

**2024-2025 Alabama Teacher Mentor Alabama  
Association of Colleges for Teacher Education  
(ALACTE) Survey for Employers of New Teachers:  
Auburn University Montgomery**

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run on 05/19/2025



Presented within this report are the results from a survey developed collaboratively by the Alabama Association of Colleges for Teacher Education (ALACTE), the Alabama State Department of Education (ALSDE), the School Superintendents of Alabama (SSA), and the Council for Leaders in Alabama Schools (CLAS). This survey was administered to first- and second-year teachers who graduated from Alabama Teacher Preparation Programs.

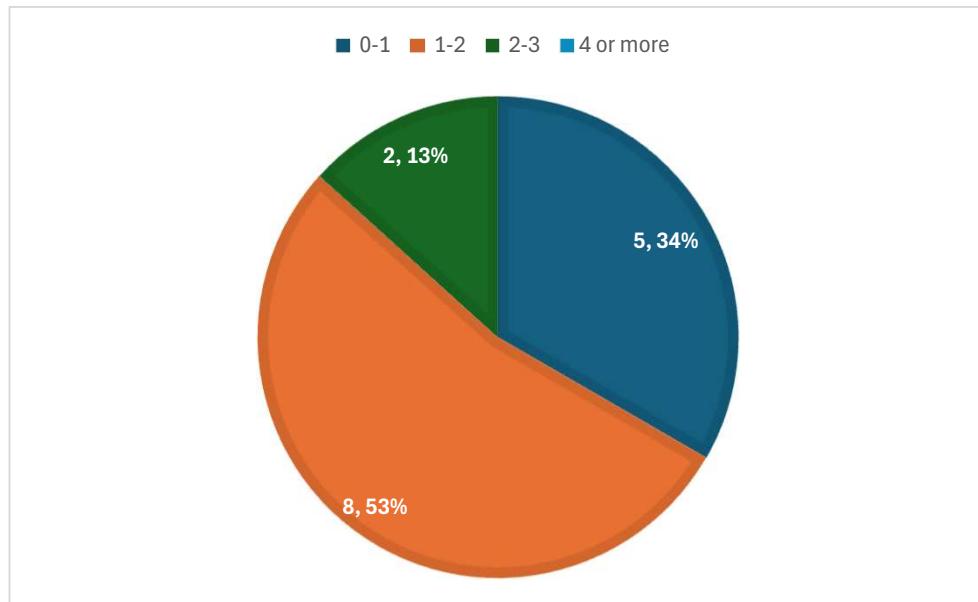
The purpose of the survey is to gather feedback to support the continuous improvement of Educator Preparation Providers (EPPs) across Alabama.

The survey was developed based on the Alabama Core Teaching Standards (ACTS), which were informed by the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

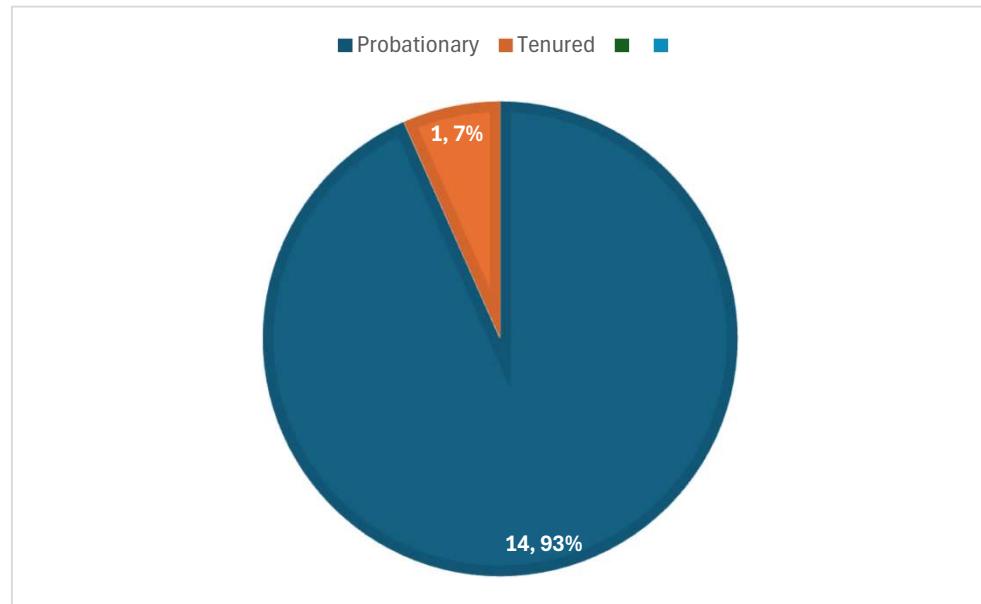
Survey results are reported in aggregate form only. Any personally identifiable information provided by teachers or administrators has been redacted.

The item numbers referenced in this report correspond to the original survey items. If an item number is not included, it is because the associated question requested personally identifiable information or specifically named the EPP for which this customized report was created.

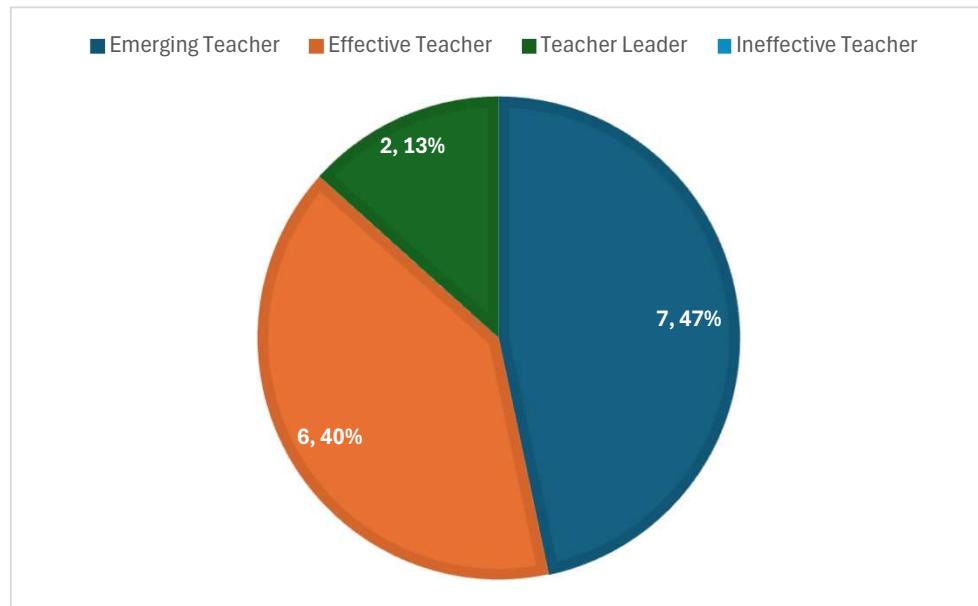
**3. How many years has the person that you are rating been a teacher?**



