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

University of Montevallo

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 University of Montevallo - Program Information

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class B Certificates Earned	Number of Class A Certificates Earned
87	33

Nationally Recognized Programs

Class B	Family and Consumer Science Education	American Association for Family and Consumer Science
	Music Education	National Association for Schools of Music
Class A	Family and Consumer Science Education	American Association for Family and Consumer Science
Class AA	School Counselor	Council for Accreditation of Counseling and Related Educational Progr

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University of Montevallo - 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
Career & Technical Educa	Career & Technical Education	*	*	*	*	*	*	*
Elementary	Elementary	62	62	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Languages Other Than En	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	9	8	89%	1	11%	0	0%
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	13	13	100%	0	0%	0	0%

Program Approval & Accreditation	Number of Class B Certificates Earned	Nationally Recognized Programs					
Programs Are Approved Yes	Yes 87		Family and Consumer Science Educa. American Association for Family and Con				
Programs Are Accredited Yes			Music Education	National Association for Schools of Music			

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University of Montevallo - 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
Career & Technical Educa	Career & Technical Education	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Reading	63	48	76%	8	13%	7	11%
	Teaching of Reading	63	53	84%	8	13%	2	3%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/Application	13	12	92%	1	8%	0	0%
	Multiple Subjects: Reading	10	7	70%	2	20%	1	10%

Program Approval & Accreditation

Number of Class B Certificates Earned
87

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

 Class B
 Family and Consumer Science Educa..
 American Association for Family and Consumer Sci..

 Music Education
 National Association for Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University of Montevallo - 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	63	53	84%	5	8%	5	8%
Multiple Subjects: Science Multiple Subjects: Social Studies	Multiple Subjects: Science	63	50	79%	10	16%	3	5%
	63	51	81%	4	6%	8	13%	
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	9	9	89%	1	11%	0	0%
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	10	9	90%	0	0%	1	10%
	Multiple Subjects: Science	10	9	90%	1	10%	0	0%
	Multiple Subjects: Social Studies	10	9	90%	1	10%	0	0%

Program Approval & Accreditation	editation	Accre	&	proval	n Ap	Proaram	Р
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Number of Class B Certificates Earned
87

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

 Class B
 Family and Consumer Science Educa..
 American Association for Family and Consumer Sci..

 Music Education
 National Association for Schools of Music

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

* - 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
Career & Technical Educa	Career & Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood	*	*	*	*	*	*	*
Elementary Education	Elementary	59	42	71%	17	29%	0	0%
Languages Other Than En	World Language	*	*	*	*	*	*	*
Middle School Mathemat	Mathematics	*	*	*	*	*	*	*
Performing Arts Education	Performing Arts/Visual Arts	8	8	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
87

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

 Class B
 Family and Consumer Science Educa..
 American Association for Family and Consumer Sci..

 Music Education
 National Association for Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University of Montevallo - 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
Career & Technical Educa	Career & Technical Education	*	*	*	*	*	*	*
Elementary	Elementary	*	*	*	*	*	*	*
English Language Arts	English Language Arts	5	5	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Languages Other Than En	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	9	9	100%	0	0%	0	0%
Special Education	Special Education	*	*	*	*	*	*	*

Class A

Program Approval & Accreditation

Number of Class A Certificates Earned
33

Nationally Recognized Programs

Family and Consumer Science Educa.. American Association for Family and Consumer Sci..

Programs Are ApprovedYesPrograms Are AccreditedYes

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University of Montevallo - 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

		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
Career & Technical Educa	Career & Technical Education	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Reading	5	4	80%	1	20%	0	0%
	Teaching of Reading	5	5	100%	0	0%	0	0%
Special Education	Core Knowledge/Application	*	*	*	*	*	*	*
	Multiple Subjects: Reading	*	*	*	*	*	*	*

Program Approval & Accreditation

Number of Class A Certificates Earned

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

33

Class A Family and Consumer Science Educa.. American Association for Family and Consumer Sci..

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University of Montevallo - 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	5	4	80%	1	20%	0	0%
	Multiple Subjects: Science	5	5	100%	0	0%	0	0%
	Multiple Subjects: Social Studies	5	5	100%	0	0%	0	0%
English Language Arts	English Language Arts	5	4	80%	1	20%	0	0%
Languages Other Than En	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	9	8	89%	1	11%	0	0%
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Number of Class A Certificates Earned

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

33

Class A Family and Consumer Science Educa.. American Association for Family and Consumer Sci..

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University of Montevallo - 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
5	Career & Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood	*	*	*	*	*	*	*
Elementary Education	Elementary	5	4	80%	1	20%	0	0%
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	5	5	100%	0	0%	0	0%
Secondary General Social	Geography/History/General Soci	9	8	89%	1	11%	0	0%
Secondary Health Educati	Health Education	*	*	*	*	*	*	*
Secondary Mathematics	Mathematics	*	*	*	*	*	*	*
Secondary Physical Educa	Physical Education	*	*	*	*	*	*	*
Secondary Science	Biology/Chemistry/General Scien	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Number of Class A Certificates Earned
33

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class A Family and Consumer Science Educa.. American Association for Family and Consumer Sci..



