

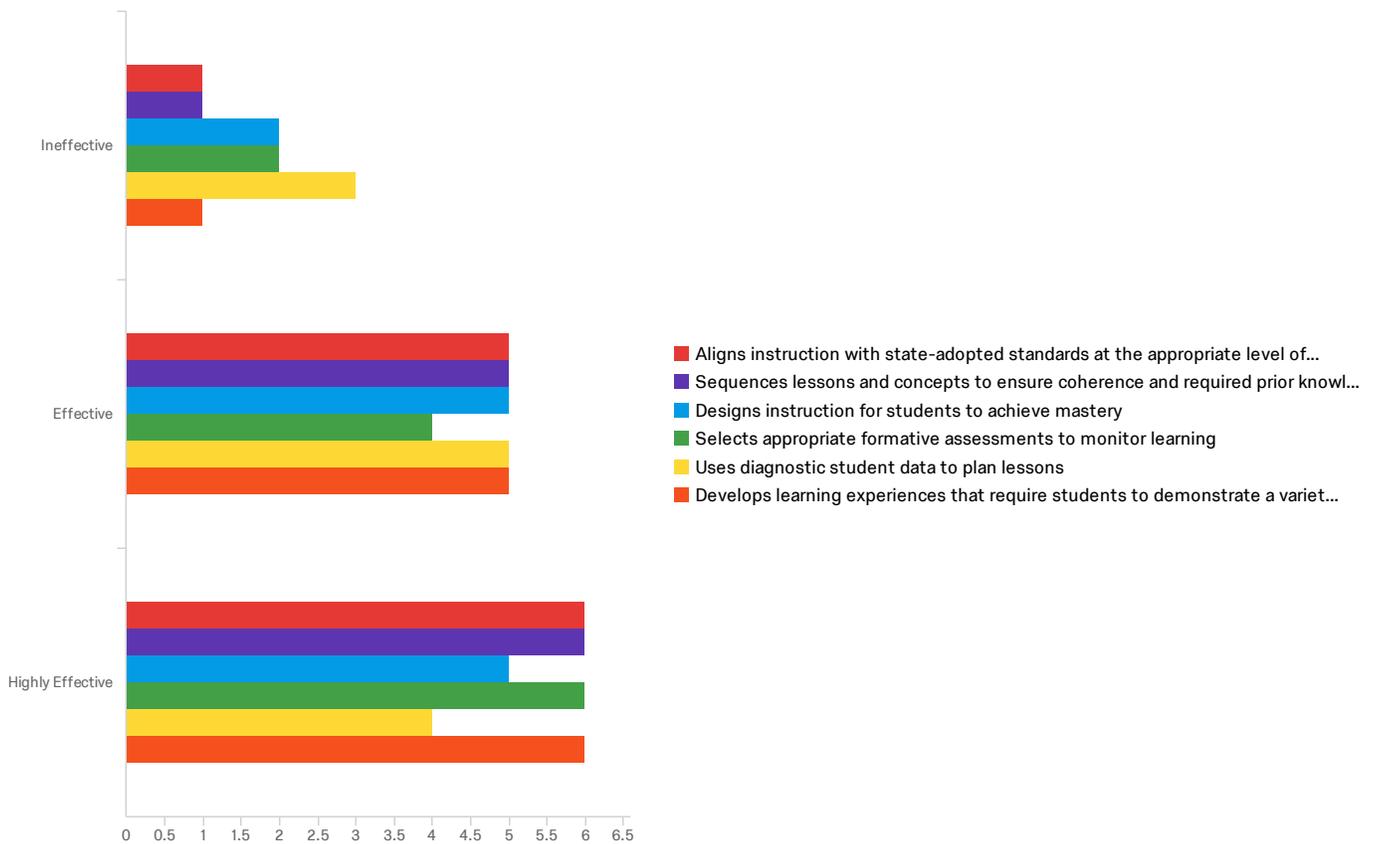
Default Report

USFSPCOE Program Completers Survey - Initial Teacher Preparation

January 24, 2019 11:48 AM MST

