

Alumni Survey

Using a scale of *strongly disagree (1), somewhat disagree (2), neither agree nor disagree (3), somewhat agree (4), and strongly agree (5)*, please answer the following questions about the University of Utah's Teacher Education Program.

The University of Utah Teacher Education program prepared me to ...

SECTION 1: LEARNER DEVELOPMENT

- A. Address cognitive areas of student development.
- B. Address linguistic areas of student development.
- C. Address social areas of student development.
- D. Address emotional areas of student development.
- E. Address physical areas of student development.
- F. Create developmentally appropriate and challenging learning experiences based on individual student's strengths, interests, and needs.
- G. Collaborate with families to promote student growth and development.
- H. Collaborate with colleagues and other professionals to promote student growth and development.

SECTION 2: LEARNING DIFFERENCES

- A. Address individual learner differences and cultural and linguistic diversity.
- B. Address individual learner differences and hold high expectations of students.
- C. Design, adapt, and deliver instruction to address each student's diverse learning strengths and needs.
- D. Allow students different ways to demonstrate learning sensitive to multiple experiences and diversity.
- E. Create a learning culture that encourages individual learners to persevere and advance.
- F. Incorporate tools of language development into planning and instruction for English language learners, and support development of English proficiency.

SECTION 3: LEARNING ENVIRONMENTS

- A. Create learning environments that support individual student learning.
- B. Create learning environments that support collaborative learning.
- C. Create learning environments that support positive social interactions.
- D. Create learning environments that support active engagement in learning.
- E. Develop learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.

- F. Collaborate with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
- G. Use a variety of classroom management strategies to effectively maintain a positive learning environment.
- H. Equitably engage students in learning by organizing, allocating, and managing the resources of time, space, and attention.
- I. Include technology and media within the context of lessons.
- J. Encourage students to use speaking and listening skills in various real-world contexts.
- K. Encourage students to use reading and writing skills in various real-world contexts.
- L. Encourage students to use analysis, synthesis, and decision-making skills in various real-world contexts.

SECTION 4: CONTENT KNOWLEDGE

- A. Address the central concepts and structures of the discipline.
- B. Develops inquiry-based lessons.
- C. Know the content of the discipline and convey accurate information and concepts.
- D. Demonstrate an awareness of the Utah Common Core Standards/Core Curriculum and references it in the short-term planning.
- E. Demonstrate an awareness of the Utah Common Core Standards/Core Curriculum and references it in the long-term planning.
- F. Engage students in applying methods of inquiry and standards of evidence of the discipline.
- G. Use multiple representations of concepts that capture key ideas within the context of daily lessons.
- H. Support students in learning and using academic language accurately and meaningfully.

SECTION 5: ASSESSMENT

- A. Use multiple methods of assessment in ways that help students to understand their own growth.
- B. Use multiple methods of assessment to monitor learner progress.
- C. Use multiple methods of assessment to guide planning and instruction.
- D. Use multiple methods of assessment to determine whether the outcomes described in content standards have been met.
- E. Design or select assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.
- F. Engage students in understanding and identifying the elements of quality work.
- G. Provide students with timely and descriptive feedback to guide their progress in producing quality work.

- H. Adjust assessment methods and make appropriate accommodations for English language learners
- I. Adjust assessment methods and make appropriate accommodations for students with disabilities, advanced students, and students who are not meeting learning goals
- J. Use data to assess the effectiveness of instruction and to make adjustments in planning and instruction.
- K. Document student progress and provide descriptive feedback to students in a variety of ways.
- L. Document student progress and provide descriptive feedback to parents and other stakeholders in a variety of ways.
- M. Practice appropriate and ethical assessment principles and procedures.

SECTION 6: INSTRUCTIONAL PLANNING

- A. Plan instruction to reflect rigorous learning goals.
- B. Plan instruction based on the approved state curriculum.
- C. Plan instruction based on students' disabilities.
- D. Individually and collaboratively select and create learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.
- E. Differentiate instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.
- F. Create opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.
- G. Develop lessons that include cross-disciplinary integration into instruction to purposefully engage learners in applying content knowledge.

