

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

Surveys Sent	Employer	Graduate
Surveys Sent from FLDOE 1st year Employment Database	92	92
Returned Surveys	36 (39%)	46 (50%)

DOE	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)	4.56 (0.73)	3 - 5	4.57 (0.54)	3 - 5
2.	Sequence lessons and concepts to ensure coherence and required prior knowledge. (FEAP 1b)	4.50 (0.74)	3 - 5	4.57 (0.54)	3 - 5
3.	Design instruction for students to achieve mastery. (FEAP 1c)	4.43 (0.78)	3 - 5	4.48 (0.66)	3 - 5
4.	Select appropriate formative assessments to monitor learning. (FEAP 1d)	4.22 (0.80)	3 - 5	4.39 (0.91)	1 - 5
5.	Use diagnostic student data to plan lessons. (FEAP 1e)	4.33 (0.86)	2 - 5	4.30 (0.96)	1 - 5
6.	Develop learning experiences that require students to demonstrate a variety of applicable skills and competencies. (FEAP 1f)	4.42 (0.77)	3 - 5	4.52 (0.69)	2 - 5
	FEAP 2: The Learning Environment				
7.	Organize, allocate and manage the resources of time, space, and attention. (FEAP 2a)	4.36 (0.96)	2 - 5	4.35 (0.74)	3 - 5
8.	Manage individual and class behaviors through a well-planned management system. (FEAP 2b)	4.19 (1.19)	1 - 5	3.93 (1.06)	1 - 5
9.	Convey high expectations to all students. (FEAP 2c)	4.40 (0.95)	2 - 5	4.46 (0.78)	2 - 5
10.	Respect students' cultural, linguistic, & family background. (FEAP 2d)	4.67 (0.72)	2 - 5	4.63 (0.61)	3 - 5
11.	Model clear, acceptable oral and written communication skill. (FEAP 2e)	4.56 (0.69)	3 - 5	4.70 (0.47)	4 - 5
12.	Maintain a climate of openness, inquiry, fairness & support. (FEAP 2f)	4.58 (0.77)	2 - 5	4.65 (0.57)	3 - 5
13.	Integrate current information and communication technologies. (FEAP 2g)	4.67 (0.53)	3 - 5	4.50 (0.72)	2 - 5
14.	Adapt the learning environment to accommodate the differing needs and diversity of students. (FEAP 2h)	4.36 (0.87)	2 - 5	4.35 (0.82)	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)	4.50 (0.70)	3 - 5	4.09 (1.05)	1 - 5
	FEAP 3: Instructional Delivery and Facilitation				
16.	Deliver engaging and challenging lessons. (FEAP 3a)	4.42 (0.84)	2 - 5	4.48 (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)	4.31 (0.98)	2 - 5	4.37 (0.77)	2 - 5
18.	Identify gaps in students' subject matter knowledge. (FEAP 3c)	4.25 (0.81)	3 - 5	4.26 (0.83)	2 - 5
19.	Modify instruction to respond to preconceptions or misconceptions. (FEAP 3d)	4.31 (0.86)	2 - 5	4.28 (0.75)	3 - 5
20.	Relate and integrate the subject matter with other disciplines and life experiences. (FEAP 3e)	4.39 (0.80)	3 - 5	4.48 (0.66)	3 - 5
21.	Employ high order questioning techniques. (FEAP 3f)	4.17 (0.97)	2 - 5	4.35 (0.85)	2 - 5
22.	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. (FEAP 3g)	4.42 (0.84)	2 - 5	4.52 (0.59)	3 - 5
23.	Differentiate instruction based on assessment of student learning needs and recognition of individual differences in student. (FEAP 3h)	4.20 (0.90)	2 - 5	4.39 (0.68)	3 - 5
24.	Support, encourage, and provide immediate and specific feedback to students to promote student achievement. (FEAP 3i)	4.36 (1.05)	2 - 5	4.46 (0.69)	2 - 5