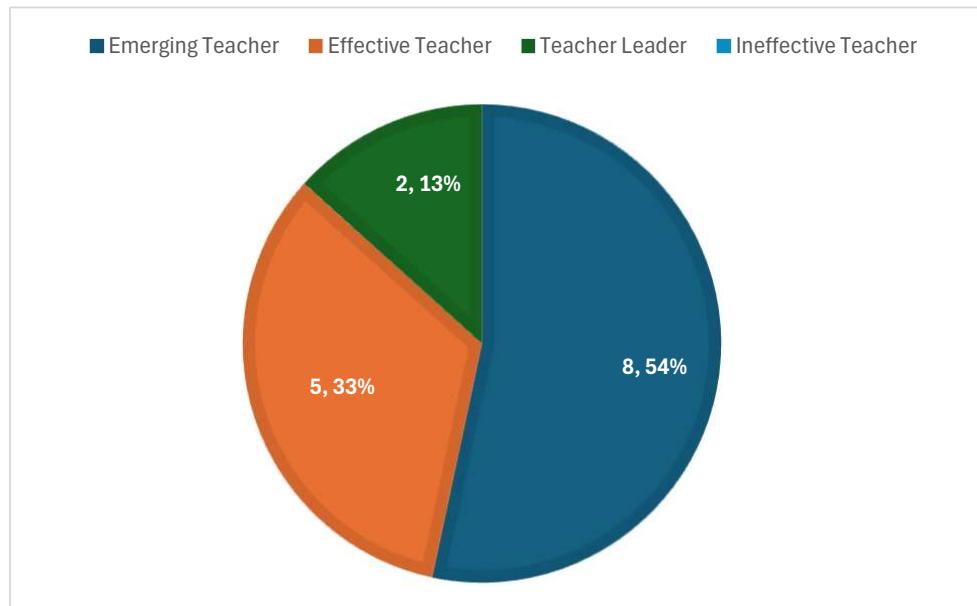
**4. Is the teacher that you are rating tenured or probationary?**



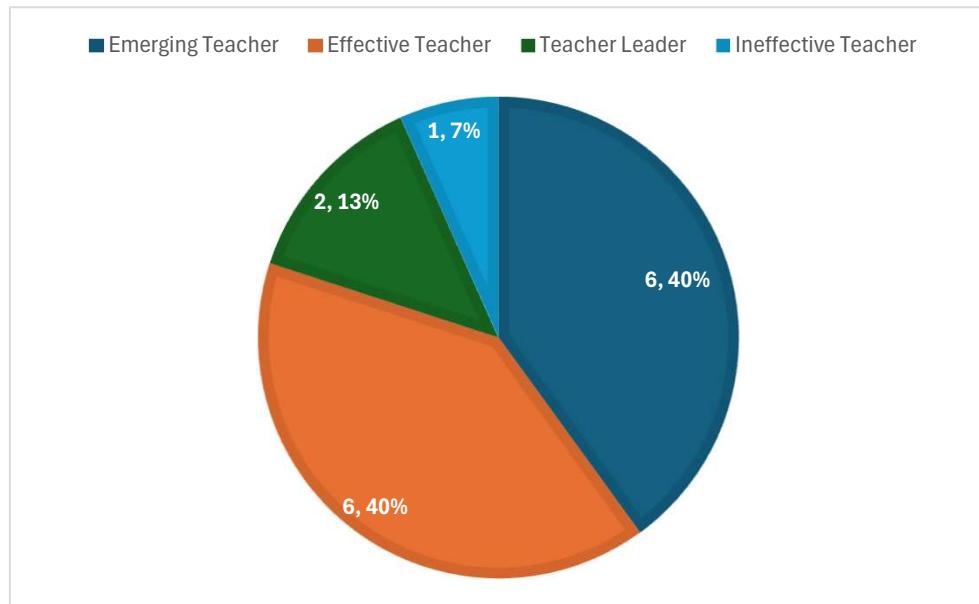
**5. Using the definitions above, please rate the individual relative to other teachers with similar preparation and experience.**



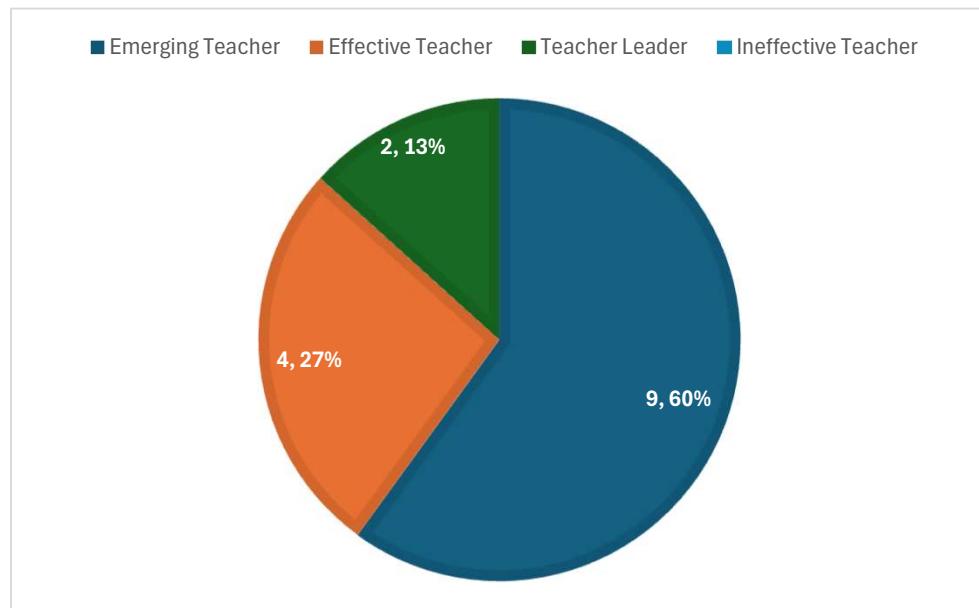
**6. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.**



