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 2021

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 B Certificates Earned | |
|---------------------------------------|--|
| 58 | |

Number of Class A Certificates Earned
42

Nationally Recognized Programs

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

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - Bachelor's - 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

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B Music Education

National Association for Schools of Music

Number of Class B Certificates Earned

58

The University of Alabama at Birmingham, 3

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - Bachelor's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

| X - Either an inactive program or no prog | ram in the specifiec area | | | Percent Passed | Number Passed | Percent Passed | Number Passed | Percent Passed |
|---|----------------------------|----------------|-------------------|----------------|---------------|----------------|----------------|----------------|
| | | Number of Test | Number Passed | After One | After Two | After Two | After Three or | After Three or |
| Test Heading | Subtest | Takers | After One Attempt | Attempt | Attempts | Attempts | more Attempts | more Attempts |
| Early Childhood Education | Early Childhood Education | 7 | 6 | 86% | 0 | 0% | 1 | 14% |
| | Teaching Reading | 7 | 7 | 100% | 0 | 0% | 0 | 0% |
| Elementary Education | Multiple Subjects: Reading | 24 | 16 | 67% | 0 | 0% | 8 | 33% |
| | Teaching of Reading | 24 | 24 | 100% | 0 | 0% | 0 | 0% |
| Health/Physical Education | Health/Physical Education | * | * | * | * | * | * | * |

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B Music Education

National Association for Schools of Music

Number of Class B Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - Bachelor's - 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

| X - Either an inactive program or no pi | rogram in the specifiec area | | | Percent Passed | Number Passed | Percent Passed | Number Passed | Percent Passed |
|---|-----------------------------------|--------------------------|------------------------------------|----------------------|-----------------------|-----------------------|---------------------------------|---------------------------------|
| Test Heading | Subtest | Number of Test Takers | Number Passed After One Attempt | After One Attempt | After Two Attempts | After Two Attempts | After Three or more Attempts | After Three or more Attempts |
| Elementary Education | Multiple Subjects: Mathematics | 24 | 19 | 79% | 0 | 0% | 5 | 21% |
| | Multiple Subjects: Science | 24 | 20 | 83% | 0 | 0% | 4 | 17% |
| | Multiple Subjects: Social Studies | 24 | 19 | 79% | 0 | 0% | 5 | 21% |
| English Language Arts | English Language Arts | * | * | * | * | * | * | * |
| Mathematics | Mathematics | 9 | 7 | 78% | 0 | 0% | 2 | 22% |
| Performing Arts | Performing Arts | * | * | * | * | * | * | * |
| Sciences | Sciences | 8 | 7 | 88% | 0 | 0% | 1 | 13% |
| Social Studies | Social Studies | * | * | * | * | * | * | * |
| | | | | | | | | |

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are Approved Yes Programs Are Accredited Yes

Class B Music Education National Association for Schools of Music

Number of Class B Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - Bachelor's - edTPA

* - Information not reported for less than five test takers

| X - Either an inactive program or no prog | ram in the specifiec area | | | Percent Passed | Number Passed | Percent Passed | Number Passed | Percent Passed |
|---|---------------------------|----------------|-------------------|----------------|---------------|----------------|----------------|----------------|
| | | Number of Test | Number Passed | After One | After Two | After Two | After Three or | After Three or |
| Test Heading | Subtest | Takers | After One Attempt | Attempt | Attempts | Attempts | more Attempts | more Attempts |
| Elementary Education | Elementary Education | 24 | 23 | 96% | 0 | 0% | 1 | 4% |
| English Language Arts | English Language Arts | * | * | * | * | * | * | * |
| Health/Physical Education | Health/Physical Education | * | * | * | * | * | * | * |
| Mathematics | Mathematics | 9 | 8 | 89% | 0 | 0% | 1 | 11% |
| Performing Arts | Performing Arts | * | * | * | * | * | * | * |
| Sciences | Sciences | 8 | 8 | 100% | 0 | 0% | 0 | 0% |
| Social Studies | Social Studies | * | * | * | * | * | * | * |

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are Approved Yes Programs Are Accredited Yes

Class B Music Education National Association for Schools of Music

Number of Class B Certificates Earned

58

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - Alternative Master's - 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

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

Nationally Recognized Programs

| Class A | English for Speakers of Other Langua. | . International Association of Teachers of English to Sepakers |
|---------|---------------------------------------|--|
| | Music Education | National Association for Schools of Music |
| | School Counselor | Council for Accreditation of Counseling and Related Educatio |
| | Visual Arts | National Association of Schools of Art and Design |

