

Initial Preparation Programs Satisfaction Survey of Employers of 2022-2023 Program Completers

The FLDOE identified 58 emails associated with the employers of 91 of our 2022-2023 initial certification program completers. An email was sent on February 17, 2025, to all 58 of those identified, and five were returned because the employer was on leave or the supervisor was no longer employed in that district. A follow-up email was sent on March 4, 2025, as a reminder to complete the employer satisfaction survey. Of the 53 total emails sent, 16 employers completed the questionnaire in Qualtrics for a total response rate of 30%. The results of their feedback are provided below.

16 Total Responses (1 only included information on some items).

County Distribution Summary:

- Escambia: 9 responses
- Santa Rosa: 7 responses

Years of Experience Summary:

- 3-5 years: 4 responses
- 6-10 years: 4 responses
- 11-15 years: 4 responses
- 16-20 years: 3 responses
- More than 20 years: 3 responses

The experience levels are fairly balanced, with most responses falling between 3 to 15 years of experience.

Table 1 illustrates the responses from employers of graduates of our initial teacher preparation programs, assessing various dispositions of the teachers based on a scale of 1 to 4, where 4 = Exceeds, 3 = Meets, 2 = Partially Meets, and 1 = Does Not Meet. The mean score for each competency and the distribution of responses at each rating level are provided.

Table 1

UWF Graduates' Demonstration of Dispositions

Item	Mean	Exceeds	Meets	Partially Meets
Respect learners with differing strengths and needs and demonstrate a commitment to using this information to further each learners' development.	3.27	4	11	0
Respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	3.27	4	11	0
Seek to foster respectful communication among all members of the learning community.	3.40	6	9	0
Appreciate multiple perspectives within the discipline and facilitate learners' critical analysis of these perspectives.	3.00	1	13	1
Recognize the potential of bias in their representation of the discipline and appropriately address problems of bias.	3.00	2	10	2
Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	3.40	7	7	1
Understand the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.	3.20	3	12	0
Take professional responsibility to use long- and short-term planning as a means of assuring student learning.	3.07	3	10	2
Demonstrate a commitment to exploring how the use of new and emerging technologies can support and promote student learning.	3.33	5	10	0
See themselves as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	3.40	7	7	1
Take the initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	3.33	6	8	1
Understand the expectations of the profession including the codes of ethics, professional standards of practice, and relevant law and policy.	3.33	5	10	0

Summary of Table 1: Overall, employers of teacher preparation program graduates generally feel that the graduates meet or exceed expectations across most dispositions, particularly in respecting and understanding diverse learners, fostering positive communication,

and committing to professional growth. However, there is room for improvement in areas like addressing bias, facilitating learners' critical analysis of multiple perspectives, and using planning to ensure student learning.

Table 2 provides feedback from employers who have recently hired graduates from the UWF's initial certification programs, evaluating various skills and dispositions on a scale from 1 to 4 (4 = Exceeds, 3 = Meets, 2 = Partially Meets, 1 = Does not Meet). The mean scores and distribution of responses are given for each item.

Table 2

UWF Graduates' Demonstration of Skills and Dispositions

Item	Mean	Exceeds	Meets	Partially Meets
Creating a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement	3.07	2	12	1
Subject matter knowledge	3.00	0	15	0
Professional standards	3.13	2	13	0
Instructional Design and Lesson Planning	3.13	3	11	1
The Learning Environment	3.20	3	12	0
Instructional Delivery and Facilitation	3.13	2	13	0
Assessment	3.00	1	13	1
Continuous Professional Improvement	3.27	4	11	0
Professional Responsibility and Ethics	3.27	4	11	0
Technology	3.53	8	7	0
Diversity and Cultural Competence	3.20	3	12	0
Inclusivity and Learning Differences	3.13	2	13	0

Summary of Table 2: Employers of UWF's teacher preparation program graduates are generally very satisfied with their performance, particularly in areas such as technology integration, continuous professional improvement, and professional responsibility and ethics. Although there are areas for further improvement—such as assessment practices and fostering high academic

expectations—the overall feedback suggests that UWF graduates meet or exceed expectations across a wide range of skills and dispositions, with strong performances in areas like ethics, diversity, and cultural competence.

