

2023-2024 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	7	7
Returned Surveys	4 (57%)	4 (57%)

DOE 304	PROGRAM COMPLETED Counseling and Guidance PK-12 (School Counseling and Guidance)	Employer Response		Graduate Response	
		Mean Std Deviation	Range	Mean Std Deviation	Range
<b>FEAP 1: Instructional Design and Planning</b>					
1.	Align instruction with state-adopted standards at the appropriate level of rigor. (FEAP 1a)	5.00	5	3.75 (0.96)	3 - 5
2.	Sequence lessons and concepts to ensure coherence and required prior knowledge. (FEAP 1b)	5.00	5	3.50 (1.00)	3 - 5
3.	Design instruction for students to achieve mastery. (FEAP 1c)	5.00	5	3.75 (0.96)	3 - 5
4.	Select appropriate formative assessments to monitor learning. (FEAP 1d)	5.00	5	3.75 (0.96)	3 - 5
5.	Use diagnostic student data to plan lessons. (FEAP 1e)	5.00	5	3.50 (1.00)	3 - 5
6.	Develop learning experiences that require students to demonstrate a variety of applicable skills and competencies. (FEAP 1f)	5.00	5	3.75 (0.96)	3 - 5
<b>FEAP 2: The Learning Environment</b>					
7.	Organize, allocate and manage the resources of time, space, and attention. (FEAP 2a)	5.00	5	3.50 (1.73)	1 - 5
8.	Manage individual and class behaviors through a well-planned management system. (FEAP 2b)	5.00	5	3.25 (1.71)	1 - 5
9.	Convey high expectations to all students. (FEAP 2c)	5.00	5	4.00 (0.82)	3 - 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 (0.82)	3 - 5
12.	Maintain a climate of openness, inquiry, fairness & support. (FEAP 2f)	5.00	5	4.75 (0.50)	4 - 5
13.	Integrate current information and communication technologies. (FEAP 2g)	5.00	5	4.00 (0.82)	3 - 5
14.	Adapt the learning environment to accommodate the differing needs and diversity of students. (FEAP 2h)	5.00	5	4.25 (0.96)	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)	5.00	5	4.25 (0.50)	4 - 5
<b>FEAP 3: Instructional Delivery and Facilitation</b>					
16.	Deliver engaging and challenging lessons. (FEAP 3a)	4.75 (0.50)	4 - 5	3.75 (0.50)	3 - 4
17.	Deepen and enrich students' understandings through content literacy strategies, verbalization of thought and application of the subject matter. (FEAP 3b)	4.75 (0.50)	4 - 5	3.75 (0.96)	3 - 5
18.	Identify gaps in students' subject matter knowledge. (FEAP 3c)	4.75 (0.50)	4 - 5	3.75 (0.96)	3 - 5
19.	Modify instruction to respond to preconceptions or misconceptions. (FEAP 3d)	4.75 (0.50)	4 - 5	3.50 (1.29)	2 - 5
20.	Relate and integrate the subject matter with other disciplines and life experiences. (FEAP 3e)	4.75 (0.50)	4 - 5	4.00 (0.82)	3 - 5
21.	Employ high order questioning techniques. (FEAP 3f)	4.75 (0.50)	4 - 5	3.75 (0.96)	3 - 5
22.	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. (FEAP 3g)	4.75 (0.50)	4 - 5	4.00 (0.82)	3 - 5
23.	Differentiate instruction based on assessment of student learning needs and recognition of individual differences in student. (FEAP 3h)	4.75 (0.50)	4 - 5	4.00 (0.82)	3 - 5
24.	Support, encourage, and provide immediate and specific feedback to students to promote student achievement. (FEAP 3i)	4.75 (0.50)	4 - 5	3.75 (0.96)	3 - 5

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25.	Utilize student feedback to monitor instructional needs and to adjust instruction. (FEAP 3j)	4.75 (0.50)	4 - 5	4.25 (0.96)	3 - 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)	5.00	5	3.75 (0.96)	3 - 5
27.	Design and align formative and summative assessments that match learning objectives and lead to mastery. (FEAP 4b)	4.67 (0.58)	4 - 5	3.50 (1.00)	3 - 5
28.	Use a variety of assessment tools to monitor student progress, achievement, and learning gains. (FEAP 4c)	4.67 (0.58)	4 - 5	4.00 (0.82)	3 - 5
29.	Modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge. (FEAP 4d)	4.67 (0.58)	4 - 5	3.25 (1.26)	2 - 5
30.	Share the importance of outcomes of student assessment data with the students and the students' parent/caregiver(s). (FEAP 4e)	4.67 (0.58)	4 - 5	3.50 (1.00)	3 - 5
31.	Apply technology to organize and integrate assessment information. (FEAP 4f)	5.00	5	3.50 (1.00)	3 - 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)	4.75 (0.50)	4 - 5	4.00 (1.15)	3 - 5
33.	Examine and use data-informed research to improve instruction and student achievement. (FEAP 5b)	4.75 (0.50)	4 - 5	4.50 (0.58)	4 - 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)	4.75 (0.50)	4 - 5	4.25 (0.96)	3 - 5
35.	Collaborate with the home, school and larger community to foster communication and to support learning and continuous improvement. (FEAP 5d)	5.00	5	4.75 (0.50)	4 - 5
36.	Engage in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues. (FEAP 5e)	4.75 (0.50)	4 - 5	4.50 (0.58)	4 - 5
37.	Implement knowledge and skills learned in professional development in the teaching and learning process. (FEAP 5f)	4.75 (0.50)	4 - 5	4.00 (0.82)	3 - 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)	5.00	5	4.75 (0.50)	4 - 5
<b>Professional Competencies</b>					
1.	Write and speak in a logical and understandable style with appropriate grammar and sentence structure.	5.00	5	4.75 (0.50)	4 - 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> .	5.00	5	4.00 (1.41)	2 - 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> .	5.00	5	4.00 (1.41)	2 - 5
4.	Demonstrates knowledge and understanding of the Next Generation Sunshine State Standards.	5.00	5	4.25 (0.96)	3 - 5
5.	Assesses and meets the linguistic and cultural needs of English language learners at all English proficiency levels.	5.00	5	4.00 (1.41)	2 - 5
<b>Program Satisfaction</b>					
1.	Overall quality of my educator preparation program.			3.75 (0.96)	3 - 5
2.	Feedback and guidance provided by faculty in my preparation program.			4.00 (0.82)	3 - 5
3.	Opportunities provided to teach and interact with students of diverse backgrounds and abilities in my preparation program.			4.75 (0.50)	4 - 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.			4.75 (0.50)	4 - 5
6.	Opportunities to learn and use effective practices that positively impact student learning in my preparation program.			4.75 (0.50)	4 - 5

