

**UC Denver School of Education and Human Development**  
**Employer Survey Report**  
**Spring 2015**

The Employer Survey request was sent to 193 valid employer email addresses. There were 59 respondents for a response rate of 30.6%.

Colorado public P-12 schools where SEHD alumni worked in the 2013-14 academic year were obtained from CDE. School and district websites were used to find principals' names and email addresses. Each principal was sent an email asking them to complete the employer survey for SEHD graduates identified in the email by name and licensure areas in which we prepared them. (The most recent employment data available to us is for the 2013-14 academic year.)

<b>Please select the all licensure areas you have been asked to respond to based on the employee list emailed (may respond to multiple areas)</b>	<b>Number of Graduates Included in Sample</b>	<b>Number of Graduates Reported on by Employer</b>	<b>Percentage of Graduates Reported on by Employer</b>
Culturally & Linguistically Diverse Education	85	11	12.9%
ECE Special Education Specialist	30	5	16.7%
Elementary	85	20	23.5%
Instructional Technology Specialist	11	0	0.0%
Reading Teacher	46	5	10.9%
School Librarian	8	0	0.0%
School Psychologist	1	0	0.0%
Secondary English Language Arts	24	16	66.7%
Secondary Foreign Language	3	1	33.3%
Secondary Mathematics	10	6	60.0%
Secondary Science	11	5	45.5%
Secondary Social Studies	16	5	31.3%
Special Education Generalist	38	6	15.8%
Teacher Librarian	4	0	0.0%
<b>Totals Graduates</b>	<b>372</b>	<b>80</b>	<b>21.5%</b>

<b>Respondents' School County</b>	<b>Number</b>	<b>Percent</b>
ADAMS	13	22.0%
ALAMOSA	1	1.7%
ARAPAHOE	13	22.0%
BOULDER	1	1.7%
DENVER	12	20.3%
DOUGLAS	3	5.1%
EL PASO	1	1.7%
JEFFERSON	13	22.0%
LARIMER	1	1.7%
MESA	1	1.7%
Total Respondents	59	

<b>P-12 Roles of Survey Respondents</b>	<b>Reponses</b>	<b>Percentage of</b>
Principal	56	94.9%
Assistant Principal	2	3.4%
Other: Director	1	1.7%
Total Respondents	59	

**Questions asked about all program graduates:**

**Below are statements about work that teachers do, which may have been addressed in the teacher's preparation program. On a scale of 1 (not well) to 4 (very well), please rate *how well, over all*, the CU Denver's teacher education program graduates listed in your email were prepared with/to do the following:**

	<b>1*</b> <b>(Not Well)</b>	<b>2</b>	<b>3</b>	<b>4</b> <b>(Very Well)</b>	<b>Positive Response</b> <b>(3&amp;4)</b>	<b>Total**</b> <b>Responses</b>	<b>Mean</b>
Knowledge of central concepts and big ideas in the discipline being taught	1 (1.9%)	1 (1.9%)	22 (41.5%)	29 (54.7%)	51 (96.2%)	53	3.49
Knowledge of tools of inquiry and instructional practices important to the discipline being taught.	1 (1.9%)	6 (11.3%)	25 (47.2%)	21 (39.6%)	46 (86.8%)	53	3.25
Ability to emphasize critical thinking and deepen students' understanding, including application, interpretation, and/or evaluation of content	1 (1.9%)	9 (17.0%)	28 (52.8%)	15 (28.3%)	43 (81.1%)	53	3.08
Use technology to maximize student learning.	1 (1.9%)	4 (7.7%)	24 (46.2%)	23 (44.2%)	47 (90.4%)	52	3.33
Establish routines and rules for the classroom that help all students focus on learning.	2 (3.8%)	3 (5.8%)	20 (38.5%)	27 (51.9%)	47 (90.4%)	52	3.38
Use information from formal assessments, such as large-scale standardized assessments and district or school benchmark assessments, to guide decisions about instruction.	1 (1.9%)	3 (5.7%)	35 (66.0%)	14 (26.4%)	49 (92.5%)	53	3.17
Use information from informal assessments, such as classroom formative or project-based assessments, to guide decisions about instruction.	1 (1.9%)	6 (11.3%)	24 (45.3%)	22 (41.5%)	46 (86.8%)	53	3.26
Understanding of theories of cognitive, emotional, and social development of learners, and how these relate to effective teaching practices.	1 (1.9%)	5 (9.4%)	30 (56.6%)	17 (32.1%)	47 (88.7%)	53	3.19
Maintain a classroom built on mutually respectful relationships with students and among students.	1 (1.9%)	3 (5.7%)	17 (32.1%)	32 (60.4%)	49 (92.5%)	53	3.51

