

## 2021 University of Denver TEP Stakeholder Survey Report

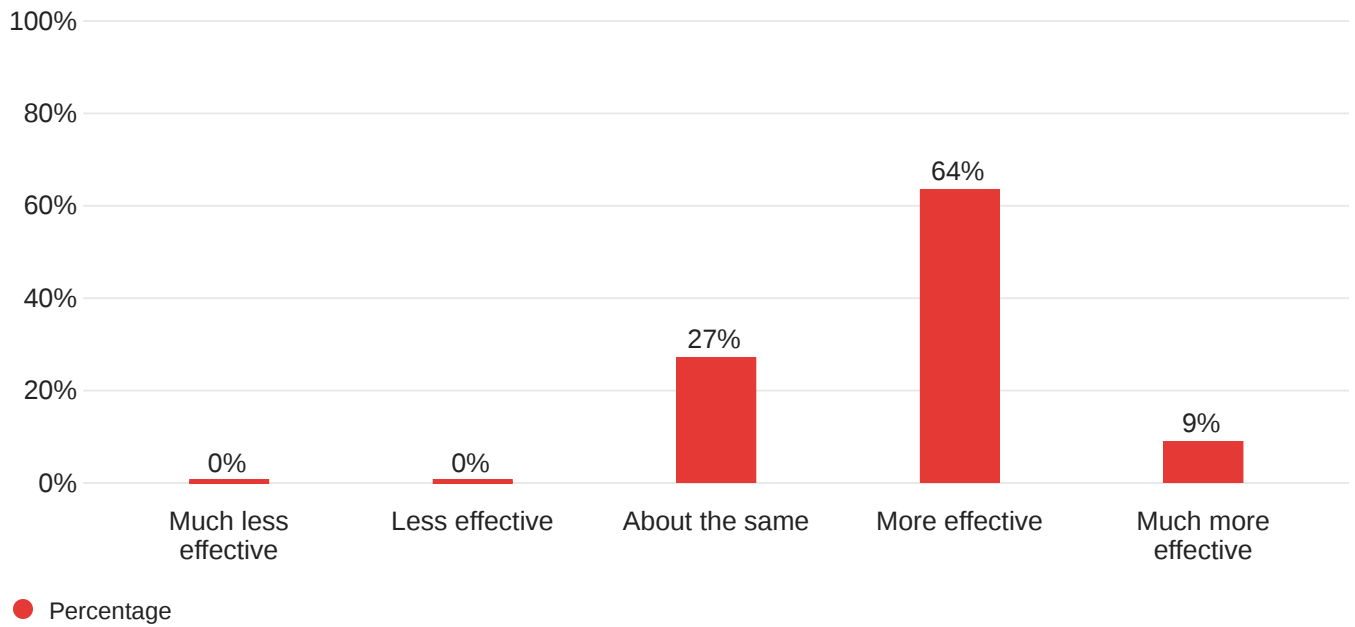
The data below reflect survey results collected from partner school and district leaders in May 2021.

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	18%	2	82%	9	11
Use equitable classroom management strategies.	0%	0	0%	0	0%	0	9%	1	91%	10	11
Actively engage students in learning.	0%	0	0%	0	0%	0	9%	1	91%	10	11
Set context for lesson.	0%	0	0%	0	18%	2	64%	7	18%	2	11
Facilitate clear and rigorous learning experiences.	0%	0	0%	0	0%	0	27%	3	73%	8	11
Promote rigorous academic talk.	0%	0	0%	0	0%	0	36%	4	64%	7	11
Make content and language comprehensible.	0%	0	0%	0	0%	0	45%	5	55%	6	11
Use formal and informal assessment data to monitor student progress toward learning targets.	0%	0	0%	0	0%	0	18%	2	82%	9	11
Differentiate instruction to meet diverse student needs.	0%	0	0%	0	0%	0	36%	4	64%	7	11
Use backward design curriculum planning to develop units of study.	0%	0	0%	0	27%	3	18%	2	55%	6	11
Design measurable, challenging, and relevant lessons.	0%	0	0%	0	0%	0	27%	3	73%	8	11
Analyze and develop assessments and use data to plan instructions.	0%	0	0%	0	9%	1	27%	3	64%	7	11
Demonstrate knowledge of content and student development.	0%	0	0%	0	9%	1	18%	2	73%	8	11
Meet professional standards of practice.	0%	0	0%	0	9%	1	55%	6	36%	4	11
Demonstrate professional growth and commitment.	0%	0	0%	0	0%	0	27%	3	73%	8	11

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?

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Competent

Confident

Eager to learn and grow

Frequent classroom observation and feedback. Clear expectations for mentor teachers.

The year long programs enables the DU Residents to start with their teacher before the beginning of the year and stay through the end.

ability for full days in the building for teachers/students

A full year is beneficial to see the entire scope and sequence.

There was a positive for technology! They knew how to use it effectively and brought ideas!

We liked the focus on GT.

I have yet to work with a DU candidate directly.

Come with a strong foundation.

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

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None at this time

Classroom management fundamentals seem weaker. Would love to see CLD be a universal requirement for all DU teachers.

Lesson planning for higher engagement for students of color.

We would like to see them here on Mondays and Fridays, maybe make their school day(s) on Wednesday or Thursday , or Monday and Tuesday and be here Wednesday through Friday.

It would be nice for teachers (when they do their 10 visits) to see a wide range of grades. So they are not just intermediate or primary, but all grades.

If there is a cohort, maybe they could teach a semester in one grade (4th) and the second semester in another grade (1st). This may not be possible.

If they are in an elementary - they REALLY need to focus a lot on teaching Literacy! Especially with struggling students or student in trauma.

Collaboration between observations - Principal/ AP and supervising observer.

Have private conversations monthly with the cooperating teacher to go over goals and expectations.

I have yet to work with a DU candidate directly.

Be in classrooms more (4 days a week)