



Brigham Young University
Education Preparation Program

Utah Teacher Education Employer Survey (UTEES)

Academic Year 2020-2021

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

Evaluator: _____ School: _____ District: _____

Student Name: _____ BYU ID: _____

Based on your interactions and observations of (teacher's name), a second-year teacher in your building, how well can she/he do the following:

1. Create learning experiences based on learners' individual developmental needs. (UETS 1, InTASC 1, CAEP 1.1)

☐

Not at All

☐

Minimally

☐

Effectively

☐

Exceptionally

2. Collaborate with families, colleagues, and other professionals to support learners' growth and development. (UETS 1, InTASC 1, CAEP 1.1)

☐

Not at All

☐

Minimally

☐

Effectively

☐

Exceptionally

3. Provide instruction that addresses learners' cultural differences. (UETS 2,7, InTASC 1,2, CAEP 1.1)

☐

Not at All

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Minimally

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Effectively

☐

Exceptionally

4. Provide instruction that uses language acquisition strategies to meet the needs of English language learners. (UETS 2,7, InTASC 1,2, CAEP 1.1)

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Not at All

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Minimally

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Effectively

☐

Exceptionally

5. Provide opportunities for learners to demonstrate learning in different ways. (UETS 2, InTASC 2, CAEP 1.1)

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Not at All

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Minimally

☐

Effectively

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Exceptionally

6. Use a variety of classroom management strategies to create a positive learning environment. (UETS 3, InTASC 3, CAEP 1.1)

☐

Not at All

☐

Minimally

☐

Effectively

☐

Exceptionally

7. Develop a collaborative culture that allows students to be self-directed learners. (UETS 3, InTASC 3, CAEP 1.1)

☐

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. (UETS 3, InTASC 5, CAEP 1.1)

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Not at All

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Minimally

☐

Effectively

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Exceptionally

Based on your interactions and observations of (teacher's name), a second-year teacher in your building, how well can she/he do the following:

9. Convey accurate information and concepts based on the content knowledge of your discipline(s). (UETS 4, InTASC 4, CAEP 1.3)

☐

Not at All

☐

Minimally

☐

Effectively

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Exceptionally

10. Engage learners in 21st century skills (e.g., critical thinking, problem solving, creativity, and communication). (UETS 4, 7, InTASC 1.5, CAEP 1.1)

☐

Not at All

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Minimally

☐

Effectively

☐

Exceptionally

11. Select/design assessments (e.g., pre, formative, summative) that match learning objectives. (UETS 5, InTASC 6, CAEP 1.2)

☐

Not at All

☐

Minimally

☐

Effectively

☐

Exceptionally

12. Use data from assessments to provide feedback to your learners. (UETS 5, InTASC 6, CAEP 1.2)

☐

Not at All

☐

Minimally

☐

Effectively

☐

Exceptionally

13. Use students' assessment/performance results to plan and modify instruction. (UETS 5, InTASC 6, CAEP 1.2)

☐

Not at All

☐

Minimally

☐

Effectively

☐

Exceptionally

14. Plan instruction based on the Utah Core Standards. (UETS 4,6, InTASC 7, CAEP 1.3, 1.4)

☐

Not at All

☐

Minimally

☐

Effectively

☐

Exceptionally

15. Differentiate instruction to meet the needs of learners. (UETS 6, InTASC 7, CAEP 1.1)

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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 7, InTASC 5, CAEP 1.1)

☐

Not at All

☐

Minimally

☐

Effectively

☐

Exceptionally

Based on your interactions and observations of (teacher's name), a second-year teacher in your building, how well can she/he do the following:

17. Facilitate students' use of technology for learning. (INTASC 8, CAEP 1.5)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not at All</i>	<i>Minimally</i>	<i>Effectively</i>	<i>Exceptionally</i>

18. Use technology effectively to support and enhance instruction. (UETS 7, InTASC 6, CAEP 1.5)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not at All</i>	<i>Minimally</i>	<i>Effectively</i>	<i>Exceptionally</i>

19. Use a variety of instructional strategies to promote engagement. (UETS 7, InTASC 8, CAEP 1.5)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not at All</i>	<i>Minimally</i>	<i>Effectively</i>	<i>Exceptionally</i>

20. Collaborate with colleagues to plan and evaluate instruction. (UETS 8,9, InTASC 1,10, CAEP 1.1)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not at All</i>	<i>Minimally</i>	<i>Effectively</i>	<i>Exceptionally</i>

21. Reflect on personal and professional biases. (UETS 8, InTASC 9, CAEP 1.1)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not at All</i>	<i>Minimally</i>	<i>Effectively</i>	<i>Exceptionally</i>

22. Reflect on the effectiveness of instruction to identify areas of strength and challenges. (UETS 8, INTASC 9, CAEP 1.2)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not at All</i>	<i>Minimally</i>	<i>Effectively</i>	<i>Exceptionally</i>

23. Stay informed of current educational policy and research to improve instruction. (UETS 8, INTASC 10, CAEP 1.2)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not at All</i>	<i>Minimally</i>	<i>Effectively</i>	<i>Exceptionally</i>

24. Advocate to meet the needs of all learners. (UETS 9, InTASC 10, CAEP 1.1)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not at All</i>	<i>Minimally</i>	<i>Effectively</i>	<i>Exceptionally</i>

Based on your interactions and observations of (teacher's name), a second-year teacher in your building, how well can she/he do the following:

25. Engage in professional learning to strengthen instructional practice. (UETS 9, InTASC 10, CAEP 1.1)

☐

Not at All

☐

Minimally

☐

Effectively

☐

Exceptionally

Based on your interactions and observations of (teacher's name), a second-year teacher in your building, how extensive is her/his understanding of...

26. Federal and state laws, State Board of Education rules and policies pertaining to teaching (R277-530).

(UETS 10, InTASC 9, CAEP 1.1)

☐

None

☐

Very Little

☐

Sufficient

☐

Comprehensive

27. 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, CAEP 1.1)

☐

None

☐

Very Little

☐

Sufficient

☐

Comprehensive

28. The need for maintaining confidentiality regarding student records and collegial consultations. (UETS 10, InTASC 9, CAEP 1.1)

☐

None

☐

Very Little

☐

Sufficient

☐

Comprehensive

29. The need for maintaining accurate student records. (UETS 10, InTASC 9, CAEP 1.1)

☐

None

☐

Very Little

☐

Sufficient

☐

Comprehensive

30. Based on the abilities of your current BYU graduate, how satisfied are you with the BYU teacher preparation program?

☐

*Extremely
Dissatisfied*

☐

*Very
Dissatisfied*

☐

*Somewhat
Dissatisfied*

☐

*Somewhat
Satisfied*

☐

*Very
Satisfied*

☐

*Extremely
Satisfied*

31. In what aspects of teaching is your BYU graduate best prepared as a result of their teacher preparation program?

32. What changes would you recommend we make to the program?

