

Do you plan to seek a teaching position for the next school year?

Answer	Response	%
Yes	73	92.41%
No	6	7.59%
Total	79	100.00%

If you are searching, please tell us where. (Check all that apply.)

Answer	Response	%
In districts near my preparation program	52	71.23%
In other Colorado district(s), but not near my preparation program	33	45.21%
In the district and/or school(s) where I student taught	47	64.38%
Other state(s)	13	17.81%
Total	145	100.00%

What type of schools are you seeking to teach in? (Check all that apply.)

Answer	Response	%
Primarily public schools	72	98.63%
Primarily private, charter, or parochial schools	7	9.59%
Click to write Choice 7	14	19.18%
Total	93	100.00%

If you are not searching for a placement opportunity upon completing your teacher preparation , please tell us why...(Check all that apply.)

Answer	Response	%
Continuing my education.	3	50.00%
Taking a short time off for personal reasons, but plan to seek a teaching placement later.	1	16.67%
I am moving and not sure what my plans will be.	1	16.67%
I am not sure if I am ready for teaching.	1	16.67%
I decided teaching is not for me.	1	16.67%
I applied to positions but I was not able to secure a full-time post.	0	0.00%
Other (Please specify)	1	16.67%
Total	8	100.00%

How many years do you think you will teach during your career? (please select your best answer)

Answer	Response	%
1 to 5 years	5	6.33%
5 to 10 years	19	24.05%
more than 10	53	67.09%
Less than a year	2	2.53%
Total	79	100.00%

Do you hope to move into educational leadership position(s), at either the school or district level, later in your career?

Answer	Response	%
Yes	34	43.04%
Unsure	33	41.77%
No	12	15.19%
Total	79	100.00%

Do you plan on pursuing/ have you already earned an additional endorsement?

Answer	Response	%
Yes	51	64.56%
I do not know	14	17.72%
No	14	17.72%
Total	79	100.00%

What additional endorsement do you plan to pursue? (Check all that apply.)

Answer	Response	%
Culturally and Linguistically Diverse Education	44	86.27%
Early Childhood Special Education Specialist	6	11.76%
Instructional Technology/Specialist	2	3.92%
Instructional Technology/Teacher	2	3.92%
Reading Teacher	3	5.88%
School Library and Teacher Librarian	2	3.92%
Special Education	8	15.69%
Other (please specify)	7	13.73%
Total	74	100.00%

Please rate the extent to which the following practices related to *managing the classroom environment to facilitate learning for students* were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?				
Question	1-Not or rarely	2	3-great degree	
How to organize the classroom learning environment so that students can see display boards and other full-group materials.	30	27	19	
How to ensure that students know where and how to access learning materials as needed.	26	34	16	
Setting up routines and rules for the classroom that help all students focus on learning.	14	30	32	
How to use appropriate interventions when needed to manage behavior in the classroom.	26	34	16	
How to manage transitions between classroom activities efficiently.	31	33	12	
3. OVERALL, how well did the program prepare you to do this in regular teaching?				
Question	1-not well	2	3	4-very well
How to organize the classroom learning environment so that students can see display boards and other full-group materials.	7	19	29	21
How to ensure that students know where and how to access learning materials as needed.	3	23	31	19
Setting up routines and rules for the classroom that help all students focus on learning.	2	15	31	28
How to use appropriate interventions when needed to manage behavior in the classroom.	8	17	34	17
How to manage transitions between classroom activities efficiently.	8	20	31	17
2. To what extent was this a focus in Teaching Practice Learning?				
Question	1-Not or rarely	2	3-great degree	
How to organize the classroom learning environment so that students can see display boards and other full-group materials.	4	23	49	
How to ensure that students know where and how to access learning materials as needed.	2	33	41	
Setting up routines and rules for the classroom that help all students focus on learning.	2	15	59	
How to use appropriate interventions when needed to manage behavior in the classroom.	4	25	47	
How to manage transitions between classroom activities efficiently.	5	29	42	