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25.	Utilize student feedback to monitor instructional needs and to adjust instruction. (FEAP 3j)	4.17 (1.06)	2 - 5	4.43 (0.72)	2 - 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)	4.11 (0.98)	2 - 5	4.20 (0.93)	1 - 5
27.	Design and align formative and summative assessments that match learning objectives and lead to mastery. (FEAP 4b)	4.14 (0.93)	2 - 5	4.32 (0.74)	2 - 5
28.	Use a variety of assessment tools to monitor student progress, achievement, and learning gains. (FEAP 4c)	4.22 (0.83)	2 - 5	4.20 (0.95)	1 - 5
29.	Modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge. (FEAP 4d)	4.22 (0.93)	2 - 5	4.16 (0.89)	1 - 5
30.	Share the importance of outcomes of student assessment data with the students and the students' parent/caregiver(s). (FEAP 4e)	4.28 (0.97)	2 - 5	4.16 (0.96)	1 - 5
31.	Apply technology to organize and integrate assessment information. (FEAP 4f)	4.42 (0.81)	2 - 5	4.20 (1.05)	1 - 5
FEAP 5: Continuous Professional Development					
32.	Design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. (FEAP 5a)	4.33 (0.89)	2 - 5	4.30 (0.70)	3 - 5
33.	Examine and use data-informed research to improve instruction and student achievement. (FEAP 5b)	4.25 (0.87)	2 - 5	4.25 (0.75)	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)	4.23 (0.88)	2 - 5	4.32 (0.71)	2 - 5
35.	Collaborate with the home, school and larger community to foster communication and to support learning and continuous improvement. (FEAP 5d)	4.25 (0.94)	2 - 5	4.20 (0.88)	2 - 5
36.	Engage in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues. (FEAP 5e)	4.47 (0.81)	2 - 5	4.34 (0.78)	2 - 5
37.	Implement knowledge and skills learned in professional development in the teaching and learning process. (FEAP 5f)	4.42 (0.91)	2 - 5	4.39 (0.72)	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)	4.81 (0.47)	3 - 5	4.89 (0.32)	4 - 5
Professional Competencies					
1.	Write and speak in a logical and understandable style with appropriate grammar and sentence structure.	4.75 (0.55)	3 - 5	4.73 (0.54)	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> .	4.36 (0.83)	2 - 5	4.48 (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> .	4.23 (0.84)	2 - 5	4.27 (0.73)	3 - 5
4.	Demonstrates knowledge and understanding of the Next Generation Sunshine State Standards.	4.42 (0.73)	3 - 5	4.50 (0.63)	3 - 5
5.	Assesses and meets the linguistic and cultural needs of English language learners at all English proficiency levels.	4.25 (0.91)	1 - 5	4.20 (0.95)	1 - 5
Program Satisfaction					
1.	Overall quality of my educator preparation program.			4.53 (0.55)	3 - 5
2.	Feedback and guidance provided by faculty in my preparation program.			4.45 (0.63)	3 - 5
3.	Opportunities provided to teach and interact with students of diverse backgrounds and abilities in my preparation program.			4.34 (0.86)	2 - 5
4.	Opportunities provided during my internship to practice and demonstrate newly learned skills.			4.73 (0.59)	2 - 5
5.	Quality of feedback provided during my internship by my university supervisor.			4.61 (0.58)	3 - 5
6.	Opportunities to learn and use effective practices that positively impact student learning in my preparation program.			4.61 (0.72)	1 - 5

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ESOL

1.	Graduates currently working with English language learners?	Yes	No
		20 (43%)	24 (52%)
Eligible for rehire			
1.	Given the availability of resources, would this person be eligible to be rehired	Yes	No
		35 (97%)	1 (3%)
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		94%	
Curriculum based assessments		64%	
District benchmark assessments		69%	
End of course exams		14%	
Peer review feedback		25%	
Pre/post evaluations of interventions		58%	
Principal or other administrator feedback		89%	
Progress Monitoring Assessments		61%	
Projects		19%	
Standardized test data		39%	
Student grades		61%	
Other		8%	
Sources of data used by GRADUATES when evaluating their impact on student learning/achievement as a teacher, counselor, or school psychologist.		Percentage	
Assignment grades		83%	
Attainment of IEP goals		70%	
Classroom observation data		91%	
Curriculum based or progress monitoring assessments		87%	
District benchmark assessments		59%	
End of course exams		24%	
Peer review feedback		30%	
Pre/Post evaluations of interventions		52%	
Principal or other administrator feedback		57%	
Progress reports		70%	
Projects		35%	
Standardized test data		65%	
Student portfolios		40%	
Student /Teacher/Parent feedback		78%	
Other		7%	