# 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

Troy University

Administerd by the
Alabama State Department of Education

September 2019

# Report Card and Survey Information

## 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**

**Troy University - Program Information**

## Program Approval & Accreditation

| | |
|---|---|
| *Programs Are Approved* | **Yes** |
| *Programs Are Accredited* | **Yes** |

## Number of Class B Certificates Earned

**136**

## Number of Class A Certificates Earned

**16**

## Nationally Recognized Programs

| | | |
|---|---|---|
| Class B | No programs recognized | |
| Class A | School Counselor | Council for Accreditation of Counseling and Related Educational Progr.. |

# Educator Preparation Institutional Report Card

## Performance on Required Content Knowledge and Pedagogy

## Troy 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 | * | * | * | * | * | * | * |
| Elementary Education | Elementary Education | 83 | 80 | 97% | 2 | 2% | 1 | 1% |
| English Language Arts | English Language Arts | 6 | 6 | 100% | 0 | 0% | 0 | 0% |
| Health/Physical Education | Health/Physical Education | 14 | 13 | 93% | 0 | 0% | 1 | 7% |
| Mathematics | Mathematics | 5 | 4 | 80% | 0 | 0% | 1 | 20% |
| Performing Arts | Performing Arts | 7 | 7 | 100% | 0 | 0% | 0 | 0% |
| Sciences | Sciences | * | * | * | * | * | * | * |
| Social Studies | Social Studies | 10 | 9 | 90% | 1 | 10% | 0 | 0% |
| Special Education | Special Education | 8 | 8 | 100% | 0 | 0% | 0 | 0% |

*Program Approval & Accreditation*

| | |
|---|---|
| *Programs Are Approved* | Yes |
| *Programs Are Accredited* | Yes |

*Number of Class B Certificates Earned*

136

*Nationally Recognized Programs*

| | |
|---|---|
| Class B | No programs recognized |

# Educator Preparation Institutional Report Card

## Performance on Required Content Knowledge and Pedagogy

## Troy 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 | * | * | * | * | * | * | * |
| | Teaching of Reading | * | * | * | * | * | * | * |
| Elementary Education | Multiple Subjects: Reading | 83 | 62 | 75% | 15 | 18% | 6 | 7% |
| | Teaching of Reading | 82 | 69 | 84% | 6 | 7% | 7 | 9% |
| Health/Physical Education | Health/Physical Education | 14 | 11 | 79% | 3 | 21% | 0 | 0% |
| Special Education | Core Knowledge/Application | 8 | 6 | 76% | 1 | 12% | 1 | 12% |
| | Multiple Subjects: Reading | * | * | * | * | * | * | * |

*Program Approval & Accreditation*

| | |
|---|---|
| *Programs Are Approved* | Yes |
| *Programs Are Accredited* | Yes |

*Number of Class B Certificates Earned*

136

*Nationally Recognized Programs*

| | |
|---|---|
| Class B | No programs recognized |

# Educator Preparation Institutional Report Card

## Performance on Required Content Knowledge and Pedagogy

## Troy 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 | 83 | 69 | 83% | 8 | 10% | 6 | 7% |
| | Multiple Subjects: Science | 83 | 67 | 81% | 10 | 12% | 6 | 7% |
| | Multiple Subjects: Social Studies | 83 | 57 | 83% | 15 | 10% | 11 | 7% |
| English Language Arts | English Language Arts | 6 | 6 | 100% | 0 | 0% | 0 | 0% |
| Mathematics | Mathematics | 5 | 3 | 60% | 2 | 40% | 0 | 0% |
| Performing Arts | Performing Arts | 7 | 7 | 100% | 0 | 0% | 0 | 0% |
| Sciences | Sciences | * | * | * | * | * | * | * |
| Social Studies | Social Studies | 10 | 6 | 60% | 2 | 20% | 2 | 20% |
| Special Education | Multiple Subjects: Mathematics | * | * | * | * | * | * | * |
| | Multiple Subjects: Science | * | * | * | * | * | * | * |
| | Multiple Subjects: Social Studies | * | * | * | * | * | * | * |

