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 2020

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 B Certificates Earned	

114

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	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Programs Are Accredited Yes

Yes

Programs Are Approved

Number of Class B Certificates Earned
114

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 - 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

		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	Number Passed After Three+	Percent Passed After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Early Childhood Education	Early Childhood Education	26	26	100%	0	0%	0	0%
	Teaching Reading	26	26	100%	0	0%	0	0%
Elementary Education	Multiple Subjects: Reading	26	25	96%	1	4%	0	0%
	Teaching of Reading	26	26	100%	0	0%	0	0%
Special Education	Core Knowledge/ Application	27	27	100%	0	0%	0	0%
	Early Childhood Education	27	27	100%	0	0%	0	0%
	Multiple Subjects: Reading	27	27	100%	0	0%	0	0%

Program Approval & Accreditation

Number of Class B Certificates Earned
114

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	26	26	100%	0	0%	0	0%
	Multiple Subjects: Science	26	26	100%	0	0%	0	0%
	Multiple Subjects: Social Studies	26	25	96%	0	0%	1	4%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	27	27	100%	0	0%	0	0%
	Multiple Subjects: Science	27	27	100%	0	0%	0	0%
	Multiple Subjects: Social Studies	27	26	96%	0	0%	1	4%

Program Approval & Accreditation

Number of Class B Certificates Earned
114

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 - 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
Elementary Education	Elementary Education	24	24	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Number of Class B Certificates Earned

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 - 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
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Programs Are Approved

Number of Class A Certificates Earned

Nationally Recognized Programs

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

Programs Are Accredited Yes

Yes

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
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
	Teaching of Reading	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*

Program Approval & Accreditation	n
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Number of Class A Certificates Earned

Programs Are Approved	Yes	
Programs Are Accredited	Yes	

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	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program	Annroval	& Accreditation
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Number of Class A Certificates Earned

Programs Are Approved	Yes
Programs Are Accredited	Yes

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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 - 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
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Number of Class A Certificates Earned
12

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

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	Sam	ford University	Alabam	a Statewide
understanding of how learners grow and develop	17%	83%	37%	61%
understanding of learners' commonalities and individual differences	25%	75%	36%	62%
manage the learning environment to engage learners actively	8% 25%	67%	39%	58%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	25%	75%	41%	58%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	25%	75%	41%	58%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	42%	58%	42%	56%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	33%	67%	41%	57%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	17%	83%	34%	65%

Question	San	nford University	Alabar	ma Statewide
plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	25%	75%	35%	63%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	17%	83%	34%	65%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	17%	83%	37%	61%
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	33%	67%	36%	61%
practice the profession in an ethical manner	17%	83%	26%	73%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	25%	75%	34%	65%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	25%	75%	36%	62%
use assessment to engage learners in their own growth	25%	75%	37%	61%
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%	67%	38%	60%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	42%	58%	37%	61%

Strongly Agree

Disagree Strongly Disagree

Question		Samford University Alaba			Alabama S	tatewide	
engage in continuous professional learning to more effectively meet the needs of each learner	33%		67%		38%		60%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	33%		67%			37%	60%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	33%		67%			41%	55%
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 Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement	5	0%	50	%	8%	46%	45%
possesses knowledge of Alabama's state assessment system	8%	58%		33%	11%	46%	42%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	8%	67%		25%	8%	47%	44%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives		75%		25%	11%	44%	43%
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	33%		67%			39%	58%
						Strongly Agree	Disagree Strongly Disa

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

Teacher Leader Effective Teacher

acher Ine

Emerging Teacher Ineffective Teacher

Question		Sam	nford Un	iversity	Alaba	ma Statewide	
understanding of how learners grow and develop	20%	20%		60%	44%	45%	9%
understanding of learners' commonalities and individual differences	4	0%		60%	41%	47%	9%
manage the learning environment to engage learners actively	20%		60%	20%	33%	52%	10%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teache	5	60%		40%	39%	50%	10%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	20%		8	0%	37%	52%	9%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	4	0%		60%	43%	46%	9%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives		8	0%	20%	43%	46%	9%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	20%		81	0%	28%	59%	11%

Question		Samf	ord Uni	versity	Alab	ama Statewide	
plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs		80%	6	20%	39%	49%	9%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners			100%		35%	51%	11%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways			100%		43%	47%	8%
use evidence to continually evaluate the effects of his/her decisions on others and adapt my professional practices to better meet learners' needs		60%		40%	37%	51%	9%
practice the profession in an ethical manner			100%		18%	64%	17%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	4()%		60%	32%	53%	13%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	20%		8(0%	41%	47%	10%
use assessment to engage learners in their own growth		60%		40%	38%	51%	9%
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	4()%		60%	42%	46%	9%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs			100%		32%	55%	10%
	Teach	ner Leader		Emerging Teacher			

Effective Teacher

Ineffective Teacher

Question	Samf	ford University		Alabarr	na Statewide	
engage in continuous professional learning to more effectively meet the needs of each learner		100%		32%	56%	10%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth		100%		29%	58%	10%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	40%	60%		42%	45%	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 Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement	80	%	20%	55%	36%	7%
possesses knowledge of Alabama's state assessment system	80	%	20%	51%	42%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	40%	60%		45%	45%	7%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	60%	4	i0%	48%	43%	7%
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		100%		35%	54%	10%

Teacher LeaderEmerging TeacherEffective TeacherIneffective Teach..

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

Teacher Leader Effective Teacher Emerging Teacher Ineffective Teacher Strongly Agree

Disagree Strongly Disagree

Question	Employer Response			ponse	Teacher Response		
understanding of how learners grow and develop	20%	20%		60%	17%	83%	
understanding of learners' commonalities and individual differences	4()%		60%	25%	75%	
manage the learning environment to engage learners actively	20%		60%	20%	8% 25%	67%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches		60%		40%	25%	75%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	20%		8]%	25%	75%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	4()%		60%	42%	58%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives		80)%	20%	33%	67%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	20%		8	0%	17%	83%	

Question	Employe	r Response	Teache	er Response
plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	80%	20%	25%	75%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners		00%	17%	83%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	10	00%	17%	83%
use evidence to continually evaluate the effects of his/her decisions on others and adapt my professional practices to better meet learners' needs	60%	40%	33%	67%
practice the profession in an ethical manner	10	00%	17%	83%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	40%	60%	25%	75%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	20%	80%	25%	75%
use assessment to engage learners in their own growth	60%	40%	25%	75%
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	40%	60%	33%	67%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	10	00%	42%	58%
	Teacher Leader Effective Teacher	Emerging Teacher Ineffective Teacher	Strongly Agree	e Disagree Strongly Disagree

Question	Emp	loyer Respons	se	Teacher Response			
engage in continuous professional learning to more effectively meet the needs of each learner	100%		33%		67%		
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth		100%		33%		67%	
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	40%	6	0%	33%		67%	
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 Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement	80%		20%	50%		50%	
possesses knowledge of Alabama's state assessment system	8	0%	20%	8%	58%		33%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	40%	6	0%	8%	67%		25%
.communicates with sudents, parents, and the public about Alabama's assessment system and major Nabama educational improvement initiatives	60%		40%		75%		25%
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 elevant law and policy		100%		33%		67%	
	Teacher Leader Effective Teache	Emergin r Ineffecti	-		ongly Agree	Disag Stron	ree Igly Disagree