

University of Alabama at Birmingham School of Education
Responses to the First-Year Teacher Survey Created by ALSDE - Employers' Responses
Data Summary and Recommendations for Improvement

Teacher Leaders: In 2020, UAB first-year teachers exceeded the Alabama statewide responses for **TEACHER LEADERS** with particular strengths in the following areas:

1. Use assessment to engage learners in their own growth: UAB: 20% Statewide: 9%
2. Plan instruction by collaborating with colleagues...and learners to meet individual learning needs: UAB 20%; Statewide: 9%

In 2020, UAB first-year teachers exceeded the Alabama statewide responses for **TEACHER LEADERS** in all categories except the following areas: Practice the profession in an ethical manner: UAB 15%; Statewide: 17%

Effective Teachers: In 2020, UAB first-year teachers exceeded the Alabama statewide responses for **EFFEFFECTIVE TEACHERS** with particular strengths in the following areas:

1. Connect concepts, perspectives from various disciplines and interdisciplinary themes to real work problems and issues: UAB 60%; Statewide: 46%
2. Implement assessment in an ethical manner and minimize bias to enable learners to display the full extent of their learning: UAB 75%; Statewide: 59%
3. Engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues: UAB: 65%; Statewide: 47%
4. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth: UAB: 70%; Statewide 58%

In 2020, UAB first-year teachers exceeded the Alabama statewide responses for **EFFECTIVE TEACHERS** in all categories except the following:

1. Understand the central concepts, tools of inquiry and structures of the disciplines he or she teachers: UAB 45%; Statewide: 50%
2. Use, design, or adapt multiple methods of assessment and support learner progress appropriate for learning goals and assessments: UAB: 35%; Statewide: 46%
3. Use assessment to engage learners in their own growth: UAB: 30%; Statewide 51%
4. Plan instruction by collaborating with colleagues...and learners to meet individual learning needs: UAB: 50%; Statewide: 55%
5. Deep knowledge of current & emerging state initiatives and programs... UAB:15%; Statewide: 36%
6. Possesses knowledge of Alabama's state assessment system: UAB: 35%; Statewide: 42%
7. Understands the expectations of the profession....UAB: 50%; Statewide: 54%

Emerging Teachers: The School of Education is committed to providing ongoing support to it alumni; therefore, we invited recent UAB graduates to join us in developing a new learning community for emerging teachers. In exchange for their participation, UAB professors will provide teachers with feedback and resources to continue supporting their growth and development in the classroom. They will also receive feedback from their current students regarding student engagement and the impact of their instructional practices. Other perks include opportunities to serve on the planning and steering committee for UAB's 1st Annual Beginning Teacher Conference, book clubs, resource sharing, professional development, classroom and community partnerships, research with faculty, and serving as a cooperating teacher/mentor for a UAB student teacher or field placement.

Next Steps:

1. To engage in continuous improvement, the UAB School of Education has mapped ethics components of its courses and is tracking their evaluation.
2. The School of Education is developing an online module addressing unique elements of the Alabama teacher education and professional practice for review by its students prior to student teaching.

Employer Responses	2020				2019				2018			
	Teacher Leader	Effective Teacher	Emerging Teacher	Ineffective Teacher	Teacher Leader	Effective Teacher	Emerging Teacher	Ineffective Teacher	Teacher Leader	Effective Teacher	Emerging Teacher	Ineffective Teacher
understanding of how learners grow and develop	20%	45%	35%			52%	35%	7%	17%	40%	43%	
understanding of learners' commonalities and individual differences	15%	55%	30%			54%	35%		16%	58%	26%	
manage the learning environment to engage learners actively	15%	65%	20%			54%	33%	7%	27%	43%	27%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	20%	45%	35%			52%	38%		23%	52%	26%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	10%	55%	35%		13%	67%	17%		19%	58%	23%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	15%	60%	25%		8%	62%	27%		23%	47%	30%	
use, design, or adapt multiple methods of assessment and support learner progress appropriate for learning goals and objectives	15%	35%	50%		10%	52%	27%	11%	19%	48%	29%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	15%	75%			8%	58%	31%		30%	40%	30%	
plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	15%	55%	30%			52%	40%		23%	42%	32%	
understand and use a variety of instructional strategies and make learning accessible to all learners	15%	50%	35%			54%	38%		37%	33%	23%	
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	15%	50%	35%		12%	50%	31%	7%	23%	43%	33%	
use evidence to continually evaluate the effects of his/her decisions on others and adapt professional practices to better meet learners' needs	15%	50%	35%			52%	37%		26%	39%	35%	

