

## **Survey Summaries: 2021-2022**

### **Initial Teacher Preparation Alumni and Principal Surveys**

These surveys were designed to capture perspectives of our alumni and their principals. The surveys contain 14 items employing a 5-point Likert scale (with 1=*Strongly Disagree*, 2=*Disagree*, 3=*Neither Agree nor Disagree*, 4=*Agree*, and 5=*Strongly Agree*). The surveys are closely articulated with the InTASC standards measuring: 1. *Learner Development*, 2. *Learning Differences*, 3. *Learning Environments*, 4. *Content Knowledge*, 5. *Application of Content*, 6. *Assessment*, 7. *Planning for Instruction*, 8. *Instructional Strategies*, 9. *Professional Learning and Ethical Practice* and 10. *Leadership and Collaboration*. The survey data are aggregated and reported by program and degree level across the four InTASC Domains: 1. *The Learner and Learning*, 2. *Content Knowledge*, 3. *Instructional Practice* and 4. *Professional Responsibility*. These surveys are parallel in nature and are administered annually. The data are provided to program faculty alongside other important data points in order to triangulate the results and examine trends across time.

Evidence of the reliability of the inferences of the ratings provided on the *Principal Survey* was estimated using Cronbach's alpha (.94), a measure of internal consistency. This suggests a high level of internal consistency among the items on this survey. The sample size was not large enough to compute an estimate of internal consistency for the *Alumni Survey*.

*Sample Selection:* For this reporting period we selected 2018-2019 and 2019-2020 graduates employed by Florida public schools during the 2020-2021 school year. The response rate for the *Alumni Survey* was estimated to be 17%, whereas the response rate for the *Principal Survey* was estimated to be approximately 21%.

#### ***Alumni Survey results:***

While data were available for a host of initial teacher preparation programs, the limited sample sizes across programs makes generalizability difficult. We will continue to collect data so that we can disaggregate the results in order to be able to advance more substantive conclusions. The current survey responses were aggregated across program and degree level.

#### ***At the item level:***

The results were very positive across the set of items on the survey. When asked about *overall satisfaction with the preparation received while completing their degree at USF*, 94% (n=17) responded that they agreed or strongly agreed. These perceptions varied very little across the remaining questions on the survey.

All of the respondents agreed or strongly agreed that they *Used understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards; worked with others to create environments*

*that support individual and collaborative learning; and used multiple methods of assessment to monitor learner progress.*

The only area where the respondents' agreement fell below 85% was with respect to *The use of a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections; engagement in ongoing professional learning using evidence to continually evaluate their practice; and Adapting their practice to meet the needs of each learner* (83%, n=15, respectively).

*A sample of what our alumni say:*

- *“My experience was a very good one, all of the professors were extremely knowledgeable and enthusiastic about the subject material”.*
- *“The college of education might be the most important college on campus”.*

### ***Principal Survey results:***

While responses were provided for a host of initial teacher preparation programs, the limited sample sizes across programs makes generalizability difficult. We will continue to collect data so that we can disaggregate the results in order to be able to advance more substantive conclusions. The current survey responses were aggregated across program and degree level.

*At the item level:*

The results were very positive across the set of items on the survey. When asked if the *Educator Preparation Program (EPP) that prepared this teacher was responsive to district needs*, 89% (n=42) responded that they agreed or strongly agreed. These perceptions varied very little across the remaining questions on the survey.

An overwhelming majority (n=44, 88%) of the principals agreed or strongly agreed that our program completers *understand how learners grow and develop, recognizing that patterns of learning and development vary individually*. Similarly, (n=44, 88%) of the principals agreed or strongly agreed that their teachers worked *Works with others to create environments that support individual and collaborative learning; and Understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach; and Engages in ongoing professional learning using evidence to continually evaluate his/her practice (considering learners, families, other professionals, and the community)*.

There were no areas in which the principals' strong ratings fell below 80%.

*A sample of what our principals say:*

- *“He has been selected as our rookie teacher of the year. He has represented the program at University of South Florida exceptionally well. He has an incredible ability to connect with students and present content prescriptively based on student needs”.*
- *“She was well-prepared to meet the demands of current schools”.*
- *“USF Graduates are very prepared and collaborative. They are willing to learn new things and grow”.*
- *“She is an excellent teacher and I'm thrilled to have her on our team”.*

Comparing the data for both the Alumni and Principal surveys revealed the strongest responses (agreed or strongly agreed) for *Working with others to create environments that support individual and collaborative learning* (n=18, 100%, n=43 88%, respectively); and *Understanding how learners grow and develop, recognizing that patterns of learning and development vary individually* (n=17, 94%, n=43, 88%, respectively).

## **Survey Summaries: 2021-2022**

### **Advanced Graduate Programs Alumni and Employer Surveys**

The surveys were designed to capture perspective of advanced preparation program graduates and their employers. The surveys contain items employing a 5-point scale (with 1=*Not Well at All*, 2=*Slightly Well*, 3=*Somewhat Well*, 4=*Quite Well* and 5=*Extremely Well*). The surveys are closely articulated with the CAEP standards for Advanced Graduate Programs measuring: 1. *Applications of data literacy*; 2. *Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies*; 3. *Employment of data analysis and evidence to develop supportive school environments*; 4. *Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents*; 5. *Supporting appropriate applications of technology for their field of specialization*; and 6. *Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization*. These surveys are parallel in nature and are administered annually. The data are provided to program faculty alongside other important data points in order to triangulate the results and examine trends across time.

Estimates of reliability were not calculated due to the very small sample size for our advanced graduate programs alumni survey, but the sample size was adequate to compute this estimate for our advanced graduate programs employer survey (Cronbach's alpha=.99).

*Sample Selection:* For this reporting period we selected 2018-2019 and 2019-2020 graduates employed by Florida public schools during the 2020-2021 school year. The response rate for the *Alumni Survey* was estimated to be 29%, whereas the response rate for the *Employer Survey* was estimated to be approximately 32%.

#### ***Alumni Survey results:***

Data were available for several advanced graduate preparation programs. The limited sample sizes across programs makes generalizability difficult. We will continue to collect data so that we can disaggregate the results in order to be able to advance more substantive conclusions and conduct psychometric analyses.

#### ***Employer Survey results:***

Data were available for several advanced graduate preparation programs. The limited sample sizes across programs makes generalizability difficult. However, for this survey data have been aggregated across the last three years of survey administration.

The responses to this survey were positive. Respondents rated their employees the highest in the areas of *using appropriate technology in field of specialization* (n=44, 92%, providing ratings of quite well and extremely well); and *adhering to the Code of Ethics and Principals of Conduct of the Education Profession* (n=43, 90%). Less favorable ratings were provided for understanding various research methods. For example, only 67% (n=32) respondents reported that their employees understood qualitative or mixed research methods, while

69% (n=33) reported similarly for their employees understanding of quantitative research methods.

*A sample of what our employers say:*

- *“ She has become an excellent Assistant Principal for Hillsborough County Public Schools. She will make an outstanding principal”.*
- *“ She is one of the best teachers I have had the pleasure of working with. She works diligently to meet ALL student's needs and is great with peers and parents”.*
- *“A reflective thinker and a better action planner”.*