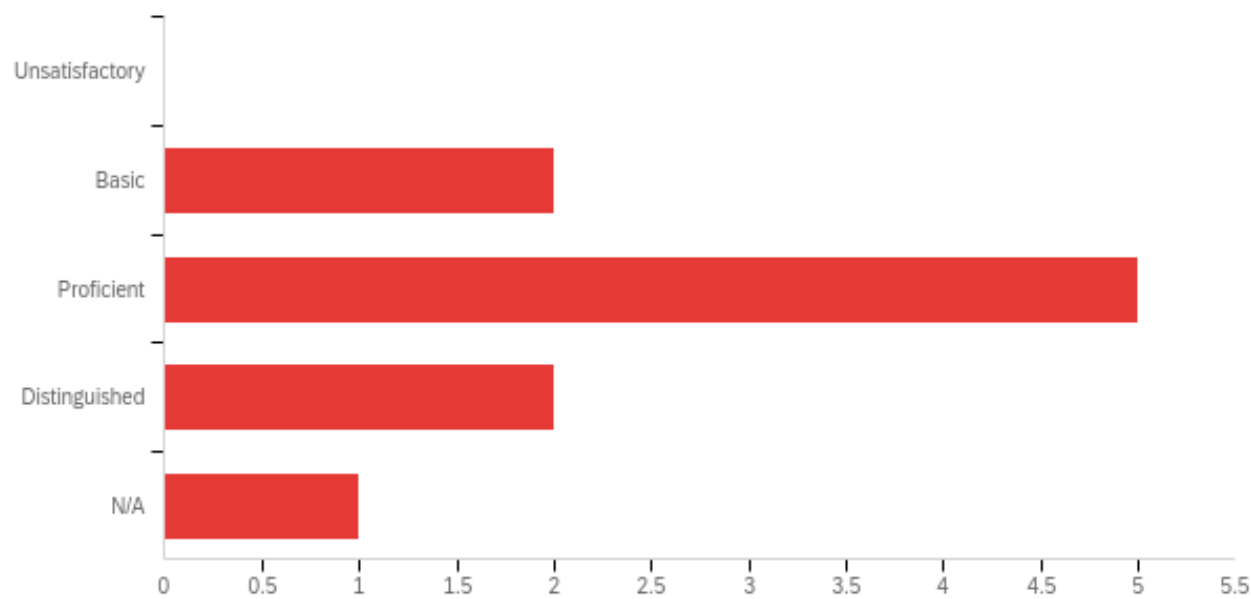
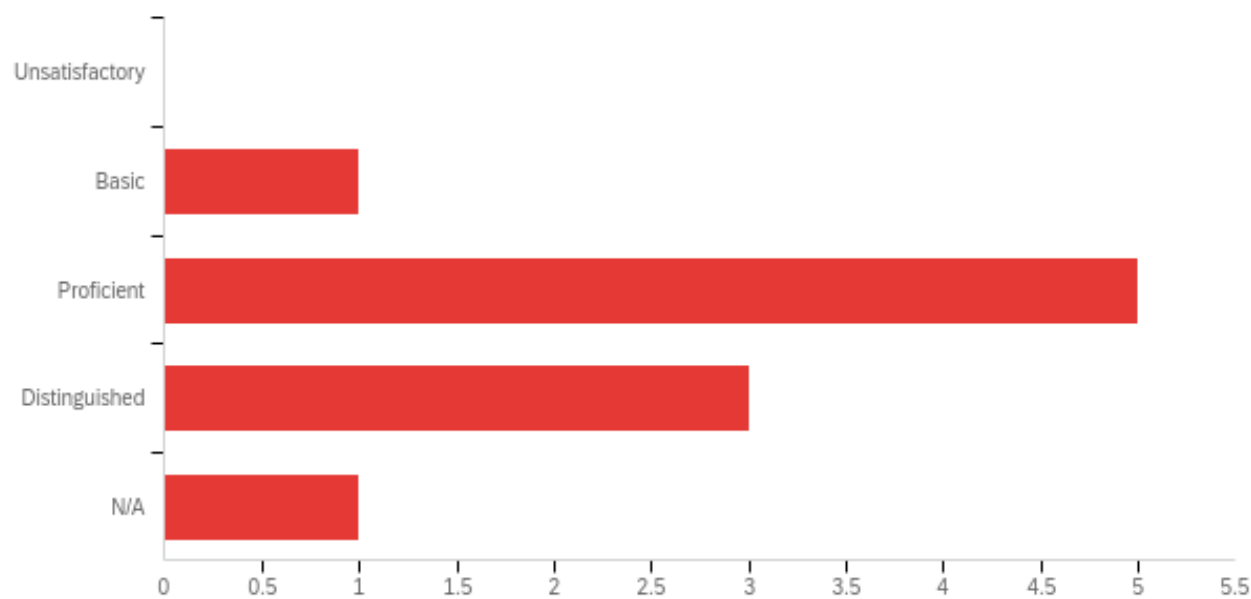


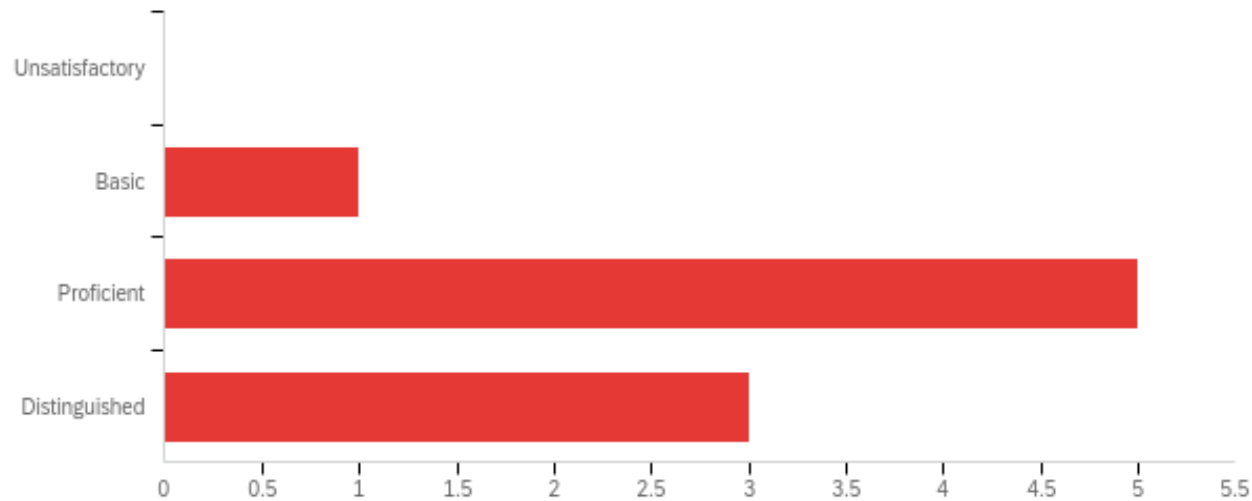
1. The teacher/employee uses instructional strategies that promote active learning.



