

## An Executive Summary of the 2020 New Teacher Satisfaction Survey

The purpose of this Executive Summary is to present the findings from the 2020 College of Education's New Teacher Satisfaction Survey, seeking input from employers of FAU 2018-19 completers. As required by the Florida Department of Education, this annual survey was conducted during the Spring 2020 semester.

**Participants:** FAU Completers in Broward, Palm Beach, Martin, and "Other" counties responded to the survey. (n=39).

**Methods:** The Office of Academic and Student Services provided a list of employment data for FAU College of Education graduates between Fall 2018 - Summer 2019 employed in the state of Florida between Spring 2019 - Fall 2019. A Qualtrics survey was emailed to the program completers (n=140), requesting their participation in an online survey. On a scale of 0-10 (0 being the lowest; 10 being the highest), the 10 question Likert-designed survey asked employers to evaluate how well the graduates of our state-certified teacher preparation programs are performing in their school and reflect their perception of the knowledge, skills, and dispositions of the FAU College of Education graduates as it applies in their practice. The survey includes an overall rating, as well as a qualitative response to add additional comments or suggestions. The survey was conducted in April-September 2020. There were 41 respondents, that equated to a 29% response rate.

**Data Analysis:** The survey yielded both quantitative and qualitative data. For quantitative data, descriptive statistics were employed for rates on individual questions as well as overall satisfaction. For qualitative data, patterns in answers to the open-ended question were coded, where appropriate.

**Findings:** The overall findings portray overall satisfaction among completers with FAU. The specifics for these findings are presented in the following tables and summaries.

· **Who responded?** Participants were asked to identify the level of students they serve. The responses (n=41) revealed:

- 24 Elementary school (59%)
- 6 Middle school (15%)
- 8 High school (19%)
- 3 Did Not Answer (7%)

Only 31 of the 41(76%)respondents answered the survey questions. Palm Beach County reported 53.84% (n=21) of the responses, Broward County reported 25.64% (n=10) of the respondents, Martin County reported 2.56% (n=1), "Other" reported 12.92% (n=6), and "No Response" 5.12% (n=2)

### Likert Survey Findings

Table 1 displays the overall respondents (n), the highest rating and number of times selected, the lowest rating and the number of times that was selected, and the mean rating for the question.

	n	High Ratings/ # selected	Low Ratings/ # selected	Mean Rating
Apply Concepts from Human Development and Learning Theories in Instructional Design and Lesson Planning	31	10/9	3/3	7.68
Maintain a Student-Centered Learning Environment that is safe, organized,	31	10/11	3/1	8.29

equitable, flexible, inclusive, and collaborative.				
Utilize a deep and comprehensive knowledge of the subject taught to deliver and facilitate instruction.	31	10/6	3/1	7.58
Apply assessment practices to monitor, interpret, diagnose, accommodate and inform instruction.	31	10/10	3/1	8.03
Engage in Continuous Professional Improvement Practices.	31	10/8	4/1	8.10
Adhere to the Code of Ethics and Principles of Professional Conduct of the Education of the Profession.	31	10/18	5/1	9.00
Planning for the use of Technology in Lesson Delivery	31	10/9	1/1	7.42
Implementing Appropriate Technology in the Classroom	31	10/12	1/1	7.61

### Discussion

Of the Eight response areas, respondents responded with scores an average score between 7.42% (*Planning for the use of Technology in Lesson Delivery*) and 9.00% (*Adhere to the Code of Ethics and Principles of Professional Conduct of the Education of the Profession*). Because the range between the highest average score and lowest average was 1.56%, we are somewhat concerned with New Teacher ratings of our 2018-2019 elementary education and secondary education programs. Additionally, the range of scores were from ten to one. Upon further analysis, the score of one was across the board for one student, so the majority of scores were between three and ten, which is concerning.

### Overall Satisfaction

Table 2 displays the overall respondents (n=13) overall satisfaction with the completers.

N	Excellent//%	Very Good/%	Average/%	Fair/%	Poor/%
31	14/45%	10/32%	7/23%	0/0%	0/0%

### Discussion

One-hundred percent of our completers scored at either Excellent (45%), Very Good (23%), and Average (23%). We

are concerned with the high number and percentage of Average. Only 77% of respondents choose Excellent or Very Good.