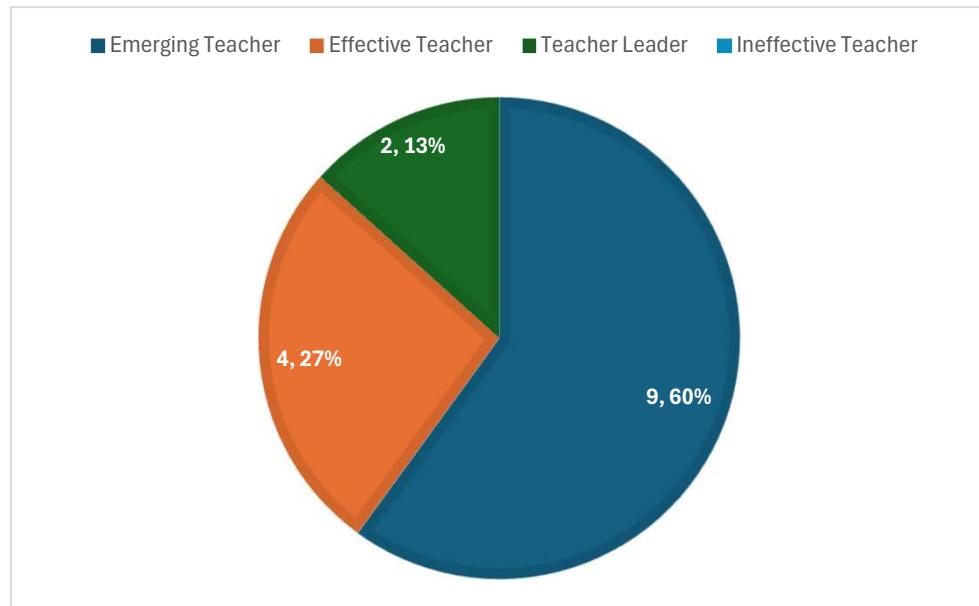
**7. The teacher manages the learning environment to engage learners actively.**



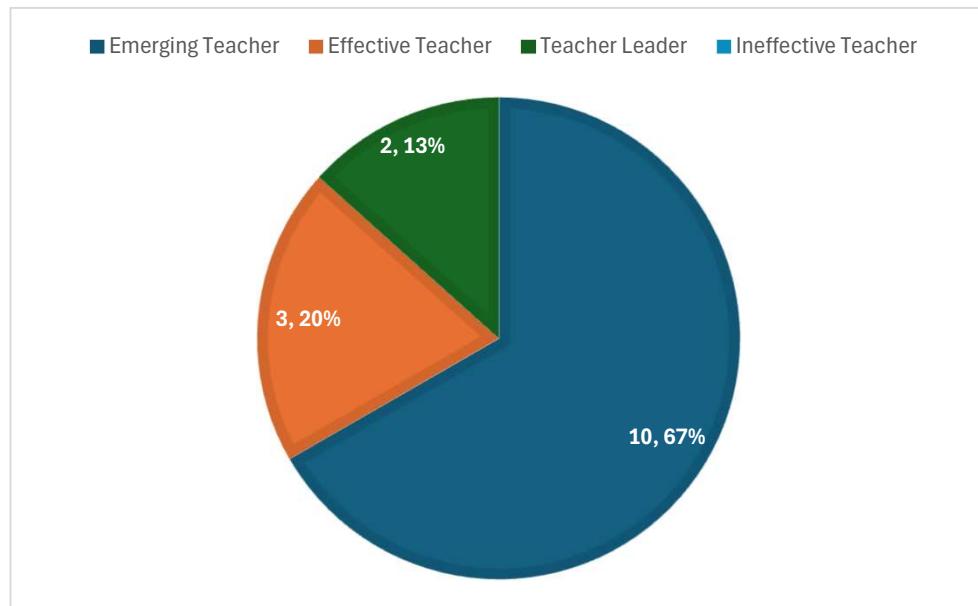
**8. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.**



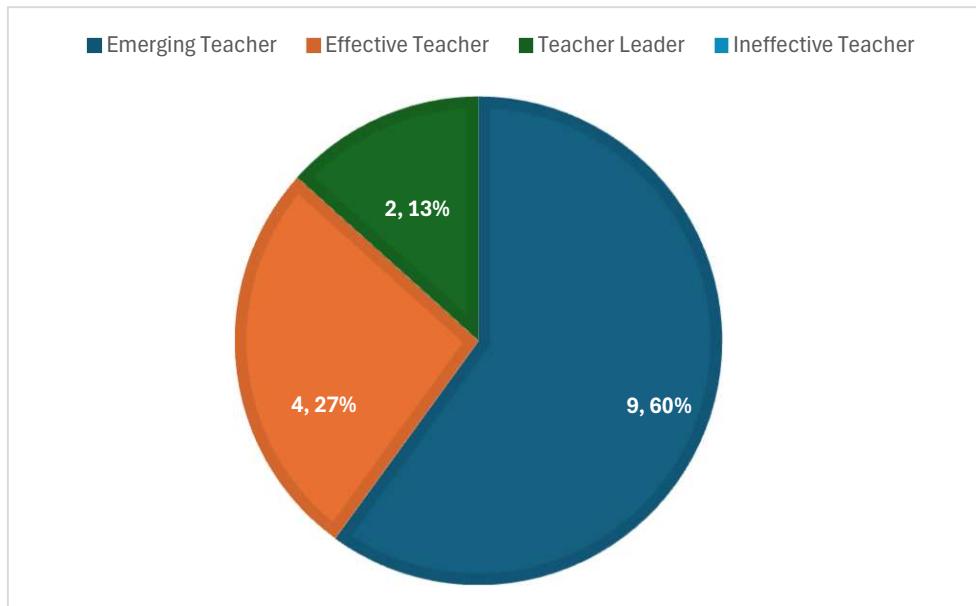
**9. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.**