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

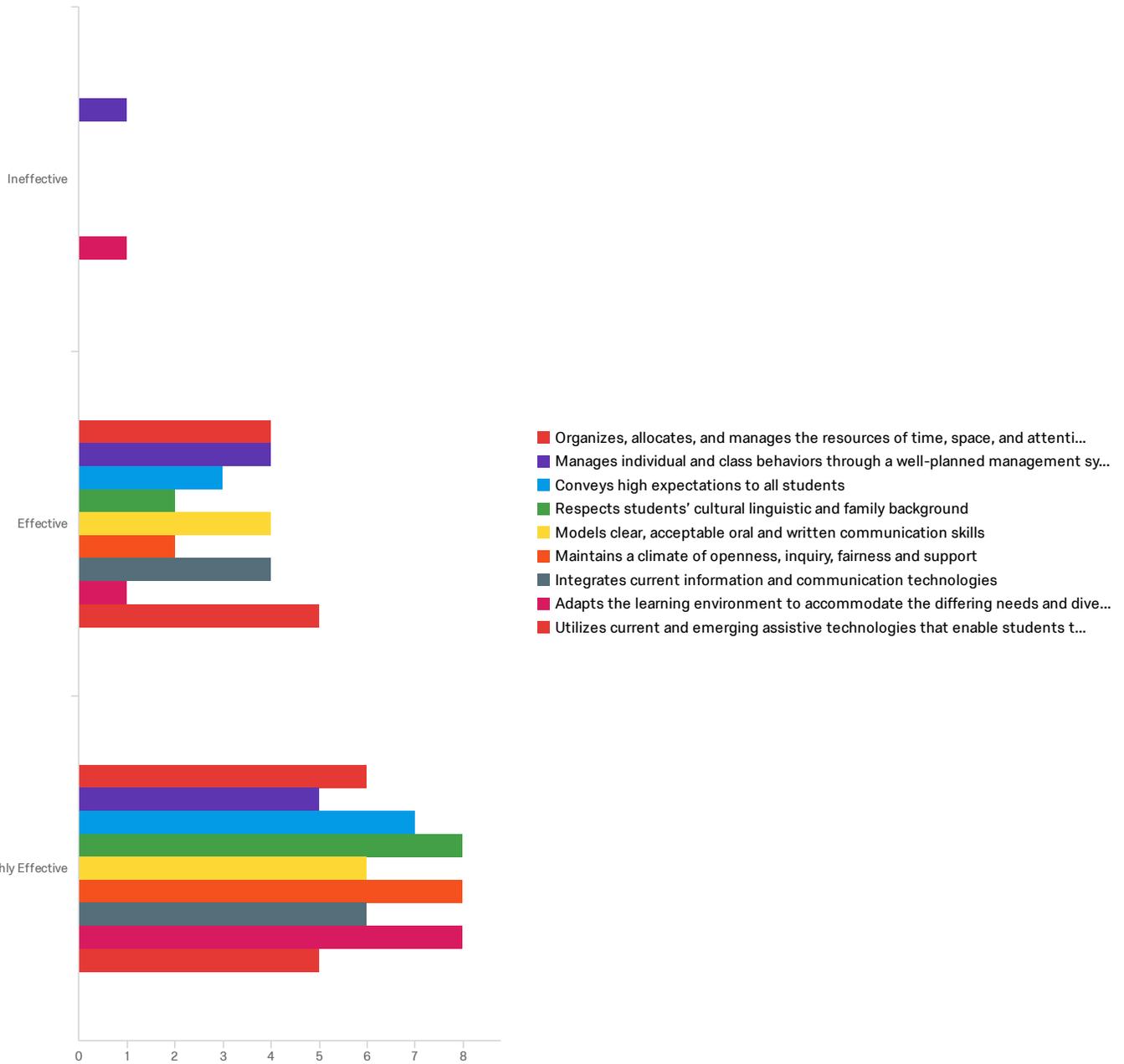
Design and Lesson Planning?