Please rate the extent to which the following practices related to developing a safe, inclusive, respectful environment for a diverse population of students were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?				
Question	1-Not or Rarely	2	3-Great Degree	
Ways to maintain a classroom built on mutually respectful relationships with students and among students.	5	25	46	
How to organize and facilitate students' work in groups.	8	40	28	
How to maintain a classroom environment that promotes social development and group responsibility.	7	32	37	
How to support cultural inclusiveness through structured classroom talk, curricula, and instructional experiences.	8	23	45	
Working collaboratively with students' families.	15	31	30	
3. OVERALL, how well did the program prepare you to do this in regular teaching?				
Question	1-not well	2	3	4-very well
Ways to maintain a classroom built on mutually respectful relationships with students and among students.	-	14	27	35
How to organize and facilitate students' work in groups.	1	16	35	24
How to maintain a classroom environment that promotes social development and group responsibility.	1	15	31	29
How to support cultural inclusiveness through structured classroom talk, curricula, and instructional experiences.	3	12	30	31
Working collaboratively with students' families.	4	28	23	21
2. To what extent was this a focus in Teaching Practice Learning?				
Question	1-Not or rarely	2	3-Great degree	
Ways to maintain a classroom built on mutually respectful relationships with students and among students.	2	28	46	
How to organize and facilitate students' work in groups.	-	28	48	
How to maintain a classroom environment that promotes social development and group responsibility.	3	26	47	
How to support cultural inclusiveness through structured classroom talk, curricula, and instructional experiences.	3	30	43	
Working collaboratively with students' families.	11	34	31	

Please rate the extent to which the following practices related to designing and adapting assessments, curriculum and instruction were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?

Question	1-Not or rarely	2	3- Great degree
Understanding theories of cognitive, emotional, and social development of learners, and how these relate to effective teaching practices.	11	25	40
Understanding different theories of learning and how these relate to effective teaching practices.	6	30	40
Ways to adapt instruction to best accommodate individual differences among students.	10	34	32
Ways to adapt instruction to best accommodate cultural and linguistic differences among students.	9	18	49
Ways to adapt instruction to best accommodate students with disabilities.	18	29	29
Ways to adapt school and/or district curriculum and assessments in appropriate ways to better meet student learning needs.	21	31	24
Ways to provide appropriate social/emotional support to reach challenging and/or seemingly unmotivated students.	21	32	23
Ways to provide academic supports (e.g. scaffolding, formative assessments, models and approaches) to reach challenging and/or seemingly unmotivated students.	7	28	41
How to provide clear and constructive feedback to families about student progress and work.	29	27	20
Using information from formal assessments, such as large-scale standardized assessments and district or school benchmark assessments, to guide decisions about instruction.	17	31	28
Using information from informal assessments, such as classroom formative or project-based assessments, to guide decisions about instruction.	14	26	36

3. OVERALL, how well did the program prepare you to do this in regular teaching?

Question	1-Not well	2	3	4-Very well
Understanding theories of cognitive, emotional, and social development of learners, and how these relate to effective teaching practices.	3	20	28	25
Understanding different theories of learning and how these relate to effective teaching practices.	1	26	31	18
Ways to adapt instruction to best accommodate individual differences among students.	1	20	32	23
Ways to adapt instruction to best accommodate cultural and linguistic differences among students.	2	12	33	29
Ways to adapt instruction to best accommodate students with disabilities.	4	27	26	19
Ways to adapt school and/or district curriculum and assessments in appropriate ways to better meet student learning needs.	6	23	31	16
Ways to provide appropriate social/emotional support to reach challenging and/or seemingly unmotivated students.	6	23	28	19
Ways to provide academic supports (e.g. scaffolding, formative assessments, models and approaches) to reach challenging and/or seemingly unmotivated students.	2	18	31	25
How to provide clear and constructive feedback to families about student progress and work.	7	24	31	14
Using information from formal assessments, such as large-scale standardized assessments and district or school benchmark assessments, to guide decisions about instruction.	3	23	30	20
Using information from informal assessments, such as classroom formative or project-based assessments, to guide decisions about instruction.	1	20	34	21