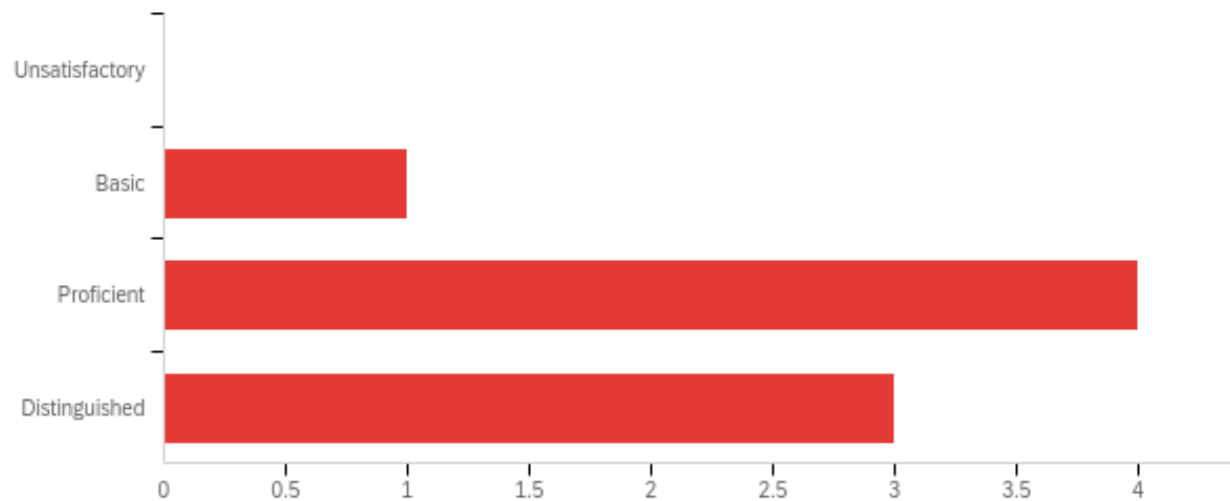
2. The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow.



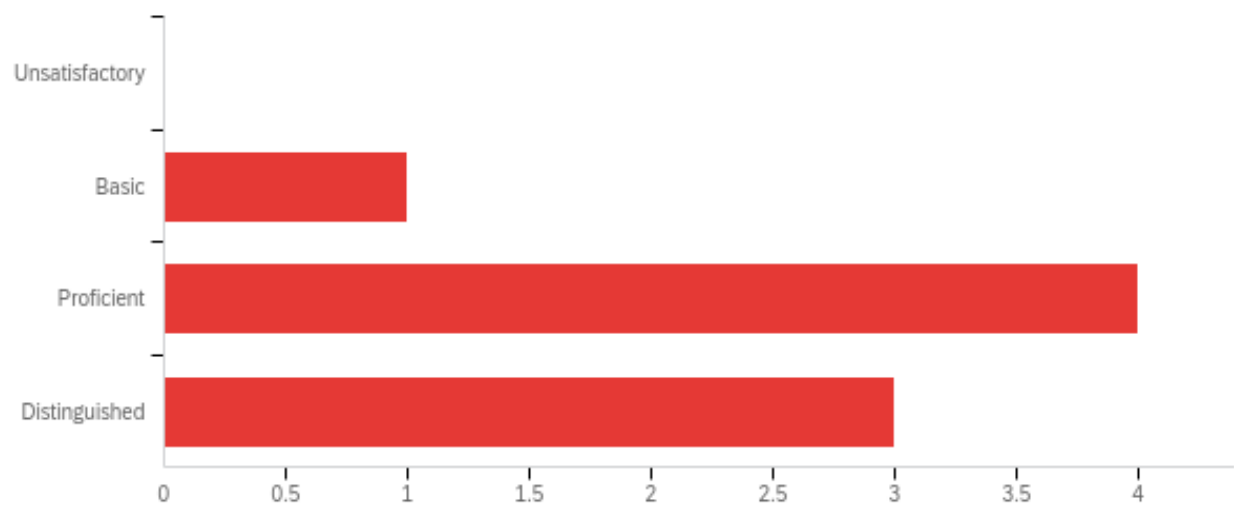
3. The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction.



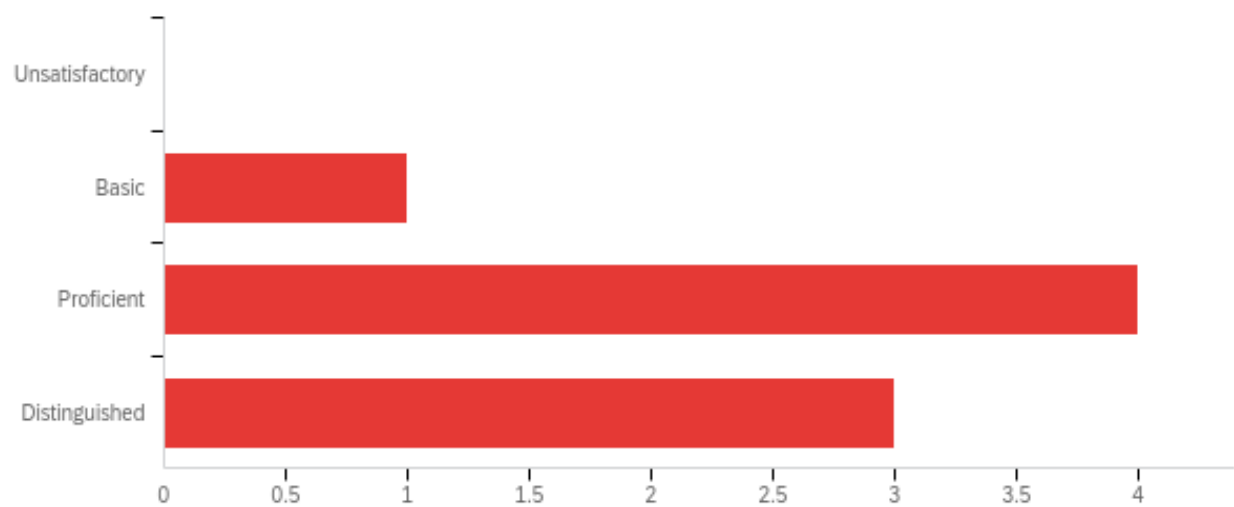
4. The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs



