

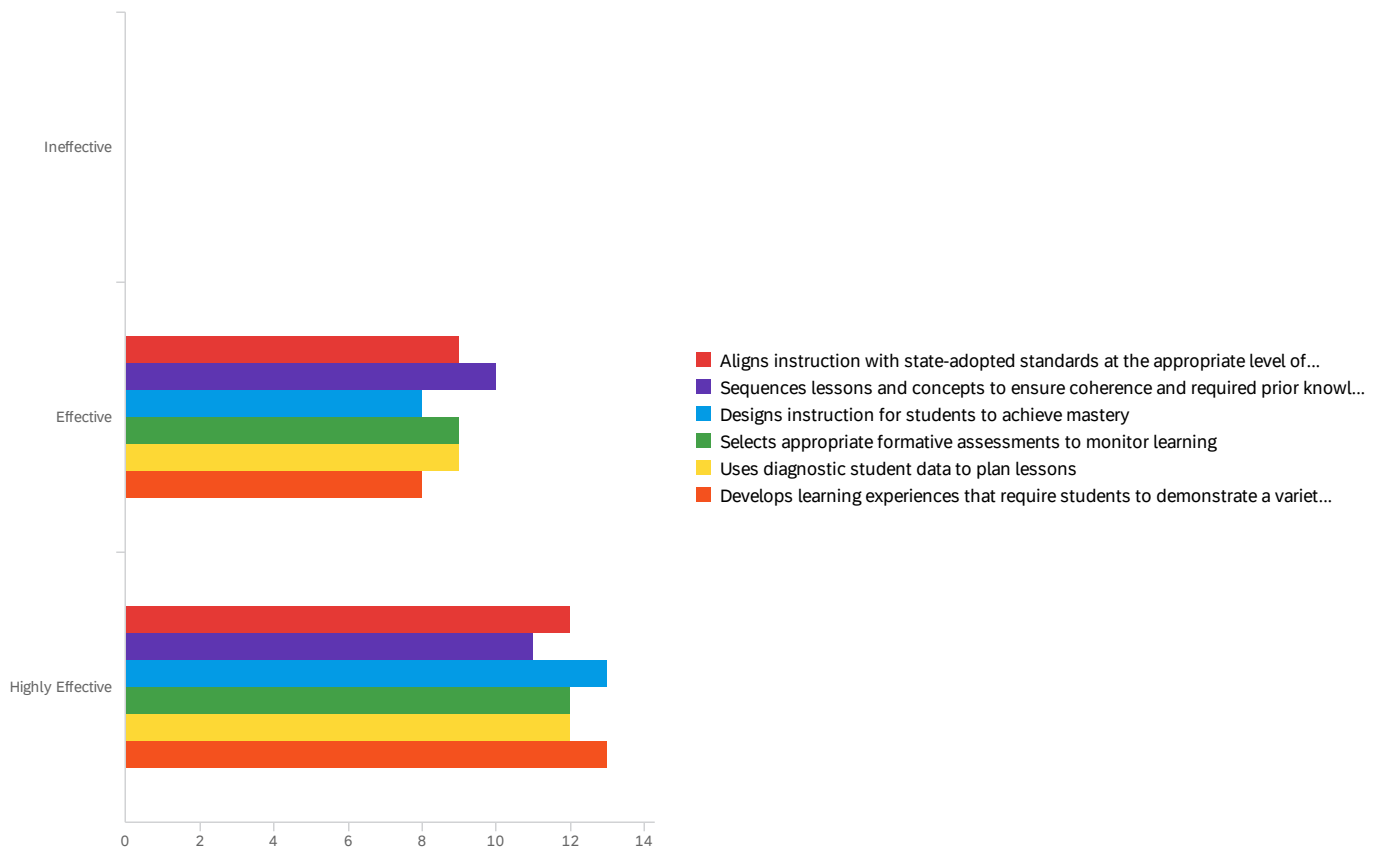
Default Report

USFSPCOE Program Completers Survey - Initial Teacher Preparation

November 12, 2020 10:20 AM MST

Q2 - How effectively prepared were you for the following components of Instructional