2. To what extent was this a focus in Teaching Practice Learning?

Question	1-Not or rarely	2	3- Great degree
Understanding theories of cognitive, emotional, and social development of learners, and how these relate to effective teaching practices.	8	31	37
Understanding different theories of learning and how these relate to effective teaching practices.	12	39	25
Ways to adapt instruction to best accommodate individual differences among students.	5	29	42
Ways to adapt instruction to best accommodate cultural and linguistic differences among students.	7	29	40
Ways to adapt instruction to best accommodate students with disabilities.	10	29	37
Ways to adapt school and/or district curriculum and assessments in appropriate ways to better meet student learning needs.	6	31	39
Ways to provide appropriate social/emotional support to reach challenging and/or seemingly unmotivated students.	6	32	38
Ways to provide academic supports (e.g. scaffolding, formative assessments, models and approaches) to reach challenging and/or seemingly unmotivated students.	2	28	46
How to provide clear and constructive feedback to families about student progress and work.	10	31	35
Using information from formal assessments, such as large-scale standardized assessments and district or school benchmark assessments, to guide decisions about instruction.	5	30	41
Using information from informal assessments, such as classroom formative or project-based assessments, to guide decisions about instruction.	3	26	47

Please rate the extent to which the following practices related to engaging students in complex thinking and high expectations were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?				
Question	1-Not or rarely	2	3- Great degree	
Setting appropriately challenging learning expectations.	11	28	36	
How to help students understand the importance of the work and encourage students to engage with challenging material.	12	32	31	
Ways to encourage students to reflect on their own learning, asking them to explain “how they know what they know” or “how they solved a problem or task.”	9	26	40	
How to work with students to help them assess their own ability to be successful.	15	30	30	
Ways to give feedback on student work that is descriptive, specific, relevant, timely, and constructive.	11	22	42	
Ways to emphasize critical thinking and deepen students’ understanding, including application, interpretation, and/or evaluation of content.	11	36	28	
Understanding the strengths and weaknesses of assessment tasks that you develop as a teacher.	8	28	39	
3. OVERALL, how well did the program prepare you to do this in regular teaching?				
Question	1-Not well	2	3	4- Very well
Setting appropriately challenging learning expectations.	2	14	35	24
How to help students understand the importance of the work and encourage students to engage with challenging material.	3	12	39	21
Ways to encourage students to reflect on their own learning, asking them to explain “how they know what they know” or “how they solved a problem or task.”	2	11	37	25
How to work with students to help them assess their own ability to be successful.	4	20	34	17
Ways to give feedback on student work that is descriptive, specific, relevant, timely, and constructive.	3	13	36	23
Ways to emphasize critical thinking and deepen students’ understanding, including application, interpretation, and/or evaluation of content.	4	14	38	19
Understanding the strengths and weaknesses of assessment tasks that you develop as a teacher.	4	14	34	23
2. To what extent was this a focus in Teaching Practice Learning?				
Question	1-Not or rarely	2	3- Great degree	
Setting appropriately challenging learning expectations.	1	25	49	
How to help students understand the importance of the work and encourage students to engage with challenging material.	2	24	49	
Ways to encourage students to reflect on their own learning, asking them to explain “how they know what they know” or “how they solved a problem or task.”	1	25	49	
How to work with students to help them assess their own ability to be successful.	4	31	40	
Ways to give feedback on student work that is descriptive, specific, relevant, timely, and constructive.	6	26	43	
Ways to emphasize critical thinking and deepen students’ understanding, including application, interpretation, and/or evaluation of content.	3	29	43	
Understanding the strengths and weaknesses of assessment tasks that you develop as a teacher.	4	30	41	

Please rate the extent to which the following practices related to supporting academic language development were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?				
Question	1-Not or rarely	2	3- Great degree	
How to help all students develop academic English language by appropriately modeling language and conventions typical for the content area/discipline.	9	25	41	
Ways to provide opportunities for students to practice academic language of content areas in listening, speaking, reading, and writing.	10	21	44	
Providing feedback for students that includes a focus on improving their use of academic language.	10	32	33	
Setting specific language objectives for instruction.	9	21	45	
3. OVERALL, how well did the program prepare you to do this in regular teaching?				
Question	1-Not well	2	3	4-Very well
How to help all students develop academic English language by appropriately modeling language and conventions typical for the content area/discipline.	2	18	32	23
Ways to provide opportunities for students to practice academic language of content areas in listening, speaking, reading, and writing.	2	18	24	31
Providing feedback for students that includes a focus on improving their use of academic language.	2	25	26	22
Setting specific language objectives for instruction.	4	21	25	25
2. To what extent was this a focus in Teaching Practice Learning?				
Question	1-Not or rarely	2	3- Great degree	
How to help all students develop academic English language by appropriately modeling language and conventions typical for the content area/discipline.	7	30	38	
Ways to provide opportunities for students to practice academic language of content areas in listening, speaking, reading, and writing.	5	22	48	
Providing feedback for students that includes a focus on improving their use of academic language.	5	35	35	
Setting specific language objectives for instruction.	8	32	35	