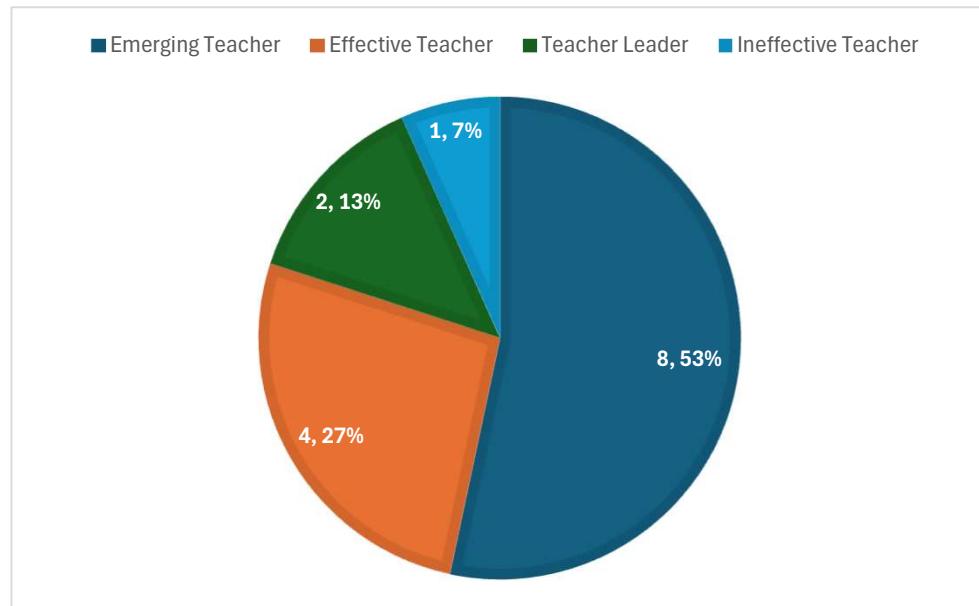
**10. The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real-world problems and issues.**



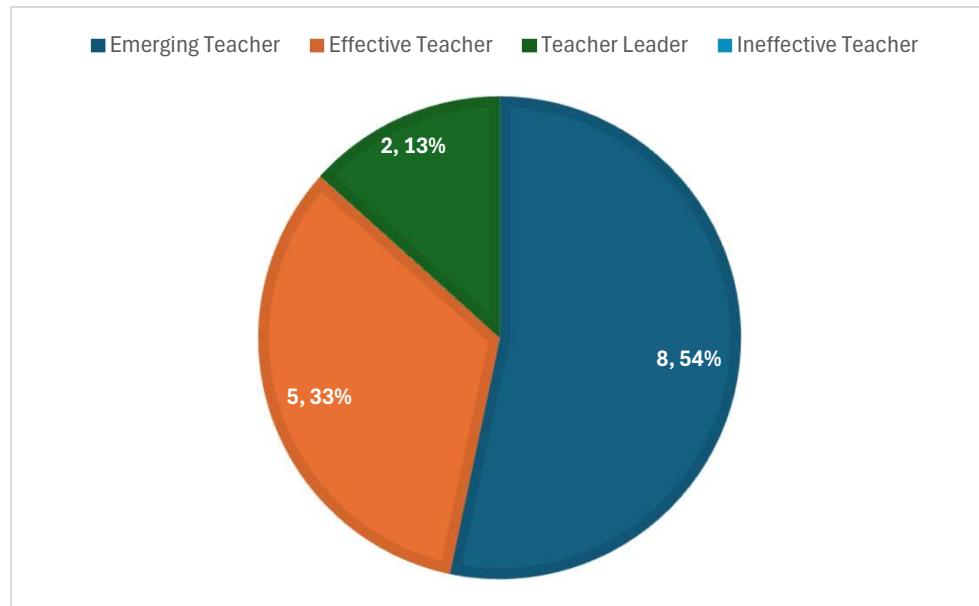
**11. The teacher uses, designs, or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.**



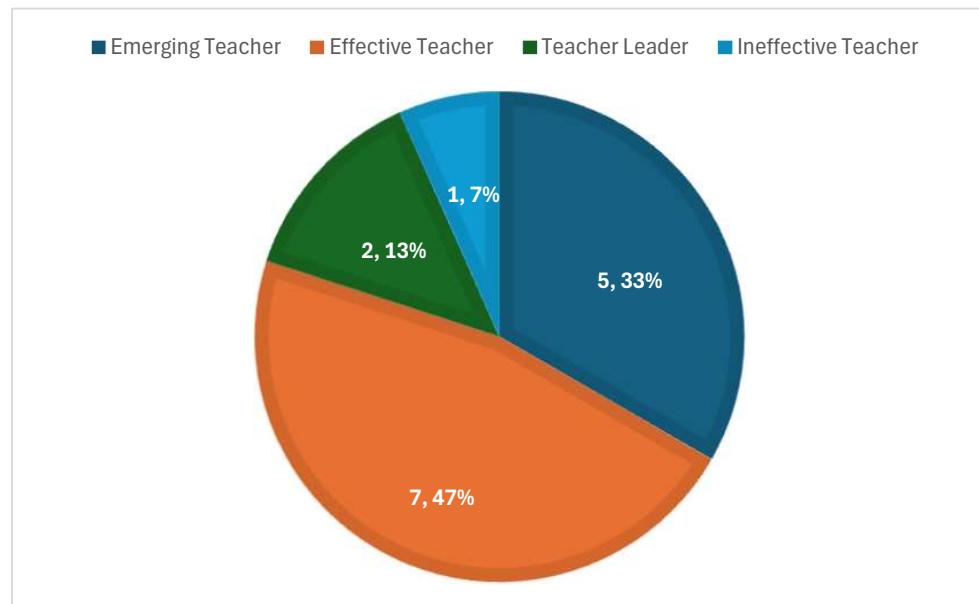
**12. The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.**



