Educator Preparation Institutional Report Card for Performance on Required Content Knowledge and Pedagogy Tests

and

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

for

Samford University

Administerd by the Alabama State Department of Education

September 2019

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Tests

To earn an Alabama educator certificate, based on completion of a traditional approach, an applicant must complete an approved program with a prescribed grade point average (GPA) and meet assessment requirements. Prior to September 1, 2018, assessment requirements included a written test of pedagogical knowledge, Principles of Learning and Teaching (PLT), and a Praxis content test specific to the teaching field or subject for which certification is sought. Effective September 1, 2018, edTPA, a performance assessment, replaced the PLT. No exceptions are made with regard to these requirements.

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to first-year teachers who, during the 2017-2018 school year, completed an Alabama State Board of Education-approved undergraduate (Class B) or alternative master's degree (Class A) program leading to their first or initial Professional Educator Certificate. A companion survey was administered electronically to the employers of those first-year teachers. Data provided in this report include a summary of survey categories and the percentage of first-year teachers who strongly agreed, agreed, disagreed, or strongly disagreed that their program prepared them to teach successfully. The data also provide the percentage of employers who rated their first-year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher.

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Samford University - Program Information

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

Number	of	Class	В	Certificates	Earned	

154

Number of Class A Certificates Earned

Class B	Collaborative Special Education (K-6)	Association for Childhood Education International
	Early Childhood Education	Association for Childhood Education International
	Early Childhood Special Education	Association for Childhood Education International
	Elementary Education	Association for Childhood Education International
	English Language Arts	National Council for Teachers of English
	General Social Studies	National Council for the Social Studies
	Mathematics	National Council of Teachers of Mathematics
	Music Education	National Association of Schools of Music
Class A	Early Childhood Education	National Association for the Education of Young Children
	Elementary Education	National Association for the Education of Young Children
	English Language Arts	National Council for Teachers of English
	General Social Studies	National Council for the Social Studies
	Gifted Education	National Association of Gifted Children
	Instructional Leadership	Educational Leadership Constituent Council
	Music Education	National Association of Schools of Music
	Physical Education	National Association for Sport and Physical Education
Class AA	Instructional Leadership	Educational Leadership Constituent Council

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Samford University - Class B - Principles of Teaching and Learning

* - Information not reported for less than five test takers

X - Either an inactive program or no program in the specifiec area

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Early Childhood Education	Early Childhood Education	37	37	100%	0	0%	0	0%
Elementary Education	Elementary Education	36	36	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Languages Other Than En	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	71	71	100%	0	0%	0	0%

Program Approval & Accreditation

Number of Class B Certificates Earned
154

Programs Are Approved	Yes
Programs Are Accredited	Yes

ollaborative Special Education (K-6)	Association for Childhood Education International
arly Childhood Education	Association for Childhood Education International
arly Childhood Special Education	Association for Childhood Education International
ementary Education	Association for Childhood Education International
nglish Language Arts	National Council for Teachers of English
eneral Social Studies	National Council for the Social Studies
lathematics	National Council of Teachers of Mathematics
Iusic Education	National Association of Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Samford University - Class B - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

X - Either an inactive program or no program in the specifiec area

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Early Childhood Education	Early Childhood Education	37	37	100%	0	0%	0	0%
	Teaching of Reading	37	37	100%	0	0%	0	0%
Elementary Education	Multiple Subjects: Reading	36	32	89%	4	11%	0	0%
	Teaching of Reading	36	36	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/Application	71	67	94%	4	6%	0	0%
	Early Childhood Education	36	36	100%	0	0%	0	0%
	Multiple Subjects: Reading	35	31	89%	4	11%	0	0%

Program Approval & Accreditation

Number of Class B Certificates Earned
154

Programs Are Approved	Yes
Programs Are Accredited	Yes

Class B	Collaborative Special Education (K-6)	Association for Childhood Education International
	Early Childhood Education	Association for Childhood Education International
	Early Childhood Special Education	Association for Childhood Education International
	Elementary Education	Association for Childhood Education International
	English Language Arts	National Council for Teachers of English
	General Social Studies	National Council for the Social Studies
	Mathematics	National Council of Teachers of Mathematics
	Music Education	National Association of Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Samford University - Class B - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

X - Either an inactive program or no program in the specifiec area

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Elementary Education	Multiple Subjects: Mathematics	36	35	97%	1	3%	0	0%
	Multiple Subjects: Science	36	34	94%	2	6%	0	0%
	Multiple Subjects: Social Studies	36	34	94%	1	3%	1	3%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Languages Other Than En	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	35	34	97%	1	3%	0	0%
	Multiple Subjects: Science	35	33	94%	2	6%	0	0%
	Multiple Subjects: Social Studies	35	33	94%	1	3%	1	3%

