

**Utah Teacher Education Employer Survey (UTESS)**

Academic Year 2019-2020

Developed by:

Utah Teacher Education

Assessment & Accreditation Council (UTEAAC)

 **Member Institutions of the Utah Teacher Education
Assessment & Accreditation Council (UTEAAC)**

Brigham Young University

Dixie State University

Southern Utah University

Utah State University

University of Phoenix

University of Utah

Utah Valley University

Weber State University

Western Governors University

Westminster College

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| **Based on the courses and experiences within your teacher preparation program (including your major, minor, and education courses), how well can you do the following:** |
| 1. Create learning experiences based on learners’ individual developmental needs. (InTASC 1, UETS 1, AAQEP 1.2.1.2, 1.2.2, 2.2)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Collaborate with families, colleagues, and other professionals to support learners’ growth and development. (InTASC 1, UETS 1, AAQEP 1.2.1, 2.1, 2.2.1)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Provide instruction that addresses learners’ cultural differences. (InTASC 2, UETS 2,7, AAQEP 1.2.1.2, 2.2.1)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Provide instruction that uses language acquisition strategies to meet the needs of English language learners. (InTASC 2, UETS 2,7, AAQEP 1.2.1, 1.2.2, 2.2.2, 2.3)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Provide opportunities for learners to demonstrate learning in different ways. (InTASC 2, UETS 2, AAQEP 1.1.1, 1.1.2, 1.2.2, 2.2.2, )
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Use a variety of classroom management strategies to create a positive learning environment. (InTASC 3, UETS 3, AAQEP 1.1.2, 1.1.2.1, 1.3.2, 2.1)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Develop a collaborative culture that allows students to be self-directed learners. (InTASC 3, UETS 3, AAQEP 1.2.2, 1.3.1, 2.1, 2.2)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
|  |  |  |  |  |
| 1. Incorporate a variety of tools (e.g., digital media, technology, and other resources) to extend student learning to the real world. (InTASC 5, UETS 3,7, AAQEP 1.1.2.2, 1.3.1, 2.1)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Convey accurate information and concepts based on the content knowledge of your discipline(s). (InTASC 4, UETS 4, AAQEP 1.1.1, 2.2.2)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Engage learners in 21st century skills (e.g., critical thinking, problem solving, creativity, and communication). (InTASC 5, UETS 4,7, AAQEP 1.1.2.1, 1.1.2.2)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Select/design assessments (e.g., pre, formative, summative) that match learning objectives. (InTASC 6, UETS 5, AAQEP 1.1.2.1, 1.2.2, 1.3.1, 1.3.2)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Use data from assessments to provide feedback to your learners. (InTASC 6, UETS 5, AAQEP 1.3.1, 1.3.2)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Use students' assessment/performance results to plan and modify instruction. (UETS 5,7, InTASC 6, AAQEP 1.3.1)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Plan instruction based on the Utah Core Standards. (UETS 4,6, InTASC 7, AAQEP 1.1.1, 1.1.2, 3.2)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Differentiate instruction to meet the needs of learners. (UETS 6, InTASC 5, AAQEP 1.2.1.2, 1.2.2)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Integrate literacy, numeracy, and/or other content areas into instruction to purposefully engage learners in applying content knowledge. (UETS 6,7, InTASC 5, AAQEP 1.1.1, 1.1.2, 1.1.2.1)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Facilitate students' use of technology for learning. (UETS 7, InTASC 8, AAQEP 1.1.2.2)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Use a variety of instructional strategies to promote engagement. (UETS 7, InTASC 8, AAQEP 1.1.2, 1.1.2.1, 1.2.1)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Collaborate with colleagues to plan and evaluate instruction. (UETS 8,9, InTASC 10, AAQEP 2.2.2)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Reflect on personal and professional biases. (UETS 8, InTASC 9, AAQEP 1.2.1, 2.1, 2.4, 2.5)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Reflect on the effectiveness of instruction to identify areas of strength and challenges. (UETS 8, InTASC 9, AAQEP 2.5)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Stay informed of current educational policy and research to improve instruction. (UETS 8, InTASC 10, AAQEP 1.1.1, 1.1.2, 2.5)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Advocate to meet the needs of all learners. (UETS 9, InTASC 10, AAQEP 1.2.1.2, 1.2.2, 2.1)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| **Based on the courses and experiences within your teacher preparation program (including your major, minor, and education courses), how extensive is your understanding of…** |
| 1. Federal and state laws, State Board of Education rules and policies pertaining to teaching (R277-530). (UETS 10, InTASC 9, AAQEP 2.1)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. Actions that adversely affect a teacher's ability to carry out the responsibilities of the profession, including role model responsibilities (R277-515). (UETS 10, InTASC 9)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. The need for maintaining confidentiality regarding student records and collegial consultations. (UETS 10, InTASC 9)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| 1. The need for maintaining accurate student records. (UETS 10, InTASC 9)
 |
| Not at all | Poorly |  Adequately |  Well | Very Well |
| **These last questions are optional, but a short response will help us further improve our program.** |
| 1. What did you find most valuable in the program?
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| 1. How do you feel the department could strengthen its program?
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| 1. What challenges did you find in the education program?
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