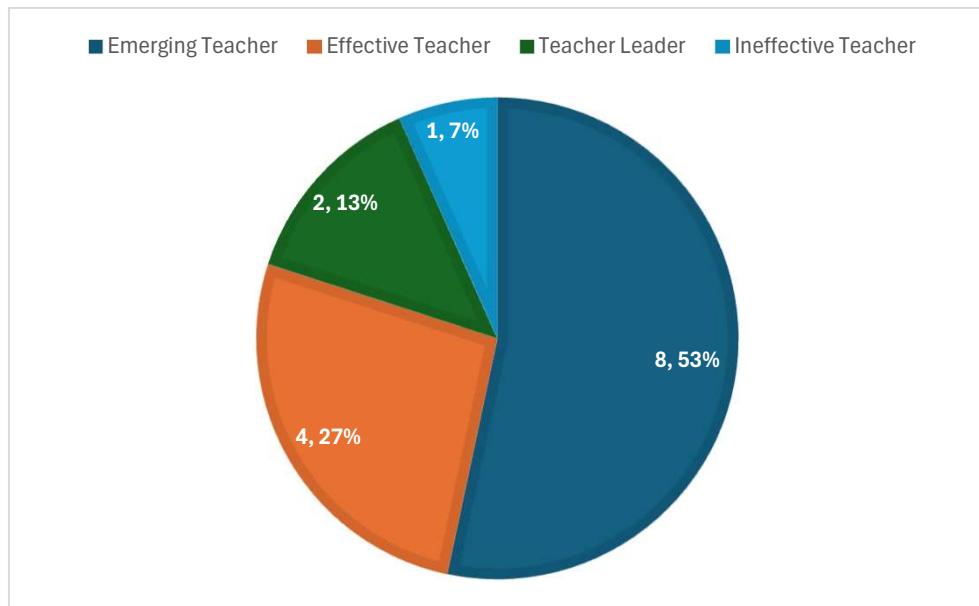
**13. The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.**



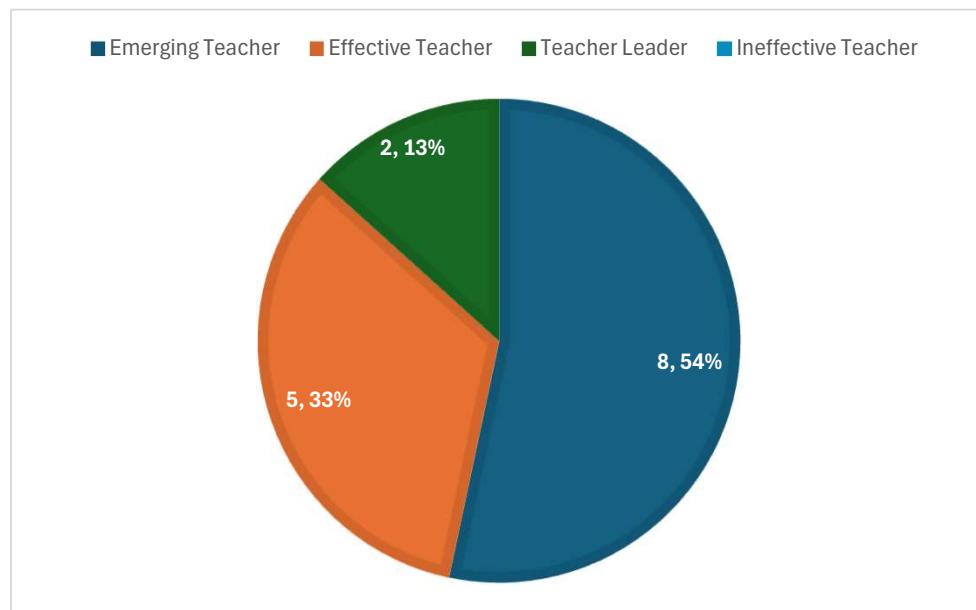
**14. The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.**



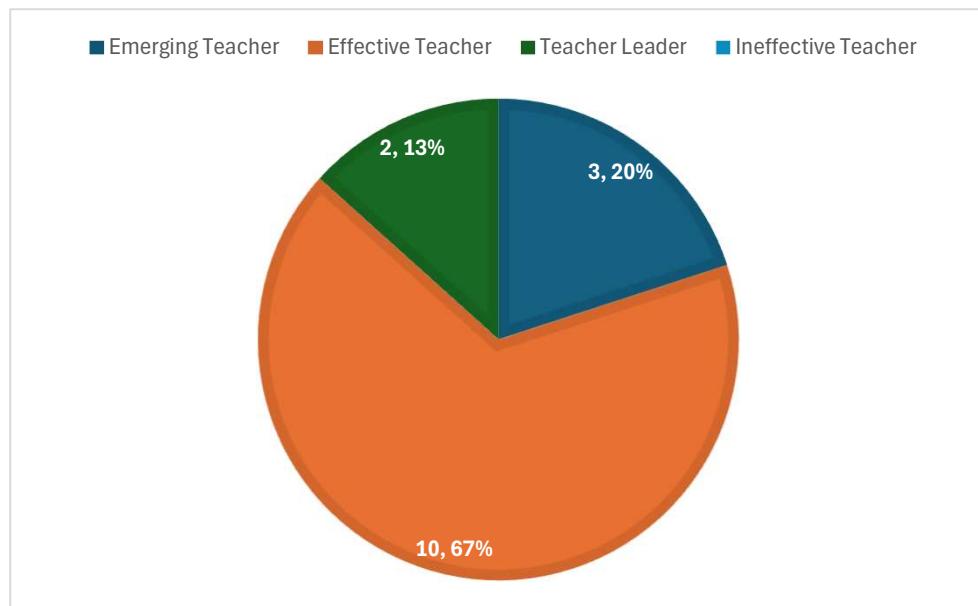
**15. The teacher encourages learners to develop a deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.**