### Comments from Participants

The survey offered participants the opportunity to add comments. Analysis was done on the comments rendered by fourteen of the thirty-nine participants (36%). Four comments were written with a satisfied tone and ten comments offered suggestions in the spirit of improvement.

- **Satisfaction:** Twenty-nine percent of the comments were positive. The comments were:
  - "I feel FAU College of education helped me prepare for teaching.."*
  - "Great professors and practicum experiences. Would have loved more preparation in teaching reading!"*
  - "Proud to be an owl!"*
  - "The education I received at FAU left me feeling very well prepared and ready to start teaching. I knew exactly what I needed to prepare for an incoming class of kindergarten students with autism. I knew how to best set the room us for success, implementing strategies learned to structure the environment, plan for behavior management, and accommodate to best meet the students' needs. I felt confident in my first IEP meeting, and was successful during parent conferences."*
- **Improvement:** Seventy-one percent of respondents provided feedback on how the program can be improved. The comments were:
  - "I do think the program would benefit from updating. For example, the technology class I took focused mostly on Webquest which is not really a program used anymore. Using cpalms student resources, kahoot, quizizz, etc. as well as different educational resources would be beneficial to new teachers."*
  - "I was apart of the class that got their reading enforcement during Hurricane Irma. We brought up in meetings how we did not feel equipped to teach guided reading and small groups and nothing happened. That situation was handled very sloppily."*
  - "As a secondary ELA education graduate, I felt many of the educational courses I took were geared toward the elementary level. Because many of the education courses I took had both elementary and secondary education students in it, I felt that much of the concepts, applications, and theories lent themselves to the elementary ed. students rather than the secondary ed. students. As I was taking these courses, I felt overlooked as a secondary ed. major and had to figure out how to apply the concepts learned to high school level. For example, when I took a course on implementing technology in the classroom, most of the websites/tools we used were too elementary to give to my high school students. I think it would be much more helpful to have classes specifically geared."*
  - "I'm not sure anything really prepares you for the classroom. I had no idea how to teach a guided reading lesson or writing. As an adult student it was hard for me to miss work to complete practicums due to financial responsibilities. However, I do think more time in the classroom before graduation would be a benefit! One day per week for 12 weeks is not enough."*
  - "I did feel unprepared to teach math. I did not grow up with common core math. Therefore, when I went to teach it for the first time this tray, I had never seen some of the strategies before and felt like those could've been reviewed in the math course at FAU"*
  - "There should be a stronger emphasis on digital tools available to teachers through courses and internships. The course on instructional tech offered minimal practical use and the student teaching experience occurred in a low-tech school. Sadly that part is out of their control given local budget constraints and restricted use of tech to testing."*
  - "Classroom management should have its own course"*
  - "Many of the lesson plan templates are outdated and not directed towards the expectations there are now. Implementation of technology components outside of Microsoft would be extremely beneficial."*
  - "Students should be required to know how to break down a standard and how each student can achieve mastery of said standard without giving them a completely different task. Students should know how to differentiate while all students have the same goal, just a different way to reach it."*
  - "Students should be able to practice an accurate way to measure reading accuracy, I did not feel prepared for Reading Running Records - palm beach/broward student teachers should be given the*

*opportunity to attend a Reading Running Record session provided by either district and be given opportunities as an assignment to assess a student at the beginning and towards the end of their Student Teaching. Knowing how to evaluate the data to what the student may need to reach their goal would help with reading differentiation planning in ELA.”*

### **Discussion**

The satisfactory postings (29%) can be attributed to the preparedness for all areas of the classroom that the candidates felt because of our teacher preparation program.

Unfortunately, Improvement ratings (71%) more than doubled the number of satisfactory postings. Improvement posting are attributed to: updating the program and updating resources (lesson plans), updating mathematics education and methods, updating reading education, updating technology information and resources. Another improvement deals with the secondary program classes that serve both elementary and secondary candidates. The classes need to make sure that they have equivalent focus for both elementary and secondary.

### **Conclusion**

The survey was completed by thirty-nine completers in Broward County, Palm Beach County, Martin County, and “Other” counties. From the survey findings, we can conclude that the completers are somewhat happy with our elementary and secondary programs. However, the completers would like the programs to be updated in areas of mathematics education, reading education, and technology. While some completers were happy with their preparation, it did not meet our criteria. This information will be shared with the appropriate departments.