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**ESOL**

1.	Graduates currently working with English language learners?	<b>Yes</b>	<b>No</b>
		1 (25%)	3 (75%)
<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>
		4 (100%)	0 (0%)
<b>Impact on Student Learning</b>			
<b>Assessments considered by <b>EMPLOYERS</b> in making the determination of whether the graduate “achieved measurable learning gains for all students.”</b>		<b>Percentage</b>	
Classroom observation data		25%	
Curriculum based assessments		0%	
District benchmark assessments		0%	
End of course exams		25%	
Peer review feedback		25%	
Pre/post evaluations of interventions		50%	
Principal or other administrator feedback		75%	
Progress Monitoring Assessments		25%	
Projects		50%	
Standardized test data		25%	
Student grades		25%	
Other		25%	
<b>Sources of data used by <b>GRADUATES</b> when evaluating their impact on student learning/achievement as a teacher, counselor, or school psychologist.</b>		<b>Percentage</b>	
Assignment grades		50%	
Attainment of IEP goals		25%	
Classroom observation data		75%	
Curriculum based or progress monitoring assessments		50%	
District benchmark assessments		50%	
End of course exams		25%	
Peer review feedback		100%	
Pre/Post evaluations of interventions		75%	
Principal or other administrator feedback		100%	
Progress reports		25%	
Projects		0%	
Standardized test data		75%	
Student portfolios		75%	
Student /Teacher/Parent feedback		100%	
Other		0%	

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<b>ESOL - GRADUATE COMMENTS</b>	
<b>What knowledge/skills that you learned at UF have helped you work with English language learners?</b>	
The ESOL class I took helped prepare me for ELL	
<b>IMPACT ON STUDENT LEARNING - GRADUATE COMMENTS</b>	
<b>What did you learn in your program that specifically contributed to your effectiveness this year in increasing student learning/achievement?</b>	
Dealing with staff as well as student concerns.	
Interventions and accommodations	
Having a strong counseling foundation has contributed to my effectiveness in increasing student achievement.	
I learned how to counsel a student and utilize certain skills from different counseling styles to help a student succeed. I also learned the importance of going to therapy myself while counseling others. I also learned the importance of collaborating with certain stakeholders in the school system when dealing with students.	
<b>In what ways could your program have helped you to have a stronger impact on your students' learning/achievement?</b>	
Target more school related issues and not so broad counseling structure.	
More school-based counselor instructors	
In the counselor education program, I think my cohort would have benefited from more targeted content that directly applies to a school setting. It felt like many of the courses were primarily targeting the private practice setting, which is was unhelpful when transitioning to a school setting as some of it was conflicting information. I believe having a strong counseling foundation is important and has been helpful in the first year of my career, but there was a gap in school relevant information. Having a professor (Dr. X) who was actively a school counselor was the MOST educational part of this program for me. I believe I could have had a stronger impact on my students this year if the counselor education program was more supportive and relevant for the school counseling track.	
I enjoyed my time in my program. However, I wished that there were wayyy more classes catered to the school counseling track OR at least in the classes that were catered to the school counseling track, I wish I learned a bit more things. For example, there is so much more that school counselors do than just counseling a student. We're doing credit checks, we're running 504 meetings, helping out with threat assessments, we're providing classroom lessons, etc. I felt like some of these topics were briefly or not at all touched upon in my program. I would have also liked for internship and practicum to be longer than one semester that way I could have seen how a full school year in school counseling works at each level because it is different at each level. When I actually started working, there were a lot of things I had to learn on the job which was a little anxiety provoking.	
<b>IMPACT ON STUDENT LEARNING - PRINCIPAL COMMENTS</b>	
<b>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.</b>	
X did a phenomenal job.	
<b>ADDITIONAL INFORMATION - PRINCIPAL AND GRADUATE COMMENTS</b>	
<b>Please give additional information you think is relevant to the preparation program:</b>	
<b>EMPLOYER</b>	<b>GRADUATE</b>
None	Give more school counseling targeted classes
Ms. X is an outstanding school counselor!!	