Please rate the extent to which the following practices related to reflection and personal growth were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?				
Question	1-Not or rarely	2	3- Great degree	
Using multiple sources of evidence about what students know and can do in order to reflect on the impact of your teaching.	8	17	50	
Thoughtfully and critically reflecting on your identity as a teacher.	6	13	56	
Reflecting and working to improve upon your interactions and relationships with families and the community.	11	24	40	
Knowing how to collaborate with educational colleagues (e.g., special education teachers, school psychologists, school counselors, speech therapists, library/media specialists) to meet the needs of all students.	16	29	30	
Ways to establish effective collaborative relationships with school administrators.	25	26	24	
3. OVERALL, how well did the program prepare you to do this in regular teaching?				
Question	1- Not well	2	3	4- Very well
Using multiple sources of evidence about what students know and can do in order to reflect on the impact of your teaching.	1	17	28	29
Thoughtfully and critically reflecting on your identity as a teacher.	1	10	25	39
Reflecting and working to improve upon your interactions and relationships with families and the community.	4	16	33	22
Knowing how to collaborate with educational colleagues (e.g., special education teachers, school psychologists, school counselors, speech therapists, library/media specialists) to meet the needs of all students.	5	20	27	23
Ways to establish effective collaborative relationships with school administrators.	7	23	25	20
2.To what extent was this a focus in Teaching Practice Learning?				
Question	1-Not or rarely	2	3- Great degree	
Using multiple sources of evidence about what students know and can do in order to reflect on the impact of your teaching.	5	20	50	
Thoughtfully and critically reflecting on your identity as a teacher.	4	23	48	
Reflecting and working to improve upon your interactions and relationships with families and the community.	9	26	40	
Knowing how to collaborate with educational colleagues (e.g., special education teachers, school psychologists, school counselors, speech therapists, library/media specialists) to meet the needs of all students.	8	23	44	
Ways to establish effective collaborative relationships with school administrators.	8	25	42	

Please rate the extent to which the following practices related to ***technology*** were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?				
Question	1-Not or rarely	2	3-Great degree	
Integrating the teaching of information/ technology literacy skills into the curriculum and instruction.	25	26	24	
Using technology to maximize student learning.	23	30	22	
3. OVERALL, how well did the program prepare you to do this in regular teaching?				
Question	1-Not well	2	3	4-Very well
Integrating the teaching of information/ technology literacy skills into the curriculum and instruction.	7	25	28	15
Using technology to maximize student learning.	9	22	27	17
2. To what extent was this a focus in Teaching Practice Learning?				
Question	1-Not or rarely	2	3-Great degree	
Integrating the teaching of information/ technology literacy skills into the curriculum and instruction.	9	33	33	
Using technology to maximize student learning.	10	30	35	

Please rate the extent to which the following practices related to supporting literacy and numeracy across the curriculum were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?					
#	Question	1-Not or rarely	2	3- Great degree	
1	Ways to support student literacy development in reading, writing, speaking and listening, including teaching phonics when appropriate, and teaching spelling and writing conventions.	11	12	20	
2	How to 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.	9	16	18	
3	Understanding how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability, including teaching mathematical problem-solving processes.	12	9	22	
4	Ways to 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).	13	11	19	
3. OVERALL, how well did the program prepare you do this in regular teaching?					
	Question	1- Not well	2	3	4- Very well
	Ways to support student literacy development in reading, writing, speaking and listening, including teaching phonics when appropriate, and teaching spelling and writing conventions.	2	11	16	14
	How to 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.	2	7	17	17
	Understanding how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability, including teaching mathematical problem-solving processes.	5	7	18	13
	Ways to 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).	6	12	11	14
2. To what extent was this a focus in Teaching Practice Learning?					
	Question	1-Not or rarely	2	3- Great degree	
	Ways to support student literacy development in reading, writing, speaking and listening, including teaching phonics when appropriate, and teaching spelling and writing conventions.	2	12	29	
	How to 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.	2	11	30	
	Understanding how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability, including teaching mathematical problem-solving processes.	5	10	28	
	Ways to 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).	6	13	24	

Using the following agreement/disagreement scale, respond to the following statements regarding your beliefs about elementary and secondary teaching.

