

## Employment Satisfaction Survey

Employer Satisfaction Survey is predicated on understanding how our completers perform in their employment schools upon completion of educator preparation programs and the level of satisfaction from their employers. The feedback from the employers are valuable for knowing the performance of our completers and continuing improvement.

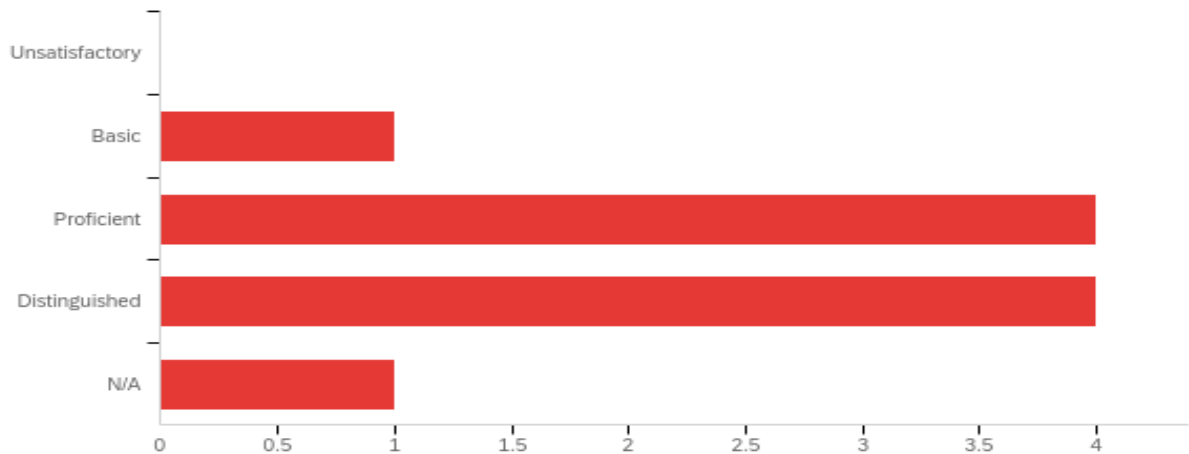
The Survey is sent to and completed by school principals whose schools employ FAMU completers after the first year of employment in the schools upon completion of educator preparation programs. This survey is administered during the fall semester and assesses the employers' satisfaction of our completer's job performance. Using a four-point scale where 1=Unsatisfactory, 2=Basic, 3=Proficient and four=Distinguished, employers rate their level of satisfaction of our completers.

In 2020-2021 Employer Satisfaction Survey, employers rated our completers either Distinguished or Proficient. The response rate for the Survey was 73% (11/15). Overall, employers were satisfied with our 2019-2020 program completers.

### 2021 FAMU EPP Employer Satisfaction Survey Report

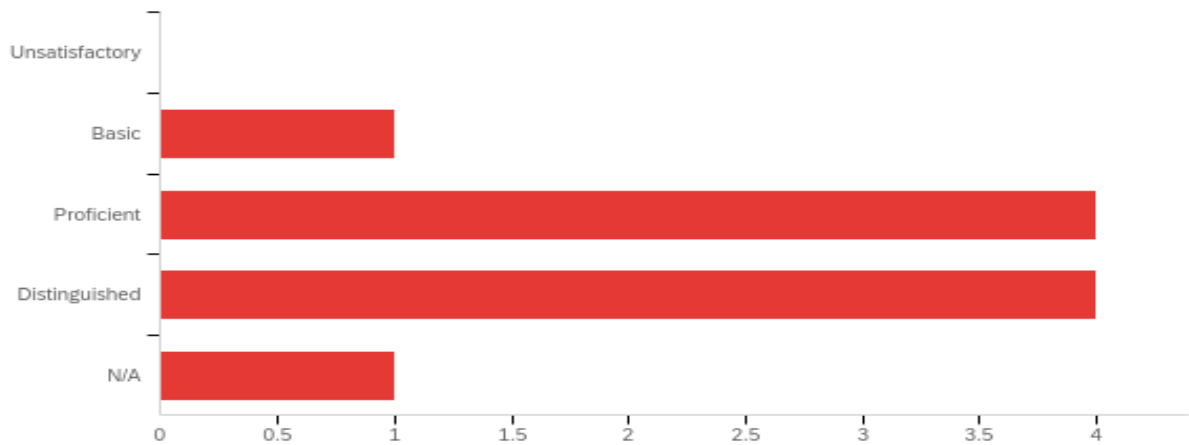
*Employer Satisfaction Survey – 2021 for 2019-2020 Completers*

