

## Reading, M.Ed.

### 2023-2024 Program Completers

Ten program completers were surveyed. We received four responses. Two are currently reading interventionists in local districts; two are classroom teachers, and they are not seeking a reading specialist role.

Results by Standard (5-point Scale: Extremely satisfied to Extremely dissatisfied)

Standard	Mean	Std Dev	Positive Responses	Neutral Responses
Assessment and Evaluation	4.75	0.62	92%	8%
Curriculum and Instruction	4.92	0.29	100%	
Diversity and Equity	4.83	0.58	92%	8%
Foundational Knowledge	5.00	0.00	100%	
Learners and the Literacy Environment	5.00	0.00	100%	
Professional Learning and Leadership	5.00	0.00	100%	

Specific Items that did not receive 5.0 across all respondents

Items	Mean	Std Dev
A&E1 Using appropriate assessment tools to gather evidence on students' and literacy development for instructional purposes.	4.75	0.50
A&E2 Selecting assessment tools to measure students' literacy achievement.	4.50	1.00
C&I1 Using foundational knowledge to critique literacy curricula to meet the needs of all learners.	4.75	0.50

Overall Satisfaction (10-point Likert Scale with 10 representing "Very highly")

Items	Mean	Std Dev
Overall satisfaction with your program of study	10.00	0.00
Overall effectiveness as a Reading Specialist/Coach	8.25	2.36
Overall program preparation for the realities of a Reading Specialist/Coach	9.50	1.00
Likelihood of recommending UWF to someone looking for a degree in Reading	10.00	0.00

Overall, program completers were very satisfied with their preparation:

- I had a phenomenal experience, and value the education and experience gained through this program.
- I was highly satisfied with my program. I am just accruing experience in the traditional classroom at the moment.
- The program of study allowed me to better help my struggling readers. I am thankful for everything that UWF provided in the program.

Two have received recognition or additional credentials since graduating from the program:

- Coaching Endorsement through UF Lastinger
- Received teacher of year award while in the program

Two are willing to participate in a follow-up interview to provide additional information.

## Appendix A

### Copy of Questionnaire

#### Completer Satisfaction – Reading (2025)

The School of Education seeks feedback about your level of satisfaction with your preparation in your Reading Master's program of study. Please take a few minutes to rate your satisfaction with various aspects of your preparation aligned with the Standards for the Preparation of Literacy Professionals.

What is your current employment status?

- I am currently in a Reading Specialist/Coach role. (write your title, state, and district)  
\_\_\_\_\_
- I am currently a classroom teacher and not seeking a Reading Specialist/Coach role.  
(write grade level, state, district)  
\_\_\_\_\_
- I am currently a classroom teacher, but not seeking a Reading Specialist/Coach role.  
(write grade level, state, district),  
\_\_\_\_\_
- Other (describe) \_\_\_\_\_
- I am not employed in the education profession.

Using a five-point Likert scale ranging from extremely dissatisfied to extremely satisfied, please rate your level of satisfaction with the preparation you received to perform the following items effectively.

Demonstrating knowledge of the theoretical foundations of literacy and language in how they interrelate.

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

Applying evidence-based foundational literacy practices in the role of literacy professionals in schools.

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied

- Extremely satisfied

Using foundational knowledge to critique literacy curricula to meet the needs of all learners.

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

Implementing evidence-based literacy instruction for all learners.

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

Evaluating instructional approaches to provide a coherent literacy program.

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

Using appropriate assessment tools to gather evidence on students' and literacy development for instructional purposes.

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

Selecting assessment tools to measure students' literacy achievement.

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

Participating in professional learning experiences for appropriate literacy practices relevant to stakeholders.

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

Demonstrating knowledge of relevant pedagogical concepts that are appropriate for all learners.

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

Examining own beliefs while setting high expectations for all students.

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

Appreciating the backgrounds of all students and their families to inform instruction.

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

Meeting the developmental needs of all learners.

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

Collaborating with school personnel to use various materials to engage all learners.

- Extremely dissatisfied

- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

Integrating digital technologies in effective ways to foster a positive climate that supports a literacy-rich learning environment.

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

Being a lifelong learner who reflects upon practice.

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

Using ongoing inquiry to improve professional practices.

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied




Advocating for students to enhance their literacy learning.

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

On a scale of 0 to 10, where 10 represents "very highly", rate your:

0 1 2 3 4 5 6 7 8 9 10

Overall satisfaction with your program of study	
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Overall effectiveness as a Reading Specialist/Coach	
Overall program preparation for the realities of a Reading Specialist/Coach	
Likelihood of recommending UWF to someone looking for a degree in Reading	

Please provide any comments related to your satisfaction with your program of study.

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Please indicate any recognition or awards that you have received in the past two years (e.g., additional certifications or endorsements, nominations for awards, teacher of the year, team lead/grade level chair, etc.).

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Do you have any other information that you would like to share (e.g., experiences with advising, program coursework, fieldwork, etc.)?

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Are you willing to participate in a focus group session to provide additional feedback to the faculty of the UWF Reading Program? Yes/no