

2020-2021 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	71	71
Returned Surveys	29 (41%)	35 (49%)

DOE	PROGRAM COMPLETED	Employer Response		Graduate Response	
	Initial Teacher Preparation (ITP) Programs				
	<b>FEAP 1: Instructional Design and Planning</b>	Mean Std Deviation	Range	Mean Std Deviation	Range
1.	Align instruction with state-adopted standards at the appropriate level of rigor. (FEAP 1a)	4.62 (0.73)	2 - 5	4.49 (0.78)	2 - 5
2.	Sequence lessons and concepts to ensure coherence and required prior knowledge. (FEAP 1b)	4.59 (0.82)	2 - 5	4.37 (0.91)	2 - 5
3.	Design instruction for students to achieve mastery. (FEAP 1c)	4.48 (0.87)	2 - 5	4.37 (0.88)	2 - 5
4.	Select appropriate formative assessments to monitor learning. (FEAP 1d)	4.38 (0.86)	2 - 5	4.40 (0.81)	2 - 5
5.	Use diagnostic student data to plan lessons. (FEAP 1e)	4.34 (0.86)	2 - 5	4.26 (0.95)	2 - 5
6.	Develop learning experiences that require students to demonstrate a variety of applicable skills and competencies. (FEAP 1f)	4.45 (0.78)	2 - 5	4.40 (0.95)	2 - 5
	<b>FEAP 2: The Learning Environment</b>				
7.	Organize, allocate and manage the resources of time, space, and attention. (FEAP 2a)	4.41 (0.91)	2 - 5	4.00 (1.33)	1 - 5
8.	Manage individual and class behaviors through a well-planned management system. (FEAP 2b)	4.03 (1.18)	1 - 5	3.71 (1.34)	1 - 5
9.	Convey high expectations to all students. (FEAP 2c)	4.45 (0.91)	2 - 5	4.43 (0.88)	2 - 5
10.	Respect students' cultural, linguistic, & family background. (FEAP 2d)	4.62 (0.78)	2 - 5	4.54 (0.85)	2 - 5
11.	Model clear, acceptable oral and written communication skill. (FEAP 2e)	4.59 (0.78)	2 - 5	4.49 (0.85)	2 - 5
12.	Maintain a climate of openness, inquiry, fairness & support. (FEAP 2f)	4.46 (1.00)	1 - 5	4.46 (1.01)	1 - 5
13.	Integrate current information and communication technologies. (FEAP 2g)	4.72 (0.53)	3 - 5	4.32 (0.84)	2 - 5
14.	Adapt the learning environment to accommodate the differing needs and diversity of students. (FEAP 2h)	4.45 (0.83)	2 - 5	4.40 (0.85)	2 - 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)	4.52 (0.74)	3 - 5	3.86 (1.19)	1 - 5
	<b>FEAP 3: Instructional Delivery and Facilitation</b>				
16.	Deliver engaging and challenging lessons. (FEAP 3a)	4.38 (0.86)	2 - 5	4.31 (0.96)	1 - 5
17.	Deepen and enrich students' understandings through content literacy strategies, verbalization of thought and application of the subject matter. (FEAP 3b)	4.34 (0.90)	2 - 5	4.34 (1.08)	1 - 5
18.	Identify gaps in students' subject matter knowledge. (FEAP 3c)	4.17 (0.97)	2 - 5	4.26 (1.07)	1 - 5
19.	Modify instruction to respond to preconceptions or misconceptions. (FEAP 3d)	4.34 (0.81)	2 - 5	4.20 (1.08)	1 - 5
20.	Relate and integrate the subject matter with other disciplines and life experiences. (FEAP 3e)	4.17 (1.00)	2 - 5	4.51 (0.78)	2 - 5
21.	Employ high order questioning techniques. (FEAP 3f)	4.10 (0.98)	2 - 5	4.40 (0.98)	1 - 5
22.	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. (FEAP 3g)	4.41 (0.73)	2 - 5	4.37 (0.94)	1 - 5
23.	Differentiate instruction based on assessment of student learning needs and recognition of individual differences in student. (FEAP 3h)	4.24 (0.87)	2 - 5	4.38 (0.92)	1 - 5
24.	Support, encourage, and provide immediate and specific feedback to students to promote student achievement. (FEAP 3i)	4.38 (0.90)	2 - 5	4.44 (0.89)	2 - 5