#### 1. The teacher/employee uses instructional strategies that promote active learning.



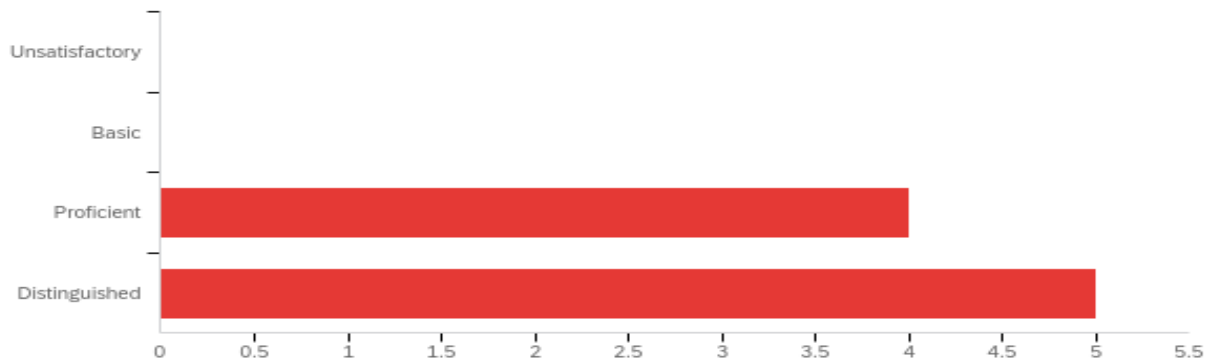
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee uses instructional strategies that promote active learning.	2.00	5.00	3.50	0.81	0.65	10

**2. The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow.**



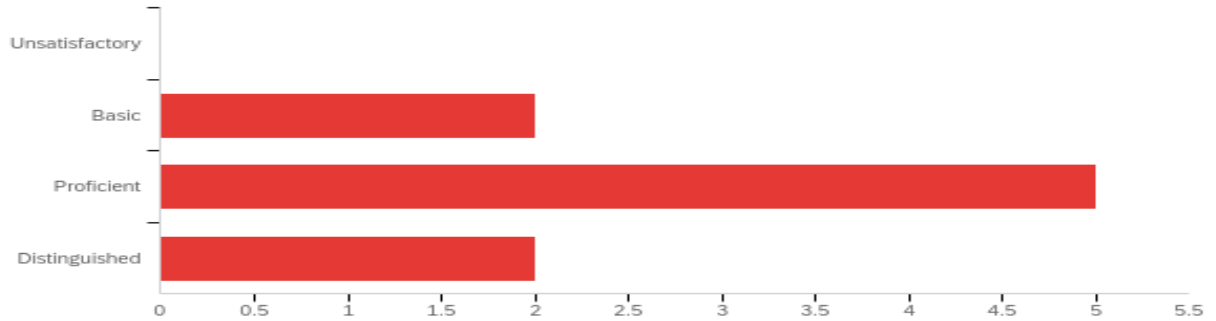
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow.	2.00	5.00	3.50	0.81	0.65	10

**3. The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction.**



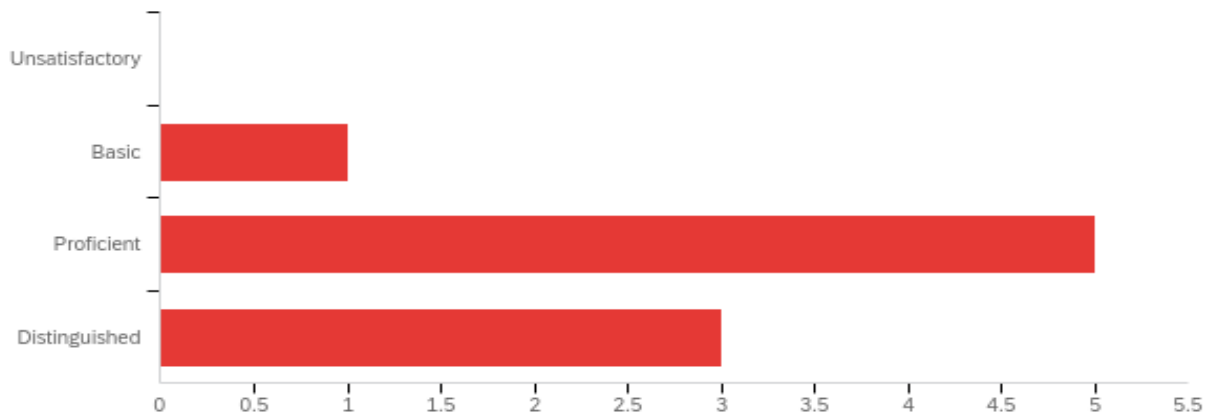
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction.	3.00	4.00	3.56	0.50	0.25	9

**4. The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs**



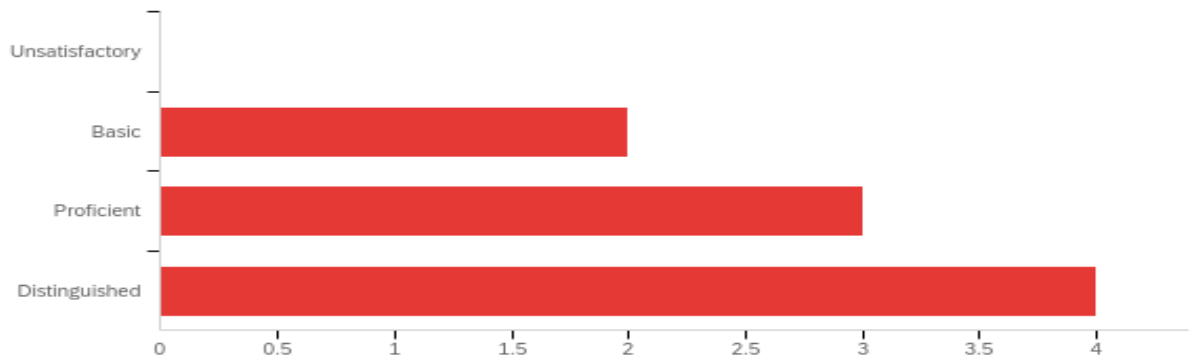
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs	2.00	4.00	3.00	0.67	0.44	9