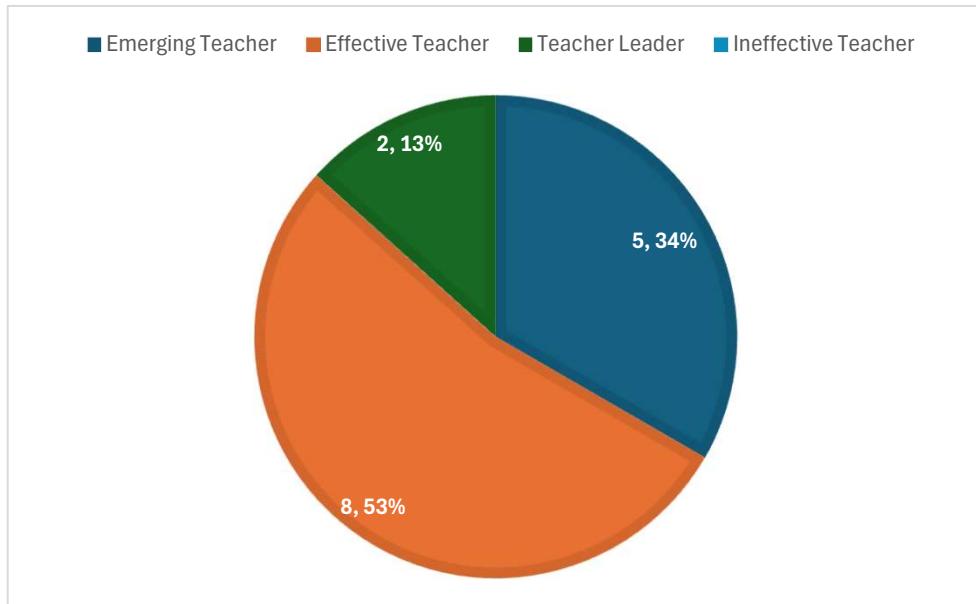
**16. The teacher uses evidence to continually evaluate the effects of his/her decisions on other and adapts professional practices to better meet learners' needs.**



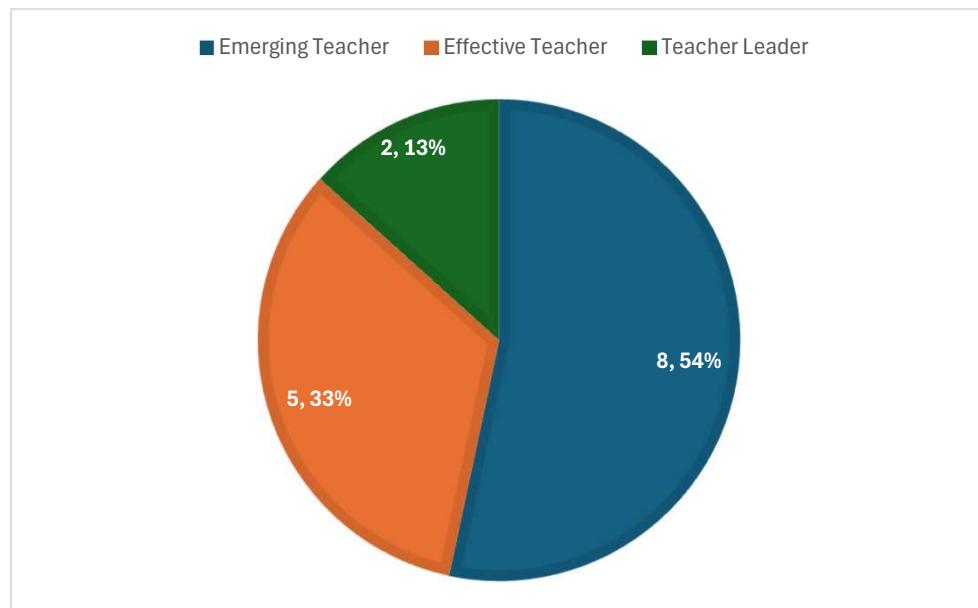
**17. The teacher practices the profession in an ethical manner.**



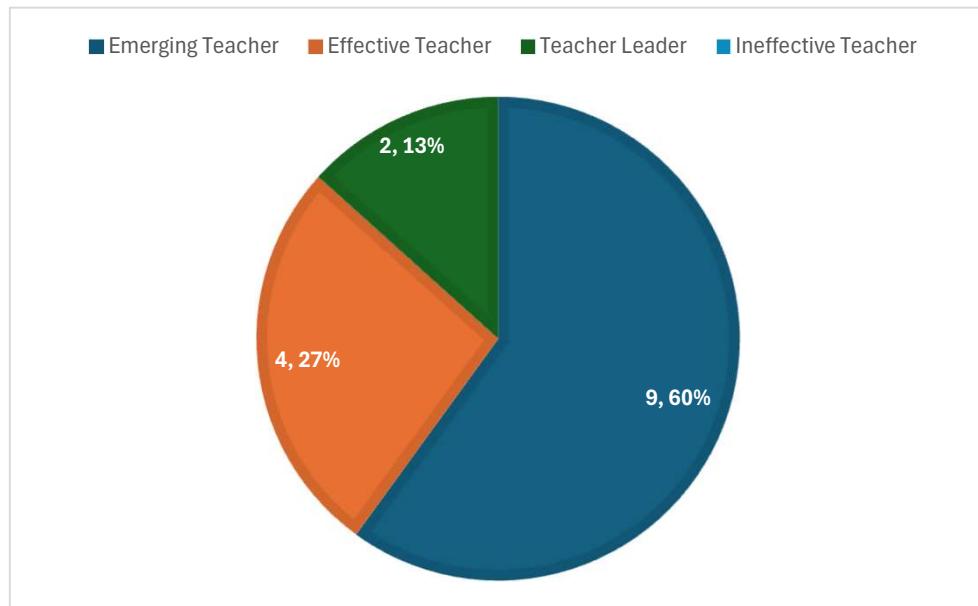
**18. The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility**



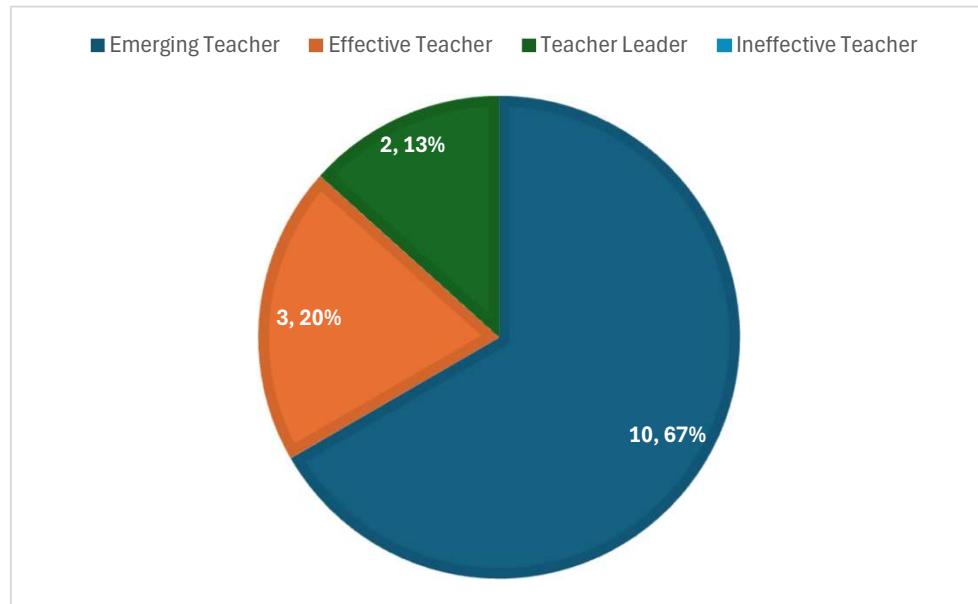
**19. The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.**



