The USFSP College of Education utilizes data from the completer survey administered by the Florida Department of Education.

The 2010 - 2011 data from the completer satisfaction survey reveal an overall satisfaction with the USFSP College of Education’s preparation program in the professional arena, especially in the areas of ethics, diversity, instructional practices, and providing a safe learning environment. One hundred percent of completers surveyed rated the USFSP teacher preparation program as highly effective or effective in preparing candidates in the following areas:

- Identifying strategies that expand students’ critical thinking
- Planning activities that require students to gather information and solve problems
- Developing technology enriched learning activities that meet the diverse needs of students
- Recognizing and identifying developmental differences among students
- Using technology in instructional delivery to enrich student learning experiences
- Demonstrating how knowledge can be applied to real-world settings
- Using a variety of developmentally appropriate activities to engage and motivate students
- Using technology tools to manage and evaluate student data
- Making reasonable efforts to protect students from harmful conditions that interfere with their learning
- Adhering to ethical standards expected of an educator in the classroom and in the school community
- Adhering to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida
- Treating students equitably by fostering acceptance of diversity in the classroom
- Accessing relevant educational research
- Implementing strategies acquired through professional growth opportunities
- Working with colleagues to improve students’ educational experiences

Eight-eight to ninety percent of completers surveyed (depending on the number responding) rated the teacher preparation program as highly effective or effective in preparing candidates for:

- Using relevant materials and technologies to promote student learning
- Applying learning theories and knowledge of human development to first and second language acquisition processes
- Planning lessons with specific learning and performance outcomes that are based on the Next Generation Sunshine State Standards and that meet the needs of all students
- Reflecting on practice and modifying instruction as needed
- Employing a variety of assessment strategies to determine students’ performance of specified outcomes such as Next Generation Sunshine State Standards
• Maintaining academic focus for all students through the use of various techniques that address differences in learning styles
• Modifying instruction based upon assessed student performance
• Using assessment data to improve student achievement
• Demonstrating an understanding of how the subject is linked to other disciplines
• Providing meaningful feedback regarding student performance to families
• Demonstrating knowledge of research-based, developmentally appropriate reading strategies.

Based on an analysis of completer response ratings, the following areas have been identified as program priorities:

• Establishing classroom routines and procedures that promote a positive and safe learning environment (67% highly effective or effective; 33% not very effective or ineffective)
• Using a variety of teaching techniques and strategies to effectively instruct all students, including students with diverse learning needs (67% highly effective or effective; 33% not very effective)
• Using resources outside the classroom to enrich students’ learning experiences (67% highly effective or effective; 33% not very effective)
• Using questions and activities that engage students in higher order thinking (56% highly effective or effective; 44% not very effective or ineffective)

Please see the attached file for results from the state survey and additional files charting responses.