

2019-2020 University of Florida College of Education
Summary of Graduate and Employer Satisfaction Surveys

Measure 2: Satisfaction of Employers and Stakeholder Involvement (Initial and Advanced Licensure Programs)

Surveys Sent	Employer	Graduate
Surveys Sent from FLDOE 1st year Employment Database	9	9
Returned Surveys	1 (11%)	1 (11%)

DOE 304	PROGRAM COMPLETED	Employer Response		Graduate Response	
Counseling and Guidance PK-12 (School Counseling and Guidance)					
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)	5.00	5	4.00	4
2.	Sequence lessons and concepts to ensure coherence and required prior knowledge. (FEAP 1b)	5.00	5	4.00	4
3.	Design instruction for students to achieve mastery. (FEAP 1c)	4.00	4	4.00	4
4.	Select appropriate formative assessments to monitor learning. (FEAP 1d)	4.00	4	2.00	2
5.	Use diagnostic student data to plan lessons. (FEAP 1e)	5.00	5	1.00	1
6.	Develop learning experiences that require students to demonstrate a variety of applicable skills and competencies. (FEAP 1f)	5.00	5	4.00	4
FEAP 2: The Learning Environment					
7.	Organize, allocate and manage the resources of time, space, and attention. (FEAP 2a)	5.00	5	4.00	4
8.	Manage individual and class behaviors through a well-planned management system. (FEAP 2b)	5.00	5	3.00	3
9.	Convey high expectations to all students. (FEAP 2c)	5.00	5	5.00	5
10.	Respect students' cultural, linguistic, & family background. (FEAP 2d)	5.00	5	5.00	5
11.	Model clear, acceptable oral and written communication skill. (FEAP 2e)	5.00	5	4.00	4
12.	Maintain a climate of openness, inquiry, fairness & support. (FEAP 2f)	5.00	5	5.00	5
13.	Integrate current information and communication technologies. (FEAP 2g)	5.00	5	5.00	5
14.	Adapt the learning environment to accommodate the differing needs and diversity of students. (FEAP 2h)	5.00	5	5.00	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)	5.00	5	4.00	4
FEAP 3: Instructional Delivery and Facilitation					
16.	Deliver engaging and challenging lessons. (FEAP 3a)	5.00	5	4.00	4
17.	Deepen and enrich students' understandings through content literacy strategies, verbalization of thought and application of the subject matter. (FEAP 3b)	5.00	5	4.00	4
18.	Identify gaps in students' subject matter knowledge. (FEAP 3c)	5.00	5	3.00	3
19.	Modify instruction to respond to preconceptions or misconceptions. (FEAP 3d)	5.00	5	3.00	3
20.	Relate and integrate the subject matter with other disciplines and life experiences. (FEAP 3e)	5.00	5	5.00	5
21.	Employ high order questioning techniques. (FEAP 3f)	5.00	5	4.00	4
22.	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. (FEAP 3g)	5.00	5	4.00	4
23.	Differentiate instruction based on assessment of student learning needs and recognition of individual differences in student. (FEAP 3h)	5.00	5	2.00	2
24.	Support, encourage, and provide immediate and specific feedback to students to promote student achievement. (FEAP 3i)	5.00	5	4.00	4