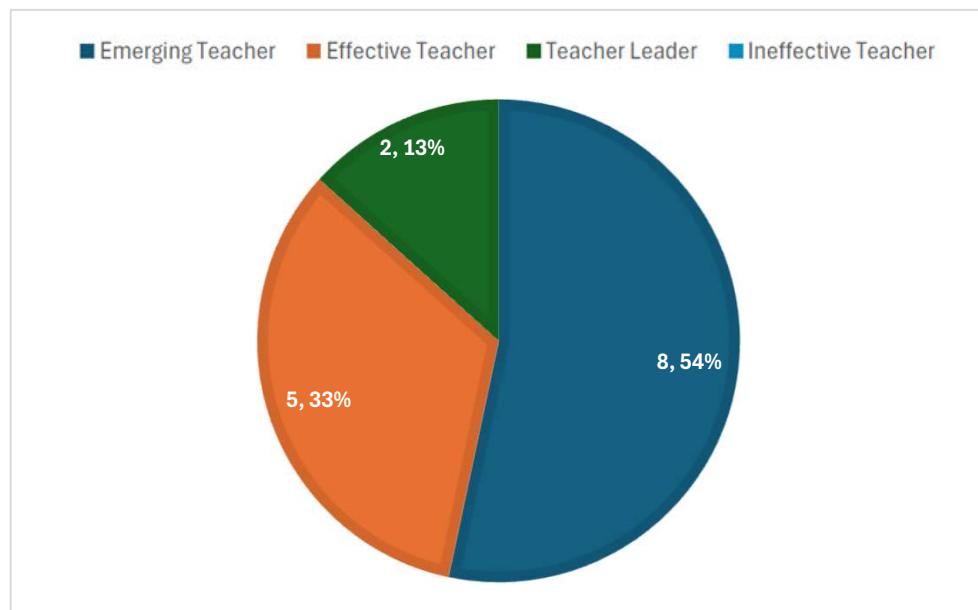
**20. The teacher uses assessment to engage learners in their own growth.**



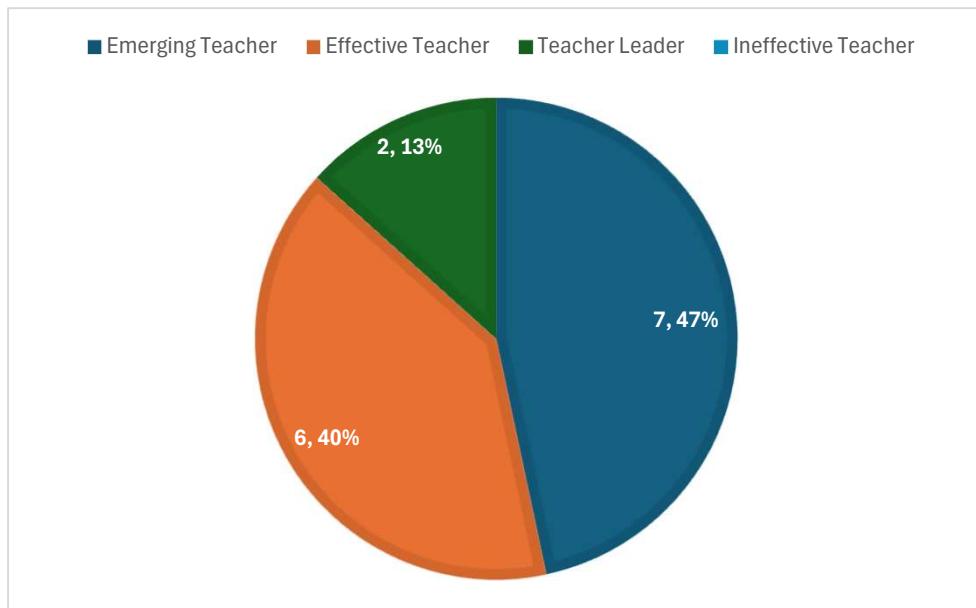
**21. The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.**



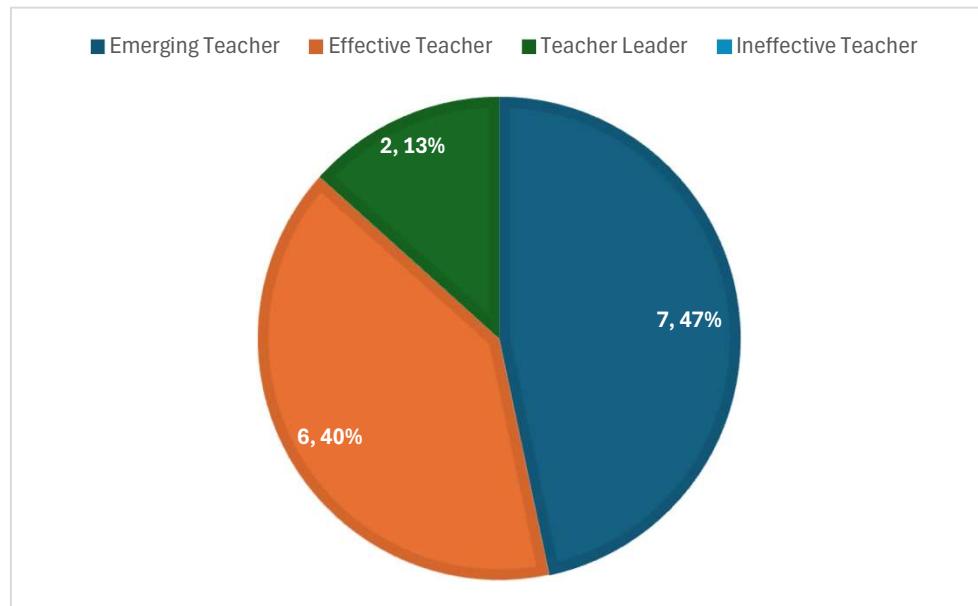
**22. The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners meet to individual learning needs.**