Question	uestion University of Montevallo		o Alabama Statewide		
understanding of how learners grow and develop	37%	62%	53%	43%	
understanding of learners' commonalities and individual differences	37%	60%	52%	42%	
manage the learning environment to engage learners actively	35%	63%	7% 52%	39%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	42%	52%	54%	42%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	43%	57%	54%	40%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	35%	62%	54%	39%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	35%	65%	53%	41%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	34%	64%	52%	45%	

Question	University of Montevallo		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	31%	66%	53%	43%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	32%	68%	50%	47%	
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	32%	66%	52%	44%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	42%	56%	55%	41%	
practice the profession in an ethical manner	28%	72%	38%	62%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	32%	66%	43%	54%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	35%	65%	49%	46%	
use assessment to engage learners in their own growth	35%	62%	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	38%	58%	55%	39%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	34%	64%	51%	44%	

Question		University o	f Montevallo	Alabama Statewide		wide
engage in continuous professional learning to more effectively meet the needs of each learner	349	%	64%		50%	47%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	38	3%	60%		51%	44%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	3	8%	59%		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.		32%	60%	14%	48%	37%
possesses knowledge of Alabama's state assessment system	14%	34%	51%	18%	51%	29%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.		43%	51%	13%	56%	29%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	12%	40%	48%	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.	34	%	63%	8%	53%	39%

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

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

Effective Techer

Emerging Teacher

Ineffective Teacher

Question	Unive	rsity of Montevallo	Alabam	Alabama Statewide		
understanding of how learners grow and develop	42%	34% 18%	46%	41%	9%	
understanding of learners' commonalities and individual differences	29%	53% 13%	45%	43%	8%	
manage the learning environment to engage learners actively	47%	39% 13%	36%	46%	13%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he o she teaches	r 39%	45% 13%	33%	54%	10%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	13%	66% 21%	41%	47%	8%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	8% 32%	47% 13%	47%	45%	7%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	32%	47% 18%	42%	46%	8%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	34%	45% 16%	31%	57%	10%	

Question	University o	of Montevallo	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	53%	37% 11%	53%	33%	10%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	45%	39% 11%	37%	48%	12%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	45%	37% 16%	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	50%	29% 18%	43%	45%	9%
practice the profession in an ethical manner	42%	39% 13%	14%	66%	18%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	61%	26% 11%	32%	54%	11%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	45%	37% 16%	44%	42%	11%
use assessment to engage learners in their own growth	42%	37% 18%	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	42%	42% 13%	40%	47%	9%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	61%	32%	37%	50%	11%

Question	Universi	ty of Montevallo	Alabama	a Statewide
engage in continuous professional learning to more effectively meet the needs of each learner	29%	53% 16%	34%	54% <mark>9%</mark>
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	42%	37% 16%	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	9% 39%	39% 13%	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.	53%	39% 8%	56%	34%
possesses knowledge of Alabama's state assessment system	50%	42%	47%	43% 8%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	53%	37% 8%	49%	41% 7%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	34%	47% 16%	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.	34%	47% 13%	33%	55% 11%

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education University of Montevallo - Employer and Teacher Responses	 Teacher Leader - Models and collaborates to improve the classroom and Effective Techer Emerging Teacher Ineffective Teacher 				Strongly Agree Agree Disagree Strongly Disagree	
Question	Emp	oloyer Response		Teache	acher Response	
understanding of how learners grow and develop	42%	34%	18%	37%	62%	
understanding of learners' commonalities and individual differences	29%	53%	13%	37%	60%	
manage the learning environment to engage learners actively	47%	39%	13%	35%	63%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	39%	45%	13%	42%	52%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	13%	66%	21%	43%	57%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	8% 32%	47%	13%	35%	62%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	32%	47%	18%	35%	65%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	34%	45%	16%	34%	64%	

Question	Employe	r Response	Teach	er 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	53%	37% 11%	31%	66%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	45%	39% 11%	32%	68%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	45%	37% 16%	32%	66%
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	50%	29% 18%	42%	56%
practice the profession in an ethical manner	42%	39% 13%	28%	72%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	61%	26% 11%	32%	66%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	45%	37% 16%	35%	65%
use assessment to engage learners in their own growth	42%	37% 18%	35%	62%
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	42%	42% 13%	38%	58%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	61%	32%	34%	64%

Question	Employ	er Response	Teacher	Response
engage in continuous professional learning to more effectively meet the needs of each learner	29%	53% 16%	34%	64%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	42%	37% 16%	38%	60%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	9% 39%	39% 13%	38%	59%
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.	53%	39% 8%	32%	60%
possesses knowledge of Alabama's state assessment system	50%	42%	14% 34%	51%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	53%	37% 8%	43%	51%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	34%	47% 16%	12% 40%	48%
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.	34%	47% 13%	34%	63%