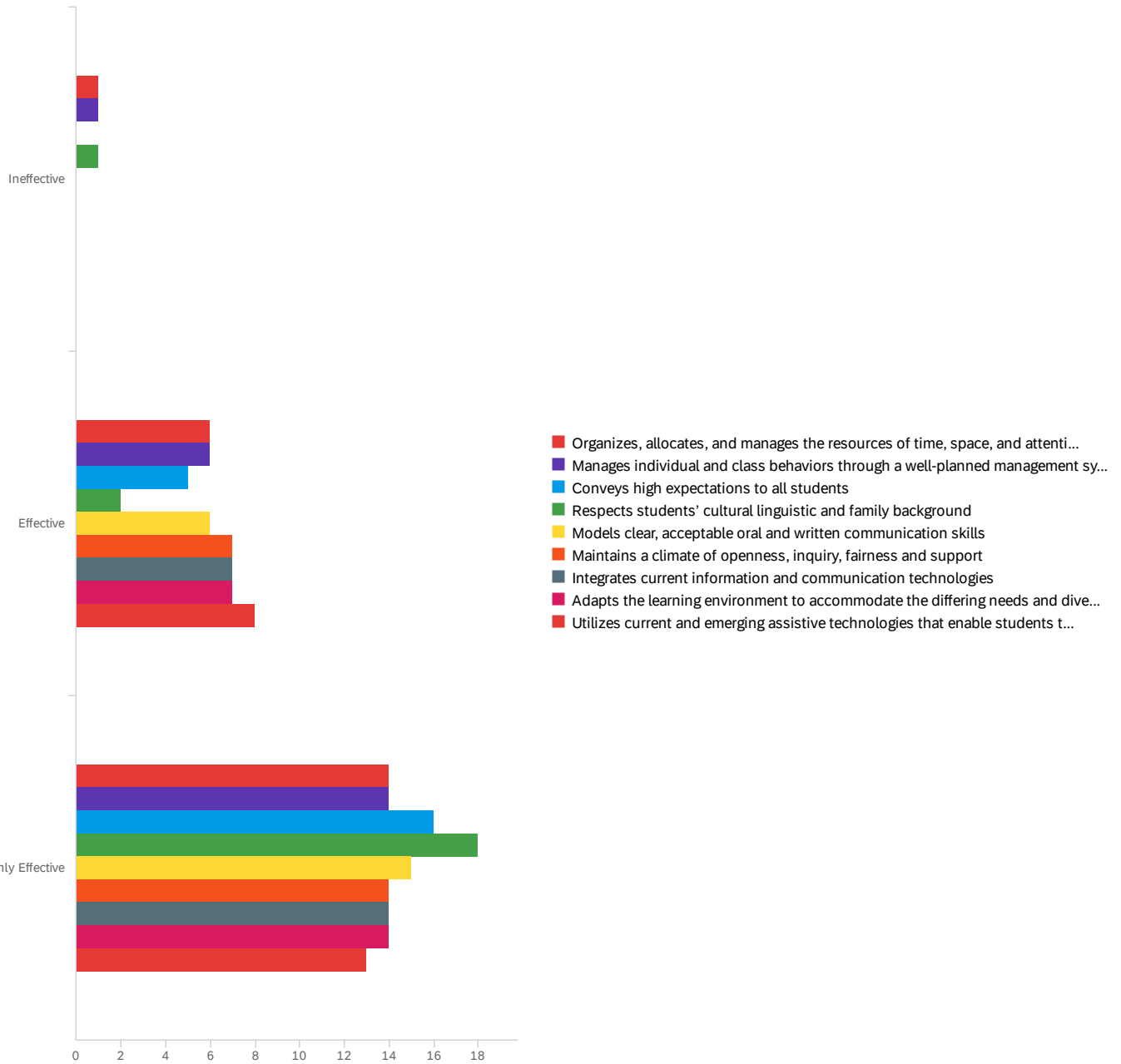
Design and Lesson Planning?



#	Field	Ineffective	Effective	Highly Effective	Total
1	Aligns instruction with state-adopted standards at the appropriate level of rigor	0.00% 0	42.86% 9	57.14% 12	21
2	Sequences lessons and concepts to ensure coherence and required prior knowledge	0.00% 0	47.62% 10	52.38% 11	21
3	Designs instruction for students to achieve mastery	0.00% 0	38.10% 8	61.90% 13	21
4	Selects appropriate formative assessments to monitor learning	0.00% 0	42.86% 9	57.14% 12	21
5	Uses diagnostic student data to plan lessons	0.00% 0	42.86% 9	57.14% 12	21
6	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies	0.00% 0	38.10% 8	61.90% 13	21

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Q3 - How effectively prepared were you for the following components of The Learning Environment?