Program Approval & Accreditation

Number of Class B Certificates Earned
154

Programs Are Approved	Yes
Programs Are Accredited	Yes

Class B	Collaborative Special Education (K-6)	Association for Childhood Education International
	Early Childhood Education	Association for Childhood Education International
	Early Childhood Special Education	Association for Childhood Education International
	Elementary Education	Association for Childhood Education International
	English Language Arts	National Council for Teachers of English
	General Social Studies	National Council for the Social Studies
	Mathematics	National Council of Teachers of Mathematics
	Music Education	National Association of Schools of Music
	Music Education	

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Samford University - Class B - edTPA

* - Information not reported for less than five test takers

X - Either an inactive program or no program in the specifiec area

Subtest	Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	Number Passed After Three+	Percent Passed After Three+ Attempts
	*	*	*	*	*	*	*
	*	*	*	*	*	*	*
Elementary	27	27	100%	0	0%	0	0%
World Language	*	*	*	*	*	*	*
Mathematics	*	*	*	*	*	*	*
Performing Arts/Visual Arts	*	*	*	*	*	*	*
English Language Arts	*	*	*	*	*	*	*
Geography/History/General Soci	*	*	*	*	*	*	*
Health Education	*	*	*	*	*	*	*
Mathematics	*	*	*	*	*	*	*
Physical Education	*	*	*	*	*	*	*
Biology/Chemistry/General Scien	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*
	World Language Mathematics Performing Arts/Visual Arts English Language Arts Geography/History/General Soci Health Education Mathematics Physical Education Biology/Chemistry/General Scien	SubtestTakersCareer & Technical Education*Early Childhood*Elementary27World Language*Mathematics*Performing Arts/Visual Arts*English Language Arts*Geography/History/General Soci*Health Education*Mathematics*Physical Education*Physical Education*Biology/Chemistry/General Scien*	SubtestTakersAfter One AttemptCareer & Technical Education**Early Childhood**Elementary2727World Language**Mathematics**Performing Arts/Visual Arts**English Language Arts**Geography/History/General Soci**Mathematics**Health Education**Physical Education**Nathematics**Physical Education**Yender Steineral Scien**Yender Steineral Scien**Yender Steineral Scien**Yender Steineral Scien**Yender Steineral Scien**Yender Steineral Scien**Yender Steineral ScienYender Steineral ScienYender Steineral Scien	SubtestTakersAfter One AttemptAfter One AttemptCareer & Technical Education***Early Childhood***Elementary2727100%World Language***Mathematics***Performing Arts/Visual Arts***English Language Arts***Health Education***Mathematics***Performing Arts/Visual Arts**English Language Arts**Health Education**Physical Education**Physical Education**Wathematics**Physical Education**Yendow York Arts/York**Yendow York Arts/York Arts/York**Yendow York Arts/York Arts/York**Yendow York Arts/York Arts/York Arts/York Arts/Y	SubtestTakersAfter One AttemptAfter One AttemptAfter Two AttemptsCareer & Technical Education****Early Childhood****Elementary2727100%0World Language****Mathematics****Performing Arts/Visual Arts****Geography/History/General Soci****Health Education****Physical Education****Physical Education****Nathematics****Mathematics****Health Education****Physical Education****Mathematics****Physical Education***Noter Mathematics***You Shale Mathematics***Physical Education***You Shale Mathematics***You Shale Mathematics	SubtestTakersAfter One AttemptAfter Two AttemptsAfter Two AttemptsAfter Two AttemptsCareer & Technical Education*****Early Childhood*****Elementary2727100%00%World Language*****Mathematics*****Performing Arts/Visual Arts*****Geography/History/General Soci*****Mathematics******Physical Education******Mathematics*******Health Education*******Physical Education*******Biology/Chemistry/General Scient***<	Number of Test SubtestNumber PassedPercent PassedNumber PassedPercent PassedAfter Three+ AttemptsSubtestTakers*******Career & Technical Education********Early Childhood***********Elementary2727100%00%000 <t< td=""></t<>

Program Approval & Accreditation

Number of Class B Certificates Earned
154

Class B	Collaborative Special Education (K-6)	Association for Childhood Education International
	Early Childhood Education	Association for Childhood Education International
	Early Childhood Special Education	Association for Childhood Education International
	Elementary Education	Association for Childhood Education International
	English Language Arts	National Council for Teachers of English
	General Social Studies	National Council for the Social Studies
	Mathematics	National Council of Teachers of Mathematics
	Music Education	National Association of Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Samford University - Alternative Class A - Principles of Teaching and Learning

* - Information not reported for less than five test takers

X - Either an inactive program or no program in the specifiec area

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Early Childhood Education	Early Childhood Education	19	19	100%	0	0%	0	0%
Elementary Education	Elementary Education	20	20	100%	0	0%	0	0%
English Language Arts	English Language Arts	5	5	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Languages Other Than En	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	5	5	100%	0	0%	0	0%
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Number of Class A Certificates Earned
56

