

2024 University of Denver TEP Stakeholder Survey Report

The data below reflect survey results collected from partner school and district leaders in June 2024.

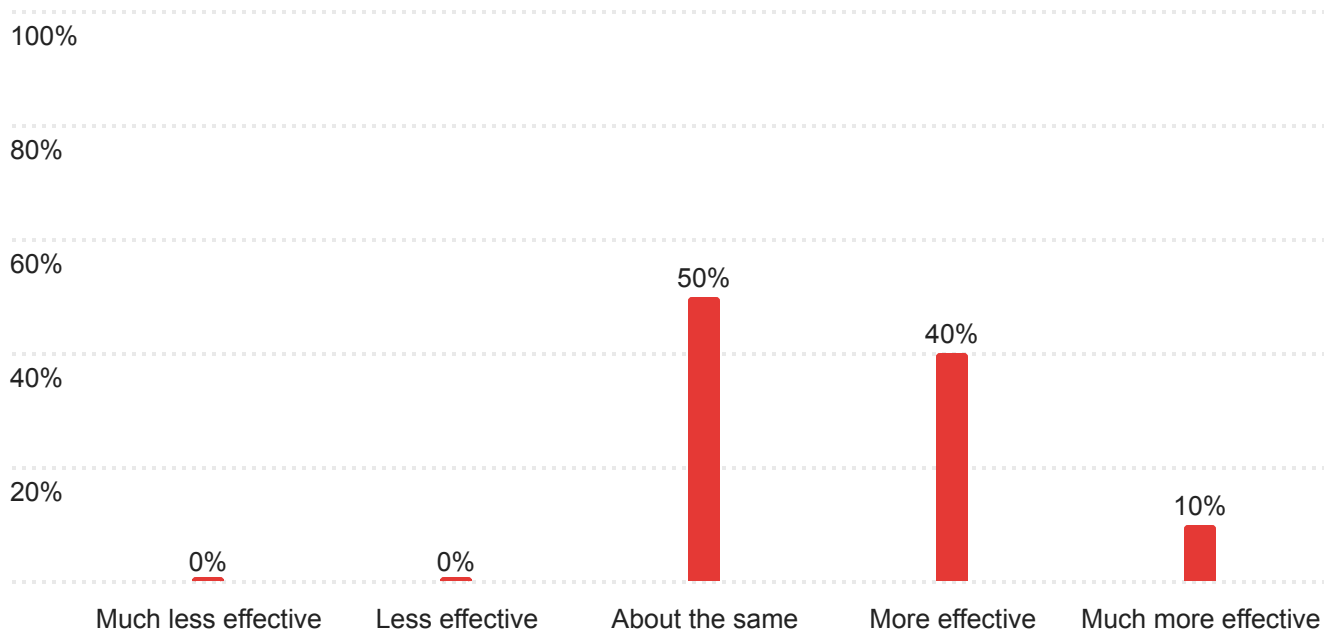
To best meet the needs of P-12 schools, how important are the following...

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	9%	1	91%	10	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	50%	5	20%	2	30%	3	10
Facilitate clear and rigorous learning experiences.	0%	0	0%	0	0%	0	50%	5	50%	5	10
Promote rigorous academic talk.	0%	0	0%	0	20%	2	30%	3	50%	5	10
Make content and language comprehensible.	0%	0	0%	0	0%	0	50%	5	50%	5	10
Use formal and informal assessment data to monitor student progress toward learning targets.	0%	0	0%	0	10%	1	30%	3	60%	6	10
Differentiate instruction to meet diverse student needs.	0%	0	10%	1	10%	1	30%	3	50%	5	10
Use backward design curriculum planning to develop units of study.	0%	0	0%	0	10%	1	40%	4	50%	5	10
Design measurable, challenging, and relevant lessons.	0%	0	0%	0	10%	1	30%	3	60%	6	10
Analyze and develop assessments and use data to plan instructions.	0%	0	0%	0	20%	2	30%	3	50%	5	10

Demonstrate knowledge of content and student development.	0%	0	0%	0	10%	1	30%	3	60%	6	10
Meet professional standards of practice.	0%	0	0%	0	10%	1	20%	2	70%	7	10
Demonstrate professional growth and commitment.	0%	0	0%	0	0%	0	30%	3	70%	7	10

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?

- Readiness, Lots of time in the classroom, lots of feedback, lots of communication.

All of the teachers have come into our school well-prepared and eager to get started. They were active participants in our DDI sessions and planned lessons with our staff.

Amount of time on the school campus.

Year long residency!

Providing teachers with field placement for the entire academic year with a gradual release of teaching responsibility over the year.

That it is a year long student teaching program

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

- Continue to build the professional capacity of our new teachers.

Stronger connection with student advisors.

Clarity on how matches work and how I can ask for TEPa

Support Elementary teachers with learning the rules of the foundational skills based on the Science of Reading. This will help teachers be more prepared to teach phonics and phonemic awareness to elementary age students.

Incorporate gradual release into your programming and actually help teachers develop a lesson with clear "I Do", "We Do" and "You Do" components. I have so many resources that can help your professors develop this.