#	Field	Ineffective	Effective	Highly Effective	Total
1	Aligns instruction with state-adopted standards at the appropriate level of rigor	8.33% 1	41.67% 5	50.00% 6	12
2	Sequences lessons and concepts to ensure coherence and required prior knowledge	8.33% 1	41.67% 5	50.00% 6	12
3	Designs instruction for students to achieve mastery	16.67% 2	41.67% 5	41.67% 5	12
4	Selects appropriate formative assessments to monitor learning	16.67% 2	33.33% 4	50.00% 6	12
5	Uses diagnostic student data to plan lessons	25.00% 3	41.67% 5	33.33% 4	12
6	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies	8.33% 1	41.67% 5	50.00% 6	12

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

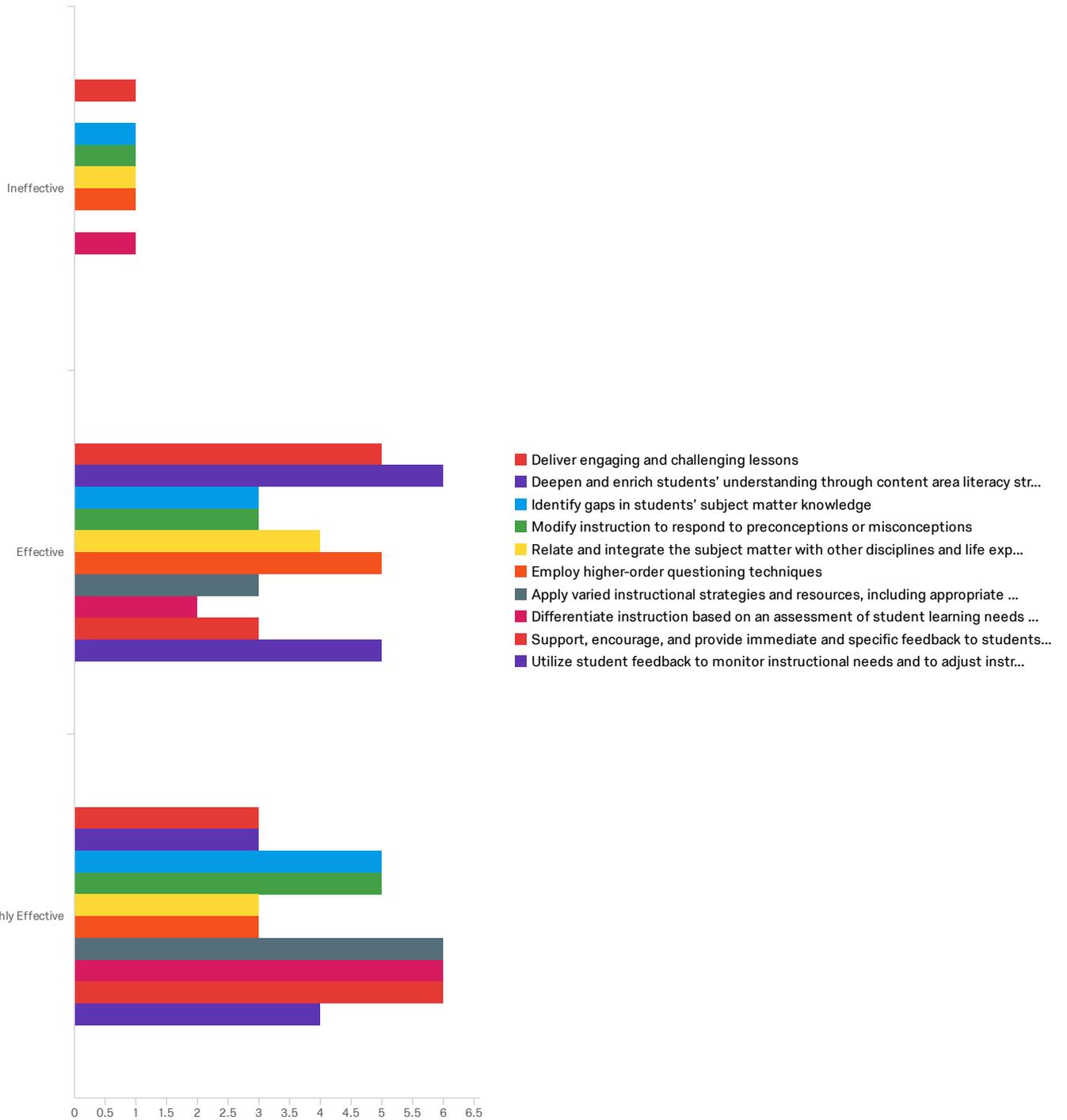


#	Field	Ineffective	Effective	Highly Effective	Total
1	Organizes, allocates, and manages the resources of time, space, and attention	0.00% 0	40.00% 4	60.00% 6	10
2	Manages individual and class behaviors through a well-planned management system	10.00% 1	40.00% 4	50.00% 5	10
3	Conveys high expectations to all students	0.00% 0	30.00% 3	70.00% 7	10

#	Field	Ineffective	Effective	Highly Effective	Total
4	Respects students' cultural linguistic and family background	0.00% 0	20.00% 2	80.00% 8	10
5	Models clear, acceptable oral and written communication skills	0.00% 0	40.00% 4	60.00% 6	10
6	Maintains a climate of openness, inquiry, fairness and support	0.00% 0	20.00% 2	80.00% 8	10
7	Integrates current information and communication technologies	0.00% 0	40.00% 4	60.00% 6	10
8	Adapts the learning environment to accommodate the differing needs and diversity of students	10.00% 1	10.00% 1	80.00% 8	10
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	50.00% 5	50.00% 5	10