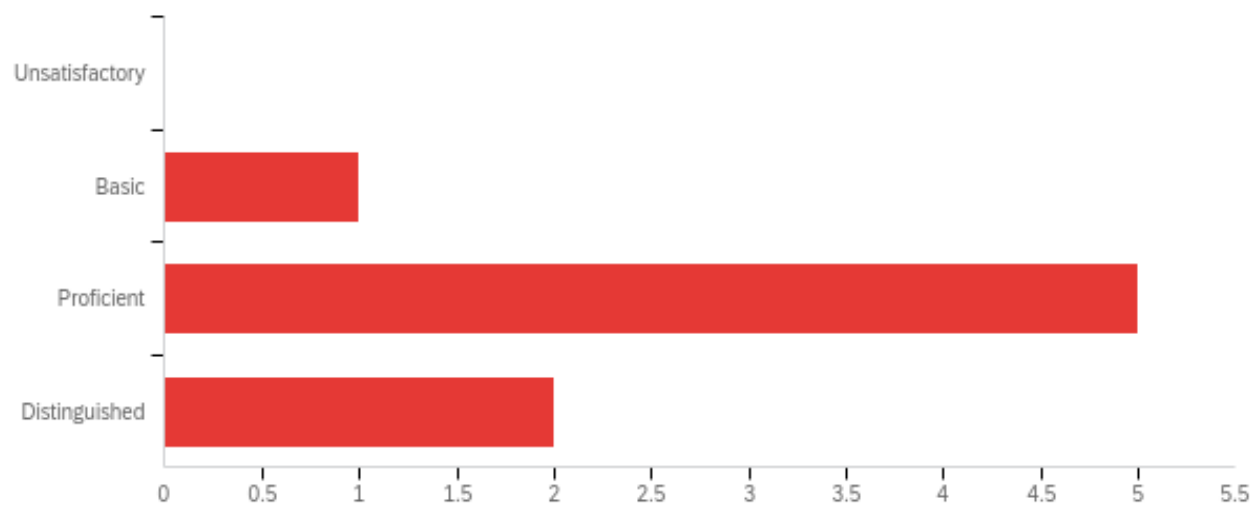
5. The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs.



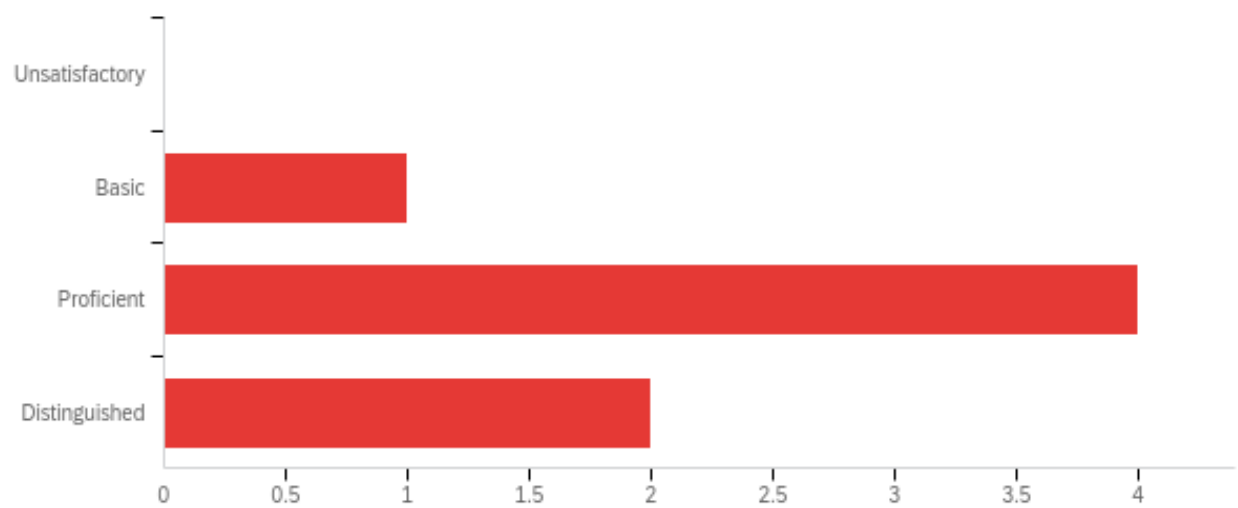
6. The teacher/employee evaluates the effects of his/her actions and modifies plans accordingly.



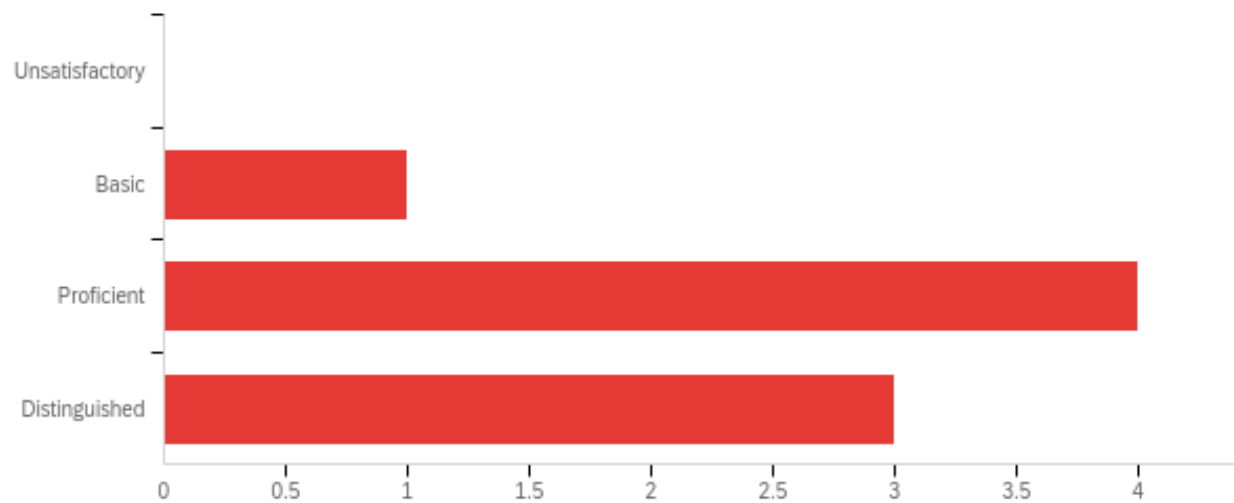
7. The teacher/employee can encourage learners to see, question, and interpret ideas from diverse perspectives.



