Educator Preparation Institutional Report Card for Performance on Required Content Knowledge and Pedagogy Tests

and

Responses to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education for

Auburn University at Montgomery

Administered by the Alabama State Department of Education

September 2024

Disclaimer:

Section I: Certificates Issued

The candidates presented as completers represent individuals who completed a program within the past 60 calendar months that applied for and received their professional certificate within the 2022-2023 academic year.

Section II: Assessment Pass Rates

The test takers in this section are those individuals who completed assessments during the 2022-2023 academic year. These individuals may be completers who were recommended for certification during this period; however, they may still be currently enrolled candidates in programs. The individuals listed as certified are not necessarily the same individuals listed in this section.

Section III: Survey Results

The program completers who did this survey are a part of the Alabama Teacher Mentoring Program (ATMP). The completers self-identify. They may be individuals who completed programs within any timeframe. The only requirement is that these individuals have less than two years of professional teaching experience.

Report Card and Survey Information

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy

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 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.

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

Historically:

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.

Currently:

Data provided in this report include a summary of survey categories and the percentage of first and second 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 and second year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher.

Section I: Certificates Issued

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **Auburn University at Montgomery - Program Information**

Program Approval & Accreditation

College	Accredited/Approved	Status
Auburn University at Montgomery	Accredited	Yes
Auburn University at Montgomery	Approved	Yes

Total # of Certifica Program Sum of Tota	
Class A	13
Class B	27

40

Total

Concentration	Program	Recognized by
Early Childhood Education	Class A	National Association for the Education of Young Children
English Language Arts	Class A	National Council of Teachers of English
English Language Arts	Class B	National Council of Teachers of English
School Counselor	Class A	Council for Accreditation of Counseling and Related Educational Programs

Section II: Assessment Pass Rates

Performance on Required Content Knowledge and Pedagogy

Auburn University at Montgomery - Bachelor's - Principle of Learning and Teaching

* - Information not reported for less than five test takers

of Class B Certificates Earned

27

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading Subtest	Total Test	Passed	Passed	Passed	Passed	Passed	Passed
	Takers	After 1	After 1	After 2	After 2	After 3	After 3+
		Attempt	Attempts %	Attempts	Attempts %	Attempts %	Attempts

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

Auburn University at Montgomery - Bachelor's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class B Certificates Earned

27

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Multiple Subjects: Mathematics	15	11	73%	2	13%	2	13%
Elementary Education	Multiple Subjects: Science	15	8	53%	4	27%	3	20%
Elementary Education	Multiple Subjects: Social Studies	15	8	53%	4	27%	3	20%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

Auburn University at Montgomery - Bachelor's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class B Certificates Earned

27

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Early Childhood Education	Teaching Reading	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Reading	5	5	100%	0	0%	0	0%
Elementary Education	Teaching of Reading	15	11	73%	2	13%	2	13%
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*
Special Education	Early Childhood Education	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

Auburn University at Montgomery - Bachelor's - Foundations of Reading

* - Information not reported for less than five test takers

of Class B Certificates Earned

27

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test	Passed	Passed	Passed	Passed	Passed	Passed
		Takers	After 1	After 1	After 2	After 2	After 3+	After 3
			Attempt	Attempts %	Attempts	Attempts %	Attempts	Attempts %

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

Auburn University at Montgomery - Bachelor's - edTPA

* - Information not reported for less than five test takers

of Class B Certificates Earned

27

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Elementary Education	Elementary Education	15	14	93%	1	7%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

Auburn University at Montgomery - Master's - Principle of Learning and Teaching

* - Information not reported for less than five test takers

of Class A Certificates Earned

13

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading Subtest	Total Test	Passed	Passed	Passed	Passed	Passed	Passed
	Takers	After 1	After 1	After 2	After 2	After 3+	After 3
		Attempt	Attempts %	Attempts	Attempts %	Attempts	Attempts %

Program	Concentration	Recognized by
Class A	Early Childhood Education	National Association for the Education of Young Children
Class A	English Language Arts	National Council of Teachers of English
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs

Performance on Required Content Knowledge and Pedagogy

Auburn University at Montgomery - Master's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class A Certificates Earned