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

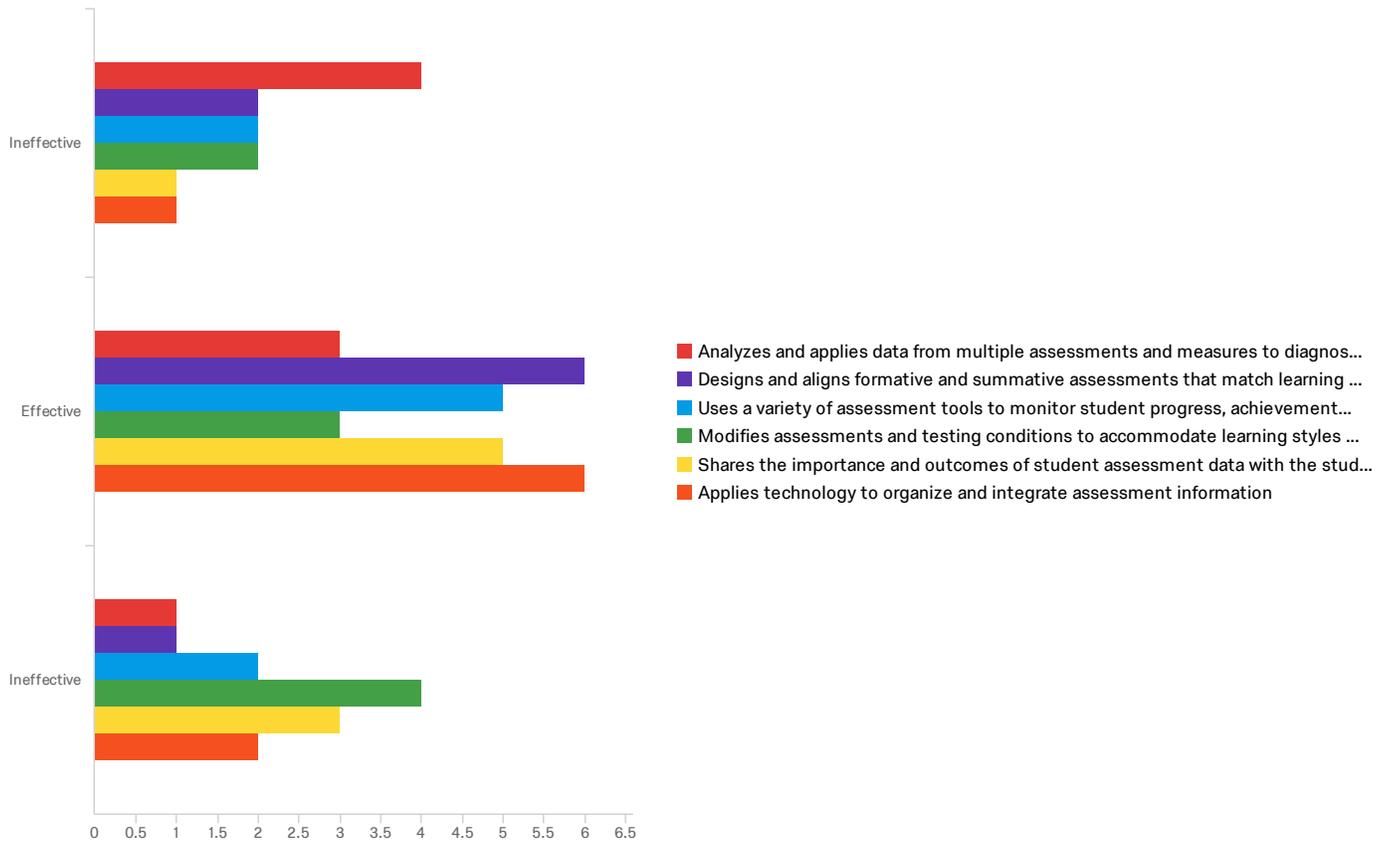


#	Field	Ineffective	Effective	Highly Effective	Total
1	Deliver engaging and challenging lessons	11.11% 1	55.56% 5	33.33% 3	9

#	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	0.00% 0	66.67% 6	33.33% 3	9
3	Identify gaps in students' subject matter knowledge	11.11% 1	33.33% 3	55.56% 5	9
4	Modify instruction to respond to preconceptions or misconceptions	11.11% 1	33.33% 3	55.56% 5	9
5	Relate and integrate the subject matter with other disciplines and life experiences	12.50% 1	50.00% 4	37.50% 3	8
6	Employ higher-order questioning techniques	11.11% 1	55.56% 5	33.33% 3	9