Impact on Students and Student Learning: The feedback from employers regarding the impact of UWF teacher preparation program graduates on students and student learning shows positive results. Specifically:

- **60% (9 employers)** rated the graduates' impact as **Effective**.
 - **40% (6 employers)** rated the graduates' impact as **Highly Effective**.
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Table 3 summarizes how employers perceive the preparedness of UWF teacher preparation program graduates compared to beginning teachers from other educator preparation programs, based on a scale from More Prepared, On Par, Slightly Less Prepared, and Less Prepared.

Table 3

Preparedness of UWF Graduates Compared to Those Hired from Other Preparation Programs

Item	Mean	More Prepared	On Par	Slightly Less Prepared	Less Prepared
Engaging and supporting all students in learning.	2.13	1	3	8	4
Creating and maintaining effective environments for student learning.	2.06	1	3	7	5
Understanding and organizing subject matter.	2.25	1	4	8	3
Planning instruction and designing learning experiences for all students.	2.38	1	4	10	1
Assessing students for learning.	2.13	1	2	10	3
Developing as a professional educator.	1.94	1	3	5	7
Overall Judgement of Preparedness	2.06	1	2	9	4

Summary of Table 3: The **Overall Judgement of Preparedness** scored a mean of 2.06, with most employers rating UWF graduates On Par with or Slightly Less Prepared than their peers from other programs. This reflects a general sense that although UWF graduates are competent, there are areas where improvement could be made to match or exceed the preparedness of teachers from other programs.

Table 4 illustrates the overall ratings from employers regarding UWF's initial preparation program graduates in several key areas. The ratings are on a scale from 1 to 10, with the mean and standard deviation (SD) provided for each item.

Table 4

Overall Ratings for Most/All UWF Graduates

Item	Mean	SD
Overall Satisfaction with most/all UWF graduates	8.31	2.41
Overall Effectiveness with most/all UWF graduates	8.06	2.56
Likelihood to Recommend the UWF EPP	8.56	2.56
Rehirability of Most/All UWF Graduates	8.63	2.47
Promotability of Most/All UWF Graduates	8.50	2.45

Summary of Table 4: Employers are generally very satisfied with UWF teacher preparation program graduates, rating them highly across all areas. Graduates are viewed as effective, rehirable, and promotable, with a strong likelihood of employers recommending the program to others. The ratings suggest a positive overall perception of UWF graduates, with minor variability in responses.

Responses to Open-Ended Items

Please provide any comments regarding your impression of graduates from the UWF Teacher Education program

- I have hired every student teacher except one (she was not looking for a job at that time). All my UWF hires have been excellent, they are some of the better teachers on my campus. They embrace Westgate and our students.

- I am very proud of the UWF graduates I have been able to hire.
- Prepared
- I have nothing but great things to say about the teachers that I have hired from the program. The teachers are eager to learn and add value to our team/district.
- They are prepared, academically. Some items, such as PD growth & parent communication come with experience, but overall, I am satisfied.
- Well prepared
- The most recent graduates that I have received have been very strong educators. However, the classroom management is such an issue for the graduates.

Please provide any comments regarding recommended improvements and/or changes for the UWF Teacher Education program

- An area I would like to recommend improvements / changes for the Teacher Education program is working with students who have significant gaps in instruction. Another area is communication with parents and partners in education. Most teachers shy away from the difficult conversations involving struggling students whether it is academically or behaviorally.
- We are seeing more and more ELL students in Santa Rosa County, and they bring along a unique set of challenges that many of our educators haven't heavily dealt with before. Preparing future teachers to work with this population would be invaluable as they take on their first jobs. Additionally, data will continue to drive decisions, and future teachers need to not only see data, but really think about how they'd adjust instruction based on a set of data. More case studies involving data-driven decision making would not be wasted!
- Providing as much field experience and job embedded learning opportunities that has a focus on student achievement and student behaviors would be helpful for students.
- More experience with RTI-B
- More focus on classroom management, behavior management and why these are not the same thing

Please provide any comments regarding any general suggestions, concerns, or issues in the space provided below

- Send me more :)
- UWF does a great job at preparing teachers.
- UWF students are doing a great job and I hire them when I have a position. We like having them do their student teaching here.

Summary of Comments to Open-Ended Items: UWF graduates are highly regarded by employers for their academic preparation, enthusiasm, and value to schools. However, there are clear areas for improvement, particularly in classroom management, parent communication, and support for diverse learners, especially ELL students and those with significant gaps in learning. Employers also suggested expanding field experiences, particularly those focusing on classroom management, student behavior, and data-driven instruction. Despite these areas for growth, the overall feedback is highly positive, with many employers eager to continue hiring UWF graduates.