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2020-2021 University of Florida College of Education
Summary of Graduate and Employer Satisfaction Surveys

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Surveys Sent	Employer	Graduate
Surveys Sent from FLDOE 1st year Employment Database	3	3
Returned Surveys	1 (33%)	2 (67%)

DOE 330	PROGRAM COMPLETED School Psychology	Employer Response		Graduate Response	
	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)	4.00	4	4.50 (0.71)	4 - 5
2.	Sequence lessons and concepts to ensure coherence and required prior knowledge. (FEAP 1b)	4.00	4	4.50 (0.71)	4 - 5
3.	Design instruction for students to achieve mastery. (FEAP 1c)			5.00	5
4.	Select appropriate formative assessments to monitor learning. (FEAP 1d)	4.00	4	5.00	5
5.	Use diagnostic student data to plan lessons. (FEAP 1e)			5.00	5
6.	Develop learning experiences that require students to demonstrate a variety of applicable skills and competencies. (FEAP 1f)	4.00	4	5.00	5
	FEAP 2: The Learning Environment				
7.	Organize, allocate and manage the resources of time, space, and attention. (FEAP 2a)	4.00	4	4.50 (0.71)	4 - 5
8.	Manage individual and class behaviors through a well-planned management system. (FEAP 2b)			4.00 (1.41)	3 - 5
9.	Convey high expectations to all students. (FEAP 2c)			4.50 (0.71)	4 - 5
10.	Respect students' cultural, linguistic, & family background. (FEAP 2d)	4.00	4	5.00	5
11.	Model clear, acceptable oral and written communication skill. (FEAP 2e)	4.00	4	4.50 (0.71)	4 - 5
12.	Maintain a climate of openness, inquiry, fairness & support. (FEAP 2f)	4.00	4	4.50 (0.71)	4 - 5
13.	Integrate current information and communication technologies. (FEAP 2g)	4.00	4	4.50 (0.71)	4 - 5
14.	Adapt the learning environment to accommodate the differing needs and diversity of students. (FEAP 2h)	4.00	4	4.50 (0.71)	4 - 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)	3.00	3	4.50 (0.71)	4 - 5
	FEAP 3: Instructional Delivery and Facilitation				
16.	Deliver engaging and challenging lessons. (FEAP 3a)			4.50 (0.71)	4 - 5
17.	Deepen and enrich students' understandings through content literacy strategies, verbalization of thought and application of the subject matter. (FEAP 3b)			4.50 (0.71)	4 - 5
18.	Identify gaps in students' subject matter knowledge. (FEAP 3c)			5.00	5
19.	Modify instruction to respond to preconceptions or misconceptions. (FEAP 3d)			4.50 (0.71)	4 - 5
20.	Relate and integrate the subject matter with other disciplines and life experiences. (FEAP 3e)	4.00	4	4.50 (0.71)	4 - 5
21.	Employ high order questioning techniques. (FEAP 3f)	4.00	4	4.50 (0.71)	4 - 5
22.	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. (FEAP 3g)			4.50 (0.71)	4 - 5
23.	Differentiate instruction based on assessment of student learning needs and recognition of individual differences in student. (FEAP 3h)	4.00	4	4.50 (0.71)	4 - 5
24.	Support, encourage, and provide immediate and specific feedback to students to promote student achievement. (FEAP 3i)	4.00	4	4.50 (0.71)	4 - 5