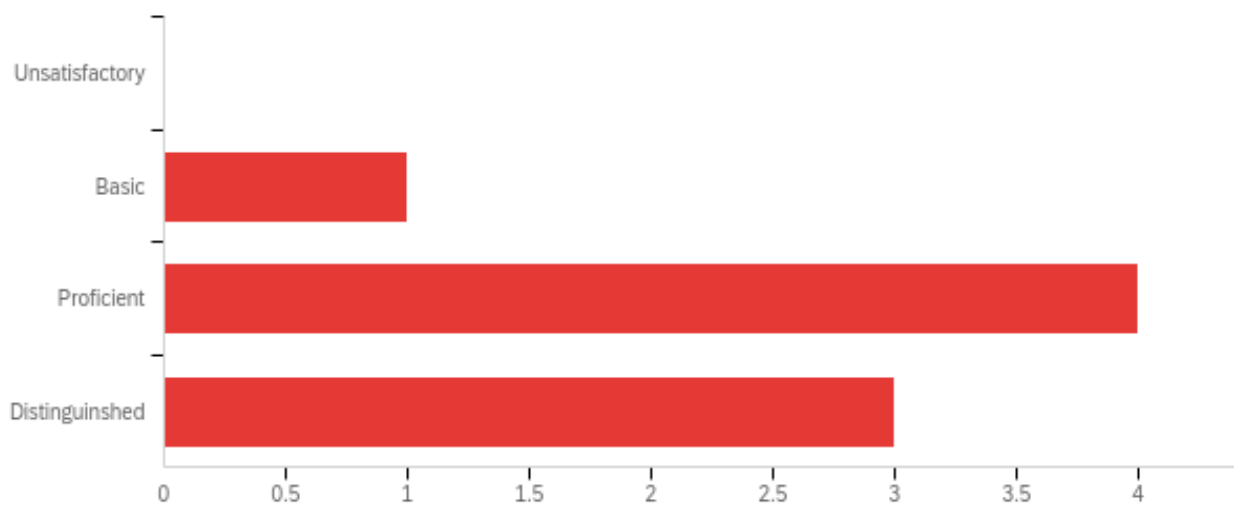
8. The teacher/employee uses strategies that support new English language learners



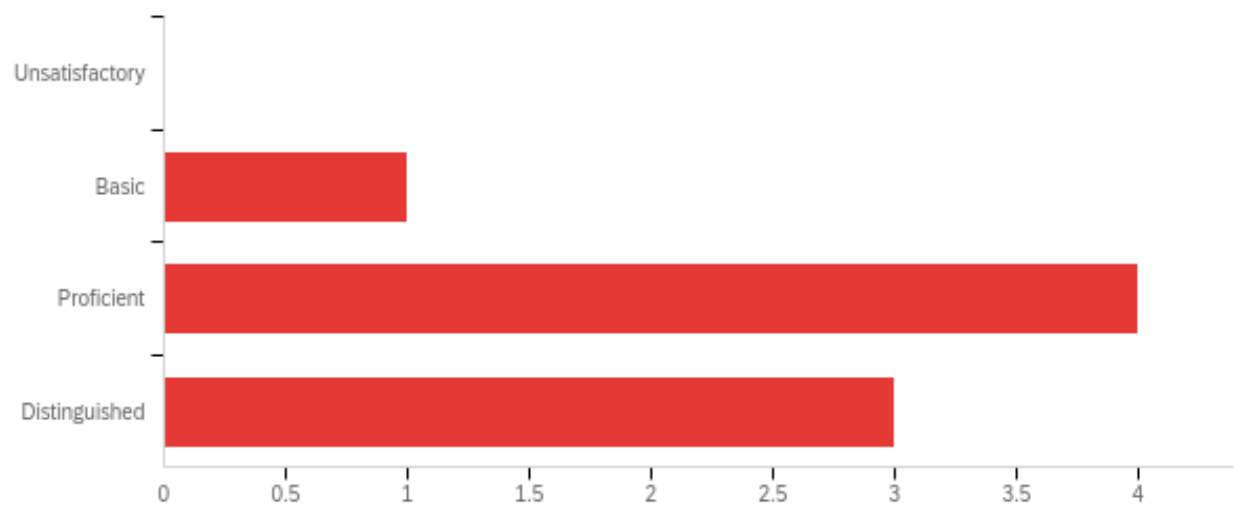
9. The teacher/employee helps learners assess their own learning.