*Program Approval & Accreditation*

| | |
|---|---|
| *Programs Are Approved* | Yes |
| *Programs Are Accredited* | Yes |

*Number of Class B Certificates Earned*

136

*Nationally Recognized Programs*

| | |
|---|---|
| Class B | No programs recognized |

# Educator Preparation Institutional Report Card

**Performance on Required Content Knowledge and Pedagogy**

**Troy 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 |
|---|---|---|---|---|---|---|---|---|
| Career & Technical Educa.. | Career & Technical Education | * | * | * | * | * | * | * |
| Early Childhood Education | Early Childhood | * | * | * | * | * | * | * |
| Elementary Education | Elementary | 38 | 37 | 97% | 1 | 3% | 0 | 0% |
| Languages Other Than En.. | World Language | * | * | * | * | * | * | * |
| Middle School Mathemat.. | Mathematics | * | * | * | * | * | * | * |
| 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*

| | |
|---|---|
| *Programs Are Approved* | Yes |
| *Programs Are Accredited* | Yes |

*Number of Class B Certificates Earned*

136

*Nationally Recognized Programs*

| | |
|---|---|
| Class B | No programs recognized |

# Educator Preparation Institutional Report Card

## Performance on Required Content Knowledge and Pedagogy

## Troy 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 | * | * | * | * | * | * | * |
| Elementary Education | Elementary Education | * | * | * | * | * | * | * |
| English Language Arts | English Language Arts | * | * | * | * | * | * | * |
| Health/Physical Education | Health/Physical Education | * | * | * | * | * | * | * |
| Mathematics | Mathematics | * | * | * | * | * | * | * |
| Performing Arts | Performing Arts | * | * | * | * | * | * | * |
| Sciences | Sciences | * | * | * | * | * | * | * |
| Social Studies | Social Studies | * | * | * | * | * | * | * |
| Special Education | Special Education | * | * | * | * | * | * | * |

*Program Approval & Accreditation*

| | |
|---|---|
| *Programs Are Approved* | **Yes** |
| *Programs Are Accredited* | **Yes** |

*Number of Class A Certificates Earned*

**16**

*Nationally Recognized Programs*

| | | |
|---|---|---|
| Class A | School Counselor | Council for Accreditation of Counseling and Relate.. |

# Educator Preparation Institutional Report Card

## Performance on Required Content Knowledge and Pedagogy

## Troy 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 | * | * | * | * | * | * | * |
| | Teaching of Reading | * | * | * | * | * | * | * |
| Elementary Education | Multiple Subjects: Reading | 8 | 6 | 75% | 1 | 13% | 1 | 12% |
| | Teaching of Reading | 8 | 5 | 63% | 3 | 37% | 0 | 0% |
| Health/Physical Education | Health/Physical Education | * | * | * | * | * | * | * |
| Special Education | Core Knowledge/Application | * | * | * | * | * | * | * |
| | Multiple Subjects: Reading | * | * | * | * | * | * | * |

*Program Approval & Accreditation*

| | |
|---|---|
| *Programs Are Approved* | Yes |
| *Programs Are Accredited* | Yes |

*Number of Class A Certificates Earned*

| |
|---|
| 16 |

*Nationally Recognized Programs*

| | | |
|---|---|---|
| Class A | School Counselor | Council for Accreditation of Counseling and Relate.. |

# Educator Preparation Institutional Report Card

## Performance on Required Content Knowledge and Pedagogy

## Troy 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 | 8 | 7 | 88% | 0 | 0% | 1 | 12% |
| | Multiple Subjects: Science | 8 | 7 | 88% | 1 | 12% | 0 | 0% |
| | Multiple Subjects: Social Studies | 8 | 7 | 88% | 1 | 12% | 0 | 0% |
| English Language Arts | English Language Arts | * | * | * | * | * | * | * |
| Mathematics | Mathematics | * | * | * | * | * | * | * |
| Performing Arts | Performing Arts | * | * | * | * | * | * | * |
| Sciences | Sciences | * | * | * | * | * | * | * |
| Social Studies | Social Studies | * | * | * | * | * | * | * |
| Special Education | Multiple Subjects: Mathematics | * | * | * | * | * | * | * |
| | Multiple Subjects: Science | * | * | * | * | * | * | * |
| | Multiple Subjects: Social Studies | * | * | * | * | * | * | * |