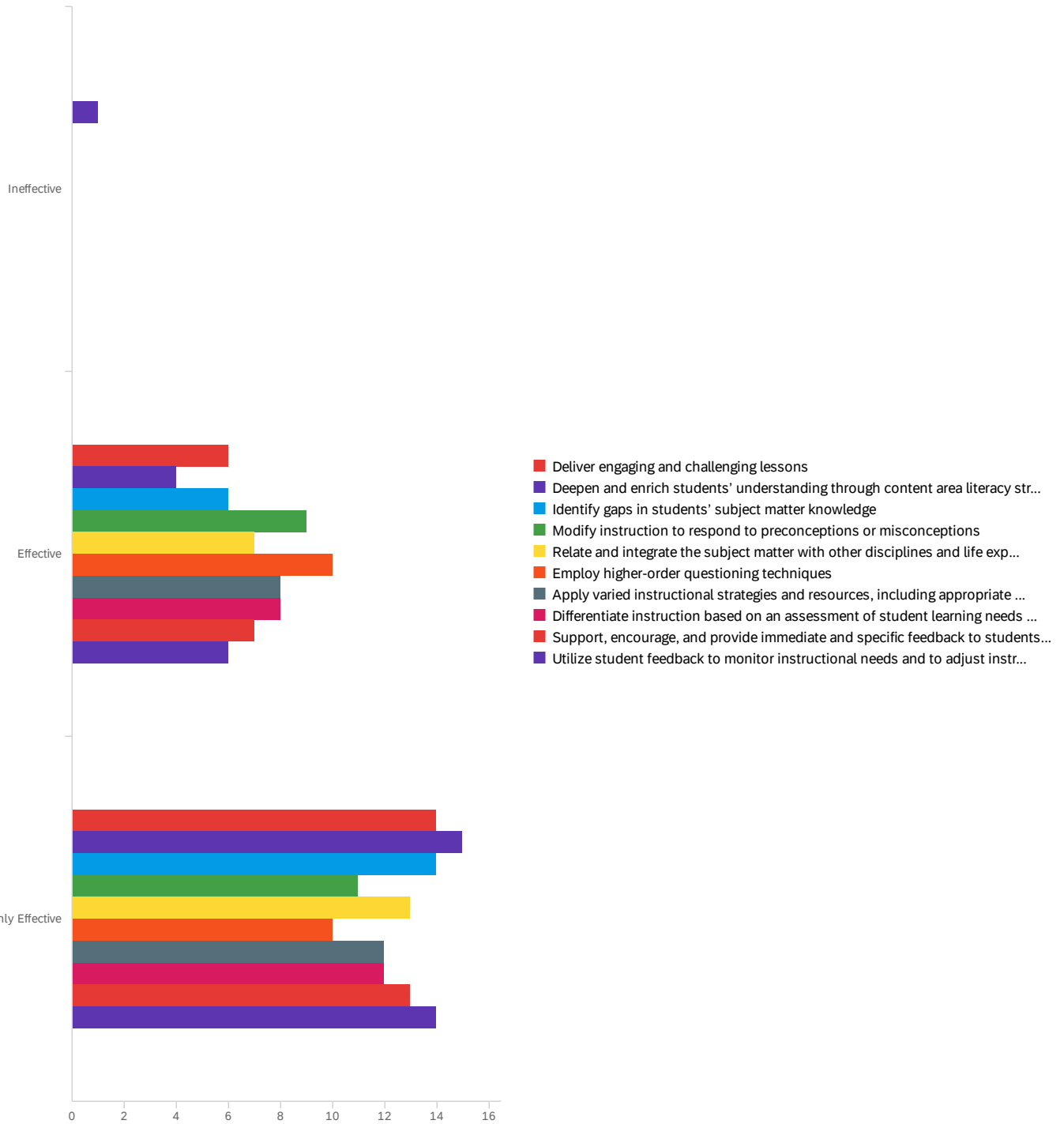


#	Field	Ineffective	Effective	Highly Effective	Total
1	Organizes, allocates, and manages the resources of time, space, and attention	4.76% 1	28.57% 6	66.67% 14	21
2	Manages individual and class behaviors through a well-planned management system	4.76% 1	28.57% 6	66.67% 14	21
3	Conveys high expectations to all students	0.00% 0	23.81% 5	76.19% 16	21

