

University of Florida College of Education
Summary of Graduate and Employer Satisfaction Surveys
2015-16 Completers employed in 2016-17

Surveys Sent	Employer	Graduate
Surveys Sent from FLDOE 1st year Employment Database	144	144
Returned Surveys	76 (53%)	64 (44%)

DOE Code	PROGRAM COMPLETED	Employer Response		Graduate Response	
	Initial Teacher Preparation (ITP) Programs				
	FEAP 1: Instructional Design and Planning	Mean Std Deviation	Range	Mean Std Deviation	Range
1.	Align instruction with state-adopted standards at the appropriate level of rigor. (FEAP 1a)	4.34 (0.86)	2 - 5	4.62 (0.58)	3 - 5
2.	Sequence lessons and concepts to ensure coherence and required prior knowledge. (FEAP 1b)	4.38 (0.83)	2 - 5	4.65 (0.65)	3 - 5
3.	Design instruction for students to achieve mastery. (FEAP 1c)	4.34 (0.90)	1 - 5	4.52 (0.64)	3 - 5
4.	Select appropriate formative assessments to monitor learning. (FEAP 1d)	4.21 (0.91)	2 - 5	4.38 (0.80)	2 - 5
5.	Use diagnostic student data to plan lessons. (FEAP 1e)	4.20 (0.94)	2 - 5	4.40 (0.77)	2 - 5
6.	Develop learning experiences that require students to demonstrate a variety of applicable skills and competencies. (FEAP 1f)	4.30 (0.92)	1 - 5	4.61 (0.63)	2 - 5
	FEAP 2: The Learning Environment				
7.	Organize, allocate and manage the resources of time, space, and attention. (FEAP 2a)	4.38 (0.97)	1 - 5	4.23 (0.95)	2 - 5
8.	Manage individual and class behaviors through a well-planned management system. (FEAP 2b)	4.13 (1.21)	2 - 5	3.89 (1.26)	1 - 5
9.	Convey high expectations to all students. (FEAP 2c)	4.39 (0.91)	2 - 5	4.63 (0.63)	3 - 5
10.	Respect students' cultural, linguistic, & family background. (FEAP 2d)	4.61 (0.69)	2 - 5	4.83 (0.45)	3 - 5
11.	Model clear, acceptable oral and written communication skill. (FEAP 2e)	4.44 (0.87)	1 - 5	4.62 (0.74)	2 - 5
12.	Maintain a climate of openness, inquiry, fairness & support. (FEAP 2f)	4.62 (0.74)	2 - 5	4.75 (0.50)	3 - 5
13.	Integrate current information and communication technologies. (FEAP 2g)	4.47 (0.75)	2 - 5	4.42 (0.86)	2 - 5
14.	Adapt the learning environment to accommodate the differing needs and diversity of students. (FEAP 2h)	4.27 (1.03)	1 - 5	4.43 (0.92)	1 - 5
15.	Utilize current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. (FEAP 2i)	4.28 (0.83)	2 - 5	4.23 (0.90)	2 - 5

University of Florida College of Education
Summary of Graduate and Employer Satisfaction Surveys
2015-16 Completers employed in 2016-17

FEAP 3: Instructional Delivery and Facilitation		Mean Std Deviation	Range	Mean Std Deviation	Range
16.	Deliver engaging and challenging lessons. (FEAP 3a)	4.28 (0.95)	1 - 5	4.55 (0.66)	3 - 5
17.	Deepen and enrich students' understandings through content literacy strategies, verbalization of thought and application of the subject matter. (FEAP 3b)	4.20 (0.91)	1 - 5	4.52 (0.73)	3 - 5
18.	Identify gaps in students' subject matter knowledge. (FEAP 3c)	4.05 (1.04)	1 - 5	4.43 (0.77)	2 - 5
19.	Modify instruction to respond to preconceptions or misconceptions. (FEAP 3d)	4.13 (0.97)	1 - 5	4.40 (0.77)	2 - 5
20.	Relate and integrate the subject matter with other disciplines and life experiences. (FEAP 3e)	4.18 (0.96)	1 - 5	4.49 (0.73)	3 - 5
21.	Employ high order questioning techniques. (FEAP 3f)	3.99 (1.06)	1 - 5	4.40 (0.83)	1 - 5
22.	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. (FEAP 3g)	4.20 (0.97)	1 - 5	4.51 (0.71)	2 - 5
23.	Differentiate instruction based on assessment of student learning needs and recognition of individual differences in student. (FEAP 3h)	4.14 (0.98)	1 - 5	4.48 (0.79)	1 - 5
24.	Support, encourage, and provide immediate and specific feedback to students to promote student achievement. (FEAP 3i)	4.19 (0.97)	1 - 5	4.71 (0.49)	3 - 5
25.	Utilize student feedback to monitor instructional needs and to adjust instruction. (FEAP 3j)	4.12 (0.94)	1 - 5	4.55 (0.69)	3 - 5
FEAP 4: Assessment					
26.	Analyze and apply data from multiple assessments to diagnose students' learning needs and inform instruction based on those needs. (FEAP 4a)	4.04 (0.95)	1 - 5	4.35 (0.87)	1 - 5
27.	Design and align formative and summative assessments that match learning objectives and lead to mastery. (FEAP 4b)	4.03 (0.99)	2 - 5	4.46 (0.77)	2 - 5
28.	Use a variety of assessment tools to monitor student progress, achievement, and learning gains. (FEAP 4c)	4.10 (0.95)	1 - 5	4.43 (0.77)	2 - 5
29.	Modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge. (FEAP 4d)	4.05 (0.96)	1 - 5	4.31 (0.90)	1 - 5
30.	Share the importance of outcomes of student assessment data with the students and the students' parent/caregiver(s). (FEAP 4e)	4.13 (0.96)	1 - 5	4.22 (0.95)	1 - 5
31.	Apply technology to organize and integrate assessment information. (FEAP 4f)	4.18 (0.88)	2 - 5	4.16 (0.89)	2 - 5
FEAP 5: Continuous Professional Development					
32.	Design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. (FEAP 5a)	4.24 (0.84)	2 - 5	4.35 (0.82)	2 - 5
33.	Examine and use data-informed research to improve instruction and student achievement. (FEAP 5b)	4.21 (0.94)	1 - 5	4.41 (0.73)	2 - 5
34.	Use a variety of data independently and in collaboration w/ colleagues to evaluate learning outcomes and adjust planning and continuously improve effectiveness of the lessons. (FEAP 5c)	4.25 (0.86)	2 - 5	4.36 (0.82)	2 - 5
35.	Collaborate with the home, school and larger community to foster communication and to support learning and continuous improvement. (FEAP 5d)	4.18 (0.98)	1 - 5	4.25 (0.90)	2 - 5
36.	Engage in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues. (FEAP 5e)	4.27 (0.83)	2 - 5	4.40 (0.84)	2 - 5
37.	Implement knowledge and skills learned in professional development in the teaching and learning process. (FEAP 5f)	4.24 (0.91)	1 - 5	4.43 (0.81)	2 - 5
FEAP 6: Professional Responsibility and Conduct					
38.	Adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida. (FEAP 6a)	4.79 (0.47)	3 - 5	4.94 (0.24)	4 - 5

