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2021-2022 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	64	64
Returned Surveys	19 (30%)	21 (33%)

DOE	PROGRAM COMPLETED Initial Teacher Preparation (ITP) Programs	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)	4.63 (0.60)	3 - 5	4.48 (0.51)	4 - 5
2.	Sequence lessons and concepts to ensure coherence and required prior knowledge. (FEAP 1b)	4.47 (0.61)	3 - 5	4.57 (0.60)	3 - 5
3.	Design instruction for students to achieve mastery. (FEAP 1c)	4.58 (0.61)	3 - 5	4.38 (0.59)	3 - 5
4.	Select appropriate formative assessments to monitor learning. (FEAP 1d)	4.37 (0.83)	2 - 5	4.33 (0.80)	2 - 5
5.	Use diagnostic student data to plan lessons. (FEAP 1e)	4.32 (1.16)	1 - 5	4.19 (0.98)	2 - 5
6.	Develop learning experiences that require students to demonstrate a variety of applicable skills and competencies. (FEAP 1f)	4.63 (0.76)	2 - 5	4.48 (0.60)	3 - 5
	FEAP 2: The Learning Environment				
7.	Organize, allocate and manage the resources of time, space, and attention. (FEAP 2a)	4.42 (0.84)	2 - 5	4.00 (1.10)	2 - 5
8.	Manage individual and class behaviors through a well-planned management system. (FEAP 2b)	3.95 (1.27)	1 - 5	3.48 (1.36)	1 - 5
9.	Convey high expectations to all students. (FEAP 2c)	4.26 (0.93)	2 - 5	4.33 (0.97)	2 - 5
10.	Respect students' cultural, linguistic, & family background. (FEAP 2d)	4.63 (0.76)	2 - 5	4.62 (0.80)	2 - 5
11.	Model clear, acceptable oral and written communication skill. (FEAP 2e)	4.53 (0.96)	2 - 5	4.52 (0.75)	3 - 5
12.	Maintain a climate of openness, inquiry, fairness & support. (FEAP 2f)	4.47 (0.90)	2 - 5	4.71 (0.56)	3 - 5
13.	Integrate current information and communication technologies. (FEAP 2g)	4.63 (0.60)	3 - 5	4.19 (0.93)	2 - 5
14.	Adapt the learning environment to accommodate the differing needs and diversity of students. (FEAP 2h)	4.47 (0.77)	2 - 5	4.38 (0.74)	3 - 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)	4.42 (0.84)	2 - 5	3.86 (1.15)	1 - 5
	FEAP 3: Instructional Delivery and Facilitation				
16.	Deliver engaging and challenging lessons. (FEAP 3a)	4.32 (0.82)	2 - 5	4.52 (0.68)	3 - 5
17.	Deepen and enrich students' understandings through content literacy strategies, verbalization of thought and application of the subject matter. (FEAP 3b)	4.26 (1.05)	1 - 5	4.38 (0.80)	3 - 5
18.	Identify gaps in students' subject matter knowledge. (FEAP 3c)	4.11 (1.08)	1 - 5	4.14 (0.91)	3 - 5
19.	Modify instruction to respond to preconceptions or misconceptions. (FEAP 3d)	4.16 (1.12)	1 - 5	4.14 (0.96)	2 - 5
20.	Relate and integrate the subject matter with other disciplines and life experiences. (FEAP 3e)	4.16 (1.12)	1 - 5	4.29 (0.85)	2 - 5
21.	Employ high order questioning techniques. (FEAP 3f)	3.95 (1.13)	1 - 5	4.48 (0.81)	2 - 5
22.	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. (FEAP 3g)	4.32 (0.89)	2 - 5	4.43 (0.68)	3 - 5
23.	Differentiate instruction based on assessment of student learning needs and recognition of individual differences in student. (FEAP 3h)	4.11 (1.15)	1 - 5	4.24 (0.83)	2 - 5
24.	Support, encourage, and provide immediate and specific feedback to students to promote student achievement. (FEAP 3i)	4.26 (0.93)	2 - 5	4.57 (0.68)	3 - 5