#	Field	Ineffective	Effective	Highly Effective	Total
4	Respects students' cultural linguistic and family background	4.76% 1	9.52% 2	85.71% 18	21
5	Models clear, acceptable oral and written communication skills	0.00% 0	28.57% 6	71.43% 15	21
6	Maintains a climate of openness, inquiry, fairness and support	0.00% 0	33.33% 7	66.67% 14	21
7	Integrates current information and communication technologies	0.00% 0	33.33% 7	66.67% 14	21
8	Adapts the learning environment to accommodate the differing needs and diversity of students	0.00% 0	33.33% 7	66.67% 14	21
9	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals	0.00% 0	38.10% 8	61.90% 13	21

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Q4 - How effectively prepared were you for the following components of Instructional Delivery and Facilitation?

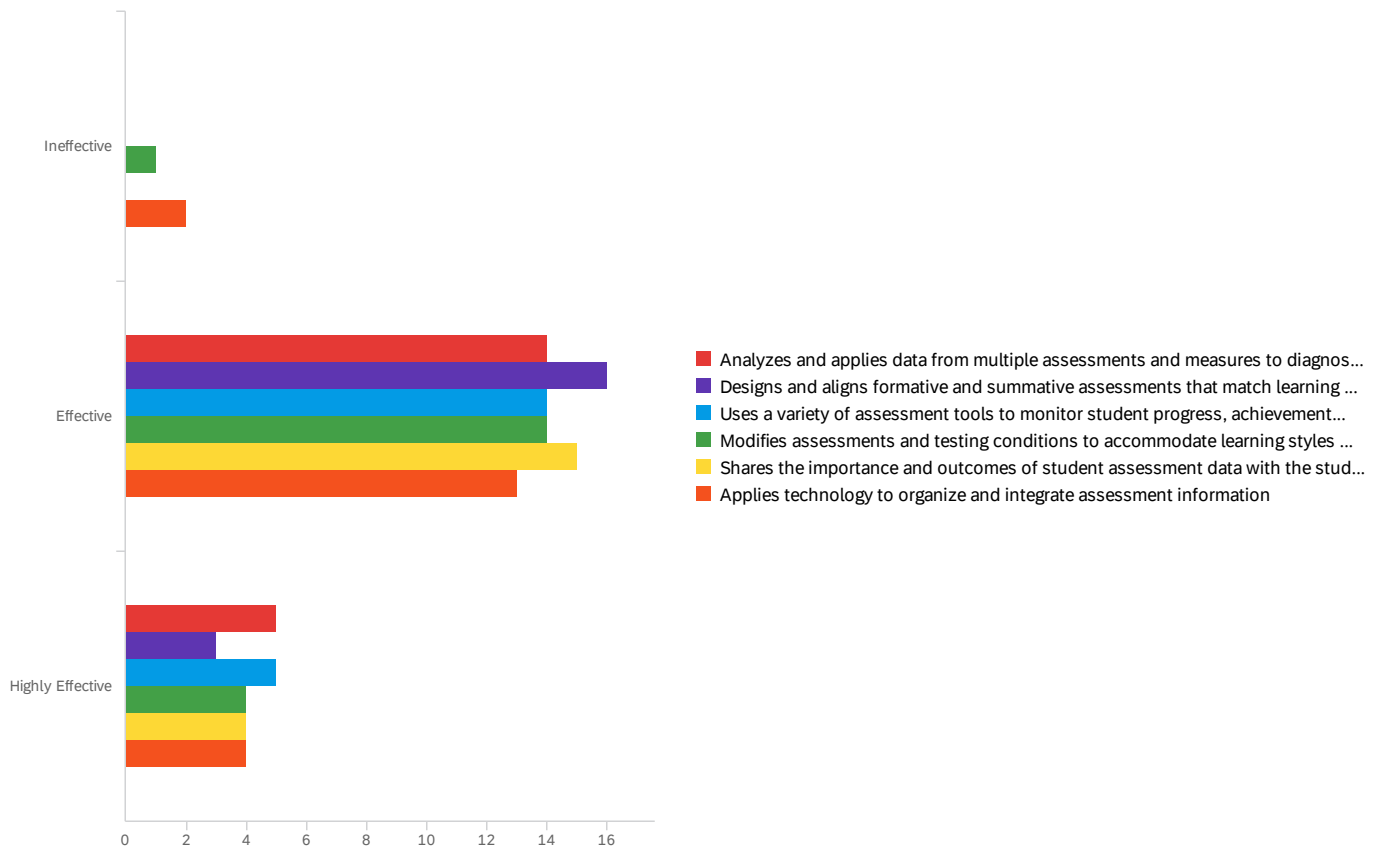


#	Field	Ineffective	Effective	Highly Effective	Total
1	Deliver engaging and challenging lessons	0.00% 0	30.00% 6	70.00% 14	20