University of Florida College of Education
Summary of Graduate and Employer Satisfaction Surveys
2015-16 Completers employed in 2016-17

Professional Competencies		Mean Std Deviation	Range	Mean Std Deviation	Range
1.	Write and speak in a logical and understandable style with appropriate grammar and sentence structure.	4.70 (0.61)	2 - 5	4.75 (0.47)	3 - 5
2.	Recognizes signs of student's difficulty with the <u>reading process</u> and apply appropriate measures to improve students' <u>reading performance</u> .	4.18 (0.89)	1 - 5	4.61 (0.63)	3 - 5
3.	Recognize signs of student's difficulty with <u>computational process</u> and apply appropriate measures to improve student's <u>computational performance</u> .	4.14 (0.94)	1 - 5	4.39 (0.81)	2 - 5
4.	Demonstrates knowledge and understanding of the Next Generation Sunshine State Standards.	4.36 (0.87)	2 - 5	4.61 (0.61)	3 - 5
5.	Assesses and meets the linguistic and cultural needs of English language learners at all English proficiency levels.	4.19 (1.02)	1 - 5	4.30 (0.94)	2 - 5
Program Satisfaction					
1.	Overall quality of my educator preparation program.			4.59 (0.64)	3 - 5
2.	Feedback and guidance provided by faculty in my preparation program.			4.55 (0.80)	2 - 5
3.	Opportunities provided to teach and interact with students of diverse backgrounds and abilities in my preparation program.			4.61 (0.79)	1 - 5
4.	Opportunities provided during my internship to practice and demonstrate newly learned skills.			4.61 (0.75)	2 - 5
5.	Quality of feedback provided during my internship by my university supervisor.			4.56 (0.99)	1 - 5
6.	Opportunities to learn and use effective practices that positively impact student learning in my preparation program.			4.70 (0.55)	3 - 5
ESOL					
1.	Graduates currently working with English language learners?	Yes		No	
		43 (67%)		21 (33%)	
Eligible for rehire					
1.	Given the availability of resources, would this person be eligible to be rehired	Yes		No	
		74 (97%)		2 (3%)	
Impact on Student Learning					

University of Florida College of Education
Summary of Graduate and Employer Satisfaction Surveys
2015-16 Completers employed in 2016-17

Assessments considered by EMPLOYERS in making the determination of	Percentage
Classroom observation data	97%
Curriculum based assessments	74%
District benchmark assessments	67%
End of course exams	18%
Peer review feedback	29%
Pre/post evaluations of interventions	34%
Principal or other administrator feedback	87%
Progress Monitoring Assessments	75%
Projects	18%
Standardized test data	43%
Student grades	50%
Other	13%
Sources of data used by GRADUATES when evaluating their impact on	
	Percentage
Assignment grades	92%
Attainment of IEP goals	66%
Classroom observation data	95%
Curriculum based or progress monitoring assessments	83%
District benchmark assessments	61%
End of course exams	39%
Peer review feedback	27%
Pre/Post evaluations of interventions	45%
Principal or other administrator feedback	63%
Progress reports	66%
Projects	56%
Standardized test data	8%
Student portfolios	59%
Student /Teacher/Parent feedback	52%
Other	66%