7	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding	0.00% 0	33.33% 3	66.67% 6	9
8	Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students	11.11% 1	22.22% 2	66.67% 6	9
9	Support, encourage, and provide immediate and specific feedback to students to promote student achievement	0.00% 0	33.33% 3	66.67% 6	9
10	Utilize student feedback to monitor instructional needs and to adjust instruction	0.00% 0	55.56% 5	44.44% 4	9

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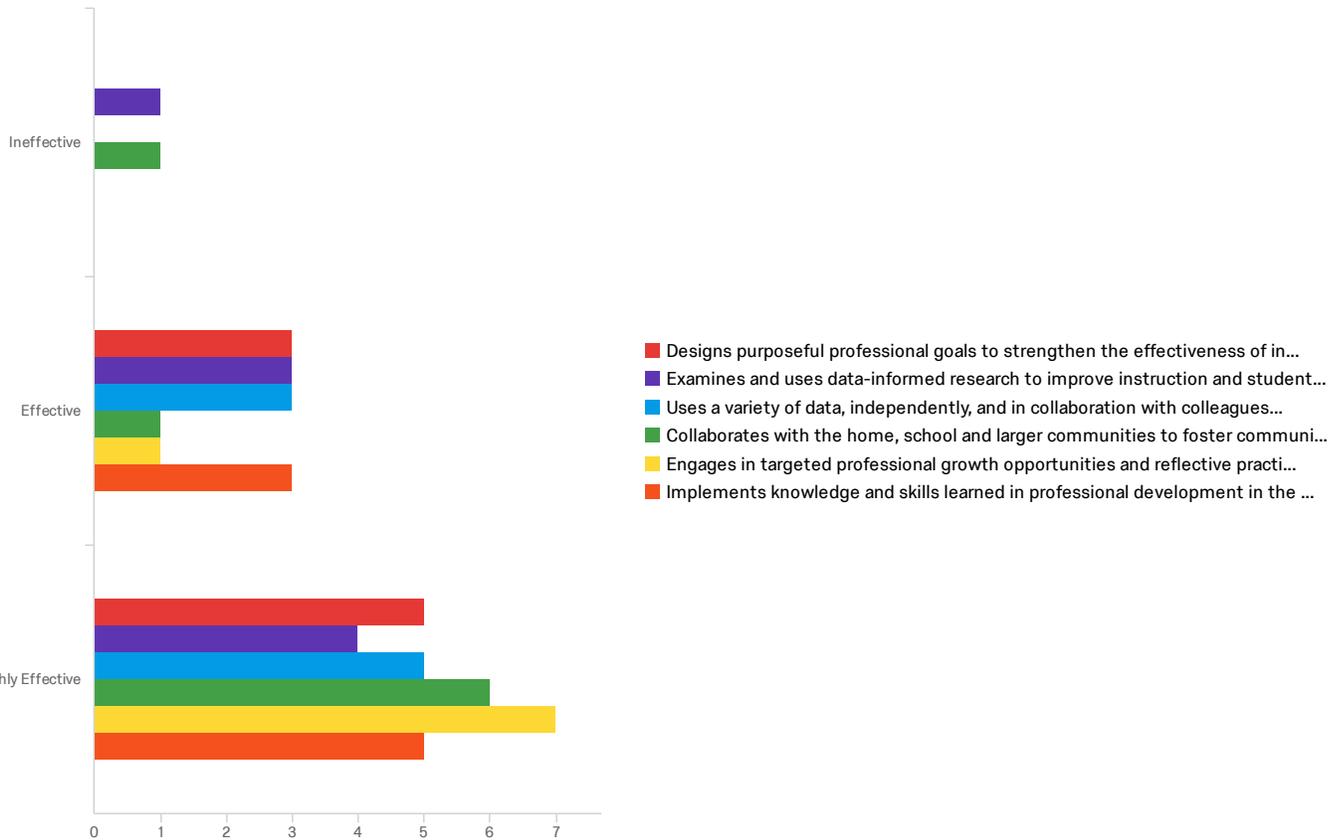
Q5 - How effectively prepared were you for the following components of Assessment?