#	Field	Ineffective	Effective	Highly Effective	Total
2	Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter	5.00% 1	20.00% 4	75.00% 15	20
3	Identify gaps in students' subject matter knowledge	0.00% 0	30.00% 6	70.00% 14	20
4	Modify instruction to respond to preconceptions or misconceptions	0.00% 0	45.00% 9	55.00% 11	20
5	Relate and integrate the subject matter with other disciplines and life experiences	0.00% 0	35.00% 7	65.00% 13	20
6	Employ higher-order questioning techniques	0.00% 0	50.00% 10	50.00% 10	20
7	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding	0.00% 0	40.00% 8	60.00% 12	20
8	Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students	0.00% 0	40.00% 8	60.00% 12	20
9	Support, encourage, and provide immediate and specific feedback to students to promote student achievement	0.00% 0	35.00% 7	65.00% 13	20
10	Utilize student feedback to monitor instructional needs and to adjust instruction	0.00% 0	30.00% 6	70.00% 14	20

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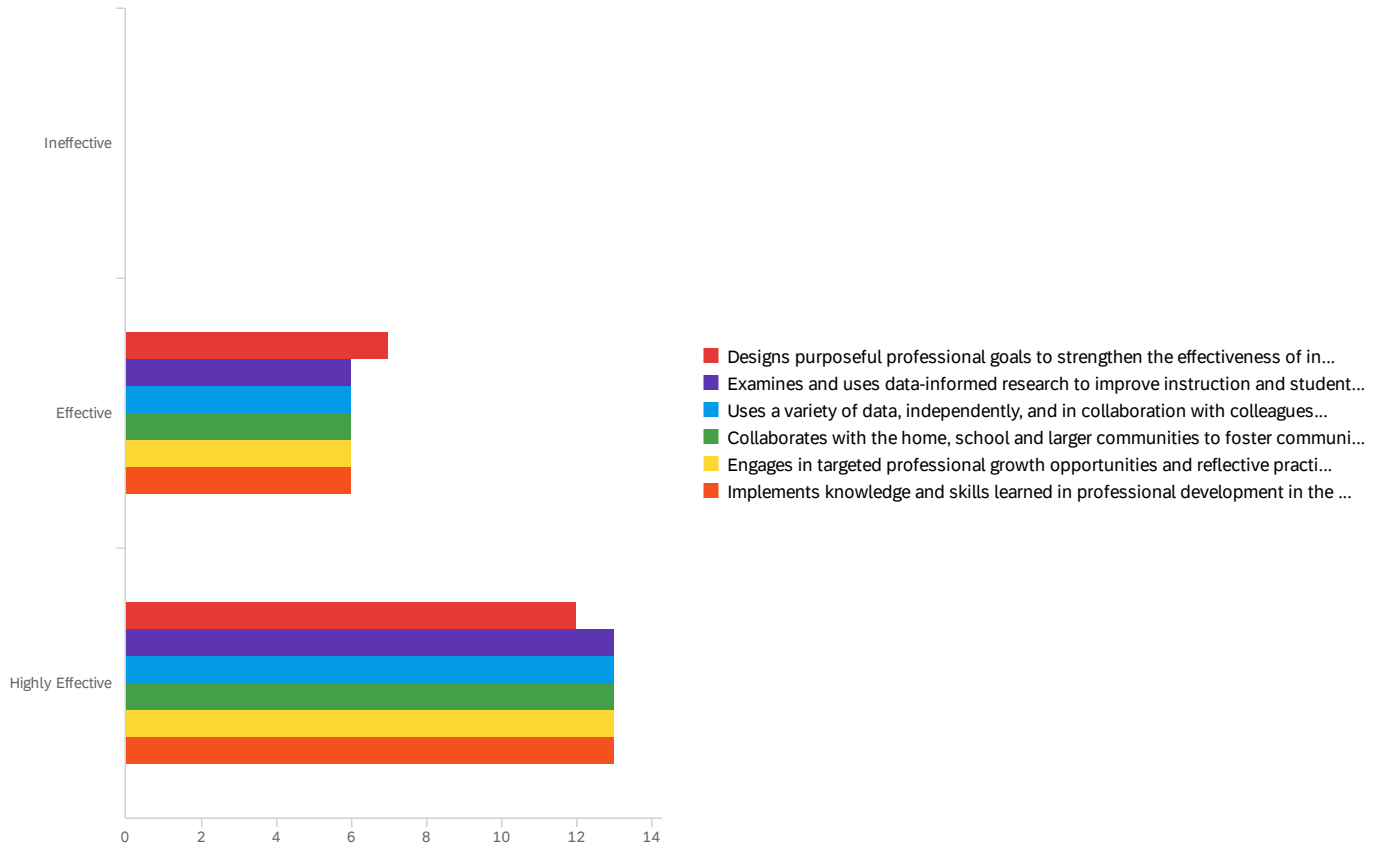
Q5 - How effectively prepared were you for the following components of Assessment?



