

2025 FAMU Employer Satisfaction Survey Report - Total
Employer Satisfaction Survey – 2025 for 2023 – 2024 Completers
 Elementary Education, English Education and Social Sciences Education

General Questions:

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

Answer	%	Count
Yes	100	4
No		
Total	100	4

2. What certification area(s) did you hire?

Answer	%	Count
Elementary Education	14	1
English	43	3
Mathematics	29	2
Physical Education	14	1
Social Sciences		
Total	100	7

3. Are they still employed?

Answer	%	Count
Yes	75	3
No	25	1*
Total	100	4

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Pedagogical Questions:

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

Answer	%	Count
Unsatisfactory		
Basic	25	1
Proficient	50	2
Distinguished	25	1

N/A		
Total	100	4

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

Answer	%	Count
Unsatisfactory		
Basic	25	1
Proficient	50	2
Distinguished	25	1
N/A		
Total	100	4

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

Answer	%	Count
Unsatisfactory		
Basic	25	1
Proficient	50	2
Distinguished	25	1
N/A		
Total	100	4

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

Answer	%	Count
Unsatisfactory		
Basic	25	1
Proficient	25	1
Distinguished	50	2
N/A		
Total	100	4

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

Answer	%	Count
Unsatisfactory		
Basic	25	1

Proficient	25	1
Distinguished	50	2
N/A		
Total	100	4

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

Answer	%	Count
Unsatisfactory		
Basic	50	2
Proficient	50	2
Distinguished		
N/A		
Total	100	4

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

Answer	%	Count
Unsatisfactory		
Basic	25	1
Proficient	75	3
Distinguished		
N/A		
Total	100	4

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

Answer	%	Count
Unsatisfactory		
Basic	25	1
Proficient	25	1
Distinguished	25	1
N/A	25	1
Total	100	4

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

Answer	%	Count
Unsatisfactory		
Basic	25	1
Proficient	50	2

Distinguished	25	1
N/A		
Total	100	4

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

Answer	%	Count
Unsatisfactory		
Basic	25	1
Proficient	75	3
Distinguished		
N/A		
Total	100	4

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

Answer	%	Count
Unsatisfactory		
Basic		
Proficient	75	3
Distinguished	25	1
N/A		
Total	100	4

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

Answer	%	Count
Unsatisfactory		
Basic	25	1
Proficient	25	1
Distinguished	50	2
N/A		
Total	100	4

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

Answer	%	Count
Unsatisfactory		
Basic		
Proficient	75	3

Distinguished	25	1
N/A		
Total	100	4

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

Answer	%	Count
Unsatisfactory		
Basic		
Proficient	75	3
Distinguished	25	1
N/A		
Total	100	4

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

Answer	%	Count
Unsatisfactory		
Basic	25	1
Proficient	25	1
Distinguished	25	1
N/A	25	1
Total	100	4

16. The teacher/employee maintains accurate records.

Answer	%	Count
Unsatisfactory		
Basic	25	1
Proficient	50	2
Distinguished	25	1
N/A		
Total	100	4

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

- Relationship Building
- Ms. XXX exemplified great interpersonal skills
- One of my most remarkable teachers came from Florida A&M University's Teacher Preparation Program. I believe the major strengths of FAMU's program lie in its deep commitment to cultural competence, practical field experience, and the development of reflective practitioners. The program emphasizes not only strong instructional pedagogy but also

leadership, advocacy, and service — preparing educators to meet the diverse needs of students in today’s classrooms. FAMU’s focus on equity, community engagement, and producing educators who lead with purpose and passion is evident in the high quality and professionalism of its graduates.

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

- Ms. XXX is new to teaching; she just needs to continue to perfect her craft. PD (professional development) will help.
- I am a product of FAMU teacher preparation program. I have been extremely successful because of it. Continue what you are doing and update it with AI implementation.
- I believe one key improvement for teacher preparation programs would be to ensure that current practitioners’ voices are meaningfully integrated into coursework and field experiences. The educational landscape has changed tremendously, and what happens inside schools today often extends far beyond what can be learned from textbooks.

New teachers must be equipped not only with instructional strategies but also with the cultural awareness and interpersonal skills to navigate diverse work environments. This includes learning how to address and respond to microaggressions, build positive relationships across cultural differences, and maintain professionalism while advocating for equity and inclusion.

Additionally, teacher preparation programs should introduce pathways for understanding leadership early on. Many effective teachers naturally evolve into school leaders, yet they often enter those roles without structured guidance on systems thinking, collaboration, or leading adults. Embedding leadership development within teacher preparation would strengthen both classroom practice and long-term career growth.

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

- 4 “Yes” responses

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

- 2 “Yes” Responses
- 2 “No” Responses

21. Please indicate the reason(s) for the teacher’s dismissal.

- The first “Yes” response from #20 felt the teacher (not the completer being reviewed) was incompetent.

- The second “Yes” response from #20 said the teacher (not the completer being reviewed) was unprofessional and incompetent.
- The one completer that was marked as no longer employed in general response 3, “...accepted a job in Leon County.” She received all proficient, distinguished, and one basic rating.

*Completer transferred to Leon County Schools.