SECTION 7: INSTRUCTIONAL STRATEGIES

- A. Use various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections.
- B. Use various instructional strategies to build skills to apply and extend knowledge in meaningful ways.
- C. Practice a range of developmentally appropriate instructional strategies.
- D. Practice a range of culturally appropriate instructional strategies.
- E. Practice a range of linguistically appropriate instructional strategies.
- F. Use appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.

- G. Analyze student errors and misconceptions in order to redirect, focus, and deepen learning.
- H. Use a variety of instructional strategies to support and expand learners' communication skills.
- I. Provide multiple opportunities for students to develop higher-order and meta-cognitive skills.
- J. Provide opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.
- K. Support content and skill development by using multiple media and technology resources
- L. Know how to evaluate media and technology resources for quality, accuracy, and effectiveness.
- M. Use a variety of questioning strategies to promote engagement and learning.

SECTION 8: REFLECTION AND CONTINUOUS GROWTH

- A. Be a reflective practitioner who uses evidence to continually evaluate the needs of each learner.
- B. Be a reflective practitioner who uses evidence to adapt practice to meet the needs of each learner.
- C. Independently and in collaboration with colleagues, use a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.
- D. Actively seek professional learning experiences, within and outside the school, as supports for reflection and problem-solving.
- E. Actively seek community learning experiences, within and outside the school, as supports for reflection and problem-solving.
- F. Actively seek technological learning experiences, within and outside the school, as supports for reflection and problem-solving.
- G. Recognize and reflect on personal and professional biases and access resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.
- H. Access resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.
- I. Actively investigate and consider new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.
- J. Develop a professional learning plan based on individual needs and the needs of learners.

- K. Develop a professional learning plan based on the needs schools, and educational communities.

SECTION 9: LEADERSHIP AND COLLABORATION

- A. Be a leader who engages collaboratively with learners to build a shared vision and supportive professional culture focused on student growth and success.
- B. Be a leader who engages collaboratively with families to build a shared vision and supportive professional culture focused on student growth and success.
- C. Be a leader who engages collaboratively with colleagues to build a shared vision and supportive professional culture focused on student growth and success.
- D. Be a leader who engages collaboratively with community members to build a shared vision and supportive professional culture focused on student growth and success.
- E. Prepare for and participates actively as a team member in decisionmaking processes and building a shared culture that affects the school and larger educational community.
- F. Participate actively as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning, and giving and receiving feedback.
- G. Advocate for the learners, the school, the community, and the profession.
- H. Work with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
- I. Engage in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others and to work collaboratively to advance professional practice.

SECTION 10: PROFESSIONAL AND ETHICAL BEHAVIOR

- A. Demonstrate the highest standard of legal, moral, and ethical conduct
- B. Be responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.
- C. Avoid actions that are contrary to professional guidelines for professional conduct.
- D. Take responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way.
- E. Maintain accurate instructional and non-instructional records.
- F. Maintain integrity and confidentiality in matters concerning student records and collegial consultation.
- G. Develop appropriate student-teacher relationships as defined in rule, law, and policy.
- H. Maintain professional demeanor and appearance as defined by the profession.

SECTION 11: DEMOGRAPHICS

[GRAD_TIME] What year did you graduate from the University of Utah Teacher Education Program? _____

[PROG_OPTION] While enrolled in the Teacher Education Program, what was your area of emphasis?

1. Elementary Education/Early Childhood Education
2. Secondary Education
4. Special Education

[SEC_MAJOR] If you said Secondary Education, what was your teaching major?

[SPED_AREA] If you said Special Education, what was your area of specialization?

1. Early Childhood Special Education
2. Mild/Moderate Disabilities
3. Hearing Impairments
4. Severe Disabilities
5. Visual Impairments

[TEACHER] Are you currently employed as a teacher?

- 1 Yes
- 2 No

[DISTRICT] If you are currently employed as a teacher, please indicate the district in which you teach: _____

Thank you for your participation!