#	Field	Ineffective	Effective	Highly Effective	Total
1	Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process	0.00% 0	73.68% 14	26.32% 5	19
2	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery	0.00% 0	84.21% 16	15.79% 3	19
3	Uses a variety of assessment tools to monitor student progress, achievement and learning gains	0.00% 0	73.68% 14	26.32% 5	19
4	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	5.26% 1	73.68% 14	21.05% 4	19
5	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)	0.00% 0	78.95% 15	21.05% 4	19
6	Applies technology to organize and integrate assessment information	10.53% 2	68.42% 13	21.05% 4	19

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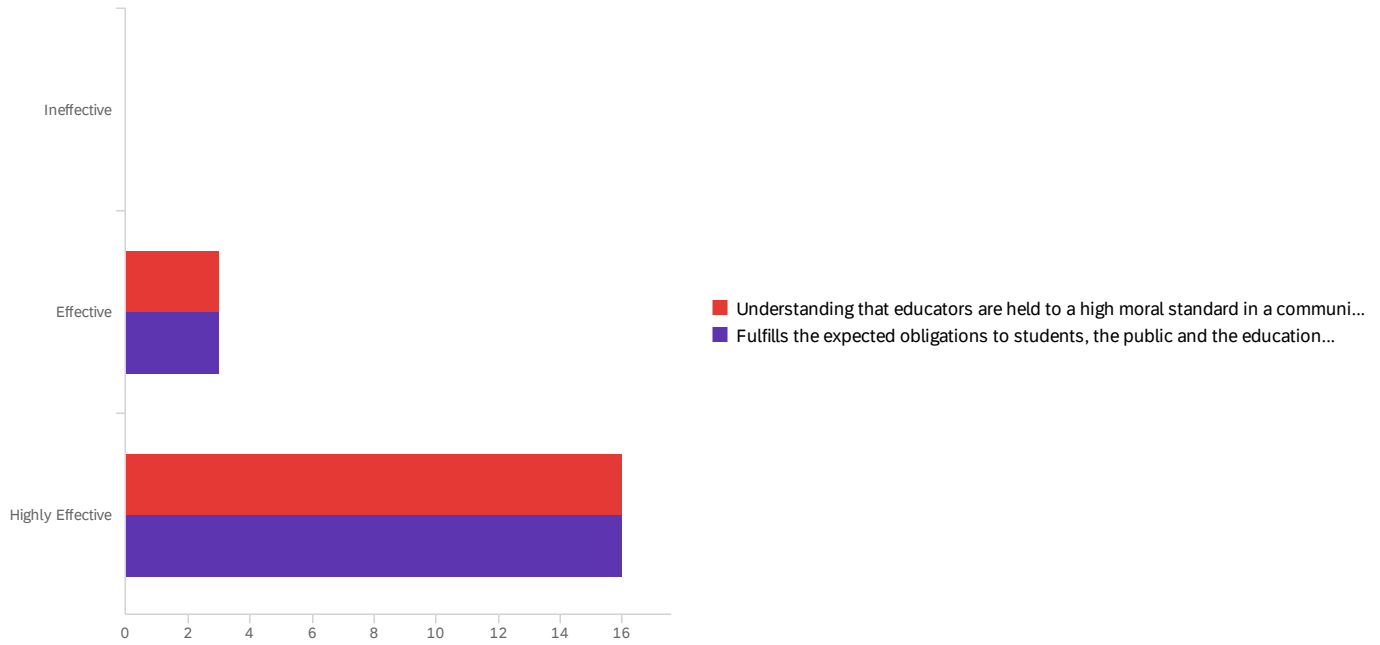
Q6 - How effectively were you prepared for the following components of Continuous Improvement?



