

Berry College Teacher Education Program Evaluation for Employers

Please take a few minutes to complete this survey on our graduates that are employed by you currently or were employed in the last 5 years. We use this information to inform program improvement and value your responses. Please complete it by March 15. We need to include the survey data in our annual report in April.

I. Demographic Information: Grade Level/Subject of Berry College graduate(s):

II. Evaluation of Preparation and Performance of Beginning Teachers

Please evaluate the extent to which you believe that the Berry College program prepares your beginning teachers with the knowledge, skills, and dispositions necessary to meet the following outcomes Berry has determined to be important for beginning teachers. If you have not had an opportunity to observe, please leave blank.

1. Subject Matter: 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 these aspects of subject matter meaningful for students.

	1	2	3	4	5	
Very limited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extensive

2. Student Learning: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

	1	2	3	4	5	
Very limited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extensive

3. Diverse Learners: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

	1	2	3	4	5	
Very limited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extensive

4. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

	1	2	3	4	5	
Very limited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extensive

5. Learning Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.

	1	2	3	4	5	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Very limited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extensive
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6. Communication: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

	1	2	3	4	5	
Very limited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extensive

7. Planning Instruction: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

	1	2	3	4	5	
Very limited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extensive

8. Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

	1	2	3	4	5	
Very limited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extensive

9. Reflection and Professional: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

	1	2	3	4	5	
Very limited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extensive

10. Collaboration, Ethics, and Relationships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

	1	2	3	4	5	
Very limited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extensive

III. Dispositions

Please rate the beginning teachers dispositions in the following areas:

11. Works cooperatively with peers, parents, and professionals to ensure that all students have opportunities to learn.

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Consistently

12. Maintains professional appearance and punctuality.

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Consistently

13. Takes initiative and makes decisions in accordance with educational principals.

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Consistently

14. Seeks constructive criticism and responds to suggestions for development as a professional.

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Consistently

15. Exhibits caring, ethical, and non-discriminatory professional standards in work and relationships.

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Consistently

16. Is there any other information that might help us improve our program for the preparation of teachers?

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Thank you so much for taking the time to complete this survey! Your input is extremely important.

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