**5. The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs.**



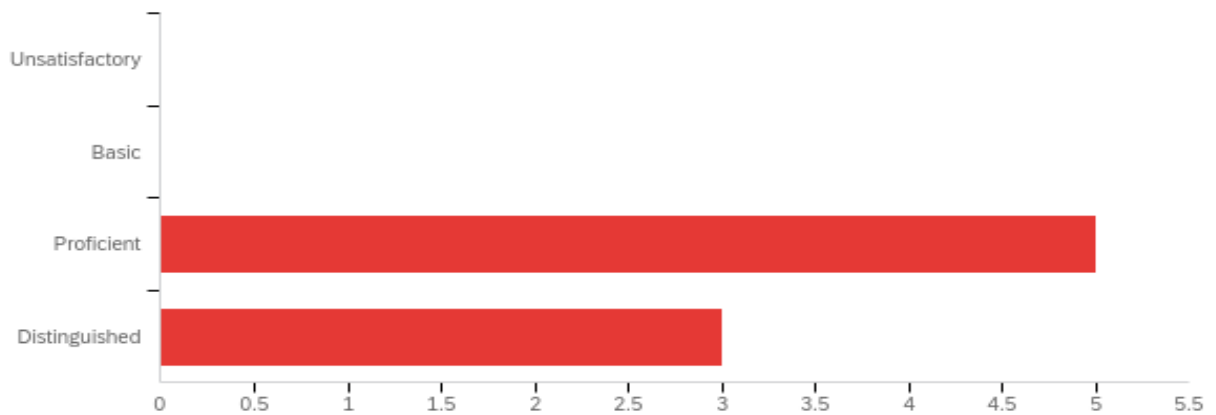
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs.	2.00	4.00	3.22	0.63	0.40	9

**6. The teacher/employee evaluates the effects of his/her actions and modifies plans accordingly.**



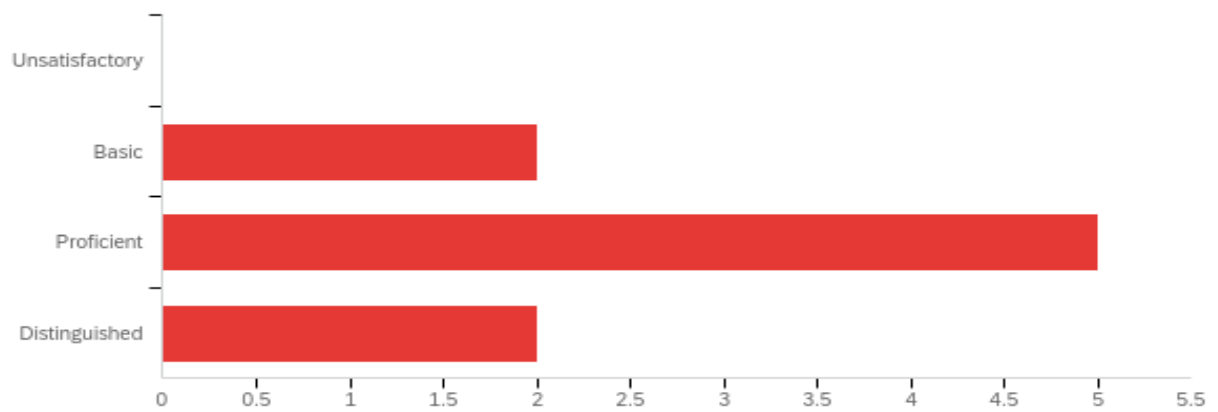
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee evaluates the effects of his/her actions and modifies plans accordingly.	2.00	4.00	3.22	0.79	0.62	9

**7. The teacher/employee can encourage learners to see, question, and interpret ideas from diverse perspectives.**



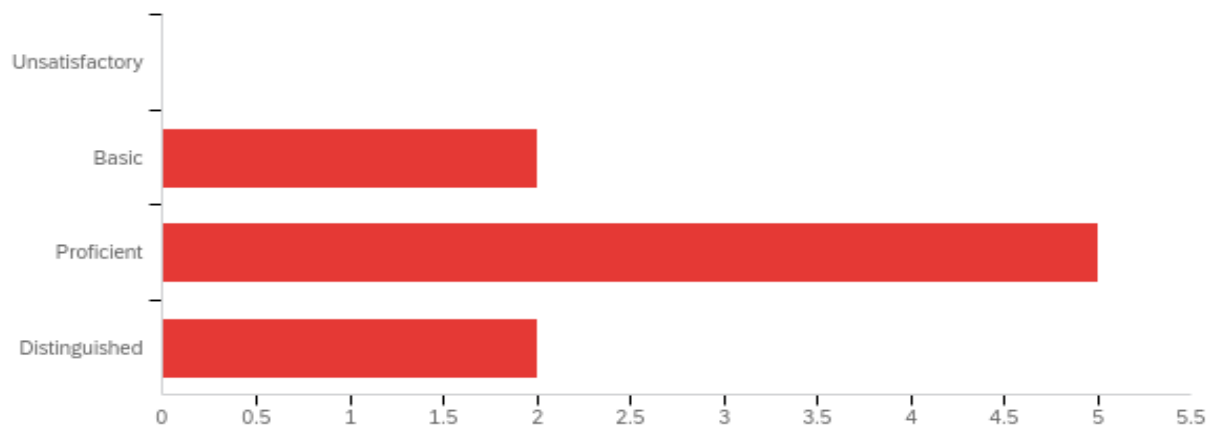
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee can encourage learners to see, question, and interpret ideas from diverse perspectives.	3.00	4.00	3.38	0.48	0.23	8