Class A	Early Childhood Education	National Association for the Education of Young Ch
	Elementary Education	National Association for the Education of Young Ch
	English Language Arts	National Council for Teachers of English
	General Social Studies	National Council for the Social Studies
	Gifted Education	National Association of Gifted Children
	Instructional Leadership	Educational Leadership Constituent Council
	Music Education	National Association of Schools of Music
	Physical Education	National Association for Sport and Physical Educati

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Samford University - Alternative Class A - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

X - Either an inactive program or no program in the specifiec area

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Early Childhood Education	Early Childhood Education	19	18	95%	1	5%	0	0%
	Teaching of Reading	19	19	100%	0	0%	0	0%
Elementary Education	Multiple Subjects: Reading	20	16	80%	3	15%	1	5%
	Teaching of Reading	20	20	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/Application	*	*	*	*	*	*	*
	Early Childhood Education	*	*	*	*	*	*	*
	Multiple Subjects: Reading	*	*	*	*	*	*	*

Program Approval & Accreditation

Number of Class A Certificates Earned
56

Class A	Early Childhood Education	National Association for the Education of Young Ch
	Elementary Education	National Association for the Education of Young Ch.
	English Language Arts	National Council for Teachers of English
	General Social Studies	National Council for the Social Studies
	Gifted Education	National Association of Gifted Children
	Instructional Leadership	Educational Leadership Constituent Council
	Music Education	National Association of Schools of Music
	Physical Education	National Association for Sport and Physical Educati

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Samford University - Alternative Class A - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

X - Either an inactive program or no program in the specifiec area

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Elementary Education	Multiple Subjects: Mathematics	20	16	80%	3	15%	1	5%
	Multiple Subjects: Science	20	18	90%	2	10%	0	0%
	Multiple Subjects: Social Studies	20	18	90%	1	5%	1	5%
English Language Arts	English Language Arts	5	5	100%	0	0%	0	0%
Languages Other Than En	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	5	4	80%	1	20%	0	0%
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Number of Class A Certificates Earned
56

lass A	Early Childhood Education	National Association for the Education of Young Ch
	Elementary Education	National Association for the Education of Young Ch
	English Language Arts	National Council for Teachers of English
	General Social Studies	National Council for the Social Studies
	Gifted Education	National Association of Gifted Children
	Instructional Leadership	Educational Leadership Constituent Council
	Music Education	National Association of Schools of Music
	Physical Education	National Association for Sport and Physical Educati

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Samford University - Alternative Class A - edTPA

* - Information not reported for less than five test takers

X - Either an inactive program or no program in the specifiec area

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Career & Technical Educa	Career & Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood	*	*	*	*	*	*	*
Elementary Education	Elementary	*	*	*	*	*	*	*
English for Speakers of Ot	English as an Additional Language	*	*	*	*	*	*	*
Languages Other Than En	World Language	*	*	*	*	*	*	*
Performing Arts Education	Performing Arts/Visual Arts	*	*	*	*	*	*	*
Secondary English Langug	English Language Arts	*	*	*	*	*	*	*
Secondary General Social	Geography/History/General Soci	*	*	*	*	*	*	*
Secondary Health Educati	Health Education	*	*	*	*	*	*	*
Secondary Mathematics	Mathematics	*	*	*	*	*	*	*
Secondary Physical Educa	Physical Education	*	*	*	*	*	*	*
Secondary Science	Biology/Chemistry/General Scien	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Number of Class A Certificates Earned
56

Class A	Early Childhood Education	National Association for the Education of Young Ch
	Elementary Education	National Association for the Education of Young Ch
	English Language Arts	National Council for Teachers of English
	General Social Studies	National Council for the Social Studies
	Gifted Education	National Association of Gifted Children
	Instructional Leadership	Educational Leadership Constituent Council
	Music Education	National Association of Schools of Music
	Physical Education	National Association for Sport and Physical Educati

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education Samford University - Teacher Response



Question	Samford (Jniversity	Alabama Sta	Alabama Statewide			
understanding of how learners grow and develop	43%	47%	53%	43%			
understanding of learners' commonalities and individual differences	33%	57%	52%	42%			
manage the learning environment to engage learners actively	52%	43%	7% 52%	39%			
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	62%	38%	54%	42%			
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	48%	52%	54%	40%			
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	43%	52%	54%	39%			
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	52%	43%	53%	41%			
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	38%	62%	52%	45%			