13

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Pro	gram	Concentration	Recognized by
Cla	ss A	Early Childhood Education	National Association for the Education of Young Children
Cla	ss A	English Language Arts	National Council of Teachers of English
Cla	ss A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs

Performance on Required Content Knowledge and Pedagogy

Auburn University at Montgomery - Master's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class A Certificates Earned

13

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Teaching of Reading	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	Early Childhood Education	National Association for the Education of Young Children
Class A	English Language Arts	National Council of Teachers of English
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs

Performance on Required Content Knowledge and Pedagogy

Auburn University at Montgomery - Master's - Foundations of Reading

* - Information not reported for less than five test takers

of Class A Certificates Earned

13

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading Subtest	Total Test Takers		Passed After 1	Passed After 2	Passed After 2	Passed After 3+	Passed After 3
		Attempt	Attempts %	Attempts	Attempts %	Attempts	Attempts %

Program	Concentration	Recognized by
Class A	Early Childhood Education	National Association for the Education of Young Children
Class A	English Language Arts	National Council of Teachers of English
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs

Performance on Required Content Knowledge and Pedagogy

Auburn University at Montgomery - Master's - edTPA

* - Information not reported for less than five test takers

of Class A Certificates Earned

13

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	Early Childhood Education	National Association for the Education of Young Children
Class A	English Language Arts	National Council of Teachers of English
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs

Section III: Survey Results

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education Auburn University at Montgomery - Teacher Response

Auburn University at Montgomery

Strongly Disagree Disagree Agree Strongly Agree

respondents

78

100%

Alabama Statewide respondents Strongly Disagree Disagree Agree Strongly Agree

1507

	48%	47%
	48%	47%
	42%	56%
18%	47%	33%
	49%	44%
	52%	43%
	49%	47%
	50%	46%
	46%	49%
13%	45%	40%
	47%	50%
13%	50%	35%
6%	48%	44%
	47%	48%
15%	50%	34%
	38%	61%
	51%	43%
	52%	43%
	47%	49%
	50%	45%
	48%	47%
7%	48%	45%
	48%	47%
	51%	45%
	49%	46%
	47%	49%
0%	50%	100%

	Stro	ongly Disagre	ee 🔵 Disagree 🛑 Agree 🗣 Strongly	A	
	46%		51%	1	
	50%		49%		
	35%		- 62%		
17%		46%	36%		
	44%		53%		
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	549	%	42%		
	41%		54%		
	45%		51%		
	45%		50%		
	45%		51%		
47%			51%		
	50%		47%		
	44%		51%		
	42%		56%		
		50	0%		

1

0%

...plan instruction by collaborating with colleagues, specialists, communitycollaborate with learners, families, colleagues, other school professionals... ...collaborate with others to build a positive learning climate marked by res... ...communicates with students, parents, and the public about Alabama's ass... ...connect concepts, perspectives from varied disciplines, and interdisciplin... ... create learning experiences that make discipline accessible and meaningf... ...encourage learners to develop deep understanding of content areas, ma... ...engage in continuous professional learning to more effectively meet theengage learners in critical thinking, creativity, collaboration, and commun... ...has deep knowledge of current and emerging state initiatives and progra... ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabama-wide programs and initiatives into the curriculum and... ...manage the learning environment to engage learners actively

...plan instruction based on information from formative and summative ass... ...possesses knowledge of Alabama's state assessment system ...practice the profession in an ethical manner

...seek appropriate leadership roles and opportunities that would allow meselect, create, and sequence learning experiences and performance tasks understand and use a variety of instructional strategies and make learnin... ... understand the central concepts, tools of inquiry and structures of the di... ... understanding of learners' commonalities and individual differences 59 ... understands the expectations of the profession including the Alabama E... ... use assessment to engage learners in their own growth

... use evidence to continually evaluate the effects of my decisions on other...use, design, or adapt multiple methods of assessment to document, moni... 59 ... understanding of how learners grow and develop

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

Auburn University at Montgomery - Employer Response

Auburn University at Montgomery

respondents

Leader

24

Ineffective Teac... Emerging Teac... Effective Teac... Teacher Lea...

