

2022 University of Denver TEP Stakeholder Survey Report

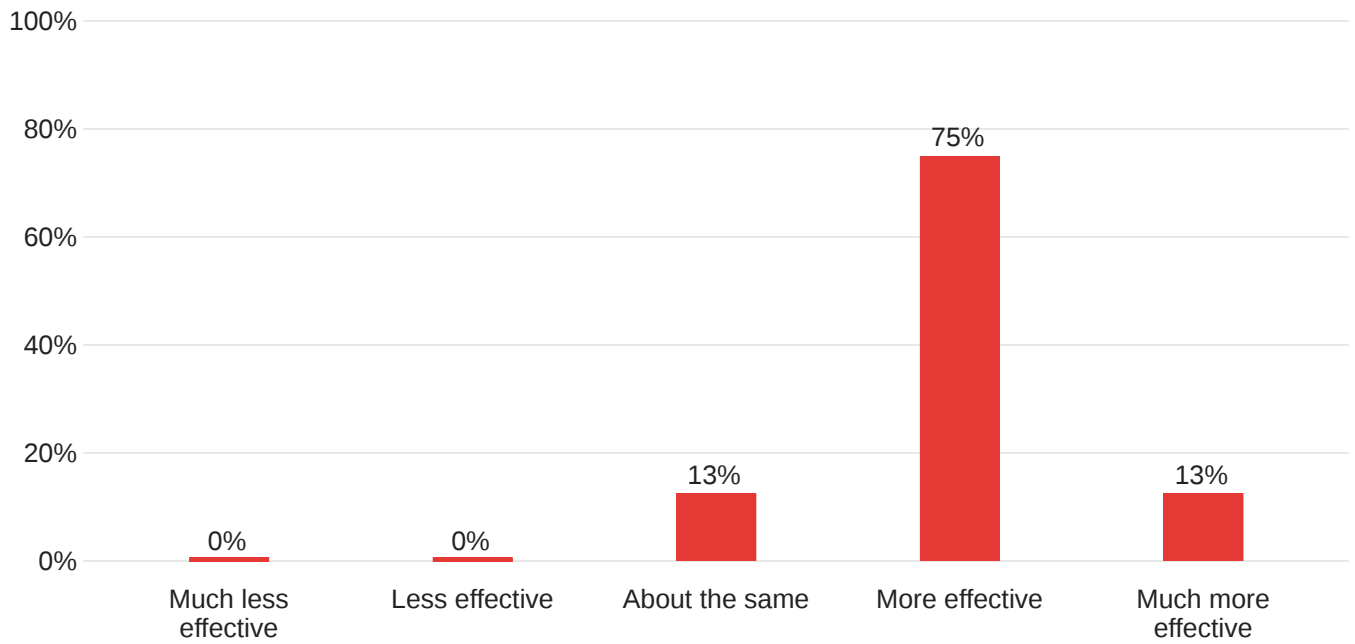
The data below reflect survey results collected from partner school and district leaders in May 2022.

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	38%	3	63%	5	8
Use equitable classroom management strategies.	0%	0	0%	0	0%	0	25%	2	75%	6	8
Actively engage students in learning.	0%	0	0%	0	0%	0	13%	1	88%	7	8
Set context for lesson.	0%	0	0%	0	25%	2	63%	5	13%	1	8
Facilitate clear and rigorous learning experiences.	0%	0	0%	0	13%	1	38%	3	50%	4	8
Promote rigorous academic talk.	0%	0	0%	0	13%	1	38%	3	50%	4	8
Make content and language comprehensible.	0%	0	0%	0	13%	1	50%	4	38%	3	8
Use formal and informal assessment data to monitor student progress toward learning targets.	0%	0	0%	0	13%	1	50%	4	38%	3	8
Differentiate instruction to meet diverse student needs.	0%	0	0%	0	13%	1	38%	3	50%	4	8
Use backward design curriculum planning to develop units of study.	0%	0	0%	0	38%	3	38%	3	25%	2	8
Design measurable, challenging, and relevant lessons.	0%	0	0%	0	13%	1	75%	6	13%	1	8
Analyze and develop assessments and use data to plan instructions.	0%	0	13%	1	0%	0	63%	5	25%	2	8
Demonstrate knowledge of content and student development.	0%	0	13%	1	0%	0	88%	7	0%	0	8
Meet professional standards of practice.	0%	0	0%	0	13%	1	50%	4	38%	3	8
Demonstrate professional growth and commitment.	0%	0	0%	0	0%	0	25%	2	75%	6	8

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?

Dedication to their work. Ability to think deeply about student needs. Ability to create strong relationships with students.

Betsy is great at getting us good teacher resident candidates. DU's residents are ready to roll up their sleeves and get to work.

The communication throughout the year between liaisons and coordinators and the mentor teachers is strong.

Preparation. Philosophy. Planning.

Strong pipeline of people clearly invested in long term education!

The quality of the DU supervisors

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

Consistent support for students, classroom support and knowledge of what each schools needs are.

Look, I get it, I went to the TEP Program years ago. But the lack of diversity is sometimes challenging when we are looking to hire more BIPOC teachers. That said, we realize this is NOT just a DU problem and a national problem.

Sometimes the challenges of the white middle to upper class candidate = challenges with classroom management and or building relationships with Title 1 school and or diverse students. Not always but sometimes. I do hope that DU is focused on teaching candidates how to build relationships and how to effectively manage classrooms when faced with said challenges.

Having residents only part time for the first half of the year sometimes is hard to build consistent relationships with mentor teachers and students. If it were one day a week that might be better.

I hope you are part of the statewide program to pay residents. We wholeheartedly support that.

Thank you.

I cannot think of any at the time.

Equity mindsets can be a miss, and the 1 year track means they learn a lot in the year, but often traditional student teachers have practicums at many schools prior to the start, which gives them a slight edge in terms of readiness in the classroom.