*Program Approval & Accreditation*

| | |
|---|---|
| *Programs Are Approved* | Yes |
| *Programs Are Accredited* | Yes |

*Number of Class A Certificates Earned*

16

*Nationally Recognized Programs*

| | | |
|---|---|---|
| Class A | School Counselor | Council for Accreditation of Counseling and Relate.. |

# Educator Preparation Institutional Report Card

**Performance on Required Content Knowledge and Pedagogy**

**Troy 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*

| | |
|---|---|
| *Programs Are Approved* | **Yes** |
| *Programs Are Accredited* | **Yes** |

*Number of Class A Certificates Earned*

| |
|---|
| **16** |

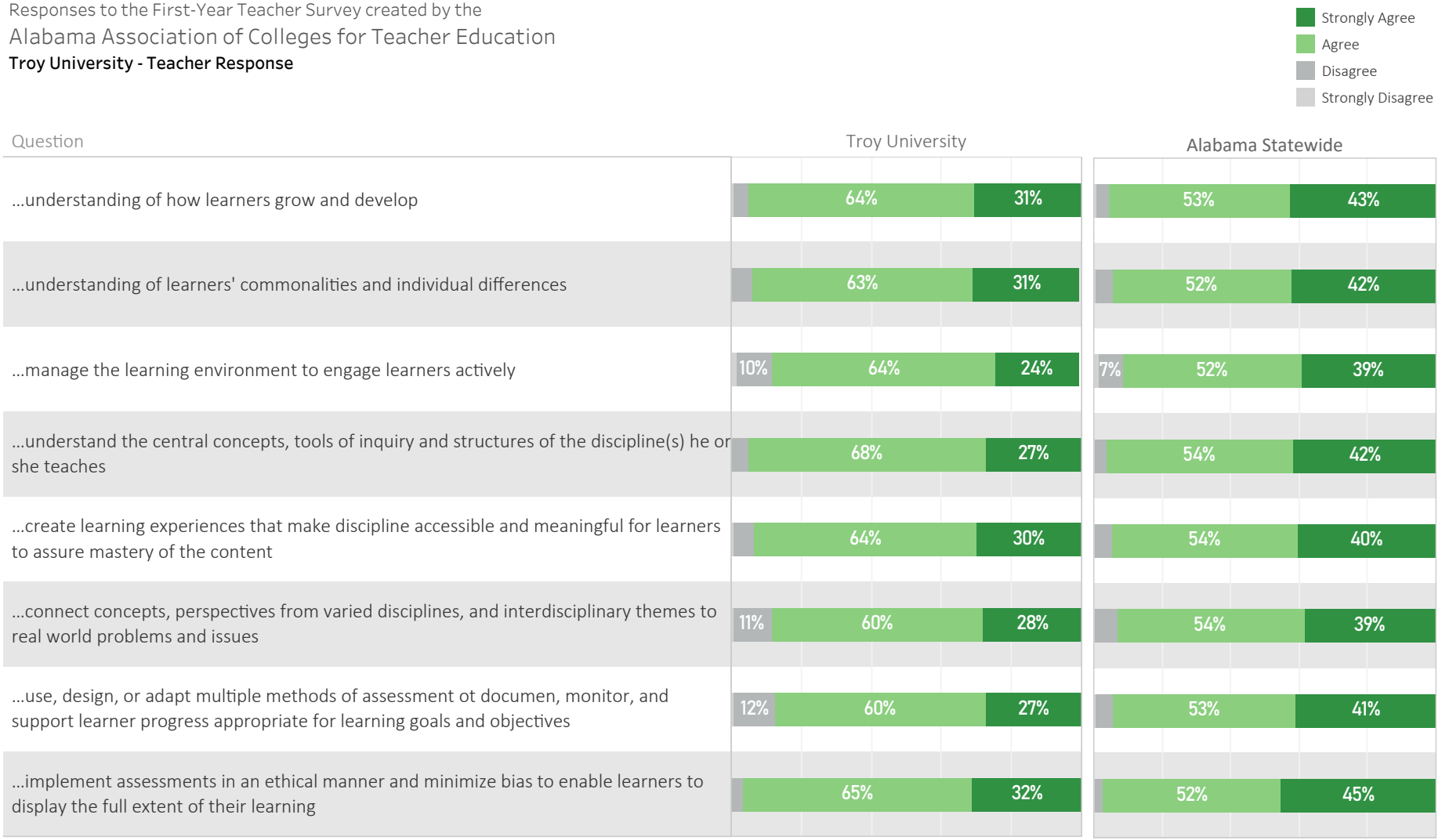
*Nationally Recognized Programs*

| | | |
|---|---|---|
| Class A | School Counselor | Council for Accreditation of Counseling and Relate.. |

Responses to the First-Year Teacher Survey created by the

## Alabama Association of Colleges for Teacher Education

**Troy University - Teacher Response**



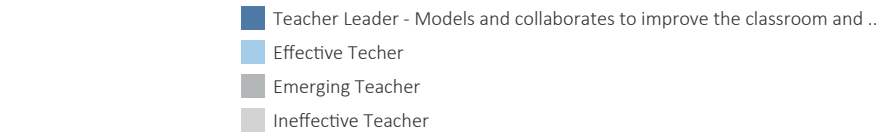
| Question | Troy University | | | Alabama Statewide | |
|---|---|---|---|---|---|
| …plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs | 12% | 56% | 32% | 53% | 43% |
| …understand and use a variety of intrsuctional strategies and make learning accessible to all learners | 8% | 57% | 35% | 50% | 47% |
| …encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways | | 63% | 31% | 52% | 44% |
| …use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs | 10% | 60% | 30% | 55% | 41% |
| …practice the profession in an ethical manner | | 47% | 52% | 38% | 62% |
| …collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility | | 55% | 41% | 43% | 54% |
| …engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues | 8% | 57% | 35% | 49% | 46% |
| …use assessment to engage learners in their own growth | 10% | 60% | 29% | 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 | 8% | 66% | 24% | 55% | 39% |
| …plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs | | 61% | 32% | 51% | 44% |

| Question | Troy University | Alabama Statewide |
|---|---|---|
| ...engage in continuous professional learning to more effectively meet the needs of each learner | 58% 39% | 50% 47% |
| ...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | 60% 35% | 51% 44% |
| ...seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession | 8% 64% 28% | 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.. | 17% 57% 26% | 14% 48% 37% |
| ...possesses knowledge of Alabama's state assessment system | 22% 55% 22% | 18% 51% 29% |
| ...integrates Alabam-wide programs and initiatives into the curriculum and instructional process. | 18% 64% 18% | 13% 56% 29% |
| ...communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives. | 21% 59% 19% | 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. | 12% 55% 33% | 8% 53% 39% |