## 8. The teacher/employee uses strategies that support new English language learners



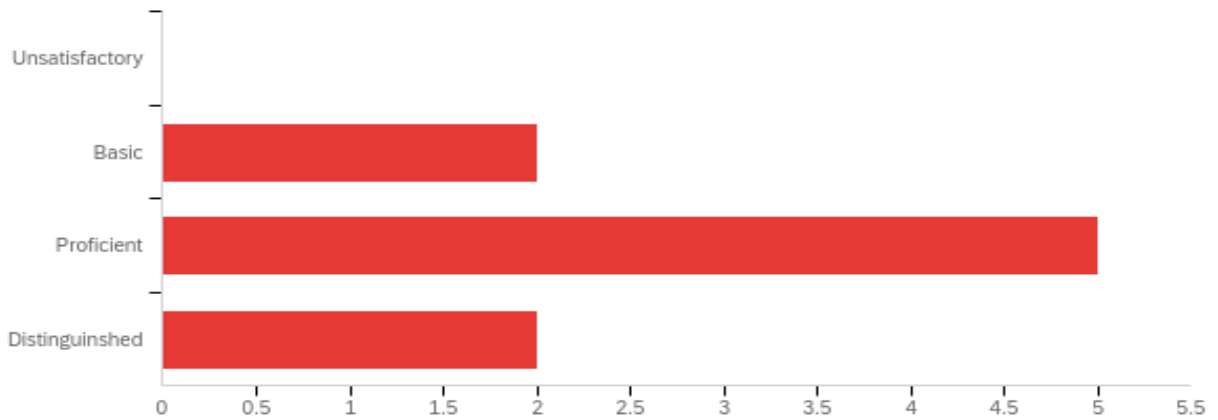
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee uses strategies that support new English language learners	2.00	4.00	3.00	0.67	0.44	9

## 9. The teacher/employee helps learners assess their own learning.



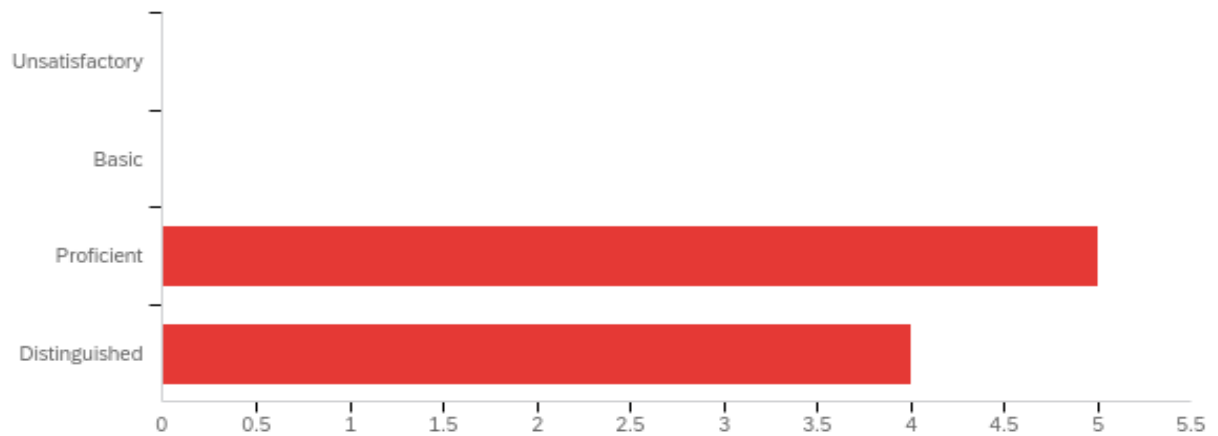
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee helps learners assess their own learning.	2.00	4.00	3.00	0.67	0.44	9

**10. The teacher/employee uses strategies that support learners with a wide variety of exceptionalities.**



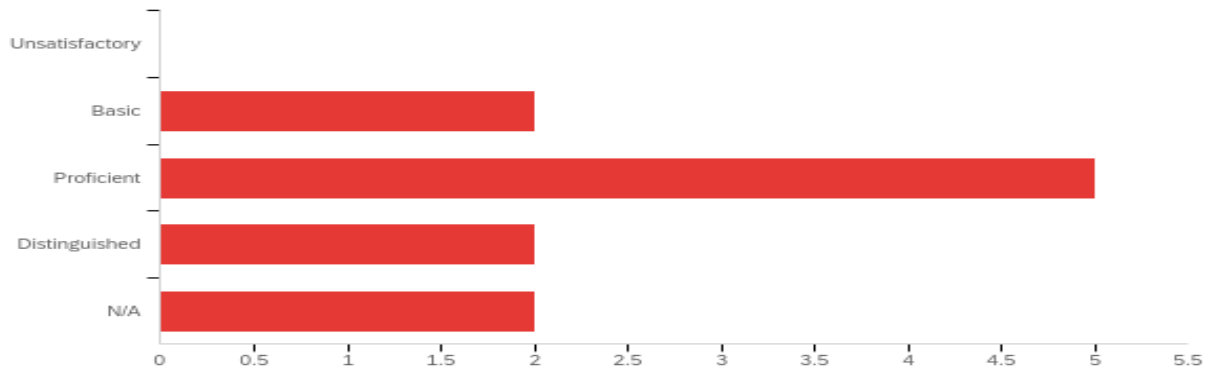
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee uses strategies that support learners with a wide variety of exceptionalities.	2.00	4.00	3.00	0.67	0.44	9