	<b>1*</b> <b>(Not Well)</b>	<b>2</b>	<b>3</b>	<b>4</b> <b>(Very Well)</b>	<b>Positive Response (3&amp;4)</b>	<b>Total Responses</b>	<b>Mean</b>
Support cultural inclusiveness through structured classroom talk, curricula, and instructional experiences.	0	5 (9.4%)	22 (41.5%)	26 (49.1%)	48 (90.6%)	53	3.4
Understanding of different theories of learning and how these relate to effective teaching practices.	1 (1.9%)	3 (5.7%)	33 (62.3%)	16 (30.2%)	49 (92.5%)	53	3.21
Adapt instruction to best accommodate cultural and linguistic differences among students.	1 (1.9%)	8 (15.1%)	24 (45.3%)	20 (37.7%)	44 (83.0%)	53	3.19
Adapt instruction to best accommodate students with disabilities.	1 (1.9%)	10 (18.9%)	25 (47.2%)	17 (32.1%)	42 (79.2%)	53	3.09
Collaborate with educational colleagues (e.g., special education teachers, school psychologists, school counselors, speech therapists, library/media specialists) to meet the needs of all	1 (1.9%)	2 (3.8%)	20 (37.7%)	30 (56.6%)	50 (94.3%)	53	3.49
Give feedback on student work that is descriptive, specific, relevant, timely, and constructive.	1 (1.9%)	7 (13.2%)	25 (47.2%)	20 (37.7%)	45 (84.9%)	53	3.21
Provide clear and constructive feedback to families about student progress and work.	1 (1.9%)	4 (7.7%)	25 (48.1%)	22 (42.3%)	47 (90.4%)	52	3.31
Establish effective collaborative relationships with school administrators	1 (1.9%)	2 (3.8%)	20 (37.7%)	30 (56.6%)	50 (94.3%)	53	3.49

\*All the ratings of 1 were given by the same respondent

\*\*There were 6 respondents who only responded to the licensure specific questions and thus have no responses in this section.

**Culturally and Linguistically Diverse Education Specific Questions:**

<b>On a scale of 1 (not well) to 4 (very well), please rate how well, over all, the CU Denver's CULUTURALLY AND LINGUISTICALLY DIVERSE EDUCATION program graduates listed in your email were prepared to do the following.</b>	<b>1 (Not Well)</b>	<b>2</b>	<b>3</b>	<b>4 (Very Well)</b>	<b>Positive Response (3&amp;4)</b>	<b>Total Responses</b>	<b>Mean</b>
Use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.	0	1 (9.1%)	4 (36.4%)	6 (54.5%)	10 (90.9%)	11	3.45
Use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and	0	1 (9.1%)	3 (27.3%)	7 (63.6%)	10 (90.9%)	11	3.55
Apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL	0	0	5 (45.5%)	6 (54.5%)	11 (100.0%)	11	3.55
Plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content	0	2 (18.2%)	4 (36.4%)	5 (45.5%)	9 (81.8%)	11	3.27
Understand issues of assessment and use standards-based assessment measures with ESOL students.	0	0	4 (36.4%)	7 (63.6%)	11 (100.0%)	11	3.64
Remain current through engagement in professional development and policy development that impacts ESOL	0	2 (18.2%)	3 (27.3%)	6 (54.5%)	9 (81.8%)	11	3.36
Provide leadership through professional development and advocacy for students and families.	0	2 (18.2%)	4 (36.4%)	5 (45.5%)	9 (81.8%)	11	3.27