Number of Class A Certificates Earned

Educator Preparation Institutional Report Card

* - Information not reported for less than five test takers

Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - Alternative Master's - IN ED Praxis Content Tests

| X - Either an inactive program or no progra Test Heading | am in the specifiec area | 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 or more Attempts | Percent Passed After Three or more Attempts |
|---|-----------------------------|--------------------------|------------------------------------|--|--|---|--|---|
| Elementary Education | Multiple Subjects: Reading | * | * | * | * | * | * | * |
| | Teaching of Reading | * | * | * | * | * | * | * |
| Health/Physical Education | Health/Physical Education | * | * | * | * | * | * | * |
| Special Education | Core Knowledge/ Application | 8 | 8 | 100% | 0 | 0% | 0 | 0% |
| | Early Childhood Education | * | * | * | * | * | * | * |
| | Multiple Subjects: Reading | 6 | 4 | 67% | 0 | 0% | 2 | 33% |

Program Approval & Accreditation

| Programs Are Approved | Yes | Class A | English for Speakers of Other Langua. | . International Association of Teachers of English to Sepakers |
|-------------------------|-----|---------|---------------------------------------|--|
| Programs Are Accredited | Yes | | Music Education | National Association for Schools of Music |
| | | | School Counselor | Council for Accreditation of Counseling and Related Educatio |
| | | | Visual Arts | National Association of Schools of Art and Design |

Nationally Recognized Programs

Number of Class A Certificates Earned

42

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - Alternative Master's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

| X - Either an inactive program or no program in t | he specifiec area | Number of Test | Number Passed | Percent Passed | Number Passed After Two | Percent Passed After Two | Number Passed After Three or | Percent Passed After Three or |
|---|---|----------------|-------------------|-------------------|----------------------------|-----------------------------|---------------------------------|----------------------------------|
| Test Heading | Subtest | Takers | After One Attempt | After One Attempt | Attempts | Attempts | more Attempts | more Attempts |
| Elementary Education | Multiple Subjects: Mathematics | * | * | * | * | * | * | * |
| | Multiple Subjects: Science | * | * | * | * | * | * | * |
| | Multiple Subjects: Social Studies | * | * | * | * | * | * | * |
| English for Speakers of Other Languages | English for Speakers of Other Languages | * | * | * | * | * | * | * |
| English Language Arts | English Language Arts | * | * | * | * | * | * | * |
| Mathematics | Mathematics | * | * | * | * | * | * | * |
| Performing Arts | Performing Arts | * | * | * | * | * | * | * |
| Sciences | Sciences | * | * | * | * | * | * | * |
| Social Studies | Social Studies | 6 | 6 | 100% | 0 | 0% | 0 | 0% |
| Special Education | Multiple Subjects: Mathematics | 6 | 4 | 67% | 0 | 0% | 2 | 33% |
| | Multiple Subjects: Science | 6 | 5 | 83% | 0 | 0% | 1 | 17% |
| | Multiple Subjects: Social Studies | 6 | 5 | 83% | 0 | 0% | 1 | 17% |

Program Approval & Accreditation

Programs Are Approved Yes Programs Are Accredited Yes

Nationally Recognized Programs

| Class A | English for Speakers of Other Langua | . International Association of Teachers of English to Sepakers |
|---------|--------------------------------------|--|
| | Music Education | National Association for Schools of Music |
| | School Counselor | Council for Accreditation of Counseling and Related Educatio |
| | Visual Arts | National Association of Schools of Art and Design |

Number of Class A Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - Alternative Master's - edTPA

* - Information not reported for less than five test takers X - Fither an inactive program or no program in the specifier area

| X - Either an inactive program or no program in th | he specifiec area | | Number Passed | Percent Passed | Number Passed | Percent Passed | Number Passed | Percent Passed |
|--|---|----------------|---------------|----------------|---------------|----------------|----------------|----------------|
| | | Number of Test | After One | After One | After Two | After Two | After Three or | After Three or |
| Test Heading | Subtest | Takers | Attempt | Attempt | Attempts | Attempts | more Attempts | more Attempts |
| Elementary Education | Elementary Education | * | * | * | * | * | * | * |
| English for Speakers of Other Languages | English for Speakers of Other Languages | * | * | * | * | * | * | * |
| English Language Arts | English Language Arts | * | * | * | * | * | * | * |
| Health/Physical Education | Health/Physical Education | * | * | * | * | * | * | * |
| Mathematics | Mathematics | * | * | * | * | * | * | * |
| Performing Arts | Performing Arts | * | * | * | * | * | * | * |
| Sciences | Sciences | * | * | * | * | * | * | * |
| Social Studies | Social Studies | 6 | 6 | 100% | 0 | 0% | 0 | 0% |
| Special Education | Special Education | 8 | 6 | 75% | 0 | 0% | 2 | 25% |