#	Field	Ineffective	Effective	Ineffective	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	50.00% 4	37.50% 3	12.50% 1	8
2	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery	22.22% 2	66.67% 6	11.11% 1	9
3	Uses a variety of assessment tools to monitor student progress, achievement and learning gains	22.22% 2	55.56% 5	22.22% 2	9
4	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	22.22% 2	33.33% 3	44.44% 4	9
5	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)	11.11% 1	55.56% 5	33.33% 3	9
6	Applies technology to organize and integrate assessment information	11.11% 1	66.67% 6	22.22% 2	9

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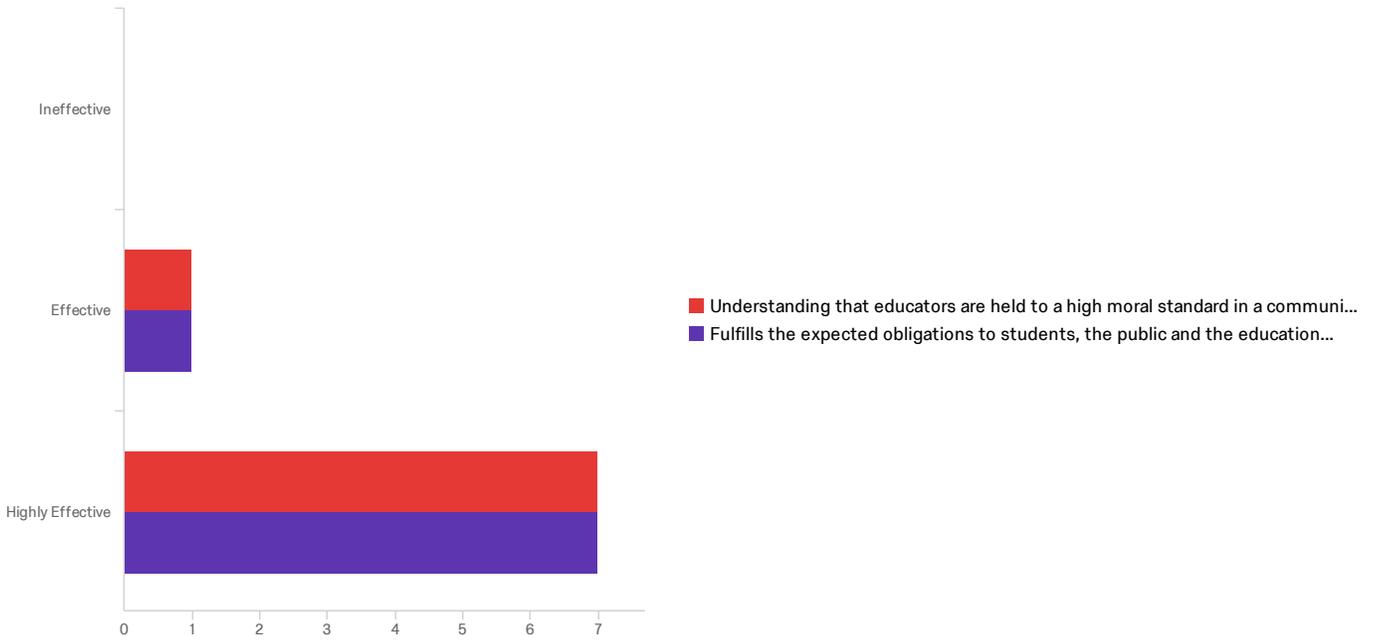
Q6 - How effectively were you prepared for the following components of Continuous Improvement?



