STETSON UNIVERSITY
Department of Education

School Principals' Assessment of
Stetson University's Education Program
Elementary Education Graduates from 2016-2017 Academic Year

This report summarizes the results of a survey conducted by the Office of Undergraduate Education Programs to help assess the effectiveness of Stetson's Teacher Education Program. Principals of schools in which recent Stetson graduates taught during the 2017-2018 academic year were surveyed regarding the beginning teachers' abilities and performance. The survey was conducted via an online survey in May 2018. This survey is part of the assessment requirement of the State Department of Education and the Council for the Accreditation of Educator Preparation.

The Florida Department of Education provided the Office of Undergraduate Education Programs with a list of 16 elementary education graduates identified as first-year, full-time teachers, working in public Florida schools. Eight (8) responses were received for a 50% response rate.

How has Stetson University's Education Program prepared its program completer to:	Mean	5 Prepared very well	4 Prepared well	3 Prepared neither well nor poorly	2 Prepared poorly	1 Prepared very poorly	0 Unable to judge
Design learning experiences that are developmentally appropriate for every student. InTASC #1	4.1	25% (2)	62.5% (5)	12.5% (1)			
Apply knowledge of individual differences and diverse populations to ensure inclusive learning. InTASC #2	4.1	25% (2)	62.5% (5)	12.5% (1)			
Create an environment that optimizes learning opportunities. InTASC #3	4.0	12.5% (1)	75% (6)	12.5% (1)			
Create a learning environment that encourages respect and rapport toward others. InTASC #3	4.1	37.5% (3)	50% (4)		12.5% (1)		
Teach content in ways that are accessible and meaningful for all students. InTASC #4	4.2	37.5% (3)	50% (4)	12.5% (1)			
Engage learners in critical and creative thinking in the application of content knowledge. InTASC #5	4.1	25% (2)	62.5% (5)	12.5% (1)			
Use multiple methods of assessment. InTASC #6	4.1	25% (2)	62.5% (5)	12.5% (1)			
Plan instruction that supports every student in meeting rigorous learning goals/standards. InTASC #7	3.5	12.5% (1)	75% (6)	12.5% (1)			
Adjust plans based on assessment information and learner responses. InTASC #6	4.1	25% (2)	62.5% (5)	12.5% (1)			
Create learning experiences that are relevant to students. InTASC #7	4.0	12.5% (1)	75% (6)	12.5% (1)			
Use a wide variety of resources, including human and technological, to engage students in learning. InTASC #8	4.1	25% (2)	50% (5)	12.5% (1)			
Use a variety of instructional strategies to develop deep understanding of content for every student. InTASC #8	4.1	25% (2)	62.5% (5)	12.5% (1)			
Reflect on own practice based on a variety of input (e.g., observation feedback, learner performance, self-reflection) to further professional growth. InTASC #9	4.2	37.5% (3)	62.5% (4)	12.5% (1)			
Adhere to professional standards (e.g., Code of Ethics, professional standards, professional interactions with peers, parents, and supervisors). InTASC #9	4.5	62.5% (5)	25% (2)	12.5% (1)			
Assume responsibility for student learning. InTASC #10	4.5	75% (6)	12.5% (1)		12.5% (1)		
Collaborate with school community (e.g., peers, supervisors, other school professionals, parents). InTASC #10	4.7	75% (6)	25% (2)				

QUESTION 1: Quality of Preparation

InTASC Standards
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

QUESTION 2: To what extent, if at all, would you recommend hiring/rehiring graduates from Stetson's Education Program?

- Five principals responded with *Strong Recommend* and three responded with *Recommend*.
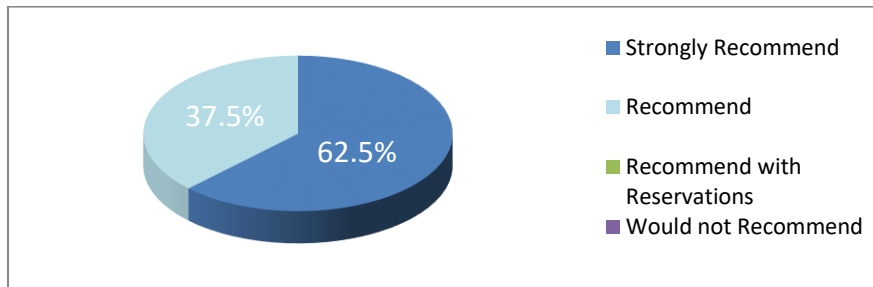
QUESTION 3: In general, how would you rate Stetson's Education Program in preparing its candidates to teach?

- Four principals responded with *Excellent* and four responded with *Above Average*.
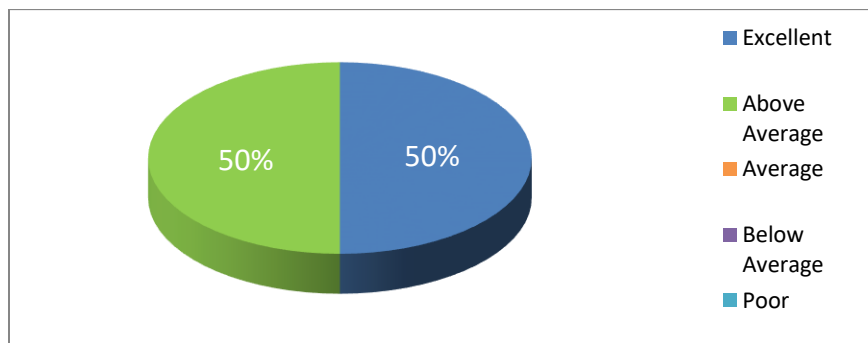
QUESTION 4: Please comment on those aspects of Stetson's Education Program that you believe prepare the candidates well.

- Teachers are professional

- Overall, this candidate was very well prepared to enter the field of education.

- Helping engrain a strong work ethic, especially with this graduate.

- Allowing them multiple opportunities in a variety of schools and settings.

QUESTION 5: Please comment on how Stetson's Education Program could better prepare its candidates.

- Need follow up support during the year

- No concerns to share.

- What to do academically when a student isn't learning... more assistance on assessing students and what to do when they aren't getting it.

- Assessment (formative and summative) is an area that all new teachers seem to struggle in.

QUESTION 6: Please provide any additional comments you would like to make about Stetson University's Education Program's preparation of its candidates.

- Not at this time.

- This candidate is a phenomenal teacher and will continue to grow!