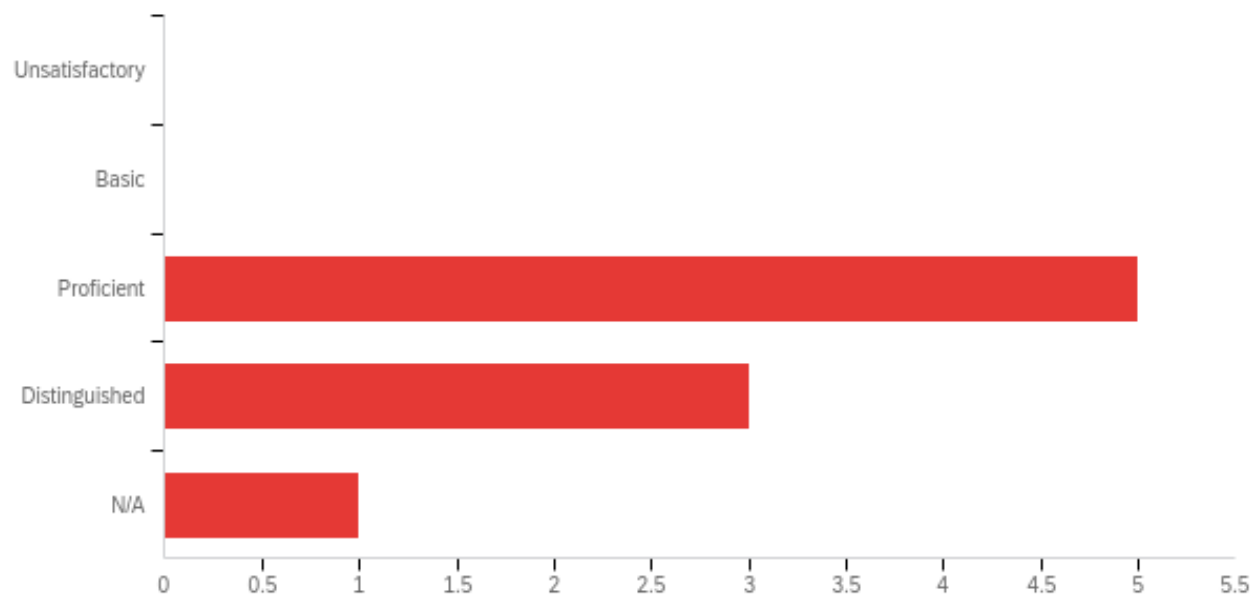
10. The teacher/employee uses strategies that support learners with a wide variety of exceptionalities.



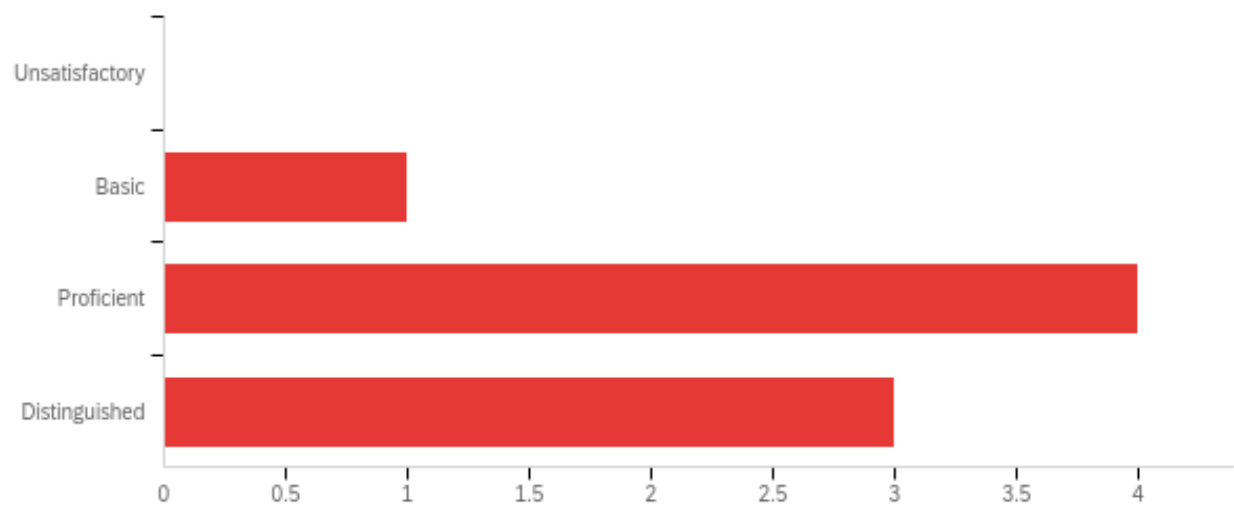
11. The teacher/employee honors diverse cultures and incorporates culturally-responsive curriculum, programs, and resources.



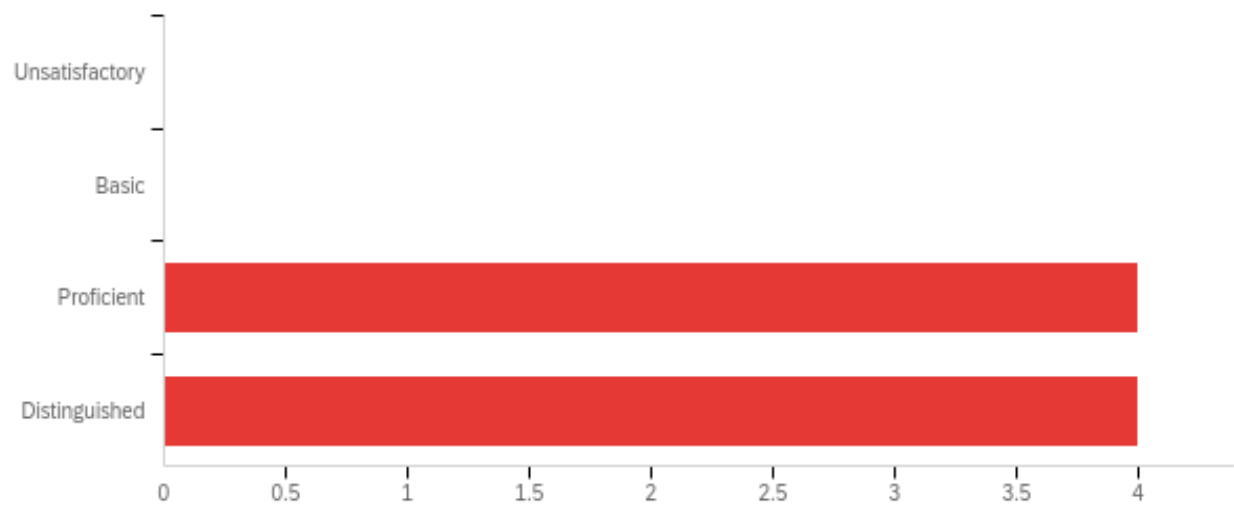
12. The teacher/employee has a positive effect on student achievement according to state assessments.