#	Field	Ineffective	Effective	Highly Effective	Total
1	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	0.00% 0	37.50% 3	62.50% 5	8
2	Examines and uses data-informed research to improve instruction and student achievement	12.50% 1	37.50% 3	50.00% 4	8
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	37.50% 3	62.50% 5	8
4	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement	12.50% 1	12.50% 1	75.00% 6	8
5	Engages in targeted professional growth opportunities and reflective practices	0.00% 0	12.50% 1	87.50% 7	8
6	Implements knowledge and skills learned in professional development in the teaching and learning process	0.00% 0	37.50% 3	62.50% 5	8

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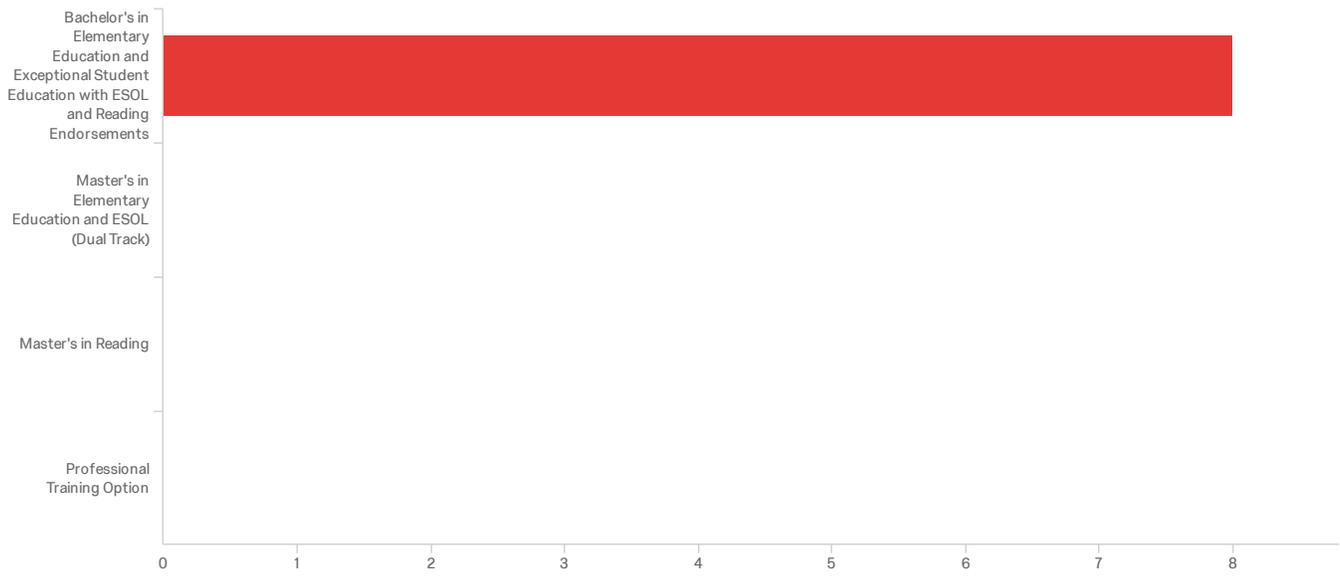
Q7 - How effectively prepared were you for the following components of Professional Responsibility and Ethical Conduct?