No.	Statement				
25.	Utilize student feedback to monitor instructional needs and to adjust instruction. (FEAP 3j)			5.00	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)	4.00	4	4.50 (0.71)	4 - 5
27.	Design and align formative and summative assessments that match learning objectives and lead to mastery. (FEAP 4b)	4.00	4	4.50 (0.71)	4 - 5
28.	Use a variety of assessment tools to monitor student progress, achievement, and learning gains. (FEAP 4c)	4.00	4	5.00	5
29.	Modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge. (FEAP 4d)	4.00	4	4.50 (0.71)	4 - 5
30.	Share the importance of outcomes of student assessment data with the students and the students' parent/caregiver(s). (FEAP 4e)	4.00	4	4.50 (0.71)	4 - 5
31.	Apply technology to organize and integrate assessment information. (FEAP 4f)	4.00	4	4.50 (0.71)	4 - 5
	FEAP 5: Continuous Professional Development				
32.	Design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. (FEAP 5a)	4.00	4	4.50 (0.71)	4 - 5
33.	Examine and use data-informed research to improve instruction and student achievement. (FEAP 5b)	4.00	4	5.00	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)	4.00	4	4.50 (0.71)	4 - 5
35.	Collaborate with the home, school and larger community to foster communication and to support learning and continuous improvement. (FEAP 5d)	4.00	4	4.50 (0.71)	4 - 5
36.	Engage in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues. (FEAP 5e)	4.00	4	4.50 (0.71)	4 - 5
37.	Implement knowledge and skills learned in professional development in the teaching and learning process. (FEAP 5f)	4.00	4	4.50 (0.71)	4 - 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)	5.00	5	5.00	5
	Professional Competencies				
1.	Write and speak in a logical and understandable style with appropriate grammar and sentence structure.	4.00	4	5.00	5
2.	Recognizes signs of student's difficulty with the reading process and apply appropriate measures to improve students' reading performance.	4.00	4	4.50 (0.71)	4 - 5
3.	Recognize signs of student's difficulty with computational process and apply appropriate measures to improve student's computational performance.	4.00	4	4.00 (1.41)	3 - 5
4.	Demonstrates knowledge and understanding of the Next Generation Sunshine State Standards.	4.00	4	4.00 (1.41)	3 - 5
5.	Assesses and meets the linguistic and cultural needs of English language learners at all English proficiency levels.	4.00	4	4.50 (0.71)	4 - 5
	Program Satisfaction				
1.	Overall quality of my educator preparation program.			5.00	5
2.	Feedback and guidance provided by faculty in my preparation program.			4.50 (0.71)	4 - 5
3.	Opportunities provided to teach and interact with students of diverse backgrounds and abilities in my preparation program.			5.00	5
4.	Opportunities provided during my internship to practice and demonstrate newly learned skills.			5.00	5
5.	Quality of feedback provided during my internship by my university supervisor.			4.50 (0.71)	4 - 5
6.	Opportunities to learn and use effective practices that positively impact student learning in my preparation program.			4.50 (0.71)	4 - 5

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ESOL

		Yes	No
1.	Graduates currently working with English language learners?	1 (50%)	1 (50%)

Eligible for rehire			
		Yes	No
1.	Given the availability of resources, would this person be eligible to be rehired	1 (100%)	0 (0%)

Impact on Student Learning	
Assessments considered by **EMPLOYERS** in making the determination ofwhether the graduate "achieved measurable learning gains for all students."	**Percentage**
Classroom observation data	100%
Curriculum based assessments	100%
District benchmark assessments	0%
End of course exams	0%
Peer review feedback	0%
Pre/post evaluations of interventions	100%
Principal or other administrator feedback	0%
Progress Monitoring Assessments	100%
Projects	0%
Standardized test data	100%
Student grades	0%
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	50%
Classroom observation data	100%
Curriculum based or progress monitoring assessments	100%
District benchmark assessments	50%
End of course exams	0%
Peer review feedback	0%
Pre/Post evaluations of interventions	50%
Principal or other administrator feedback	100%
Progress reports	100%
Projects	0%
Standardized test data	50%
Student portfolios	50%
Student /Teacher/Parent feedback	100%
Other	0%

ESOL - GRADUATE COMMENTS
What knowledge/skills that you learned at UF have helped you work with English language learners?
Being in Miami-Dade County, a majority of our ELL students work with the bilingual psychologists. It can also be a collaborative effort between a monolingual psych (like myself) and a bilingual psych. I've worked with students in higher levels of ESOL who are fluent in English, and those in lower level ESOL mostly work with the bilingual psychologists. The UFSPP taught me so much about working with diverse populations and different considerations when working with specific populations. The biggest takeaway for me was that no one will ever be fully culturally competent and there is always room for growth in that area. Staying up to date with PD workshops and seminars, and sharing that knowledge with my schools, are the best ways I can ensure we are doing the best we can to service our diverse student population.
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?
The biggest takeaway here is that there is not a one-size-fits-all approach to increasing student learning and achievement. In order to be an effective psychologist, we must operate on a case-by-case basis in order to ensure the best outcomes for our students. I truly believe that each and every course in the program played a role in contributing to my effectiveness in increasing student achievement. From psychometrics to intervention, there are many avenues to increase student learning.
In what ways could your program have helped you to have a stronger impact on your students' learning/achievement?
I may be biased, but I really cannot think of anything.
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**