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25.	Utilize student feedback to monitor instructional needs and to adjust instruction. (FEAP 3j)	5.00	5	4.00	4
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)	5.00	5	1.00	1
27.	Design and align formative and summative assessments that match learning objectives and lead to mastery. (FEAP 4b)	5.00	5	2.00	2
28.	Use a variety of assessment tools to monitor student progress, achievement, and learning gains. (FEAP 4c)	5.00	5	3.00	3
29.	Modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge. (FEAP 4d)	5.00	5	3.00	3
30.	Share the importance of outcomes of student assessment data with the students and the students' parent/caregiver(s). (FEAP 4e)	5.00	5	2.00	2
31.	Apply technology to organize and integrate assessment information. (FEAP 4f)	5.00	5	1.00	1
FEAP 5: Continuous Professional Development					
32.	Design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. (FEAP 5a)	5.00	5	3.00	3
33.	Examine and use data-informed research to improve instruction and student achievement. (FEAP 5b)	5.00	5	3.00	3
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)			2.00	2
35.	Collaborate with the home, school and larger community to foster communication and to support learning and continuous improvement. (FEAP 5d)	5.00	5	4.00	4
36.	Engage in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues. (FEAP 5e)	5.00	5	4.00	4
37.	Implement knowledge and skills learned in professional development in the teaching and learning process. (FEAP 5f)	5.00	5	4.00	4
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)	5.00	5	4.00	4
Professional Competencies					
1.	Write and speak in a logical and understandable style with appropriate grammar and sentence structure.	5.00	5	4.00	4
2.	Recognizes signs of student's difficulty with the <u>reading process</u> and apply appropriate measures to improve students' <u>reading performance</u> .	5.00	5	3.00	3
3.	Recognize signs of student's difficulty with <u>computational process</u> and apply appropriate measures to improve student's <u>computational performance</u> .	5.00	5	1.00	1
4.	Demonstrates knowledge and understanding of the Next Generation Sunshine State Standards.	5.00	5	2.00	2
5.	Assesses and meets the linguistic and cultural needs of English language learners at all English proficiency levels.	5.00	5	2.00	2
Program Satisfaction					
1.	Overall quality of my educator preparation program.			3.00	3
2.	Feedback and guidance provided by faculty in my preparation program.			3.00	3
3.	Opportunities provided to teach and interact with students of diverse backgrounds and abilities in my preparation program.			4.00	4
4.	Opportunities provided during my internship to practice and demonstrate newly learned skills.			4.00	4
5.	Quality of feedback provided during my internship by my university supervisor.			3.00	3
6.	Opportunities to learn and use effective practices that positively impact student learning in my preparation program.			2.00	2

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ESOL

1.	Graduates currently working with English language learners?	Yes	No
		0 (0%)	1 (100%)
Eligible for rehire			
1.	Given the availability of resources, would this person be eligible to be rehired	Yes	No
		1 (100%)	0 (0%)
Impact on Student Learning			
Assessments considered by EMPLOYERS in making the determination of whether the graduate “achieved measureable learning gains for all students.”		Percentage	
Classroom observation data		100%	
Curriculum based assessments		0%	
District benchmark assessments		100%	
End of course exams		0%	
Peer review feedback		0%	
Pre/post evaluations of interventions		0%	
Principal or other administrator feedback		100%	
Progress Monitoring Assessments		100%	
Projects		0%	
Standardized test data		100%	
Student grades		100%	
Other		0%	
Sources of data used by GRADUATES when evaluating their impact on student learning/achievement as a teacher, counselor, or school psychologist.		Percentage	
Assignment grades		100%	
Attainment of IEP goals		0%	
Classroom observation data		100%	
Curriculum based or progress monitoring assessments		100%	
District benchmark assessments		0%	
End of course exams		100%	
Peer review feedback		0%	
Pre/Post evaluations of interventions		100%	
Principal or other administrator feedback		100%	
Progress reports		100%	
Projects		0%	
Standardized test data		100%	
Student portfolios		0%	
Student /Teacher/Parent feedback		100%	
Other		0%	

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ESOL - GRADUATE COMMENTS	
What knowledge/skills that you learned at UF have helped you work with English language learners?	
IMPACT ON STUDENT LEARNING - GRADUATE COMMENTS	
What did you learn in your program that specifically contributed to your effectiveness this year in increasing student learning/achievement?	
Classroom management; student-centered approach.	
In what ways could your program have helped you to have a stronger impact on your students' learning/achievement?	
<p>The counselor education program does not address the RTI process at all. This is a huge part of counselor jobs. We need a better understanding of the referral and evaluation process.</p> <p>The program is also very unrealistic in teaching the organization and management of a school counselor role and it's responsibilities.</p>	
IMPACT ON STUDENT LEARNING - PRINCIPAL COMMENTS	
Please provide any additional details below that will help us to understand how you are able to quantify learning gains and positive impact on student.	
ADDITIONAL INFORMATION - PRINCIPAL AND GRADUATE COMMENTS	
Please give additional information you think is relevant to the preparation program:	
EMPLOYER	GRADUATE
	The counselor education program doesn't realistically prepare an individual for a school counselor position.