25.	Utilize student feedback to monitor instructional needs and to adjust instruction. (FEAP 3j)	4.42 (0.90)	2 - 5	4.48 (0.75)	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)	4.18 (1.07)	1 - 5	4.05 (1.15)	2 - 5
27.	Design and align formative and summative assessments that match learning objectives and lead to mastery. (FEAP 4b)	4.18 (0.81)	2 - 5	4.20 (0.89)	2 - 5
28.	Use a variety of assessment tools to monitor student progress, achievement, and learning gains. (FEAP 4c)	4.12 (1.05)	1 - 5	4.20 (0.83)	3 - 5
29.	Modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge. (FEAP 4d)	4.18 (0.88)	2 - 5	4.10 (1.07)	2 - 5
30.	Share the importance of outcomes of student assessment data with the students and the students' parent/caregiver(s). (FEAP 4e)	4.24 (1.20)	1 - 5	4.05 (0.89)	3 - 5
31.	Apply technology to organize and integrate assessment information. (FEAP 4f)	4.35 (1.00)	1 - 5	3.89 (0.88)	3 - 5
FEAP 5: Continuous Professional Development					
32.	Design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. (FEAP 5a)	4.41 (0.94)	2 - 5	4.10 (1.02)	2 - 5
33.	Examine and use data-informed research to improve instruction and student achievement. (FEAP 5b)	4.35 (1.11)	1 - 5	4.15 (1.04)	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)	4.41 (1.12)	1 - 5	4.00 (1.17)	2 - 5
35.	Collaborate with the home, school and larger community to foster communication and to support learning and continuous improvement. (FEAP 5d)	4.41 (1.12)	1 - 5	4.05 (0.94)	2 - 5
36.	Engage in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues. (FEAP 5e)	4.41 (1.06)	2 - 5	4.30 (0.92)	2 - 5
37.	Implement knowledge and skills learned in professional development in the teaching and learning process. (FEAP 5f)	4.47 (0.94)	2 - 5	4.30 (0.86)	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)	4.76 (0.75)	2 - 5	4.90 (0.31)	4 - 5
Professional Competencies					
1.	Write and speak in a logical and understandable style with appropriate grammar and sentence structure.	4.76 (0.56)	3 - 5	4.60 (0.68)	3 - 5
2.	Recognizes signs of student's difficulty with the reading process and apply appropriate measures to improve students' reading performance.	4.47 (0.87)	2 - 5	4.10 (0.91)	2 - 5
3.	Recognize signs of student's difficulty with computational process and apply appropriate measures to improve student's computational performance.	4.47 (0.87)	2 - 5	4.05 (0.89)	2 - 5
4.	Demonstrates knowledge and understanding of the Next Generation Sunshine State Standards.	4.47 (1.01)	1 - 5	4.30 (0.92)	2 - 5
5.	Assesses and meets the linguistic and cultural needs of English language learners at all English proficiency levels.	4.38 (0.89)	2 - 5	3.85 (0.99)	2 - 5
Program Satisfaction					
1.	Overall quality of my educator preparation program.			4.35 (0.81)	3 - 5
2.	Feedback and guidance provided by faculty in my preparation program.			4.40 (0.75)	3 - 5
3.	Opportunities provided to teach and interact with students of diverse backgrounds and abilities in my preparation program.			4.40 (0.88)	2 - 5
4.	Opportunities provided during my internship to practice and demonstrate newly learned skills.			4.75 (0.44)	4 - 5
5.	Quality of feedback provided during my internship by my university supervisor.			4.40 (0.88)	2 - 5
6.	Opportunities to learn and use effective practices that positively impact student learning in my preparation program.			4.45 (0.83)	2 - 5

ESOL

		Yes	No
1.	Graduates currently working with English language learners?	9 (43%)	12 (57%)

Eligible for rehire

		Yes	No
1.	Given the availability of resources, would this person be eligible to be rehired	19 (100%)	0 (0%)

Impact on Student Learning

Assessments considered by **EMPLOYERS** in making the determination of whether the graduate "achieved measurable learning gains for all students."	Percentage
Classroom observation data	100%
Curriculum based assessments	65%
District benchmark assessments	59%
End of course exams	41%
Peer review feedback	47%
Pre/post evaluations of interventions	29%
Principal or other administrator feedback	88%
Progress Monitoring Assessments	47%
Projects	24%
Standardized test data	41%
Student grades	47%
Other	24%

Sources of data used by **GRADUATES** when evaluating their impact on student learning/achievement as a teacher, counselor, or school psychologist.	Percentage
Assignment grades	86%
Attainment of IEP goals	52%
Classroom observation data	90%
Curriculum based or progress monitoring assessments	71%
District benchmark assessments	52%
End of course exams	24%
Peer review feedback	29%
Pre/Post evaluations of interventions	33%
Principal or other administrator feedback	71%
Progress reports	52%
Projects	52%
Standardized test data	48%
Student portfolios	33%
Student /Teacher/Parent feedback	71%
Other	5%