

A			Planning and Preparation N=7	4=Exceeds Expectations for New Teachers	3=Meets Expectations for New Teachers	2=Fall Short of Expectations for New Teachers	1=Significantly Falls Short of Expectations for New Teachers	Combined 4 and 3 ratings
	Q01		Ability to acquire knowledge of their students' backgrounds academically.	28.6%	57.1%	14.3%	0.0%	85.7%
	Q02		Ability to acquire developmental knowledge of their students.	28.6%	57.1%	14.3%	0.0%	85.7%
	Q03		Ability to select/develop instructional strategies (i.e. learning activities, resources, assessments) that benefit all students.	28.6%	57.1%	14.3%	0.0%	85.7%
	Comments		Admittedly, our experience has been limited to one student teacher who I really believe is struggling. This impacts the feedback that I can provide on this question.					
			Olivia has been a great addition to our staff. She is very receptive to feedback. She cares about her students and how they are doing.					
B.			Classroom Environment	4=Exceeds Expectations for New Teachers	3=Meets Expectations for New Teachers	2=Fall Short of Expectations for New Teachers	1=Significantly Falls Short of Expectations for New Teachers	Combined 4 and 3 ratings
	Q05		Ability to create an environment (i.e. physical environment and procedures) that stimulates learning.	28.6%	42.9%	28.6%	0.0%	71.4%
	Q06		Ability to establish a positive rapport with all of his/her students.	42.9%	42.9%	0.0%	14.3%	85.7%
	Q07		Ability to develop and maintain high standards of classroom behavior for all of his/her students.	28.6%	71.4%	0.0%	0.0%	100.0%
	Comments		Admittedly, our experience has been limited to one student teacher who I really believe is struggling. This impacts the feedback that I can provide on this question.					
			This year we hired four new first year teachers. One from EMU, one from CMU and two from FSU. Comparing each and the programs they came from our FSU employees were very well prepared and checked all the boxes from a preparation standpoint.					

C			Instructional Delivery	4=Exceeds Expectations for New Teachers	3=Meets Expectations for New Teachers	2=Fall Short of Expectations for New Teachers	1=Significantly Falls Short of Expectations for New Teachers	Combined 4 and 3 ratings
	Q09		Ability to communicate learning outcomes to all students.	14.3%	71.4%	14.3%	0.0%	85.7%
	Q10		Ability to develop and sustain a high standard for learning among his/her students.	28.6%	57.1%	14.3%	0.0%	85.7%
	Q11		Ability to use appropriate instructional strategies with different learning levels.	14.3%	71.4%	14.3%	0.0%	85.7%
	Q12		Ability to respond effectively to diverse situations within the school and classroom (i.e. SES, ethnicity/race, etc.)	14.3%	57.1%	28.6%	0.0%	71.4%
	Q13		Ability to use formative and summative assessments to drive their instruction.	14.3%	57.1%	28.6%	0.0%	71.4%
	Comments		Admittedly, our experience has been limited to one student teacher who I really believe is struggling. This impacts the feedback that I can provide on this question.					
D			Professional Responsibilities	4=Exceeds Expectations for New Teachers	3=Meets Expectations for New Teachers	2=Fall Short of Expectations for New Teachers	1=Significantly Falls Short of Expectations for New Teachers	Combined 4 and 3 ratings
	Q15		Participation in curricular or instructional committee activities.	14.3%	57.1%	14.3%	14.3%	71.4%
	Q16		Participation in extracurricular activities.	28.6%	42.9%	14.3%	14.3%	71.4%
	Q17		Communication with students, families, and colleagues.	14.3%	57.1%	14.3%	14.3%	71.4%
	Q18		Ability to pursue self-improvement in their teaching practices.	42.9%	28.6%	14.3%	14.3%	71.4%
	Comments		Admittedly, our experience has been limited to one student teacher who I really believe is struggling. This impacts the feedback that I can provide on this question.					
			These areas need more time than student teachers have to develop. Students don't know what they don't know.					

	Q20		<b>What Strengths for you see in Ferris teachers?</b>
		1	Admittedly, our experience has been limited to one student teacher who I really believe is struggling. This impacts the feedback that I can provide on this question.
		2	██████████ is an AMAZING teacher. She goes above and beyond to find different strategies to meet students where they are at academically. I wish I could have 100 more ██████████
		3	Our former Ferris student was fully prepared to enter into a classroom. She is outperforming teachers who are entering the classroom through a nontraditional route and is meeting all expectations of a first year teacher.
		4	Our FSU teacher from a curriculum standpoint have been very well prepared. These strengths have included lesson and unit planning.
		5	Relationship building, academic talk-really likes his subject and you can see that with how he talks and teaches.
		6	Students have a good attitude about their learning environment, act professionally, most are willing to learn from others.
		7	The FSU teacher we hired this year has been a great addition to our staff. She cares about here students and works to find background information on students to help make her instruction more engaging.
	Q21		<b>Based on your observations of Ferris teachers, what areas should the School of Education further develop in future teachers?</b>
		1	Classroom management. Although, I think this is a hard one to teach in an university classroom. Each classroom is different and student management is not "one size fits all".
		2	For our general education teachers coming out of college I would like to see additional exposure to special education and 504 supports. Across the board from students coming out college this is an area that they could use more familiarity with.
		3	How to work with curriculum and build lessons from it. Placement of a student teacher should not be with a varsity coach-apunds like he was pushed to take over way faster than he should have and the teacher just gave out packets because of the time of year.
		4	Learning about how to read and use data. Classroom management is always an ongoing process. Building relationships with students, colleagues, and communicating with parents. Knowing about different reading components and how to address different learning levels within a classroom.
		5	None at this time.
		6	Nothing comes to mind at this moment.
		7	RELATIONSHIPS! This is 100% a relationship business. Unfortunately, this is the area where our current student teacher struggles the most.

*The School of Education surveyed 28 P-12 administrators and received seven responses. These survey results are based on responses received.*