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25.	Utilize student feedback to monitor instructional needs and to adjust instruction. (FEAP 3j)	4.28 (0.92)	2 - 5	4.31 (1.05)	1 - 5
<b>FEAP 4: Assessment</b>					
26.	Analyze and apply data from multiple assessments to diagnose students' learning needs and inform instruction based on those needs. (FEAP 4a)	4.17 (0.85)	2 - 5	4.29 (0.87)	2 - 5
27.	Design and align formative and summative assessments that match learning objectives and lead to mastery. (FEAP 4b)	4.17 (0.89)	2 - 5	4.32 (0.94)	2 - 5
28.	Use a variety of assessment tools to monitor student progress, achievement, and learning gains. (FEAP 4c)	4.21 (0.86)	2 - 5	4.24 (0.89)	2 - 5
29.	Modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge. (FEAP 4d)	4.14 (0.83)	2 - 5	4.18 (0.94)	2 - 5
30.	Share the importance of outcomes of student assessment data with the students and the students' parent/caregiver(s). (FEAP 4e)	4.21 (0.98)	2 - 5	4.21 (1.12)	1 - 5
31.	Apply technology to organize and integrate assessment information. (FEAP 4f)	4.31 (0.81)	2 - 5	4.15 (1.05)	2 - 5
<b>FEAP 5: Continuous Professional Development</b>					
32.	Design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. (FEAP 5a)	4.34 (0.94)	2 - 5	4.24 (1.07)	1 - 5
33.	Examine and use data-informed research to improve instruction and student achievement. (FEAP 5b)	4.21 (0.86)	2 - 5	4.18 (1.00)	1 - 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)	4.10 (0.90)	2 - 5	4.26 (0.86)	2 - 5
35.	Collaborate with the home, school and larger community to foster communication and to support learning and continuous improvement. (FEAP 5d)	4.24 (1.06)	1 - 5	4.06 (1.09)	1 - 5
36.	Engage in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues. (FEAP 5e)	4.45 (0.78)	2 - 5	4.38 (0.99)	1 - 5
37.	Implement knowledge and skills learned in professional development in the teaching and learning process. (FEAP 5f)	4.45 (0.83)	2 - 5	4.47 (0.86)	2 - 5
<b>FEAP 6: Professional Responsibility and Conduct</b>					
38.	Adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida. (FEAP 6a)	4.76 (0.44)	4 - 5	4.71 (0.68)	2 - 5
<b>Professional Competencies</b>					
1.	Write and speak in a logical and understandable style with appropriate grammar and sentence structure.	4.68 (0.55)	3 - 5	4.71 (0.58)	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	4.50 (0.66)	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> .	4.32 (0.90)	2 - 5	4.21 (0.84)	2 - 5
4.	Demonstrates knowledge and understanding of the Next Generation Sunshine State Standards.	4.39 (0.74)	3 - 5	4.36 (0.93)	2 - 5
5.	Assesses and meets the linguistic and cultural needs of English language learners at all English proficiency levels.	4.36 (0.83)	2 - 5	3.88 (1.08)	2 - 5
<b>Program Satisfaction</b>					
1.	Overall quality of my educator preparation program.			4.44 (0.96)	2 - 5
2.	Feedback and guidance provided by faculty in my preparation program.			4.44 (0.86)	2 - 5
3.	Opportunities provided to teach and interact with students of diverse backgrounds and abilities in my preparation program.			4.41 (1.05)	1 - 5
4.	Opportunities provided during my internship to practice and demonstrate newly learned skills.			4.56 (0.70)	2 - 5
5.	Quality of feedback provided during my internship by my university supervisor.			4.24 (1.26)	1 - 5
6.	Opportunities to learn and use effective practices that positively impact student learning in my preparation program.			4.47 (0.75)	2 - 5

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**ESOL**

1.	Graduates currently working with English language learners?	<b>Yes</b>	<b>No</b>
		17 (49%)	16 (46%)
<b>Eligible for rehire</b>			
1.	Given the availability of resources, would this person be eligible to be rehired	<b>Yes</b>	<b>No</b>
		28 (97%)	1 (3%)
<b>Impact on Student Learning</b>			
<b>Assessments considered by EMPLOYERS in making the determination of whether the graduate “achieved measurable learning gains for all students.”</b>		<b>Percentage</b>	
Classroom observation data		97%	
Curriculum based assessments		57%	
District benchmark assessments		72%	
End of course exams		10%	
Peer review feedback		28%	
Pre/post evaluations of interventions		41%	
Principal or other administrator feedback		90%	
Progress Monitoring Assessments		76%	
Projects		17%	
Standardized test data		24%	
Student grades		52%	
Other		0%	
<b>Sources of data used by GRADUATES when evaluating their impact on student learning/achievement as a teacher, counselor, or school psychologist.</b>		<b>Percentage</b>	
Assignment grades		77%	
Attainment of IEP goals		54%	
Classroom observation data		86%	
Curriculum based or progress monitoring assessments		80%	
District benchmark assessments		66%	
End of course exams		29%	
Peer review feedback		31%	
Pre/Post evaluations of interventions		43%	
Principal or other administrator feedback		71%	
Progress reports		54%	
Projects		34%	
Standardized test data		51%	
Student portfolios		37%	
Student /Teacher/Parent feedback		71%	
Other		0%	