**Elementary Education Specific Questions:**

<b>On a scale of 1 (not well) to 4 (very well), please rate how well, over all, the CU Denver's ELEMENTARY teacher education program graduates listed in your email were prepared to do the following.</b>	<b>1 (Not Well)</b>	<b>2</b>	<b>3</b>	<b>4 (Very Well)</b>	<b>Positive Response (3&amp;4)</b>	<b>Total Responses</b>	<b>Mean</b>
Support student literacy development in reading, writing, speaking and listening, including teaching phonics when appropriate, and teaching spelling and writing conventions.	0	2 (10.0%)	11 (55.0%)	7 (35.0%)	18 (90.0%)	20	3.25
Use instructional strategies to develop students' reading comprehension of different genres and texts, including teaching students to write in a variety of genres, and help foster students' oral (speaking and listening) and written responses to literature.	0	4 (20.0%)	8 (40.0%)	8 (40.0%)	16 (80.0%)	20	3.20
Promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability, including teaching mathematical problem-solving	0	2 (10.0%)	12 (60.0%)	6 (30.0%)	18 (90.0%)	20	3.20
Help students make connections among mathematics/numeracy and other subjects, as well as teaching connections among mathematical ideas within math subjects (e.g., connections among geometry, algebra, and trigonometry).	0	4 (20.0%)	9 (45.0%)	7 (35.0%)	16 (80.0%)	20	3.15

**Early Childhood Education Specific Questions:\***

<b>On a scale of 1 (not well) to 4 (very well), please rate how well you feel the CU Denver EARLY CHILDHOOD EDUCATION program licensure graduate(s) identified in your survey request was/were prepared with the following?</b>	<b>1 (Not Well)</b>	<b>2</b>	<b>3</b>	<b>4 (Very Well)</b>	<b>Positive Response (3&amp;4)</b>	<b>Total Responses *</b>	<b>Mean</b>
Knowledge of models, theories, and philosophies related to early childhood education/special education.							
Knowledge of research and evidence-based practices in early childhood education/special education.							
Knowledge of child growth and development and individual learning differences in young children.							
Knowledge of family-centered practices and ability to maintain positive collaborative relationships with families.							
The ability to design, implement, and evaluate developmentally appropriate curriculum and learning environments for young children.							
The ability to act as a leader in the ECE field to optimize the developmental, academic, and behavioral outcomes for young children.							

\*Results not shared due to low number of respondents

**English Language Arts Specific Questions:**

<b>On a scale of 1 (not well) to 4 (very well), please rate how well you feel the CU Denver ENGLISH LANGUAGE ARTS AND/OR READING TEACHER SPECIALIST program licensure graduate(s) identified in your survey request was/were prepared to do the following?</b>	<b>1 (Not Well)</b>	<b>2</b>	<b>3</b>	<b>4 (Very Well)</b>	<b>Positive Response (3&amp;4)</b>	<b>Total Responses</b>	<b>Mean</b>
Use a variety of ways to assist students in reading and critiquing a wide range of print and non-print texts.	0	2 (11.1%)	8 (44.4%)	8 (44.4%)	16 (88.9%)	18	3.33
Demonstrate a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy.	0	3 (16.7%)	6 (33.3%)	9 (50.0%)	15 (83.3%)	18	3.33
Design and implement assessment and instruction that assists students in developing habits of critical thinking.	0	3 (16.7%)	8 (44.4%)	7 (38.9%)	15 (83.3%)	18	3.22
Create and sustain an inclusive learning environment using a range of approaches to help students draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings in order to develop as readers, writers, speakers, listeners, and users of technology.	0	3 (16.7%)	7 (38.9%)	8 (44.4%)	15 (83.3%)	18	3.28



**Special Education Specific Questions:\***

<b>On a scale of 1 (not well) to 4 (very well), please rate how well you feel the CU Denver SPECIAL EDUCATION program licensure graduate(s) identified in your survey request was/were prepared with the following?</b>	<b>1** (Not Well)</b>	<b>2</b>	<b>3</b>	<b>4 (Very Well)</b>	<b>Positive Response (3&amp;4)</b>	<b>Total Responses *</b>	<b>Mean</b>
Develop, use and evaluate research based social and academic instructional adaptations/accommodations so individual students may participate in content area instruction.							
Demonstrate legal provisions and ethical practices regarding special education service delivery for students and their families.							
Use assessment information (interpret information from informal and formal assessment measures) in making eligibility,							
Plan and evaluate instruction delivered in a variety of educational settings and identify supports, accommodations, transition planning and use of technology needed for including students with identified special education needs in a variety of							
Collaborate with families, teachers, related service personnel, administrators, employers, community members, and students when appropriate to plan, implement, and evaluate individualized plans that promote success for students with							

\*Results not shared due to low number of respondents