Alabama Statewide respondents

804

33%	53%	10%
34%	52%	10%
27%	55%	15%
45%	42%	7%
41%	49%	8%
38%	48%	9%
40%	48%	9%
32%	56%	10%
46%	42%	8%
48%	41%	7%
31%	57%	10%
42%	47%	7%
35%	51%	10%
38%	48%	9%
43%	47%	7%
19%	61%	18%
41%	44%	10%
42%	46%	8%
37%	49%	10%
36%	52%	9%
42%	46%	8%
35%	53%	9%
40%	47%	8%
39%	48%	9%
40%	47%	8%
	50%	100

42% $48%$ $7%$ $5%$ $39%$ $47%$ $9%$ $41%$ $47%$ $8%$ $33%$ $55%$ $10%$ $5%$ $47%$ $41%$ $7%$ $5%$ $49%$ $40%$ $6%$ $31%$ $57%$ $9%$ $43%$ $46%$ $7%$ $5%$ $36%$ $50%$ $9%$ $5%$ $39%$ $47%$ $9%$ $5%$ $39%$ $47%$ $9%$ $5%$ $39%$ $47%$ $9%$ $20%$ $61%$ $18%$ $6%$ $42%$ $43%$ $9%$ $5%$ $43%$ $45%$ $7%$ $38%$ $48%$ $9%$ $37%$ $51%$ $9%$ $36%$ $52%$ $8%$ $36%$ $52%$ $8%$ $44%$ $46%$ $8%$ $5%$ $41%$ $46%$ $48%$ $8%$ $5%$ $41%$ $46%$	lneffe	ective Teacher 🔵 Eme	rging Teach	er 🛑 Effective Teacher 🌘	Teacher Leader
27% 55% 14% 6% 46% 41% 7% 42% 48% 7% 5% 39% 47% 9% 41% 47% 8% 33% 55% 10% 5% 47% 41% 7% 5% 47% 41% 7% 5% 47% 41% 7% 5% 49% 40% 6% 31% 57% 9% 43% 43% 46% 7% 5% 39% 47% 9% 44% 46% 7% 5% 39% 50% 9% 44% 46% 7% 5% 39% 47% 9% 6% 42% 43% 9% 5% 43% 45% 9% 38% 48% 9% 36% 36% 52% 8% 36% 36% 5% 41% 46% 8% 5% 41% 46% 8% <td></td> <td>34%</td> <td></td> <td>52%</td> <td>10%</td>		34%		52%	10%
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43% 46% 7% 5% 36% 50% 9% 5% 39% 47% 9% 44% 46% 7% 20% 61% 18% 6% 42% 43% 9% 5% 43% 9% 5% 43% 9% 38% 48% 9% 37% 51% 9% 36% 52% 8% 5% 41% 46% 8% 4% 40% 48% 8% 5% 41% 8% 8%	<mark>5%</mark>	49%		40%	6%
5% 36% 50% 9% 5% 39% 47% 9% 44% 46% 7% 20% 61% 18% 6% 42% 43% 9% 5% 43% 45% 7% 38% 48% 9% 37% 51% 9% 36% 52% 8% 36% 52% 8% 5% 41% 46% 8% 5% 41% 46% 8% 5% 41% 46% 8%		31%		57%	9%
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44% 46% 7% 20% 61% 18% 6% 42% 43% 9% 5% 43% 45% 7% 38% 48% 9% 37% 51% 9% 36% 52% 8% 5% 41% 46% 8% 5% 41% 46% 8%	5%	36%		50%	9%
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6% 42% 43% 9% 5% 43% 45% 7% 38% 48% 9% 37% 51% 9% 43% 45% 8% 36% 52% 8% 5% 41% 46% 8% 5% 41% 46% 8%		44%		46%	7%
5% 43% 45% 7% 38% 48% 9% 37% 51% 9% 43% 45% 8% 36% 52% 8% 5% 41% 46% 8% 5% 41% 46% 8%		20%	6	1%	18%
38% 48% 9% 37% 51% 9% 43% 45% 8% 36% 52% 8% 5% 41% 46% 8% 5% 41% 8% 8%	6%	42%		43%	9%
37% 51% 9% 43% 45% 8% 36% 52% 8% 5% 41% 46% 8% 4% 40% 48% 8% 5% 41% 8% 8%	<mark>5%</mark>	43%		45%	7%
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...plan instruction by collaborating with colleagues, specialists, communitycollaborate with learners, families, colleagues, other school professionals... ...collaborate with others to build a positive learning climate marked by res... ...communicates with students, parents, and the public about Alabama's ass... ...connect concepts, perspectives from varied disciplines, and interdisciplin... ... create learning experiences that make discipline accessible and meaningf... 59 ...encourage learners to develop deep understanding of content areas, ma... ...engage in continuous professional learning to more effectively meet theengage learners in critical thinking, creativity, collaboration, and commun... 59 ...has deep knowledge of current and emerging state initiatives and progra... 59 ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabama-wide programs and initiatives into the curriculum an... ...manage the learning environment to engage learners actively 5 ...plans instruction based on information from formative and summative as... 5 ...possesses knowledge of Alabama's state assessment system

