

ALSDE COMPLETER SURVEY DATA TABLE

ALSDE Completer Survey Data Table																				
...understanding of how learners grow and develop	Strongly Agree					Agree					Disagree					Strongly Disagree				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
	83%	75%	69%	68%	45%	17%	25%	25%	32%	53%	0.0%	0.0%	0.0%	0.0%	2%	0.0%	0.0%	0.0%	0.0%	1%
understanding of learners' commonalities and individual differences	Strongly Agree					Agree					Disagree					Strongly Disagree				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
	75%	75%	44%	64%	43%	25%	17%	50%	36%	53%	0.0%	0.0%	0.0%	0.0%	3%	0.0%	0.0%	0.0%	0.0%	1%
...manage the learning environment to engage learners actively	Strongly Agree					Agree					Disagree					Strongly Disagree				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
	67%	63%	50%	56%	40%	25%	38%	31%	36%	52%	8%	0.0%	13%	8%	6%	0.0%	0.0%	0.0%	0.0%	2%
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	Strongly Agree					Agree					Disagree					Strongly Disagree				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
	75%	67%	50%	52%	42%	25%	25%	44%	48%	54%	0.0%	8%	0.0%	0.0%	3%	0.0%	0.0%	0.0%	0.0%	1%
...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	Strongly Agree					Agree					Disagree					Strongly Disagree				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
	75%	83%	69%	68%	43%	25%	17%	25%	32%	53%	0.0%	0.0%	0.0%	0.0%	3%	0.0%	0.0%	0.0%	0.0%	1%
...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	Strongly Agree					Agree					Disagree					Strongly Disagree				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
	58%	67%	56%	44%	42%	42%	33%	38%	56%	54%	0.0%	0.0%	0.0%	0.0%	4%	0.0%	0.0%	0.0%	0.0%	1%
...use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives	Strongly Agree					Agree					Disagree					Strongly Disagree				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
	67%	63%	63%	56%	44%	33%	38%	31%	44%	52%	0.0%	0.0%	0.0%	0.0%	3%	0.0%	0.0%	0.0%	0.0%	1%
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	Strongly Agree					Agree					Disagree					Strongly Disagree				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
	83%	71%	44%	60%	47%	17%	29%	50%	40%	51%	0.0%	0.0%	0.0%	0.0%	2%	0.0%	0.0%	0.0%	0.0%	0%
...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	Strongly Agree					Agree					Disagree					Strongly Disagree				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
	75%	71%	63%	68%	47%	25%	29%	31%	32%	49%	0.0%	0.0%	0.0%	0.0%	3%	0.0%	0.0%	0.0%	0.0%	1%
...understand and use a variety of instructional strategies and make learning accessible to all learners	Strongly Agree					Agree					Disagree					Strongly Disagree				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
	83%	75%	63%	68%	48%	17%	25%	31%	32%	49%	0.0%	0.0%	0.0%	0.0%	3%	0.0%	0.0%	0.0%	0.0%	1%
...encourage learners to develop deep understanding of content areas, make connections across content,	Strongly Agree					Agree					Disagree					Strongly Disagree				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
	83%	67%	75%	56%	46%	17%	29%	19%	44%	51%	0.0%	0.0%	0.0%	0.0%	2%	0.0%	0.0%	0.0%	0.0%	1%

and applies content knowledge in meaningful ways																					
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	Strongly Agree					Agree					Disagree					Strongly Disagree					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	
	67%	71%	63%	60%	43%	33%	29%	31%	36%	54%	0.0%	0.0%	0.0%	0.0%	2%	0.0%	0.0%	0.0%	0.0%	1%	
...practice the profession in an ethical manner	Strongly Agree					Agree					Disagree					Strongly Disagree					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	
	83%	83%	81%	80%	55%	17%	17%	13%	20%	43%	0.0%	0.0%	0.0%	0.0%	1%	0.0%	0.0%	0.0%	0.0%	1%	
....collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	Strongly Agree					Agree					Disagree					Strongly Disagree					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	
	75%	75%	81%	80%	52%	25%	21%	13%	20%	45%	0.0%	0.0%	0.0%	0.0%	1%	0.0%	0.0%	0.0%	0.0%	1%	
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	Strongly Agree					Agree					Disagree					Strongly Disagree					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	
	75%	67%	50%	56%	48%	25%	25%	38%	44%	50%	0.0%	8%	13%	0.0%	2%	0.0%	0.0%	0.0%	0.0%	1%	
...use assessment to engage learners in their own growth	Strongly Agree					Agree					Disagree					Strongly Disagree					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	
	75%	54%	38%	60%	42%	25%	42%	56%	40%	54%	0.0%	0.0%	0.0%	0.0%	4%	0.0%	0.0%	0.0%	0.0%	1%	
...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	Strongly Agree					Agree					Disagree					Strongly Disagree					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	
	67%	75%	56%	64%	42%	33%	25%	38%	36%	55%	0.0%	0.0%	0.0%	0.0%	2%	0.0%	0.0%	0.0%	0.0%	1%	
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	Strongly Agree					Agree					Disagree					Strongly Disagree					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	
	58%	79%	50%	56%	44%	42%	17%	38%	40%	51%	0.0%	0.0%	13%	0.0%	4%	0.0%	0.0%	0.0%	0.0%	2%	
...engage in continuous professional learning to more effectively meet the needs of each learner	Strongly Agree					Agree					Disagree					Strongly Disagree					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	
	67%	75%	56%	56%	43%	33%	25%	38%	40%	54%	0.0%	0.0%	0.0%	0.0%	2%	0.0%	0.0%	0.0%	0.0%	1%	
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	Strongly Agree					Agree					Disagree					Strongly Disagree					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	
	67%	75%	56%	52%	43%	33%	25%	38%	36%	52%	0.0%	0.0%	0.0%	12%	4%	0.0%	0.0%	0.0%	0.0%	1%	
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	Strongly Agree					Agree					Disagree					Strongly Disagree					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	
	67%	71%	56%	48%	41%	33%	29%	31%	48%	53%	0.0%	0.0%	13%	0.0%	5%	0.0%	0.0%	0.0%	0.0%	1%	
...has deep knowledge 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	Strongly Agree					Agree					Disagree					Strongly Disagree					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	
	50%	33%	63%	48%	36%	50%	46%	31%	52%	53%	0.0%	17%	0.0%	0.0%	9%	0.0%	0.0%	0.0%	0.0%	2%	

Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement.																					
...possesses knowledge of Alabama's state assessment system	Strongly Agree					Agree					Disagree					Strongly Disagree					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	
	33%	29%	31%	40%	33%	58%	46%	50%	44%	51%	8%	21%	19%	12%	13%	0.0%	0.0%	0.0%	0.0%	3%	
...integrates Alabama-wide programs and initiatives into the curriculum and instructional process.	Strongly Agree					Agree					Disagree					Strongly Disagree					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	
	25%	29%	31%	32%	34%	67%	58%	63%	56%	53%	8%	13%	0.0%	8%	12%	0.0%	0.0%	0.0%	0.0%	2%	
...communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	Strongly Agree					Agree					Disagree					Strongly Disagree					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	
	25%	21%	38%	36%	33%	75%	56%	50%	36%	51%	0.0%	17%	13%	24%	13%	0.0%	0.0%	0.0%	0.0%	3%	
...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..	Strongly Agree					Agree					Disagree					Strongly Disagree					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	
	67%	58%	50%	32%	44%	33%	29%	38%	56%	50%	0.0%	8%	0.0%	12%	4%	0.0%	0.0%	0.0%	0.0%	1%	

Note: ALSDE administers this survey; EPPs do not control sampling, invitations, or distribution. Prior to 2023, the state did not publish respondent Ns; response rates are therefore not available for those years.

2024 n 23
2023 n= 25
2022: *N not reported by state
2021: *N not reported by state

GAP ANALYSIS

The Samford–State Gap Analysis compares completer survey results for the EPP to statewide benchmarks reported in the ALSDE IHE Report Card. For each survey item, the combined percentage of *Agree* and *Strongly Agree* responses for Samford is compared to the corresponding statewide percentage. Gaps are categorized by the difference between statewide and Samford Agree/Strongly Agree percentages, with gaps of 5 percentage points or more identified as high priority, gaps of 3–4 points as medium priority, and gaps of 1–2 points as low priority. These gaps are reviewed across multiple years to identify patterns and determine specific areas of growth that inform program improvements.

2024 Gap Analysis

Survey Item	Samford Agree/ Strongly Agree %	State Agree/ Strongly Agree %	Priority
Communicates with students, parents, and the public about Alabama’s assessment system	56%	80%	High
Possesses knowledge of Alabama’s state assessment system	65%	84%	High
Integrates Alabama-wide programs and initiatives into curriculum and instruction	56%	85%	High

2023 Gap Analysis

Survey Item	Samford Agree/ Strongly Agree %	State Agree/ Strongly Agree %	Priority
Communicates with students/parents/public about Alabama’s assessment system	74%	85%	High
Plans instruction based on formative & summative assessment	86%	92%	High
Selects/creates/sequences learning experiences & performance tasks	85%	90%	High

2022 Gap Analysis

Survey Item	Samford Agree/ Strongly Agree %	State Agree/ Strongly Agree %	Priority
Manage the learning environment to engage learners actively	81%	89%	High
Engage learners in the 4Cs (critical thinking, creativity, collaboration, communication)	88%	93%	High

2021 Gap Analysis

Survey Item	Samford Agree/ Strongly Agree %	State Agree/ Strongly Agree %	Priority
Understands expectations of the profession	87%	91%	Medium
Engages learners in critical thinking/creativity/collaboration /communication (4Cs)	92%	95%	Medium
Possesses knowledge of Alabama’s state assessment system	67%	68%	Low