**11. The teacher/employee honors diverse cultures and incorporates culturally-responsive curriculum, programs, and resources.**



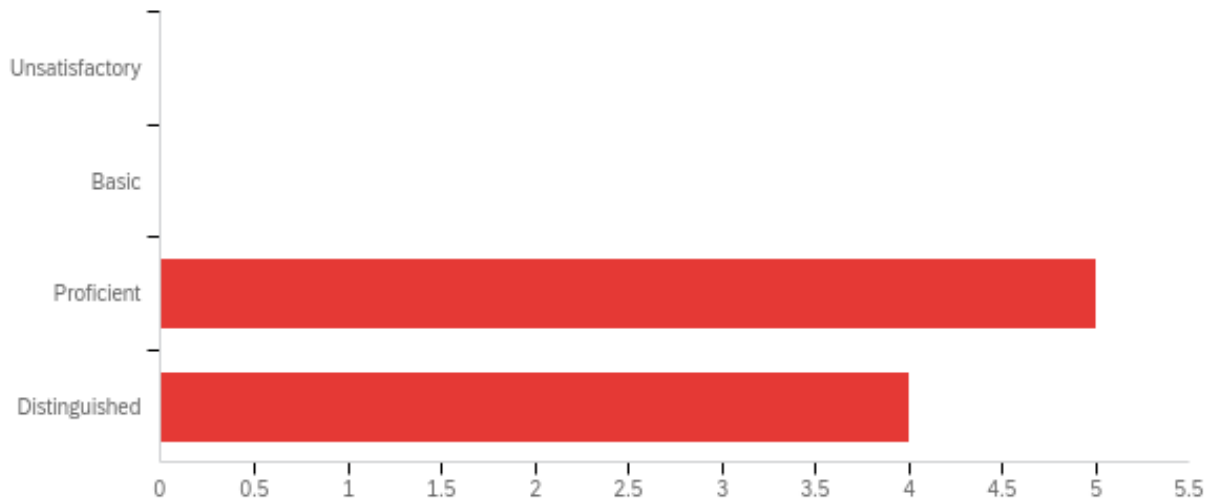
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee honors diverse cultures and incorporates culturally- responsive curriculum, programs, and resources.	3.00	4.00	3.44	0.50	0.25	9

**12. The teacher/employee has a positive effect on student achievement according to state assessments.**



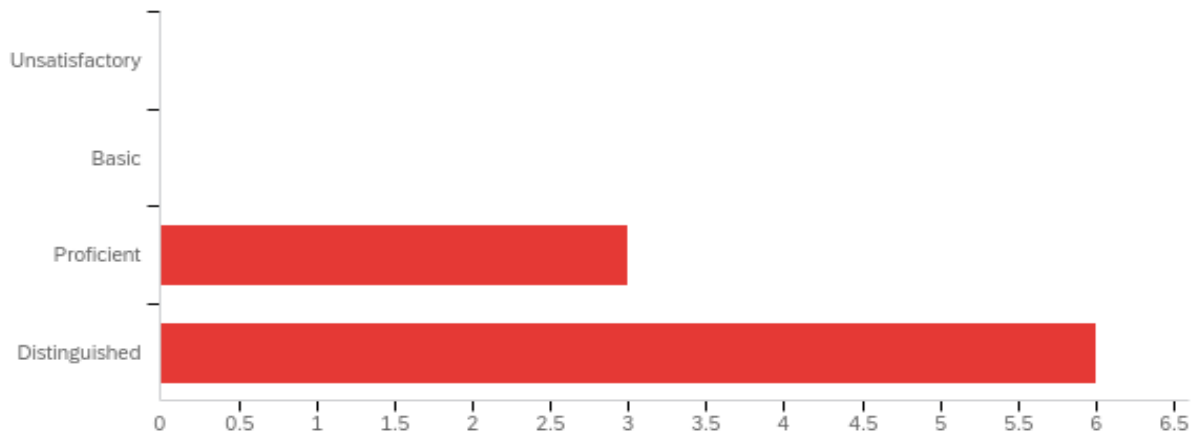
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee has a positive effect on student achievement according to state assessments.	2.00	5.00	3.36	0.98	0.96	11