#	Field	Ineffective	Effective	Highly Effective	Total
1	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	0.00% 0	36.84% 7	63.16% 12	19
2	Examines and uses data-informed research to improve instruction and student achievement	0.00% 0	31.58% 6	68.42% 13	19
3	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons	0.00% 0	31.58% 6	68.42% 13	19
4	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement	0.00% 0	31.58% 6	68.42% 13	19
5	Engages in targeted professional growth opportunities and reflective practices	0.00% 0	31.58% 6	68.42% 13	19
6	Implements knowledge and skills learned in professional development in the teaching and learning process	0.00% 0	31.58% 6	68.42% 13	19

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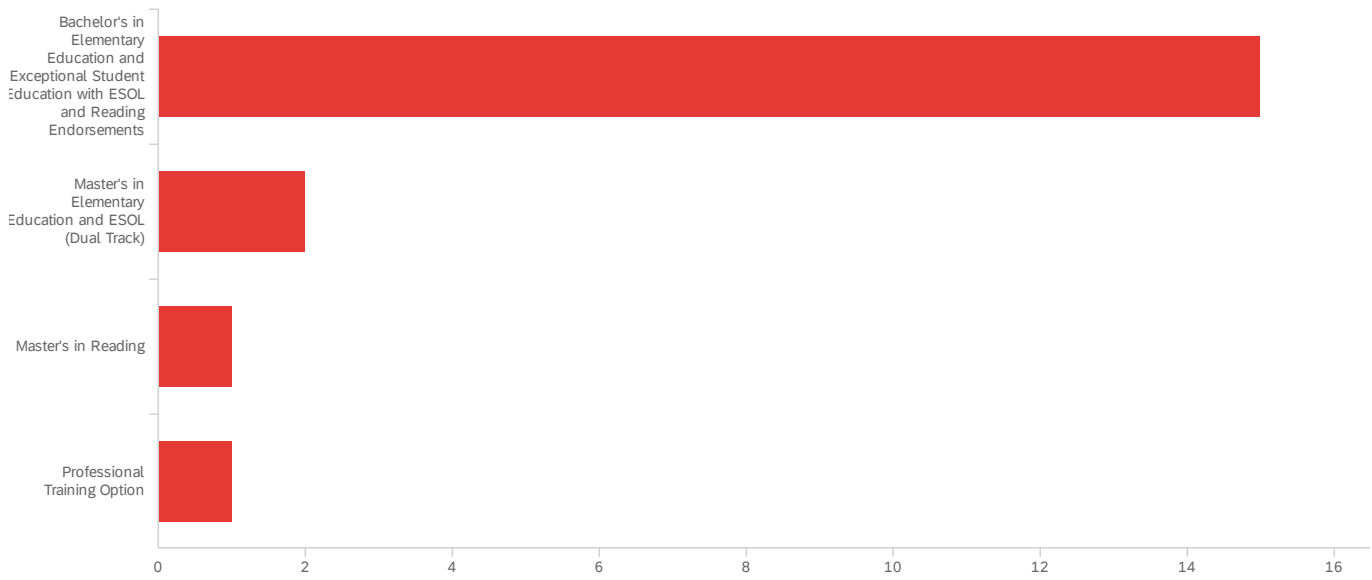
Q7 - How effectively prepared were you for the following components of Professional Responsibility and Ethical Conduct?



