TEP Employer Satisfaction Data

In spring 2016, surveys were distributed to employers of TEP alumni; these surveys refer to the 2015-2016 cohort.

Employers were asked to indicate how strongly they agreed or disagreed with statements about their satisfaction with DU TEP alumni.

The survey asked for an overall proficiency of TEP employees; the data is shown in conjunction with alumni’s scores on the same evaluation.

Finally, the survey also assessed how employers scored TEP alumni on their proficiency on each of the competencies in the Framework for Equitable and Excellent Teaching (FEET).

Results are summarized below.

"I Would Hire Another Graduate of DU’s Teacher Education Program"
"I Would Recommend DU's Teacher Education Program to a Prospective Teacher"

- Strongly Agree: 9%
- Agree: 36%
- Agree More Than Disagree: 9%
- Disagree More Than Agree: 9%
- Disagree More Than Agree: 55%

"Would You Consider Hosting DU Apprentice (Student) Teachers at Your School Next Year?"

- Yes: 91%
- No: 9%
Spring 2017 Survey Data: Graduate Effectiveness

<table>
<thead>
<tr>
<th>Scores</th>
<th>Employers</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Developing</td>
<td>9%</td>
<td>27%</td>
</tr>
<tr>
<td>Proficient</td>
<td>55%</td>
<td>88%</td>
</tr>
<tr>
<td>Advanced</td>
<td>3%</td>
<td>18%</td>
</tr>
</tbody>
</table>

2015-2016 Employers Scores on FEET Competencies

<table>
<thead>
<tr>
<th>FEET Competencies</th>
<th>Averages of Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>3.5</td>
</tr>
<tr>
<td>1.2</td>
<td>3.5</td>
</tr>
<tr>
<td>1.3</td>
<td>3.5</td>
</tr>
<tr>
<td>1.4</td>
<td>3.5</td>
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<tr>
<td>1.5</td>
<td>3.5</td>
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<tr>
<td>1.6</td>
<td>3.5</td>
</tr>
<tr>
<td>1.7</td>
<td>3.5</td>
</tr>
<tr>
<td>1.8</td>
<td>3.5</td>
</tr>
<tr>
<td>Overall</td>
<td>3.5</td>
</tr>
</tbody>
</table>
## Framework for Equitable and Excellent Teaching (FEET)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engage</strong></td>
<td>1.1 Establish respectful and productive relationships with students and families.</td>
</tr>
<tr>
<td></td>
<td>1.2 Use equitable classroom management strategies.</td>
</tr>
<tr>
<td></td>
<td>1.3 Actively engage students in learning.</td>
</tr>
<tr>
<td><strong>Plan</strong></td>
<td>2.1 Use backward design curriculum planning to develop units of study.</td>
</tr>
<tr>
<td></td>
<td>2.2 Design measurable, challenging, and relevant lessons.</td>
</tr>
<tr>
<td></td>
<td>2.3 Analyze and develop assessments and use data to plan instruction.</td>
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<tr>
<td></td>
<td>2.4 Demonstrate knowledge of content and student development.</td>
</tr>
<tr>
<td><strong>Teach</strong></td>
<td>3.1 Set context for lesson.</td>
</tr>
<tr>
<td></td>
<td>3.2 Facilitate clear and rigorous learning experiences.</td>
</tr>
<tr>
<td></td>
<td>3.3 Promote rigorous academic talk.</td>
</tr>
<tr>
<td></td>
<td>3.4 Make content and language comprehensible.</td>
</tr>
<tr>
<td></td>
<td>3.5 Use formal and informal assessment data to monitor student progress toward learning targets.</td>
</tr>
<tr>
<td></td>
<td>3.6 Differentiate instruction to meet diverse student needs.</td>
</tr>
<tr>
<td><strong>Lead</strong></td>
<td>4.1 Meet professional standards of practice.</td>
</tr>
<tr>
<td></td>
<td>4.2 Demonstrate professional growth and commitment.</td>
</tr>
</tbody>
</table>
Comments about strengths and areas for improvement:

- **Employer Suggestions**
  - **Preparation**
    - Provide more lessons in guided reading
    - Provide more mock interview opportunities
  - **General comments**
    - “Thank you for your work. She has made a big difference here at Sunrise!”
    - “We would like more DU student teachers!”