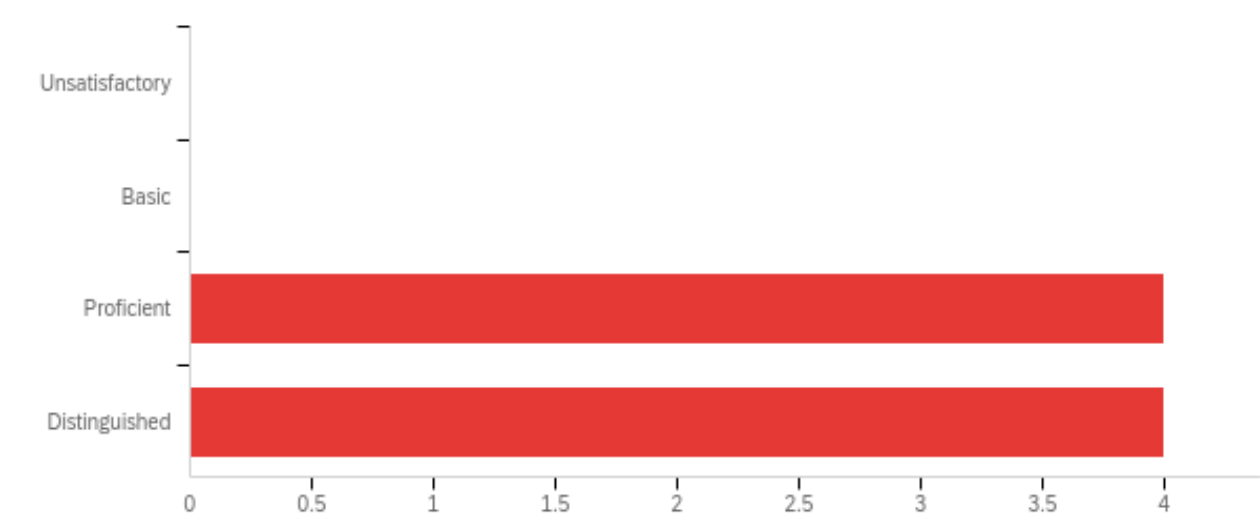
13. The teacher/employee uses technology to enhance learning and learning environments.



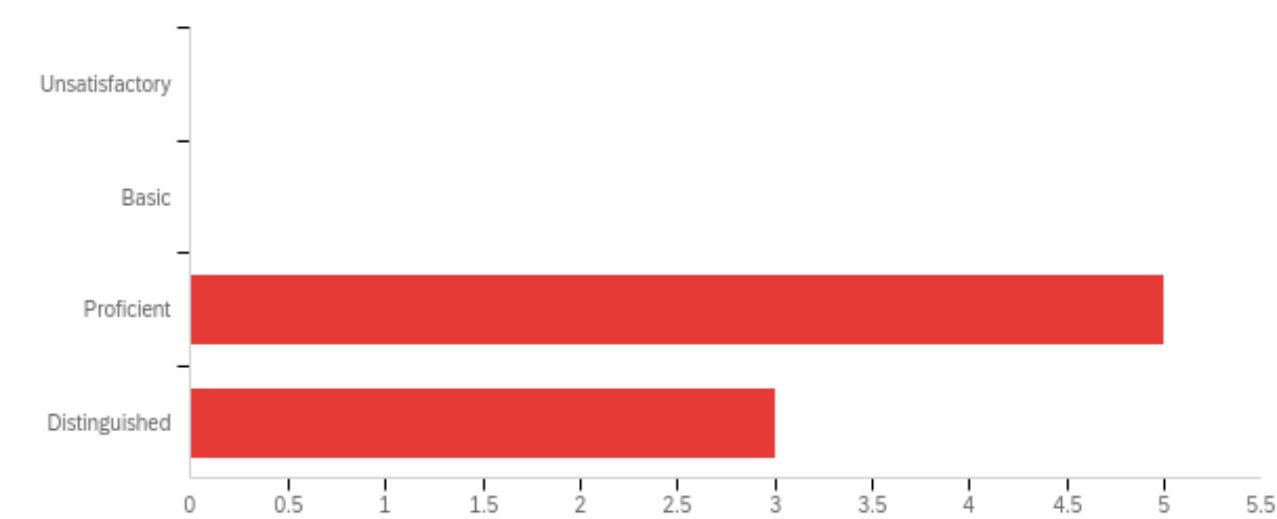
14. The teacher/employee understands the value of working with colleagues, families, and community agencies to meet learner needs



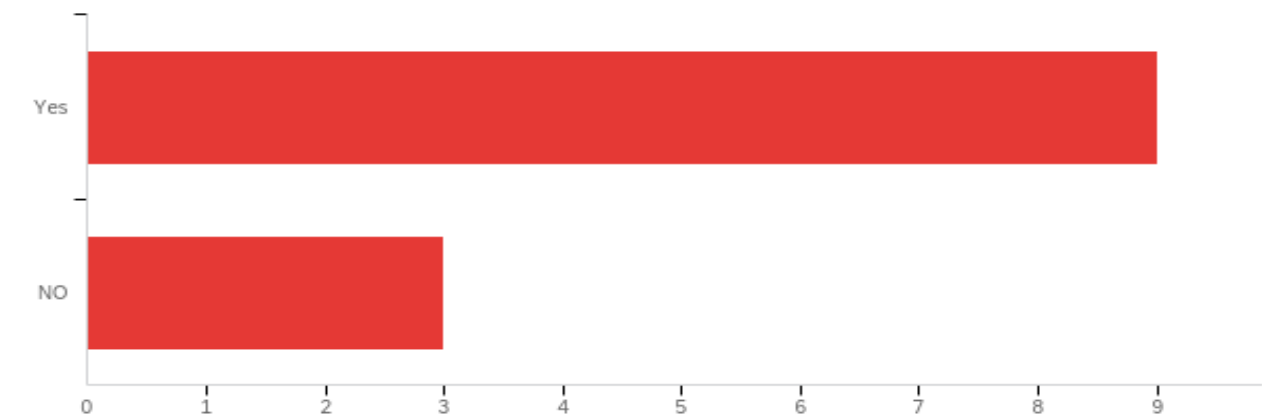
15. The teacher/employee uses self-reflection as a means of improving performance.



