



2020 University of Denver TEP Stakeholder Survey Report

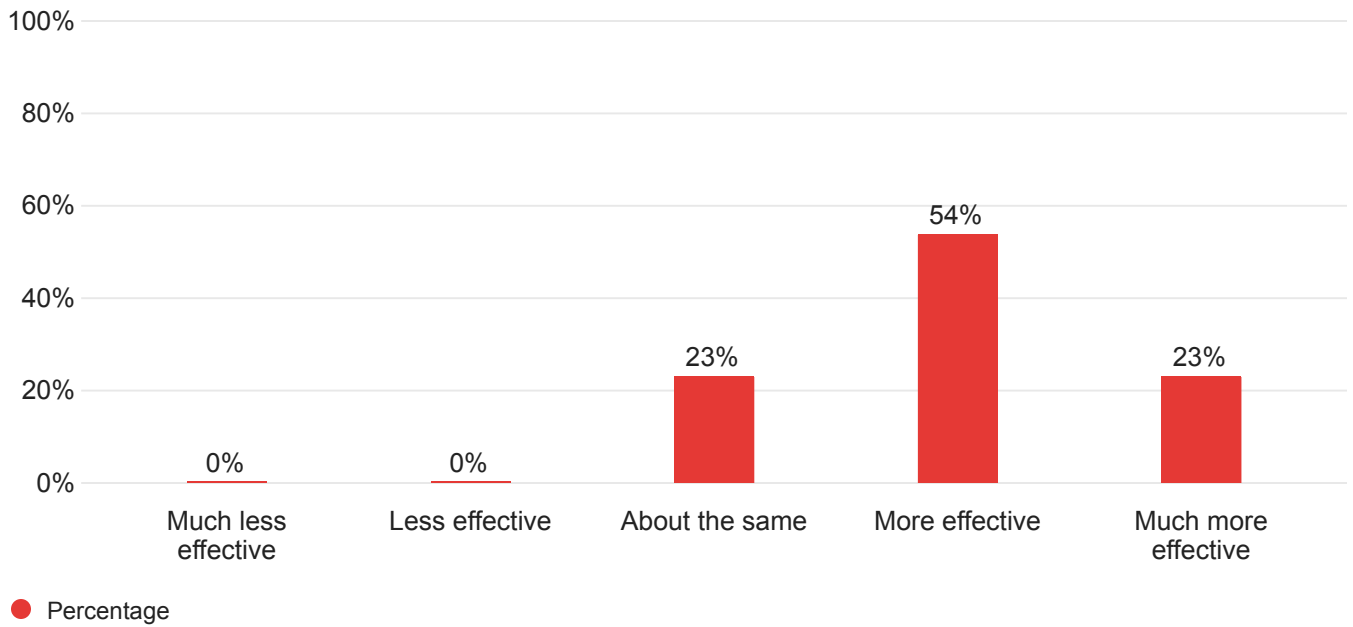
The data below reflect survey results collected from partner school and district leaders in August 2020.

To best meet the needs of P-12 schools, how important are the following...

Field	Not important		Less important		Moderately important		Important		Very important		Total
Establish respectful and productive relationships with students and families.	0%	0	0%	0	0%	0	0%	0	100%	14	14
Use equitable classroom management strategies.	0%	0	0%	0	0%	0	0%	0	100%	14	14
Actively engage students in learning.	0%	0	0%	0	0%	0	7%	1	93%	13	14
Set context for lesson.	0%	0	0%	0	21%	3	57%	8	21%	3	14
Facilitate clear and rigorous learning experiences.	0%	0	0%	0	0%	0	43%	6	57%	8	14
Promote rigorous academic talk.	0%	0	0%	0	0%	0	57%	8	43%	6	14
Make content and language comprehensible.	0%	0	0%	0	7%	1	29%	4	64%	9	14
Use formal and informal assessment data to monitor student progress toward learning targets.	0%	0	0%	0	7%	1	57%	8	36%	5	14
Differentiate instruction to meet diverse student needs.	0%	0	0%	0	7%	1	36%	5	57%	8	14
Use backward design curriculum planning to develop units of study.	0%	0	14%	2	21%	3	29%	4	36%	5	14
Design measurable, challenging, and relevant lessons.	0%	0	0%	0	14%	2	43%	6	43%	6	14
Analyze and develop assessments and use data to plan instructions.	0%	0	0%	0	21%	3	36%	5	43%	6	14
Demonstrate knowledge of content and student development.	0%	0	0%	0	0%	0	57%	8	43%	6	14
Meet professional standards of practice.	0%	0	0%	0	7%	1	36%	5	57%	8	14
Demonstrate professional growth and commitment.	0%	0	0%	0	0%	0	36%	5	64%	9	14

How do teachers from DU's Teacher Education Program compare to other beginning teachers?

DU teachers are...



What are the strengths of DU's Teacher Education Program?

Professional

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* Students are learners and work hard to be excellent team members

The fact they get to do the program over an entire year

Focus on Equity, Thoughtful lesson planning

Last year, 9/9 mentor teachers of DU student teacher fellows in our program recommended their DU student for hire. To me, this is an indicator of both quality recruitment and training.

Seeing people in our building to train them for a future job with us

The year long programs provides the training needed to be prepared to jump into their own classroom the following year.

What are areas of improvement for DU's Teacher Education Program?

None

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* Most are still building cultural competence in diverse environments (but very willing to do so).

Having the DU staff/supervisor collaborate on evaluations with the admin (go observe and debrief together)
inviting the DU staff/supervisor to watch/ talk about the mentor teacher (strengths and weakness, etc.)

Send us more Teachers! I am happy to host student teachers at our school to learn side-by-side DU alumni.

We would love to see a more diverse set of candidates recruited and trained by DU's Teacher Education Program.

NA

I understand that our district wanted the ST in highly impacted school, but I think it is more important that they are placed with a highly qualified teacher.

Recruitment of diverse students into the teacher ed program