

About the Alumni and Principal/Employer Surveys

Initial Teacher Preparation Alumni and Principal Surveys

Initial teacher preparation graduates complete the Alumni Survey one to two years after graduation. Employers complete the Principal Survey for their teachers employed one to two years after graduation. This set of surveys are parallel in nature. The surveys were designed to capture perspective of alumni and principals regarding the preparation received in the College of Education programs.

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 two instruments was estimated using Cronbach's alpha, a measure of internal consistency. These estimates ranged from .91 for the *Alumni Survey* to .97 for the *Principal Survey*. This suggests a high level of internal consistency among the items on each of the surveys.

Sample Selection: For this reporting period we selected 2017-2018 and 2018-2019 graduates employed by Florida public schools during the 2019-2020 school year. The response rate for the *Alumni Survey* was estimated to be approximately 16%, whereas the response rate for the *Principal Survey* was estimated to be approximately 32%. The response rate for both surveys increased from the last survey administration.

Alumni Survey results:

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 aggregate the results in order to be able to advance more substantive conclusions. The current survey responses were aggregated across programs and disaggregated by 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=31) responded that they agreed or strongly agreed. These perceptions varied very little across the remaining questions on the survey.

Nearly all of the respondents, (n=32, 97%) agreed or strongly agreed that they *adapted their practice to meet the needs of each learner*. Approximately 94% (n=31), agreed or strongly agreed that they *collaborated with learners, families, and other stakeholders to ensure learner growth; and understood how learners grow and develop, recognizing that patterns of learning and development vary individually* (n=30). The only area where the respondents' agreement fell below 80% was with respect to their ability to use *multiple methods of assessment to monitor learner progress, and to guide the learner's decision making*. (n=26, 79%).

Principal Survey results:

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 aggregate the results in order to be able to advance more substantive conclusions. The current survey responses were aggregated across programs and disaggregated by 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*, 90.8 % (n=79) responded that they agreed or strongly agreed. These perceptions varied very little across the remaining questions on the survey.

An overwhelming majority (n=82, 92.1%) of the principals agreed or strongly agreed that our program completers *understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach*. Nearly 90% of the principals (n=79, 88.8%) agreed or strongly agreed that our program completers *understand how learners grow and develop, recognizing that patterns of learning and development vary individually*. The only area where the principals' positive ratings fell below 80% was with respect to our program completers' *use of multiple methods of assessment to engage learners in their own growth* (n=71, 79.8%).

One area that was noted as less successful than the others, for both sets of respondents was related to using multiple methods of assessment. In one instance *to engage learners in their own growth* (principal respondents) and the other instance *to monitor learner progress, and to guide the learner's decision making* (alumni respondents). Moving forward, we plan to further investigate the various nuances of collecting, analyzing, and reporting assessment data.

Advanced Graduate Programs Alumni and Employer Surveys

Advanced preparation graduates complete the Alumni Survey one to two years after graduation. Employers complete the Employer Survey for graduates employed one to two years after graduation. This set of surveys are parallel in nature. The surveys were designed to capture perspective of advanced preparation program graduates and their employers. The surveys contain items employing a 5-point scale. The surveys are closely articulated with the competencies included in CAEP Standard 1 for advanced program graduates 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 are not calculated due to the small sample sizes are too small (n=10 for alumni, n=15 for employer).

Sample Selection: For this reporting period we selected 2017-2018 and 2018-2019 graduates employed by Florida public schools during the 2019-2020 school year. The response rate for the *Alumni Survey* was estimated to be approximately 22%, whereas the response rate for the *Employer Survey* was estimated to be approximately 33%. The response rate for both of the surveys increased from the last time these surveys were administered.

Alumni Survey results:

Data were available for two of our four advanced graduate preparation programs for this survey period, Educational Leadership and Reading Specialist.

The limited sample sizes across programs makes generalizability difficult. It was noted that the Alumni felt somewhat less prepared in the area of *Employment of Data Analysis and Evidence* (n=5 respondents for both programs).

We will continue to collect data so that we can aggregate the results in order to be able to advance more substantive conclusions.

Employer Survey results:

Responses were provided for two advanced graduate preparation programs for this survey period, Educational Leadership and Reading Specialist.

The limited sample sizes across programs makes generalizability difficult. We will continue to collect data so that we can aggregate the results in order to be able to advance more substantive conclusions.

NOTE: Data sets are provided for three years, where possible. For some programs in some years, there were no responses, therefore the data from the latest years available are provided, though these years may not be sequential.