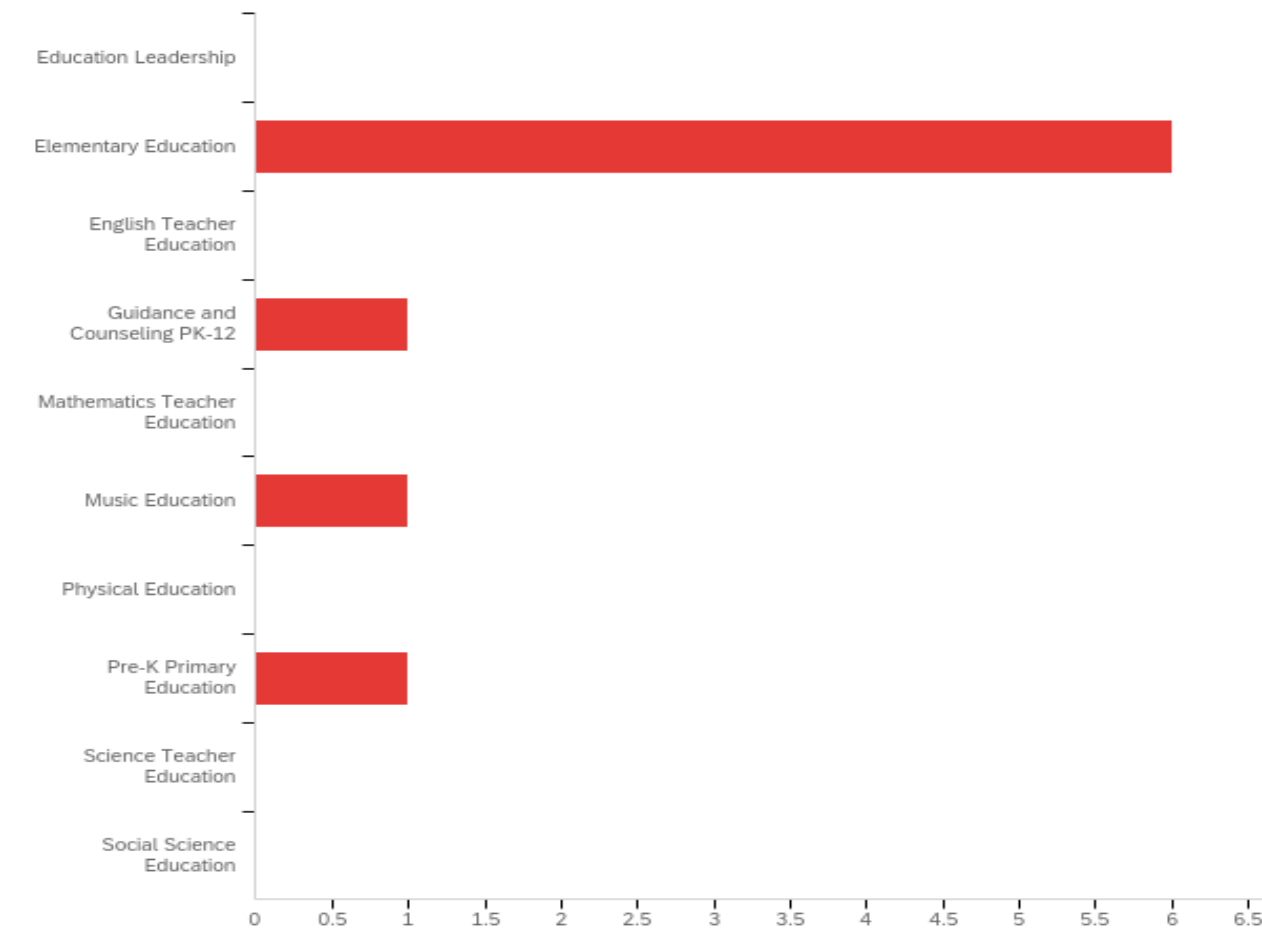
16. The teacher/employee maintains accurate records.



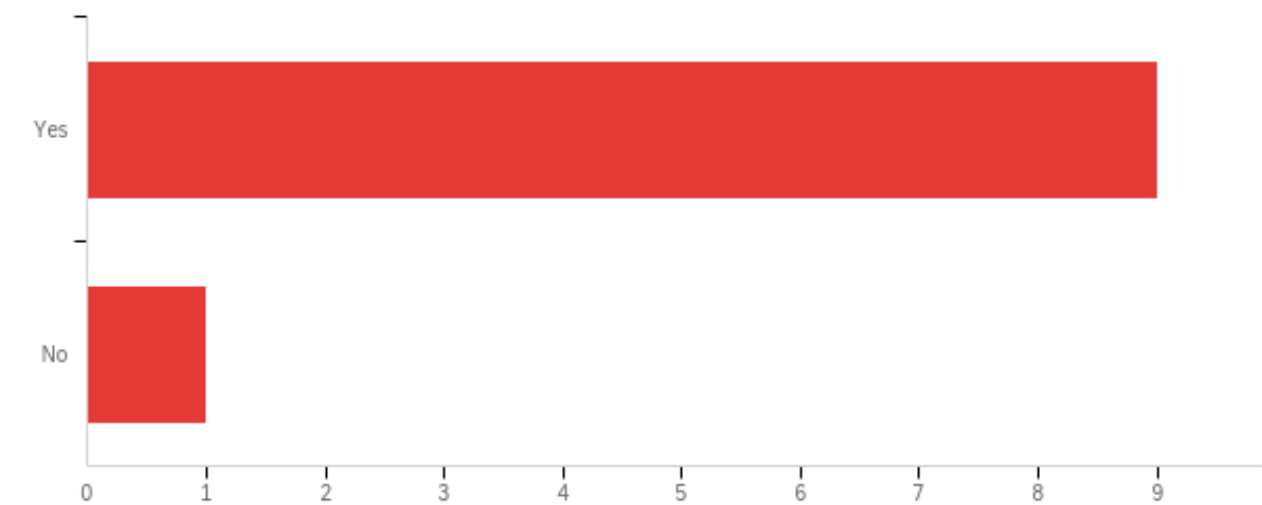
17. Have you hired teachers who are graduates of Florida A&M University Teacher Education Program within the last three years?



