepared nor poorly prepared	Poorly prepared	Extremely poorly prepared	Mean
Score	5	4	3	2	1	
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	n=3	n=3	0	0	0	4.50
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	n=3	n=3	0	0	0	4.50
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	n=2	n=3	n=1	0	0	4.17
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners, to assure mastery of the content.	n=2	n=4	0	0	0	4.33
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	n=3	n=3	0	0	0	4.50
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	n=3	n=3	0	0	0	4.50

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	n=3	n=3	0	0	0	4.50
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	n=3	n=3	0	0	0	4.50
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	n=2	n=3	n=1	0	0	4.17
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	n=2	4	0	0	0	4.33