# 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

The University of Alabama at Birmingham

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 The University of Alabama at Birmingham - Program Information

### Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class E	Certificates Earned

103

Number of Class A Certificates Earned

### Nationally Recognized Programs

Class B	Music Education	National Association for Schools of Music
	Visual Arts	National Association of Schools of Art and Design
Class A	English for Speakers of Other Languages	International Association of Teachers of English to Sepakers of Other
	School Counselor	Council for Accreditation of Counseling and Related Educational Progr
Class AA	Music Education	National Association for Schools of Music

Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - 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	*	*	*	*	*	*	*
Elementary Education	Elementary Education	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*

Program Approval & Accredit	tation	Number of Class B Certificates Earned	Nationally R	Nationally Recognized Programs			
Programs Are Approved	Yes	103	Class B	Music Education		National Association for Schools of Music	
Programs Are Accredited	Yes			Visual Arts		National Association of Schools of Art and D	

and Design

### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - 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	40	38	95%	2	5%	0	0%
	Teaching of Reading	40	39	98%	1	2%	0	0%
Elementary Education	Multiple Subjects: Reading	41	30	73%	5	12%	6	15%
	Teaching of Reading	41	40	98%	1	2%	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 B Certificates Earned
103

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B Music Education National Association for Schools of Music Visual Arts National Association of Schools of Art and Design

Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - 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	mentary EducationMultiple Subjects: Mathematics Multiple Subjects: Science Multiple Subjects: Social Studiesguages Other Than EnEnglish Language Artsguages Other Than EnLanguages Other Than EnglishthematicsMathematicsforming ArtsPerforming ArtsencesSciencesial StudiesSocial Studiesscial EducationMultiple Subjects: Mathematics	41	32	78%	6	15%	3	7%
	Multiple Subjects: Science	41	33	80%	6	15%	2	5%
	Multiple Subjects: Social Studies	41	34	83%	3	7%	4	10%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Languages Other Than En	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	5	3	60%	0	0%	2	40%
Performing Arts	Performing Arts	6	6	100%	0	0%	0	0%
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

#### Program Approval & Accreditation

Number of Class B Certificates Earned
103

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class BMusic EducationNational Association for Schools of MusicVisual ArtsNational Association of Schools of Art and Design

### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - 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	Percent Passed After One Attempt	Number Passed	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
,	Career & Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood	*	*	*	*	*	*	*
Elementary Education	Elementary	41	40	98%	1	2%	0	0%
Languages Other Than En	World Language	*	*	*	*	*	*	*
Middle School Mathemat	Mathematics	5	5	100%	0	0%	0	0%
Performing Arts Education	Performing Arts/Visual Arts	6	6	100%	0	0%	0	0%
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 B Certificates Earned
103

#### Nationally Recognized Programs

Programs Are Approved	Yes
Programs Are Accredited	Yes

Class B Music Education National Association for Schools of Music Visual Arts National Association of Schools of Art and Design

Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - 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	*	*	*	*	*	*	*
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English for Speakers of Ot	English as an Additional Language	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*

#### Program Approval & Accreditation

Number of Class A Certificates Earned
101

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

 Class A
 English for Speakers of Other Langua.. International Association of Teachers of English to ..

 School Counselor
 Council for Accreditation of Counseling and Relate..

Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - 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	12	11	92%	1	8%	ssed After Three+	0%
	Teaching of Reading	12	12	100%	0	0%	0	0%
Elementary Education	Multiple Subjects: Reading	12	11	92%	1	8%	0	0%
	Teaching of Reading	12	12	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/Application	17	17	100%	0	0%	0	0%
	Early Childhood Education	6	4	66%	1	17%	1	17%
	Multiple Subjects: Reading	11	10	91%	0	0%	1	9%

#### Program Approval & Accreditation

Number of Class A Certificates Earned
101

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class AEnglish for Speakers of Other Langua..International Association of Teachers of English to ..School CounselorCouncil for Accreditation of Counseling and Relate..

Performance on Required Content Knowledge and Pedagogy

The University of Alabama at Birmingham - 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	Percent Passed	Number Passed After Two Attempts	Percent Passed	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Elementary Education	Multiple Subjects: Mathematics	12	10	84%	1	8%	1	8%
Liementary Ladoution	Multiple Subjects: Science	12	11	92%	1	8%	0	0%
	Multiple Subjects: Social Studies	12	11	92%	1	8%	0	0%
English for Speakers of Ot	English as an Additional Language	10	10	100%	0	0%	0	0%
English Language Arts	English Language Arts	9	9	100%	0	0%	0	0%
Languages Other Than En	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	6	5	83%	1	17%	0	0%
Sciences	Sciences	7	7	100%	0	0%	0	0%
Social Studies	Social Studies	7	6	86%	1	14%	0	0%
Special Education	Multiple Subjects: Mathematics	11	8	73%	3	27%	0	0%
	Multiple Subjects: Science	11	11	100%	0	0%	0	0%
	Multiple Subjects: Social Studies	11	10	91%	1	9%	0	0%

Program Approval & Accreditation

Number of Class A Certificates Earned
101

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class AEnglish for Speakers of Other Langua..International Association of Teachers of English to ..School CounselorCouncil for Accreditation of Counseling and Relate..

### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - 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	11	10	91%	1	9%	0	0%
Elementary Education	Elementary	11	11	100%	0	0%	0	0%
English for Speakers of Ot	English as an Additional Language	8	8	100%	0	0%	0	0%
Languages Other Than En	World Language	*	*	*	*	*	*	*
Performing Arts Education	Performing Arts/Visual Arts	5	5	100%	0	0%	0	0%
Secondary English Langug	English Language Arts	8	8	100%	0	0%	0	0%
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	6	6	100%	0	0%	0	0%
Special Education	Special Education	16	16	100%	0	0%	0	0%

Program Approval & Accreditation

Number of Class A Certificates Earned
101

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class AEnglish for Speakers of Other Langua.. International Association of Teachers of English to ..School CounselorCouncil for Accreditation of Counseling and Relate..

# Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education **The University of Alabama at Birmingham - Teacher Response**



Question	The University of Alaba	ma at Birmingham	Alabama Statewide		
understanding of how learners grow and develop	54%	41%	53%	43%	
understanding of learners' commonalities and individual differences	55%	43%	52%	42%	
manage the learning environment to engage learners actively	7% 48%	42%	7% 52%	39%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he of she teaches	61%	36%	54%	42%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	52%	42%	54%	40%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	54%	39%	54%	39%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	55%	41%	53%	41%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	57%	42%	52%	45%	

Question	The University of Alab	ama at Birmingham	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	57%	42%	53%	43%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	58%	41%	50%	47%	
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	51%	46%	52%	44%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	55%	44%	55%	41%	
practice the profession in an ethical manner	40%	59%	38%	62%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	45%	52%	43%	54%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	48%	46%	49%	46%	
use assessment to engage learners in their own growth	54%	40%	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	60%	39%	55%	39%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	49%	48%	51%	44%	

Question	The Ur	iversity of Alabama	at Birmingham	Alabama Statewide		
engage in continuous professional learning to more effectively meet the needs of each learner		49%	49%		50%	47%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.		54%	45%		51%	44%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession		63%	33%		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.	11%	55%	34%	14%	48%	37%
possesses knowledge of Alabama's state assessment system	12%	61%	25%	18%	51%	29%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.		69%	24%	13%	56%	29%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	22%	57%	21%	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.		66%	30%	8%	53%	39%

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education **The University of Alabama at Birmingham - Employer Responses** 

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

Effective Techer

Emerging Teacher

Ineffective Teacher

Question	The University	of Alabama at Birmingham	Alabam	na Statewide	
understanding of how learners grow and develop	7% 35%	52%	46%	41%	9%
understanding of learners' commonalities and individual differences	35%	54%	45%	43%	8%
manage the learning environment to engage learners actively	7% 33%	54%	36%	46%	13%
understand the central concepts, tools of inquiry and structures of the discipline(s) he o she teaches	r 38%	52%	33%	54%	10%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	17%	67% 13%	41%	47%	8%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	27%	62% 8%	47%	45%	7%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	11% 27%	52% <mark>10%</mark>	42%	46%	8%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	31%	58% 8%	31%	57%	10%

Question	The University of	Alabama at Birmingham	Alabar	na 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%	52%	53%	33%	10%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	38%	54%	37%	48%	12%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	7% 31%	50% 12%	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	37%	52%	43%	45%	9%
practice the profession in an ethical manner	29%	58% 8%	14%	66%	18%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	8% 40%	46%	32%	54%	11%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	9% 29%	54% 8%	44%	42%	11%
use assessment to engage learners in their own growth	37%	54%	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	38%	52%	40%	47%	9%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	7% 52%	35%	37%	50%	11%

Question	The University of	Alabama at Birmingham	Alabama Statewide			
engage in continuous professional learning to more effectively meet the needs of each learner	37%	50% 12%	34%	54% 9%		
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	37%	54%	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	33%	52% 10%	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	37%	56%	56%	34%		
possesses knowledge of Alabama's state assessment system	42%	48%	47%	43% 8%		
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	52%	37%	49%	41% 7%		
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	29%	67%	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.	f 7% 31%	54% 8%	33%	55% 11%		

Responses to the First-Year Teacher Survey created by the

Alabama Association of Colleges for Teacher Education

The University of Alabama at Birmingham - Employer and Teacher Responses

Teacher Leader - Models and collaborates to improve the classroom and	Strongly Agree
Effective Techer	Agree
Emerging Teacher	Disagree
Ineffective Teacher	Strongly Disagree

Question	Empl	oyer Response	Teacher Res	2020
understanding of how learners grow and develop	7% 35%	52%	6% 54%	41%
understanding of learners' commonalities and individual differences	35%	54%	<mark>6%</mark> 55%	43%
manage the learning environment to engage learners actively	7% 33%	54%	6% 7% 48%	42%
understand the central concepts, tools of inquiry and structures of the discipline(s) he o she teaches	r 38%	52%	61%	36%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	17%	67% 13	3% 52%	42%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	27%	62% 8	3% 54%	39%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	11% 27%	52% 10	)% 55%	41%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	31%	58% 8	3% 57%	42%

Question	Employ	ver Response	Teacher F	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%	52%	57%	42%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	38%	54%	58%	41%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	7% 31%	50% 12%	51%	46%
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	37%	52% <mark>6</mark> %	55%	44%
practice the profession in an ethical manner	29%	58% <mark>8%</mark>	40%	59%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	8% 40%	46%	45%	52%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	9% 29%	54% <mark>8%</mark>	48%	46%
use assessment to engage learners in their own growth	37%	54%	54%	40%
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	38%	52%	60%	39%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	7% 52%	35% 6%	49%	48%

Question	Employe	Employer Response			Teacher Response		
engage in continuous professional learning to more effectively meet the needs of each learner	37%	50%	12%		49%	49%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	37%	54%	6%		54%	45%	
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	33%	52%	10%		63%	33%	
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	37%	56%		11%	55%	34%	
possesses knowledge of Alabama's state assessment system	42%	48%		12%	61%	25%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	52%	37%	6%		69%	24%	
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	29%	67%		22%	57%	21%	
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.	7% 31%	54%	8%		66%	30%	