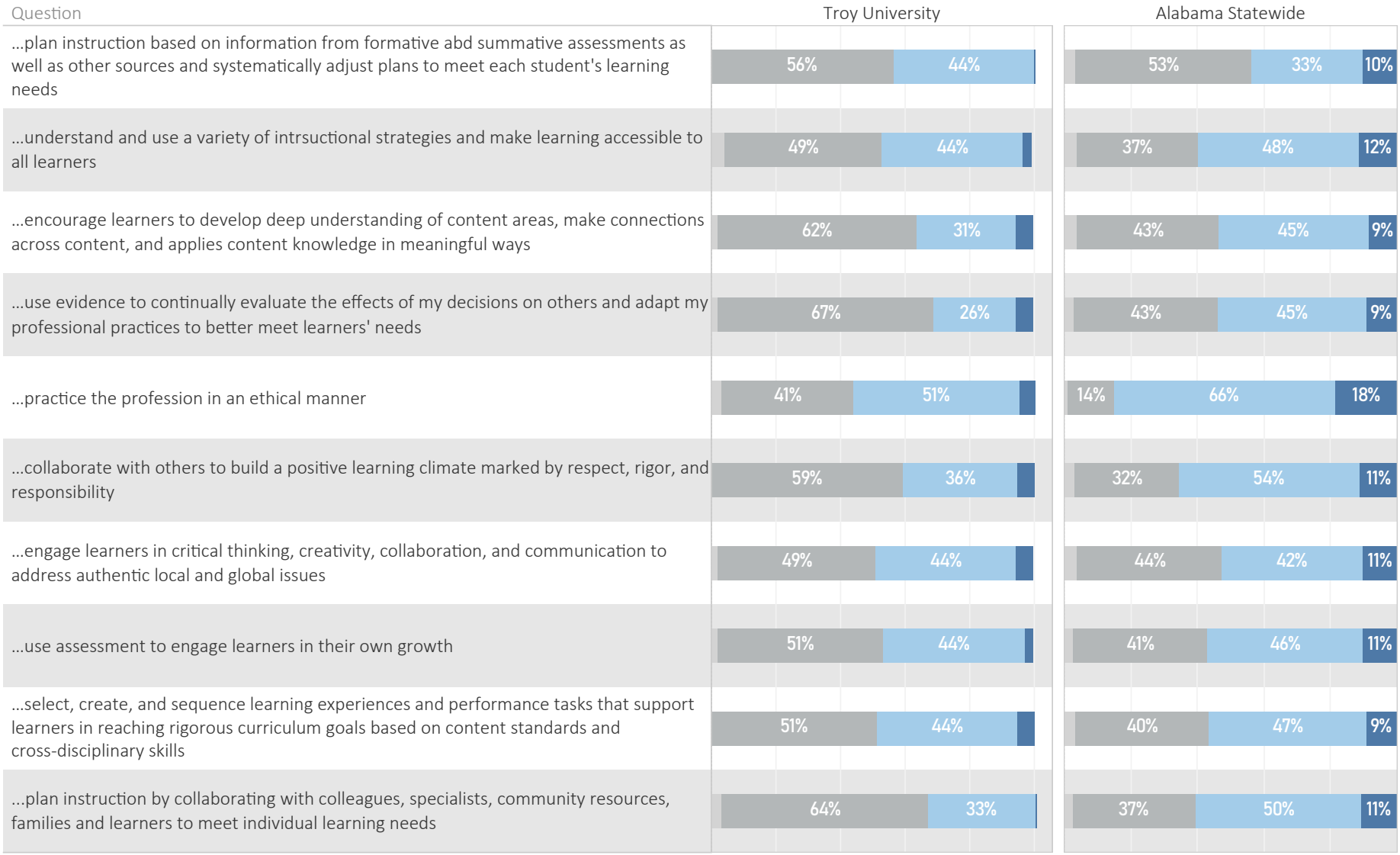
Responses to the First-Year Teacher Survey created by the

# Alabama Association of Colleges for Teacher Education

**Troy University - Employer Responses**




| Question | Troy University | Alabama Statewide |
|---|---|---|
| ...understanding of how learners grow and develop | 49% 46% | 46% 41% 9% |
| ...understanding of learners' commonalities and individual differences | 49% 49% | 45% 43% 8% |
| ...manage the learning environment to engage learners actively | 46% 41% 10% | 36% 46% 13% |
| ...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches | 51% 44% | 33% 54% 10% |
| ...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content | 23% 64% 13% | 41% 47% 8% |
| ...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues | 51% 41% 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 | 44% 46% 8% | 42% 46% 8% |
| ...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning | 51% 44% | 31% 57% 10% |