Employer Responses	2020				2019				2018			
	Teacher Leader	Effective Teacher	Emerging Teacher	Ineffective Teacher	Teacher Leader	Effective Teacher	Emerging Teacher	Ineffective Teacher	Teacher Leader	Effective Teacher	Emerging Teacher	Ineffective Teacher
practice the profession in an ethical manner	15%	70%	15%		8%	58%	29%		42%	45%	13%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	15%	65%	20%			46%	40%	8%	32%	39%	26%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	10%	65%	25%		8%	54%	29%	9%	19%	45%	32%	
use assessment to engage learners in their own growth	20%	30%	50%			54%	37%		26%	45%	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	15%	50%	35%			52%	38%		13%	58%	29%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	25%	50%	25%			35%	52%	7%	32%	42%	19%	
engage in continuous professional learning to more effectively meet the needs of each learner	10%	65%	25%		12%	50%	37%		17%	53%	30%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	15%	70%	15%			54%	37%		32%	35%	32%	
seek appropriate leadership roles and opportunities that would allow teacher to take responsibility for student learning and to advance in the profession	20%	45%	35%		10%	52%	33%		26%	39%	32%	

Employer Responses	2020				2019				2018			
	Teacher Leader	Effective Teacher	Emerging Teacher	Ineffective Teacher	Teacher Leader	Effective Teacher	Emerging Teacher	Ineffective Teacher	Teacher Leader	Effective Teacher	Emerging Teacher	Ineffective Teacher
has deep knowledge 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	20%	15%	65%			56%	37%		19%	32%	48%	
possesses knowledge of Alabama's state assessment system	15%	35%	50%			48%	42%		16%	48%	32%	
integrates Alabama-wide programs and initiatives into the curriculum	20%	40%	40%			37%	52%		16%	48%	32%	
communicates with students parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	15%	45%	40%			67%	29%		16%	42%	42%	
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	15%	50%	35%		8%	54%	31%	7%	23%	63%	10%	
	Source:	ALSDE EPP Report Cards										

ALSDE EPP Report Card for UAB: Employer and Student First-Year Teacher Survey

Teacher Survey	2020				2019				2018			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
understanding of how learners grow and develop	64%	32%			41%	54%			50%	46%		
understanding of learners' commonalities and individual differences	66%	32%			43%	55%			46%	51%		
manage the learning environment to engage learners actively	59%	36%			42%	48%	7%		41%	49%	9%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	66%	32%			36%	61%			44%	51%		
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	66%	32%			42%	52%			39%	55%		
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	58%	41%			39%	54%			45%	50%		
use, design, or adapt multiple methods of assessment and support learner progress appropriate for learning goals and objectives	66%	31%			41%	55%			36%	53%	10%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	66%	32%			42%	57%			48%	44%	9%	
plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	68%	31%			42%	57%			48%	44%		
understand and use a variety of instructional strategies and make learning accessible to all learners	71%	27%			41%	58%			46%	51%		
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	66%	32%			46%	51%			46%	49%		

ALSDE EPP Report Card for UAB: Employer and Student First-Year Teacher Survey

Teacher Survey	2020			2019			2018		
use evidence to continually evaluate the effects of his/her decisions on others and adapt professional practices to better meet learners' needs	69%	29%		44	55%		42%	51%	
practice the profession in an ethical manner	80%	19%		59%	40%		70%	30%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	73%	25%		52	45%		62%	34%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	75%	24%		46%	48%		52%	43%	
use assessment to engage learners in their own growth	69%	29%		40	54%		47%	48%	
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	61%	37%		39	60%		36%	58%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	68%	27%		48	49%		44%	49%	
engage in continuous professional learning to more effectively meet the needs of each learner	69%	25%		49%	49%		46%	49%	
University of Alabama at Birmingham School of Education	69%	25%		45%	54%		39%	56%	9%
First-Year Teacher Survey Created by ALSDE - EPP	68%	24%	7%	33%	63%		38%	53%	
Annual Summary and Recommendations for Improvement	47%	37%	14%	34%	55%	11%			
possesses knowledge of Alabama's state assessment system	47%	39%	10%	25%	61%	12%			
integrates Alabama-wide programs and initiatives into the curriculum	51%	41%		24%	69%				
communicates with students parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	56%	24%	8%	21%	57%	22%			

ALSDE EPP Report Card for UAB: Employer and Student First-Year Teacher Survey

Teacher Survey	2020				2019				2018			
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	63%	31%	30%	66%								
	Source: ALSDE EPP Report Cards											