Combined **Percentage** of respondents who rated completers as **Teacher Leader** or **Effective Teacher**
Employer Survey

COLLEGE OF EDUCATION
ATHENS STATE UNIVERSITY

Percentage of respondants who rated completers as Teacher Leader or Effective Leader broken out

Item	Question: Respondents could choose: Teacher Leader, Effective Teacher, Emerging Teacher, and Ineffective Teacher.	2020 EPP	2020 State	2021 EPP	2021 State	2022 EPP	2022 State	2023 EPP		2023 State	
1	understanding of how learners grow and develop	46	54	56	50	48	45	54	< 5%	48	6
2	understanding of learners' commonalities and individual differences	52	56	51	49	50	45	54	< 5%	48	6
3	manage the learning environment to engage learners actively	64	62	63	55	48	48	53	< 5%	51	7
4	understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	54	60	57	58	50	51	62	< 5%	55	6
5	create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	62	61	68	54	50	48	54	< 5%	54	6
6	connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	64	55	51	48	48	45	50	< 5%	48	< 5%
7	use, design, or adapt multiple methods of assessment or document, monitor, and support learner progress appropriate for learning goals and objectives	54	55	54	48	48	43	49	< 5%	49	6
8	implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	65	70	71	64	62	59	66	< 5%	61	8
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	60	58	51	49	48	45	62	< 5%	51	6
10	understand and use a variety of instructional strategies and make learning accessible to all learners	56	62	57	55	52	50	60	< 5%	54	7
11	encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	58	55	54	49	52	46	51	< 5%	50	6
12	use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	58	60	53	49	52	45	52	< 5%	48	6
13	practice the profession in an ethical manner	83	81	76	69	62	63	77	9	66	17
14	collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	60	66	69	64	57	56	70	< 5%	61	12
15	engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	56	57	56	47	52	42	49	< 5%	46	< 5%
16	use assessment to engage learners in their own growth	60	60	54	50	52	44	59	< 5%	50	6
17	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	54	65	44	46	40	40	48	< 5%	46	< 5%
18	plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	62	65	60	55	57	50	64	< 5%	54	9
19	engage in continuous professional learning to more effectively meet the needs of each learner	60	66	65	58	52	55	63	< 5%	58	8
20	collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	70	68	63	58	52	50	60	< 5%	54	8

#	Description										
21	seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	56	55	44	43	43	43	44	< 5%	46	6
22	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, Edu	52	43	37	38	38	34	41	< 5%	40	< 5%
23	possesses knowledge of Alabama's state assessment system	52	48	51	48	45	43	62	< 5%	49	< 5%
24	integrates Alabama-wide programs and inititiaves into the curriculum and instructional process	54	52	41	45	57	45	54	< 5%	48	< 5%
25	communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiative	50	50	46	41	50	39	50	< 5%	42	< 5%
26	understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model Code of Ethics for Educators, (MCEE), professional standards of practice and relevant law and policy	69	64	56	59	55	50	59	< 5%	55	7

Blue = the EPP average is above the State Average

Red = the EPP average is below the State Average

*ALACTE does not report percentages when 5% or fewer completers were rated in a category. In 2021, due to the decrease in the proportion of both in EPP and statewide completers being rated as a teacher leader, the EPP was unable to report data in the same way as previous years.

Instead data was reported separately for Teacher Leader and Effective Teacher, and red and blue coding was used when the EPP was able to determine a comparison to statewide completers.