



Utah Teacher Education Student Survey (UTESS)

Academic Year 2018-2019

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

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

Minimally

Effectively

Exceptionally

2. 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

Minimally

Effectively

Exceptionally

3. Provide instruction that addresses learners' cultural differences. (INTASC 2, UETS 2,7, AAQEP 1.2.1.2, 2.2.1)

Not at All

Minimally

Effectively

Exceptionally

4. 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

Minimally

Effectively

Exceptionally

5. 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

Minimally

Effectively

Exceptionally

6. 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

Minimally

Effectively

Exceptionally

7. 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

Minimally

Effectively

Exceptionally

8. 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

Minimally

Effectively

Exceptionally

9. 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

Minimally

Effectively

Exceptionally

10. 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

Minimally

Effectively

Exceptionally

11. 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

Minimally

Effectively

Exceptionally

12. Use data from assessments to provide feedback to your learners. (INTASC 6, UETS 5, AAQEP 1.3.1, 1.3.2)

Not at All

Minimally

Effectively

Exceptionally

13. Use students' assessment/performance results to plan and modify instruction. (UETS 5,7, INTASC 6, AAQEP 1.3.1)

Not at All

Minimally

Effectively

Exceptionally

14. 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

Minimally

Effectively

Exceptionally

15. Differentiate instruction to meet the needs of learners. (UETS 6, InTASC 5, AAQEP 1.2.1.2, 1.2.2)

Not at All

Minimally

Effectively

Exceptionally

16. 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

Minimally

Effectively

Exceptionally

17. Facilitate students' use of technology for learning. (UETS 7, InTASC 8, AAQEP 1.1.2.2)

Not at All

Minimally

Effectively

Exceptionally

18. 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

Minimally

Effectively

Exceptionally

19. Collaborate with colleagues to plan and evaluate instruction. (UETS 8,9, InTASC 10, AAQEP 2.2.2)

Not at All

Minimally

Effectively

Exceptionally

20. Reflect on personal and professional biases. (UETS 8, InTASC 9, AAQEP 1.2.1, 2.1, 2.4, 2.5)

Not at All

Minimally

Effectively

Exceptionally

21. Reflect on the effectiveness of instruction to identify areas of strength and challenges. (UETS 8, InTASC 9, AAQEP 2.5)

Not at All

Minimally

Effectively

Exceptionally

22. 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

Minimally

Effectively

Exceptionally

23. 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

Minimally

Effectively

Exceptionally

Based on the courses and experiences within your teacher preparation program (including your major, minor, and education courses), how extensive is your understanding of...

24. Federal and state laws, State Board of Education rules and policies pertaining to teaching (R277-530). (UETS 10, InTASC 9, AAQEP 2.1)

None

Very Little

Sufficient

Comprehensive

25. 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)

None

Very Little

Sufficient

Comprehensive

26. The need for maintaining confidentiality regarding student records and collegial consultations. (UETS 10, InTASC 9)

None

Very Little

Sufficient

Comprehensive

27. The need for maintaining accurate student records. (UETS 10, InTASC 9)

None

Very Little

Sufficient

Comprehensive

These last questions are optional, but a short response will be help us further improve our program.

28. What did you find most valuable in the program?

29. How do you feel the department could strengthen its program?

30. What challenges did you find in the education program?