Program Approval & Accreditation

rams Are Approved Voc Dre

Nationally Recognized Programs

| Programs Are Approvea | res | |
|-------------------------|-----|--|
| Programs Are Accredited | Yes | |
| | | |

Number of Class A Certificates Earned

| English for Speakers of Other Langua | International Association of Teachers of English to Sepakers |
|--------------------------------------|--|
| Music Education | National Association for Schools of Music |
| School Counselor | Council for Accreditation of Counseling and Related Educatio |
| Visual Arts | National Association of Schools of Art and Design |
| | Music Education School Counselor |

| Strongly Agree | Disagree |
|----------------|-------------------|
| Agree | Strongly Disagree |

| Question | The Uni | versity of A | Alabama at Birmingham | Alabama Statewide | | |
|---|---------|--------------|-----------------------|-------------------|-----|--|
| understanding of how learners grow and develop | | 52% | 44% | 48% | 48% | |
| understanding of learners' commonalities and individual differences | | 41% | 52% | 45% | 48% | |
| manage the learning environment to engage learners actively | 8% | 49% | 41% | 47% | 45% | |
| understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches | | 48% | 46% | 50% | 45% | |
| create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content | | 52% | 44% | 49% | 45% | |
| connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues | 10% | 46% | 44% | 50% | 43% | |
| use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives | 5 | 51% | 44% | 51% | 44% | |
| implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning | | 39% | 54% | 48% | 49% | |
| 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 | | 49% | 44% | 47% | 48% | |
| understand and use a variety of intrsuctional strategies and make learning accessible to all learners | | 55% | 42% | 49% | 48% | |

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



| Question | The Ur | niversity of Alaba | ıma at Birmingham | Alabama | Statewide |
|---|--------|--------------------|-------------------|---------|-----------|
| encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways | 8% | 46% | 44% | 48% | 47% |
| use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs | 10% | 52% | 38% | 49% | 46% |
| practice the profession in an ethical manner | | 39% | 59% | 38% | 62% |
| collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility | | 44% | 54% | 40% | 57% |
| engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues | 10% | 48% | 42% | 46% | 49% |
| use assessment to engage learners in their own growth | | 54% | 41% | 48% | 46% |
| 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 | 15% | 49% | 35% | 52% | 42% |
| plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs | 5 11% | 51% | 37% | 46% | 47% |
| engage in continuous professional learning to more effectively meet the needs of each learner | | 54% | 41% | 48% | 48% |
| collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | 11% | 51% | 38% | 47% | 46% |

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



| Question | The University of Alabama at Birmingham | | | | | Alabama Statewide | | |
|--|---|-----|-----|-----|-----|-------------------|-----|--|
| seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession | 17% | | 52% | 31% | | 49% | 44% | |
| has deep knowlede of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. | 7% 2 | 25% | 44% | 24% | 14% | 46% | 37% | |
| possesses knowledge of Alabama's state assessment system | 8% | 25% | 45% | 21% | 20% | 48% | 29% | |
| integrates Alabam-wide programs and initiatives into the curriculum and instructional process. | 21 | 1% | 44% | 25% | 15% | 52% | 32% | |
| communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives. | 8% | 30% | 32% | 30% | 20% | 44% | 31% | |
| 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. | 14% | | 45% | 37% | 8% | 47% | 44% | |

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 Effective Teacher Emerging Teacher

| Question | The University of | Alabama at Birmingham | Alabaı | ma Statewide | |
|---|-------------------|-----------------------|--------|--------------|----|
| understanding of how learners grow and develop | 29% | 64% 7% | 44% | 50% | |
| understanding of learners' commonalities and individual differences | 29% | 61% 7% | 44% | 49% | |
| manage the learning environment to engage learners actively | 39% | 50% 7% | 33% | 55% | 8% |
| understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches | 25% | 71% | 36% | 58% | |
| create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content | 36% | 57% 7% | 37% | 54% | 6% |
| connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues | 39% | 54% 7% | 45% | 48% | |
| use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives | 5 57% | 39% | 46% | 48% | |
| implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning | 32% | 64% | 28% | 64% | 6% |
| 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 | 50% | 46% | 44% | 49% | |
| understand and use a variety of intrsuctional strategies and make learning accessible to all learners | 36% | 54% 7% | 37% | 55% | |