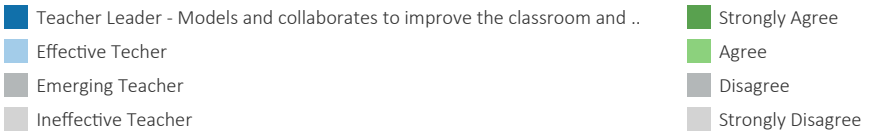

Question
Troy University
Alabama Statewide
...plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs
56%
44%
53%
33%
10%
...understand and use a variety of intrsuctional strategies and make learning accessible to all learners
49%
44%
37%
48%
12%
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways
62%
31%
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
67%
26%
43%
45%
9%
...practice the profession in an ethical manner
41%
51%
14%
66%
18%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility
59%
36%
32%
54%
11%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues
49%
44%
44%
42%
11%
...use assessment to engage learners in their own growth
51%
44%
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
51%
44%
40%
47%
9%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs
64%
33%
37%
50%
11%

| Question | Troy University | Alabama Statewide |
|---|---|---|
| …engage in continuous professional learning to more effectively meet the needs of each learner | 38% / 59% | 34% / 54% / 9% |
| …collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | 41% / 56% | 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 | 41% / 51% / 8% | 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.. | 51% / 41% | 56% / 34% |
| …possesses knowledge of Alabama's state assessment system | 54% / 44% | 47% / 43% / 8% |
| …integrates Alabam-wide programs and initiatives into the curriculum and instructional process. | 51% / 44% | 49% / 41% / 7% |
| …communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives. | 44% / 49% | 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. | 56% / 38% | 33% / 55% / 11% |

Responses to the First-Year Teacher Survey created by the

# Alabama Association of Colleges for Teacher Education

**Troy University - Employer and Teacher Responses**




| Question | Employer Response | Teacher Response |
|---|---|---|
| ...understanding of how learners grow and develop | 49% 46% | 64% 31% |
| ...understanding of learners' commonalities and individual differences | 49% 49% | 63% 31% |
| ...manage the learning environment to engage learners actively | 46% 41% 10% | 10% 64% 24% |
| ...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches | 51% 44% | 68% 27% |
| ...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content | 23% 64% 13% | 64% 30% |
| ...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues | 51% 41% 8% | 11% 60% 28% |
| ...use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives | 44% 46% 8% | 12% 60% 27% |
| ...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning | 51% 44% | 65% 32% |

| Question | Employer 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 | 56% 44% | 12% 56% 32% |
| …understand and use a variety of intrsuctional strategies and make learning accessible to all learners | 49% 44% | 8% 57% 35% |
| …encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways | 62% 31% | 63% 31% |
| …use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs | 67% 26% | 10% 60% 30% |
| …practice the profession in an ethical manner | 41% 51% | 47% 52% |
| …collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility | 59% 36% | 55% 41% |
| …engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues | 49% 44% | 8% 57% 35% |
| …use assessment to engage learners in their own growth | 51% 44% | 10% 60% 29% |
| …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 | 51% 44% | 8% 66% 24% |
| …plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs | 64% 33% | 61% 32% |

| Question | Employer Response | Teacher Response |
|---|---|---|
| …engage in continuous professional learning to more effectively meet the needs of each learner | 38% 59% | 58% 39% |
| …collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | 41% 56% | 60% 35% |
| …seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession | 41% 51% 8% | 8% 64% 28% |
| …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.. | 51% 41% | 17% 57% 26% |
| …possesses knowledge of Alabama's state assessment system | 54% 44% | 22% 55% 22% |
| …integrates Alabam-wide programs and initiatives into the curriculum and instructional process. | 51% 44% | 18% 64% 18% |
| …communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives. | 44% 49% | 21% 59% 19% |
| …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. | 56% 38% | 12% 55% 33% |