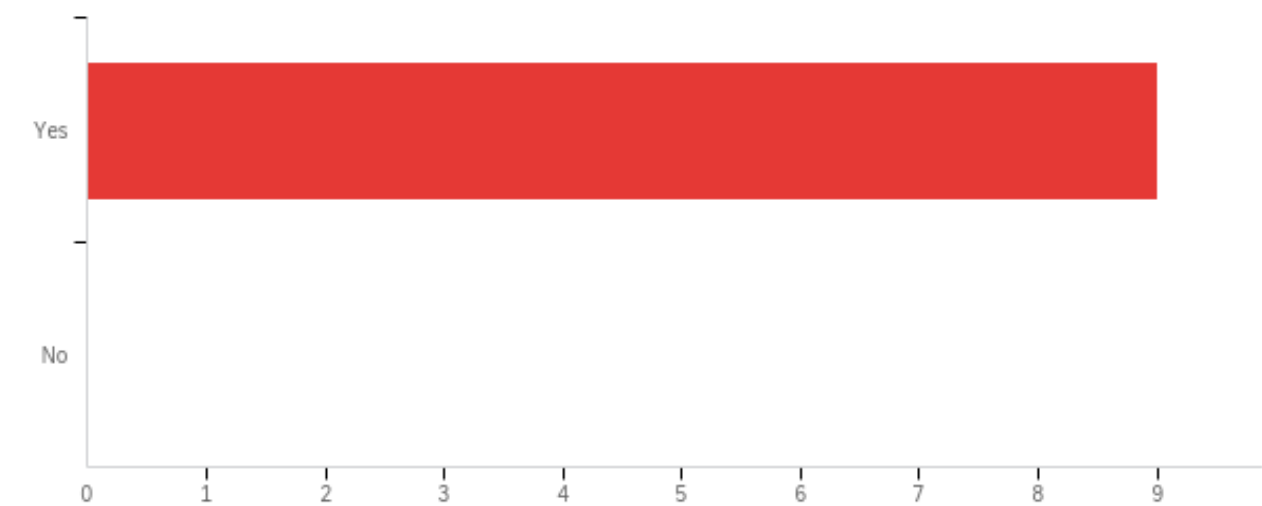
18. What Certification Area did you hire?



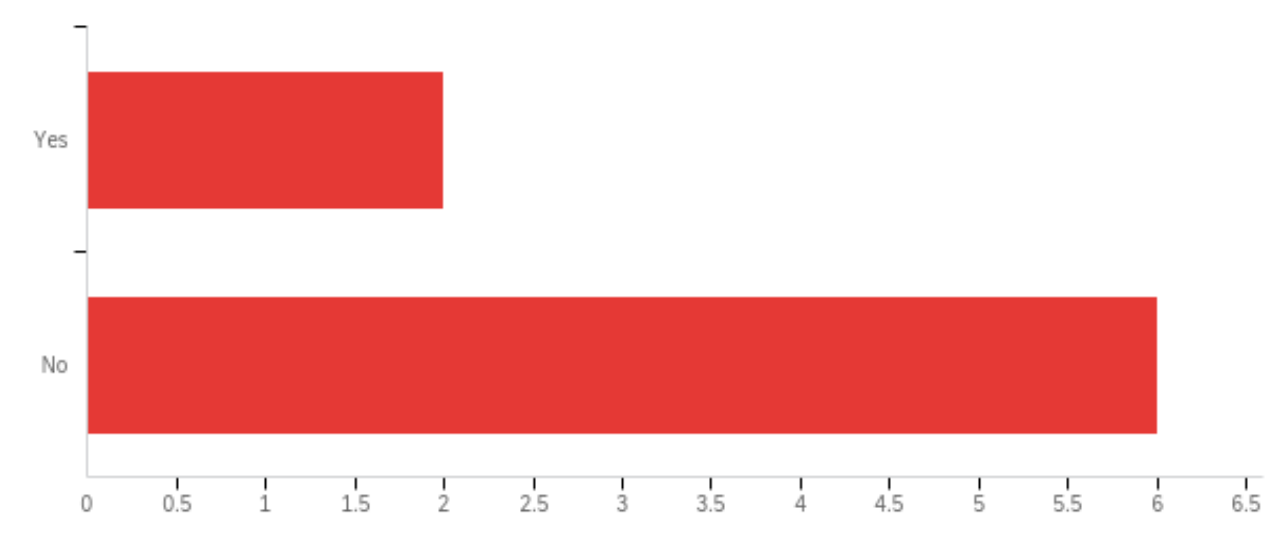
19. Are they still employed?



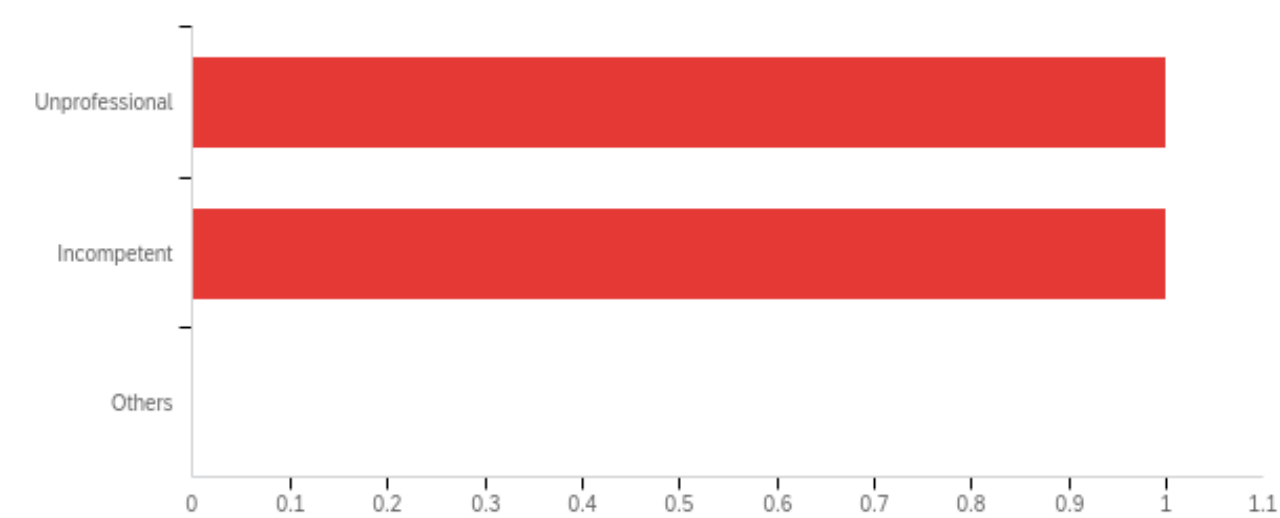
20. Would you recommend the hiring of FAMU graduates to other districts and schools?



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?

Fostering the knowledge that teaching still is the greatest and most important profession!

Up to date strategies

Knowing the Curriculum

The teacher preparation programs have worked well to get their students prepared for the workforce.

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

What improvements would you suggest for teacher preparation programs?

Deeper understanding of effective reading strategies, Balanced Literacy, assessment, small group, centers

Guidance on parent teacher conferences

More exposure of the teacher candidates to school settings earlier in the program.