**13. The teacher/employee uses technology to enhance learning and learning environments.**



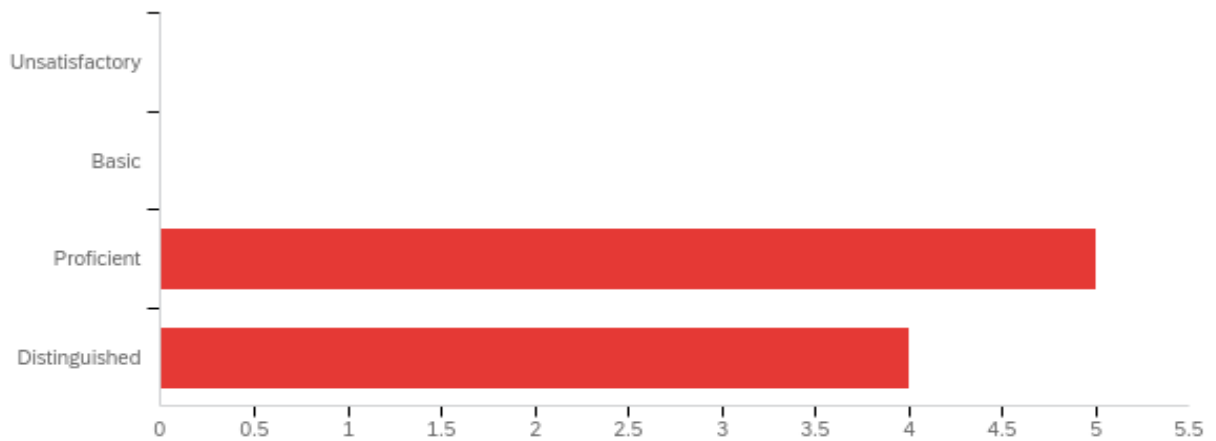
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee uses technology to enhance learning and learning environments.	3.00	4.00	3.44	0.50	0.25	9

**14. The teacher/employee understands the value of working with colleagues, families, and community agencies to meet learner needs**



Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee understands the value of working with colleagues, families, and community agencies to meet learner needs	3.00	4.00	3.67	0.47	0.22	9

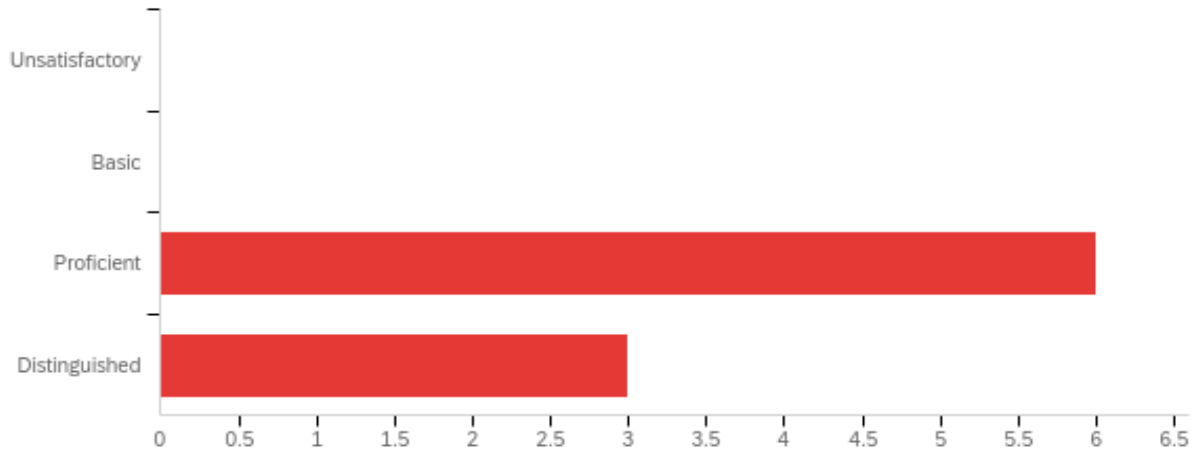
**15. The teacher/employee uses self-reflection as a means of improving performance.**



Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee uses self-reflection as a means of improving performance.	3.00	4.00	3.44	0.50	0.25	9