Question	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
An important part of learning to be a teacher is examining one's own attitudes and beliefs about race class, gender, ability, and sexual identity.	2	-	-	2	23	48
Issues related to racism and inequity should be openly discussed in the classroom.	-	-	1	8	28	38
For the most part, covering multicultural topics is only relevant to certain subject areas, such as social studies and literature.	40	19	4	2	8	2
Good teaching incorporates diverse cultures and experiences into classroom lessons and discussions.	1	2	-	4	18	50
The most important goal in working with immigrant children and English language learners is that they assimilate in American society.	35	18	7	5	8	2
It's reasonable for teachers to have lower classroom expectations for students who don't speak English as their first language.	49	13	3	1	6	3
Part of the responsibilities of the teacher is to challenge school arrangements that maintain social inequities.	5	1	4	9	23	33
Teachers should teach students to think critically about government policies and actions.	-	2	2	9	21	41
Economically disadvantaged students have more to gain in schools because they bring less into the classroom.	49	14	3	2	6	1
Although teachers have to appreciate diversity, it's not their job to change society.	38	20	4	5	7	1
Whether students succeed in schools depends primarily how hard they work.	21	17	12	15	9	1
Realistically, the job of a teacher is to prepare students for the lives they are likely to lead.	12	15	10	10	14	14

To what extent do you agree or disagree with the following statements about your Teacher Education program and your experiences with SEHD?

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
My program adequately addressed social justice issues, including issues of privilege and oppression, in education.	1	4	23	47
I see clear logic behind the courses and field experiences in my program, leading to an overall coherent learning experience.	4	11	30	30
I am satisfied with the caliber of the instructors in my classes.	2	16	34	23
Coursework and learning activities in the program have created meaningful links between theory, knowledge and practice.	7	12	37	19
Assessments of my work have been fair, relevant, and informative.	6	12	32	25
I am satisfied with the quality of professional advising I received from my faculty advisor.	7	21	32	14
I am satisfied with the quality of academic advising I received from the SEHD Academic Services Center (7th floor of Lawrence Street Center).	11	21	30	13
I am satisfied with the quality of support I received when/if I experienced issues (registration, comprehensive exam/culminating experience, graduation processes, etc.) from SEHD Academic Services.	8	14	38	15
The Student Resources on the SEHD website were helpful to me during my program.	10	21	34	10

Please rate the extent to which the mastery of the content you teach and pedagogical practices used in the content you teach were emphasized in your preparation program.

1. To what extent was this a focus in Course/Seminar Learning?				
Question	1-Not or rarely	2	3-great degree	
Knowledge of central concepts and big ideas in the discipline being taught.	8	31	37	
Knowledge of tools of inquiry and instructional practices important to the discipline being taught.	10	34	32	
Understanding typical ways that students progress in learning content, including common misunderstandings.	15	37	24	
Understanding how to identify and address common student misunderstandings about the content.	16	38	22	
How to draw on students' real world interests and experiences to make learning relevant.	9	25	42	
How to help students understand the interconnectedness of different content areas.	19	34	23	
3. OVERALL, how well did the program prepare you to do this in regular teaching?				
Question	1-not well	2	3	4-very well
Knowledge of central concepts and big ideas in the discipline being taught.	1	19	28	28
Knowledge of tools of inquiry and instructional practices important to the discipline being taught.	-	18	38	20
Understanding typical ways that students progress in learning content, including common misunderstandings.	3	22	27	24
Understanding how to identify and address common student misunderstandings about the content.	4	20	30	22
How to draw on students' real world interests and experiences to make learning relevant.	2	14	31	29
How to help students understand the interconnectedness of different content areas.	6	27	28	15
2. To what extent was this a focus in Teaching Practice Learning?				
Question	1-Not or rarely	2	3-great degree	
Knowledge of central concepts and big ideas in the discipline being taught.	3	27	46	
Knowledge of tools of inquiry and instructional practices important to the discipline being taught.	1	31	44	
Understanding typical ways that students progress in learning content, including common misunderstandings.	2	25	49	
Understanding how to identify and address common student misunderstandings about the content.	2	28	46	
How to draw on students' real world interests and experiences to make learning relevant.	5	31	40	
How to help students understand the interconnectedness of different content areas.	10	39	27	