Question	Samfor	d University	Alabama Statewide			
plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	43%	52%	53%	43%		
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	43%	52%	50%	47%		
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	48%	52%	52%	44%		
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	48%	48%	55%	41%		
practice the profession in an ethical manner	14%	86%	38%	62%		
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	24%	71%	43%	54%		
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	24%	66%	49%	46%		
use assessment to engage learners in their own growth	14% 29%	57%	53%	41%		
select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills	14% 33%	53%	55%	39%		
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	14% 33%	53%	51%	44%		

Question		Sam	ford Univer	rsity	Alabama Statewide		
engage in continuous professional learning to more effectively meet the needs of each learner		48%		48%		50%	47%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.		48%		42%		51%	44%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession		48%		48%		54%	40%
has deep knowlede of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecti	29%		38%	33%	14%	48%	37%
possesses knowledge of Alabama's state assessment system	19%		48%	29%	18%	51%	29%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	24%		52%	24%	13%	56%	29%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	29%	/ D	43%	24%	20%	50%	28%
understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy.		57	7%	33%	8%	53%	39%

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education Samford University - Employer Responses

Teacher Leader - Models and collaborates to improve the classroom and ..

Effective Techer

Emerging Teacher

Ineffective Teacher

Question	Samford University			Alabama Statewide			
understanding of how learners grow and develop	40%	47%	13%	46%	41%	9%	
understanding of learners' commonalities and individual differences	33%	47%	20%	45%	43%	8%	
manage the learning environment to engage learners actively	47%	33%	20%	36%	46%	13%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	47%	33%	20%	33%	54%	10%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	6	7%	27%	41%	47%	8%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	20%	60%	20%	47%	45%	7%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	27%	60%	13%	42%	46%	8%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	27%	60%	13%	31%	57%	10%	

Question	Sam	ford University		Alabama Statewide			
plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	40%	47%	13%	53%	33%	10%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	47%	33%	20%	37%	48%	12%	
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	40%	47%	13%	43%	45%	9%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	53%	33%	13%	43%	45%	9%	
practice the profession in an ethical manner	33%	40%	27%	14%	66%	18%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	40%	40%	20%	32%	54%	11%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	33%	40%	27%	44%	42%	11%	
use assessment to engage learners in their own growth	47%	33%	20%	41%	46%	11%	
select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills	33%	40%	27%	40%	47%	9%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	60%	33	% 7%	37%	50%	11%	

Question	Sam	ford University	Alabama	Alabama Statewide			
engage in continuous professional learning to more effectively meet the needs of each learner	20%	67% 13%	34%	54% <mark>9</mark> %			
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	33%	47% 20%	37%	49% 11%			
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	27%	53% 20%	43%	43% 10%			
has deep knowlede of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecti	40%	53% <mark>7</mark> %	56%	34%			
possesses knowledge of Alabama's state assessment system	53%	40% 7%	47%	43% 8%			
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	53%	33% 13%	49%	41% 7%			
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	40%	53% <mark>7</mark> %	51%	38% 6%			
understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy.	40%	40% 20%	33%	55% 11%			

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education Samford University - Employer and Teacher Responses	Teacher Lead Effective Tec Emerging Te Ineffective Te	e the classroom and	Strongly Agree Agree Disagree Strongly Disagree			
Question	Em	nployer Response	Teacher R	Teacher Response		
understanding of how learners grow and develop	40%	47%	13%	43%	47%	
understanding of learners' commonalities and individual differences	33%	47%	20%	33%	57%	
manage the learning environment to engage learners actively	47%	33%	20%	52%	43%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	47%	33%	20%	62%	38%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content		67%	27%	48%	52%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	20%	60%	20%	43%	52%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	27%	60%	13%	52%	43%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	27%	60%	13%	38%	62%	

Question	Emplo	oyer Response	Teacher Response		
plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	40%	47%	13%	43%	52%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	47%	33%	20%	43%	52%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	40%	47%	13%	48%	52%
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	53%	33%	13%	48%	48%
practice the profession in an ethical manner	33%	40%	27%	14%	86%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	40%	40%	20%	24%	71%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	33%	40%	27%	24%	66%
use assessment to engage learners in their own growth	47%	33%	20%	14% 29%	57%
select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills	33%	40%	27%	14% 33%	53%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	60%	33'	% 7%	14% 33%	53%

Question	Emp	oloyer Response		Teacher Response		
engage in continuous professional learning to more effectively meet the needs of each learner	20%	67% 1	3%	48%	48%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	33%	47% 20	%	48%	42%	
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	27%	53% 20	%	48%	48%	
has deep knowlede of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecti	40%	53%	<mark>7%</mark> 29%	38%	33%	
possesses knowledge of Alabama's state assessment system	53%	40%	7% 19%	48%	29%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	53%	33% 1	3% 24%	52%	24%	
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	40%	53%	7% 29	% 43%	24%	
understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy.	40%	40% 20	%	57%	33%	