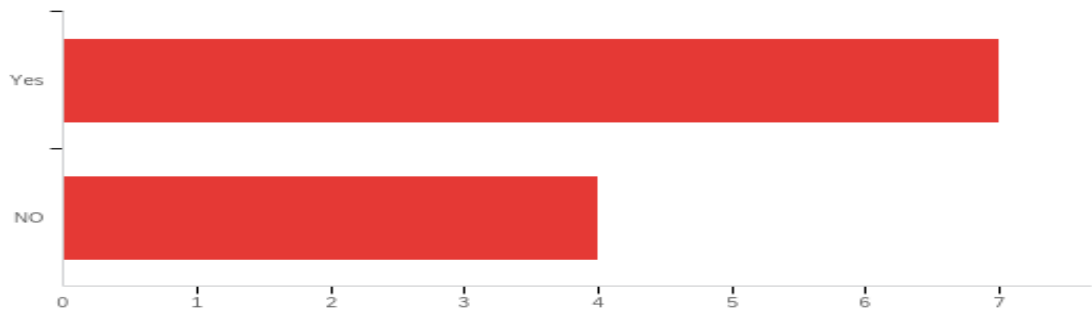


**16. The teacher/employee maintains accurate records.**

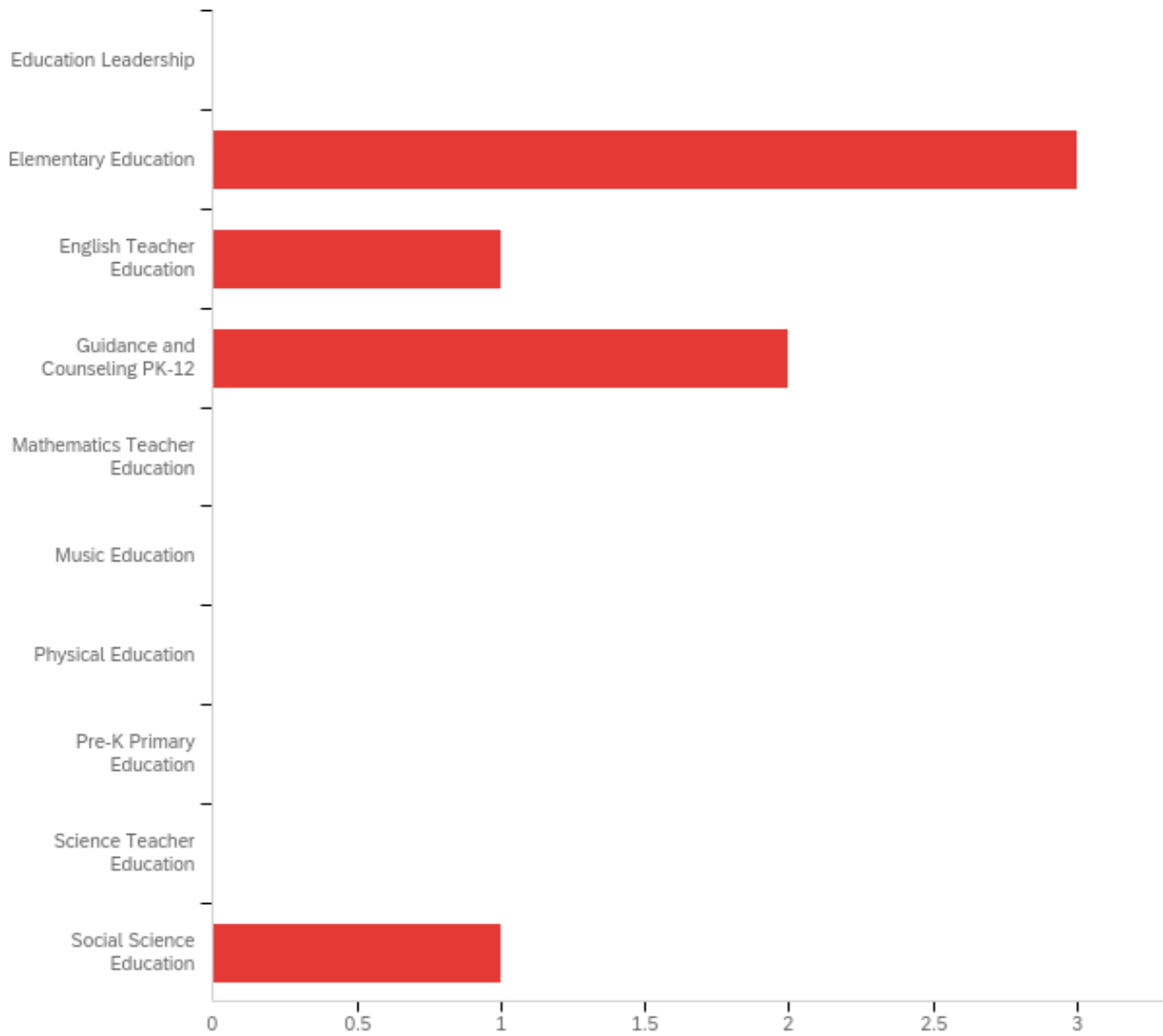


Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee maintains accurate records.	3.00	4.00	3.33	0.47	0.22	9

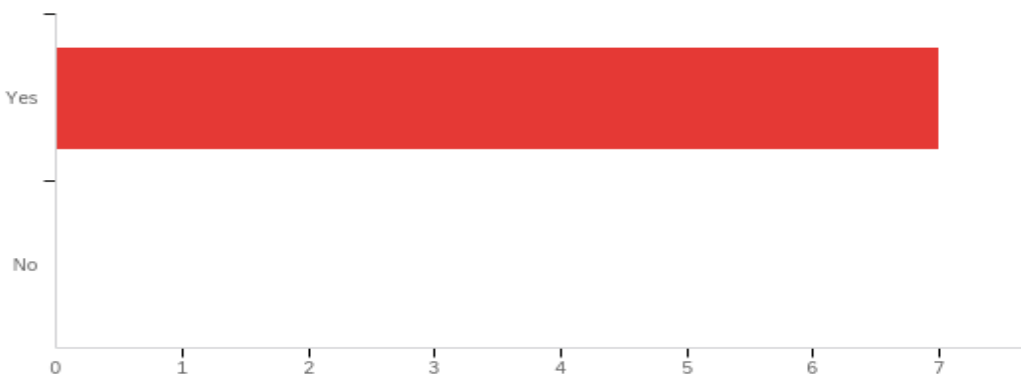
**17. Have you hired teachers who are graduates of Florida A&M University Teacher Education Program within the last three years?**



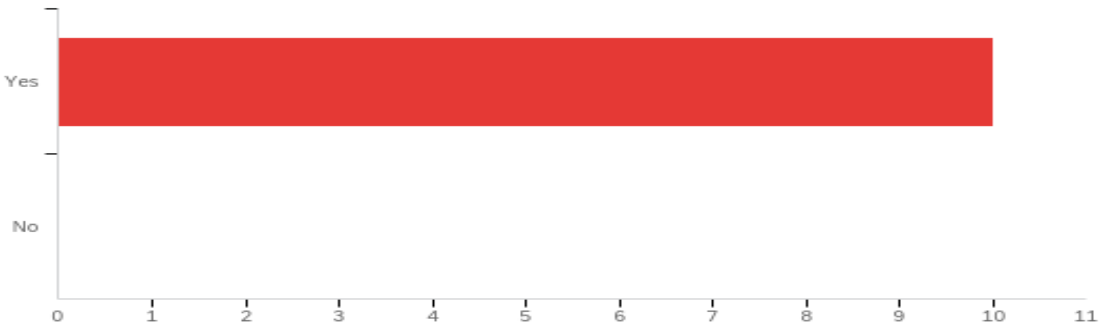
### 18. What Certification Area did you hire?