...seek appropriate leadership roles and opportunities that would allow me...

...select, create, and sequence learning experiences and performance tasks ...

...understand and use a variety of instructional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di...

... use evidence to continually evaluate the effects of my decisions on other...

... use, design, or adapts multiple methods of assessment to document, mo...

... understanding of learners' commonalities and individual differences ...understands the expectations of the profession including the Alabama E...

... use assessment to engage learners in their own growth

...practice the profession in an ethical manner

0%

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education Auburn University at Montgomery - Employer and Teacher Responses

onses			24		
	Emplo	yer Response	spondents		Teacher
I ne	effective Teacher Emerging	g Teacher 🛑 Effective Teacher 🔵			Strongly Disagree
:					
nity	34%	52%	10%		46%
onals	35%	51%	10%		50%
oy res	27%	55%	14%	35	
's ass 69	46%	41%	7%	17%	46%
ciplin	42%	48%	7%		44%
ningf	39%	47%	9%		45%
s, ma	41%	47%	8%		51%
t the	33%	55%	10%		49%
nmun	47%	41%	7%		51%
rogra	49%	40%	6%	13%	38%
enabl	31%	57%	9%		0%
m an	43%	46%	7%	12%	50%
actively	36%	50%	9%		47%
/e as	39%	47%	9%		47%
system	44%	46%	7%	10%	50%
anner	20%	61%	18%	36%	
v me 69	42%	43%	9%	· · · · · · · · · · · · · · · · · · ·	46%
asks	43%	45%	7%		54%
arnin	38%	48%	9%		41%
ne di	37%	51%	9%		45%
rences	43%	45%	8%		45%
ma E	36%	52%	8%		43 <i>%</i> 47%
rowth	41%	46%	8%		50%
other	40%	48%	8%		44%
, mo	41%	46%	8%	42	2%

...plan instruction by collaborating with colleagues, specialists, commun ...collaborate with learners, families, colleagues, other school profession ...collaborate with others to build a positive learning climate marked by ...communicates with students, parents, and the public about Alabama's ...connect concepts, perspectives from varied disciplines, and interdisci ... create learning experiences that make discipline accessible and mean ...encourage learners to develop deep understanding of content areas, ...engage in continuous professional learning to more effectively meet ...engage learners in critical thinking, creativity, collaboration, and comm ...has deep knowledge of current and emerging state initiatives and pro ...implement assessments in an ethical manner and minimize bias to er ...integrates Alabama-wide programs and initiatives into the curriculum ...manage the learning environment to engage learners ac

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...seek appropriate leadership roles and opportunities that would allow ...select, create, and sequence learning experiences and performance tas ...understand and use a variety of instructional strategies and make lear ...understand the central concepts, tools of inquiry and structures of the ... understanding of learners' commonalities and individual differe ...understands the expectations of the profession including the Alabam ... use assessment to engage learners in their own gro

... use evidence to continually evaluate the effects of my decisions on ot ...use, design, or adapts multiple methods of assessment to document,

0%

Question

100%

78 er Response respondents

ree 🔵 Disagree 🛑 Agree 🗣 Strongly Agree

	46%			51%		
	50%		49%			
	35%		62%			
17%	4	6%	36%			
	44%			53%		
	45%		51%			
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