#	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	12.50% 1	87.50% 7	8
2	Fulfills the expected obligations to students, the public and the education profession	0.00% 0	12.50% 1	87.50% 7	8

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

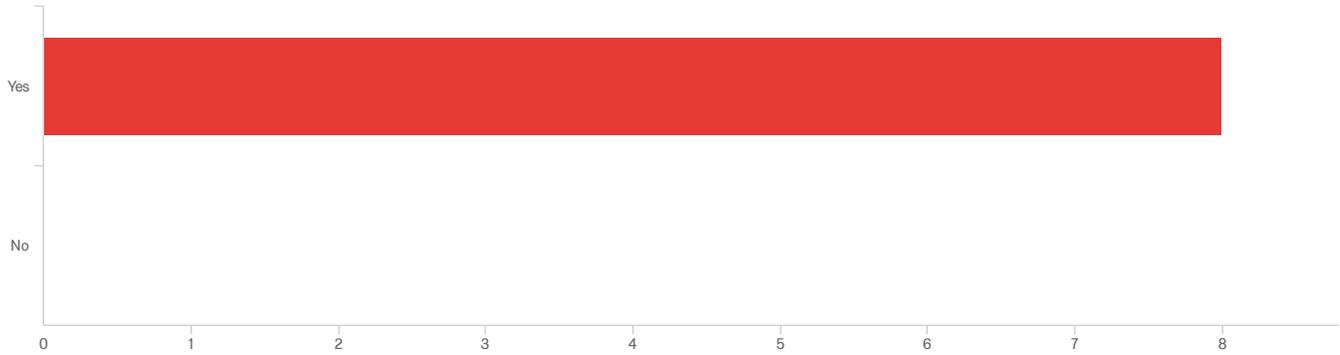


#	Field	Choice Count
1	Bachelor's in Elementary Education and Exceptional Student Education with ESOL and Reading Endorsements	100.00% 8
2	Master's in Elementary Education and ESOL (Dual Track)	0.00% 0
3	Master's in Reading	0.00% 0
4	Professional Training Option	0.00% 0
		8

Showing Rows: 1 - 5 Of 5

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% 8
2	No	0.00% 0

8

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

In what school & grade are you currently teaching?

McMullen booth elementary ASD

Ozona Elementary, Kindergarten

Cotee River 2nd grade

Paul R. Smith Middle School - 8th Grade

Meadowlawn Middle 6-8

Azalea Elem. 1st grade

Endeavour Elementary 2nd Grade

East Lake High School, Reading 9th

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...

I loved being able to team up for the ESE internship because it allowed for practice of collaboration with a teammate.

I feel very lucky to have attended USF St. Pete. I was very prepared for teaching and feel successful at my job.

The internships were the most helpful by far. It's one thing to learn strategies in the classroom, but it wasn't until I applied the information in a real school setting that it clicked and was beneficial. However, I don't think all of the assignments during the internships are all beneficial.

-Creating lesson plans using the USF template did not prepare me to write real lesson plans. -This program taught me little to nothing about writing IEPs and Matrixes. -The internships were extremely beneficial and I learned so much about how real classrooms are run.

I truly believe USFSP has set me up for success! I am so glad I made the choice to stay at USF. I have had nothing but great feedback from administration and teachers on my knowledge and abilities to quickly adapt to the expectations. I feel this greatly reflects my education and the program at USFSP.

After graduation I felt so prepared and ready to take ownership of a classroom. I felt comfortable and fully prepared! The only thing that became a speed bump my first year teaching was interpreting assessment data and using that to drive instruction. It is easy to see and modify instruction when the entire class missed a skill, but trying to figure out from assessment data who and when to reteach was challenging.

End of Report