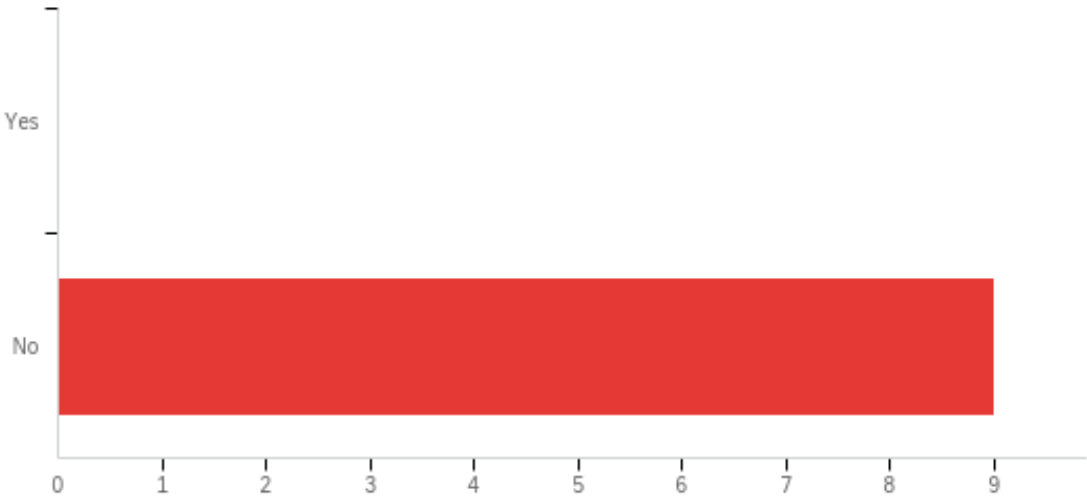
### 19. Are they still employed?



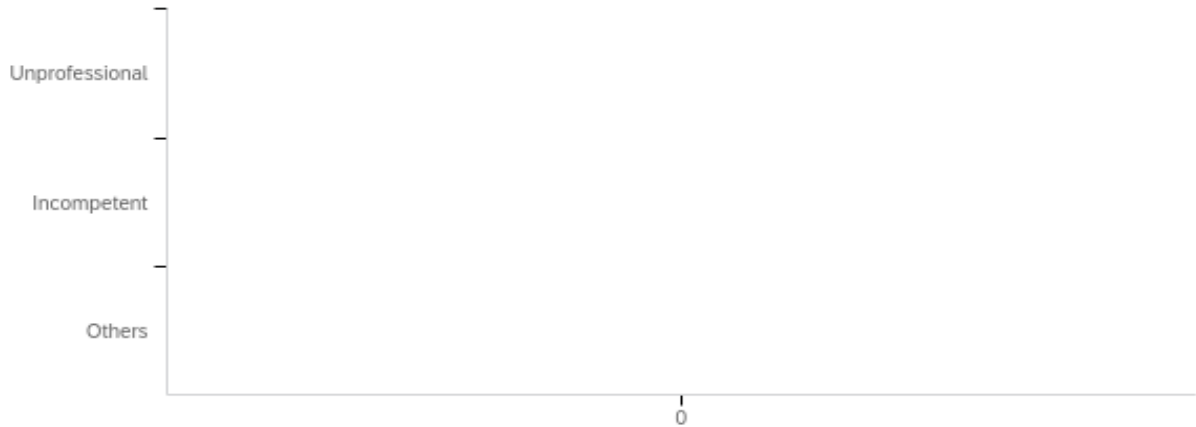
**20. Would you recommend the hiring of FAMU graduates to other districts and schools?**



**21. Have you had an occasion to recommend dismissal of a FAMU graduate from your teaching staff within the past three years?**



**22. Please indicate reason(s) for teacher's dismissal.**



**23. What do you consider to be the major strengths of teacher preparation programs?**

What do you consider to be the major strengths of teacher preparation programs?

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Observation opportunities

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Content knowledge

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N/A

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N/A

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N/A

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Alignment to Employer leadership expectations and collaborative skillset executed

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Our FAMU grads have come ready to positively impact students at our school. Their classroom management, expectation of rigor, and content knowledge are excellent!

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Prepared

## 24. What improvements would you suggest for teacher preparation programs?

What improvements would you suggest for teacher preparation programs?

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More observations and courses targeted to the needs of Title 1 teachers

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More experience working in transformational school settings

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Increased instruction and practice in differentiated instruction

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I have been very pleased! I would say, 1 of the grads was hesitant to teach upper grades, based on advice they got while student teaching. But we helped them to make a transition to 4th grade and it has been a tremendous fit for this person.

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