The University of Alabama at Birmingham, 14

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 Effective Teacher

er Ineffective Teacher

Emerging Teacher

The University of Alabama at Birmingham Alabama Statewide Question ...encourage learners to develop deep understanding of content areas, make connections across content, 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 7% 16% ...practice the profession in an ethical manner 14% 12% ...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility ...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues ... use assessment to engage learners in their own growth ...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 ...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs ...engage in continuous professional learning to more effectively meet the needs of each learner ...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

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 Effective Teacher

Emerging Teacher

| Question | The University of Ala | ibama at Birmingham | Alabama | Alabama Statewide | | |
|--|-----------------------|----------------------|---------|-------------------|--|--|
| seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession | 39% | 50% <mark>7</mark> % | 47% | 43% | | |
| has deep knowlede of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. | 61% | 36% | 56% | 38% | | |
| possesses knowledge of Alabama's state assessment system | 39% | 57% | 48% | 48% | | |
| integrates Alabam-wide programs and initiatives into the curriculum and instructional process. | 46% | 50% | 50% | 45% | | |
| communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives. | 50% | 46% | 54% | 41% | | |
| 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. | 36% | 61% | 34% | 59% | | |

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
 Emerging Teacher
 Strongly Agree
 Disagree

 Effective Teacher
 Ineffective Teacher
 Agree
 Strongly Disagree

| Question | Employ | ver Response | | Teacher Response | | |
|---|--------|--------------|--------------------|------------------|-----|--|
| understanding of how learners grow and develop | 29% | 64% | 7% | 52% | 44% | |
| understanding of learners' commonalities and individual differences | 29% | 61% | 7% | 41% | 52% | |
| manage the learning environment to engage learners actively | 39% | 50% | <mark>7%</mark> 8% | 49% | 41% | |
| understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches | 25% | 71% | | 48% | 46% | |
| create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content | 36% | 57% | 7% | 52% | 44% | |
| connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues | 39% | 54% | 7% | 46% | 44% | |
| use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives | 57% | 39% | | 51% | 44% | |
| implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning | 32% | 64% | | 39% | 54% | |
| 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 | 50% | 46% | | 49% | 44% | |
| understand and use a variety of intrsuctional strategies and make learning accessible to all learners | 36% | 54% | 7% | 55% | 42% | |

The University of Alabama at Birmingham, 17

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
 Emerging Teacher
 Strongly Agree
 Disagree

 Effective Teacher
 Ineffective Teacher
 Agree
 Strongly Disagree

| Question | Emplo | yer Response | Teacher Response | | |
|--|--------|--------------|------------------|-----|--|
| encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways | 43% | 54% | 8% 46% | 44% | |
| use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs | 43% | 54% | 52% | 38% | |
| practice the profession in an ethical manner | 18% | 75% 7% | 39% | 59% | |
| collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility | 32% | 54% 14% | 44% | 54% | |
| engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues | 43% | 54% | 48% | 42% | |
| use assessment to engage learners in their own growth | 46% | 46% | 54% | 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 | 50% | 46% | 15% 49% | 35% | |
| plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs | 43% | 54% | 11% 51% | 37% | |
| engage in continuous professional learning to more effectively meet the needs of each learner | 29% | 64% | 54% | 41% | |
| collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | 7% 36% | 54% | 11% 51% | 38% | |

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
 Emerging Teacher
 Strongly Agree
 Disagree

 Effective Teacher
 Ineffective Teacher
 Agree
 Strongly Disagree

| Question | Employe | r Response | Teacher Response | | | |
|--|---------|----------------------|------------------|-----|-----|--|
| seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession | 39% | 50% <mark>7</mark> % | 17% | 52% | 31% | |
| has deep knowlede of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. | 61% | 36% | 7% 25% | 44% | 24% | |
| possesses knowledge of Alabama's state assessment system | 39% | 57% | 8% 25% | 45% | 21% | |
| integrates Alabam-wide programs and initiatives into the curriculum and instructional process. | 46% | 50% | 27% | 44% | 25% | |
| communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives. | 50% | 46% | 8% 30% | 32% | 30% | |
| 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. | 36% | 61% | 14% | 45% | 37% | |