#	Field	Ineffective	Effective	Highly Effective	Total
1	Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1	0.00% 0	15.79% 3	84.21% 16	19
2	Fulfills the expected obligations to students, the public and the education profession	0.00% 0	15.79% 3	84.21% 16	19

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Q8 - Please mark the Teacher Preparation Program you completed at USFSP:

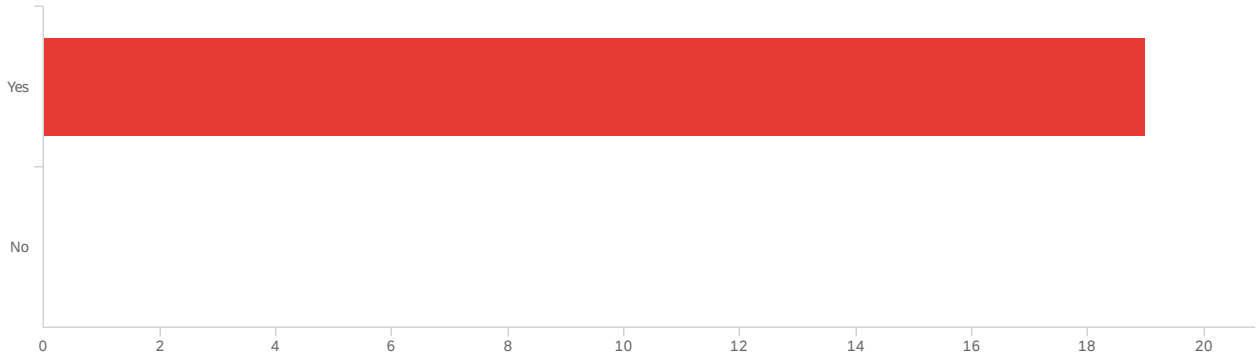


#	Field	Choice Count
1	Bachelor's in Elementary Education and Exceptional Student Education with ESOL and Reading Endorsements	78.95% 15
2	Master's in Elementary Education and ESOL (Dual Track)	10.53% 2
3	Master's in Reading	5.26% 1
4	Professional Training Option	5.26% 1
		19

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Q9 - Were you employed to teach the following academic year of your program

completion? In other words, did you start teaching at a school right after your graduation?



#	Field	Choice Count
1	Yes	100.00% 19
2	No	0.00% 0

19

Showing rows 1 - 3 of 3

Q10 - In what school & grade are you currently teaching?

In what school & grade are you currently teaching?

Second Grade at Douglas L. Jamerson

Thurgood Marshall Fundamental Middle School - 6-8th ESE

3rd Baypoint Elementary School

Assistant Principal Walsingham Elementary

Péinelas Park Elem. - 1st

Northwest elementary 1st grade

Douglas L. Jamerson, Jr. Elementary School- I taught 3rd and kindergarten (for 11 years) and am now a Library Media Technology Specialist

5th

Westgate Elementary School- Kindergarten

Plato Academy Seminole, 2nd Grade

Lakewood Elementary 4th grade

Sumner High School, 6th - Science

Westside Elementary School, Kindergarten Inclusion

Fivay High School, 11th grade

Ponce de Leon Elementary

Sandy Lane Elementary Kindergarten

Southern Oak Elementary - Kindergarten

Q11 - Please share any comments or suggestions not addressed in the survey: what was most helpful in the program, what do you believe should be added to the program, what prompted you to answer this survey.

Please share any comments or suggestions not addressed in the survey: what...

Scheduling and learning how to work with real data is essential. Learning how to lesson plan and prepare for a class of diverse learners within the general education population. Learning how to manage time and schedules with personal life. Learning about different disabilities. Learning the art of data tracking and behavioral tracking while still keeping up with a class. Interns need to be exposed to different socioeconomic groups within various schools.

Masters in Elementary Science and math and a Masters in educational leadership both from USF

More information on planning, assessment and classroom management

More emphasis on planning strategies and techniques should be added in- this is the biggest struggle for our newest teachers.

Internships were great. I liked having opportunities to experience multiple classes, teachers, and schools to get a better understanding of what it is like in the career field.

I am so thankful for USFSP, the instructors, and it's ability to prepare me for such a diverse group of students. I will be representing Lakewood as the Emerging Teacher of the Year. I can confidently say that it was USFSP providing me confidence, skill, and knowledge to earn this title. Also Dr. Bullard... I can't thank her enough for always pushing me to do better! USFSP COE is my family!

The flexible class times/locations were a huge benefit to me and helped me complete the program in a shorter time frame than I would have been able to otherwise.

The professors within this program prepared me beyond expectations. They were available to answer questions, provide feedback, and guide me through each course. They are the backbone of the program and any student who is fortunate to learn under their direction would be prepared to work in education immediately following graduation.

How local this program was and how welcoming it was to us

End of Report