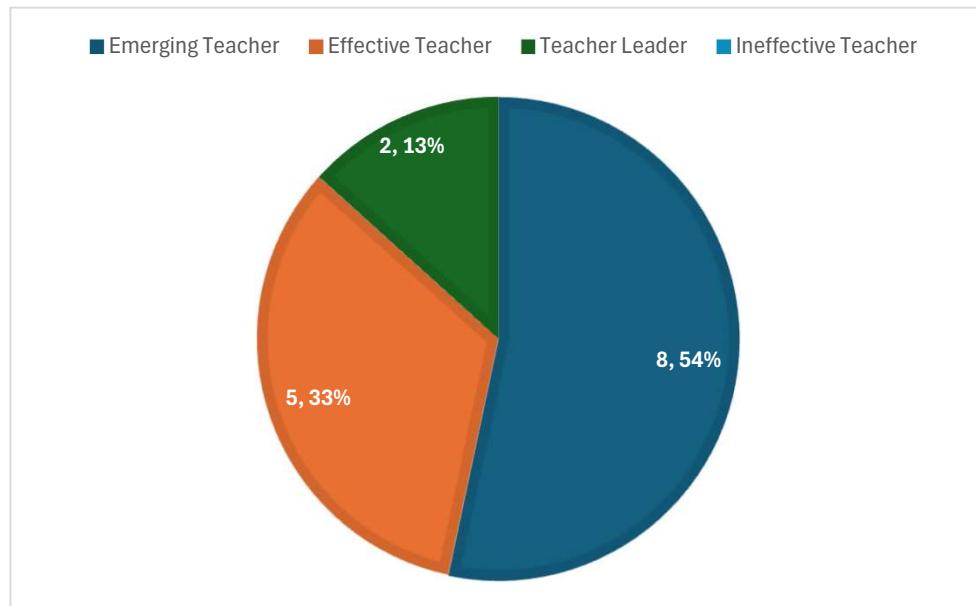
**23. The teacher engages in continuous professional learning to more effectively meet the needs of each learner.**



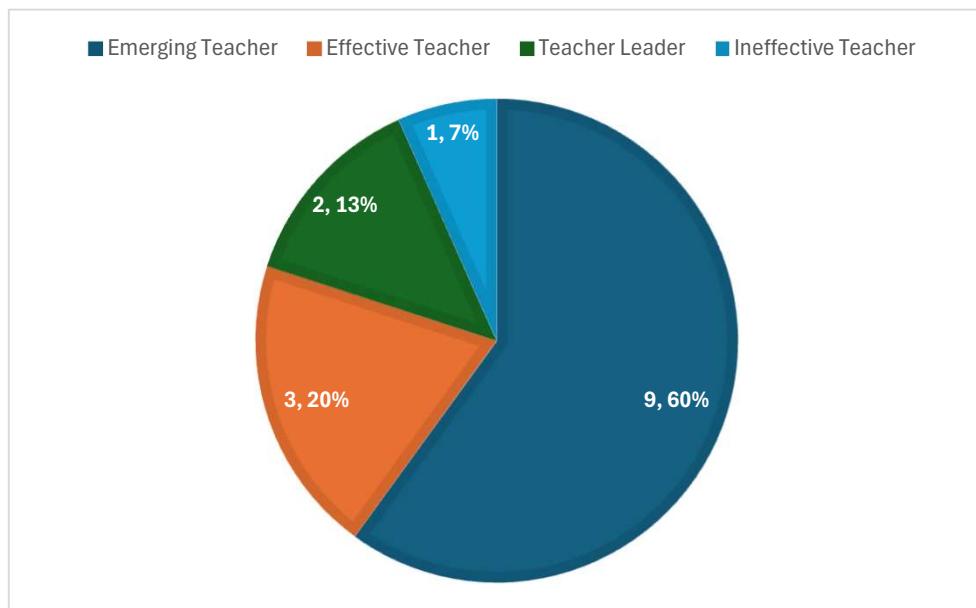
**24. The teacher collaborates with learners, families, colleagues, other schools professionals, and community members to ensure learner growth.**



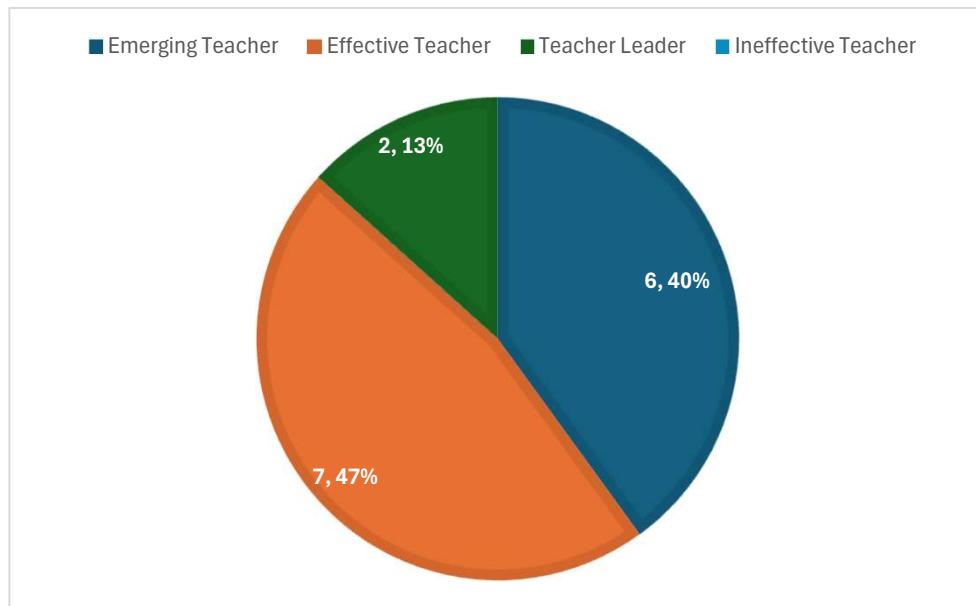
**25. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession.**



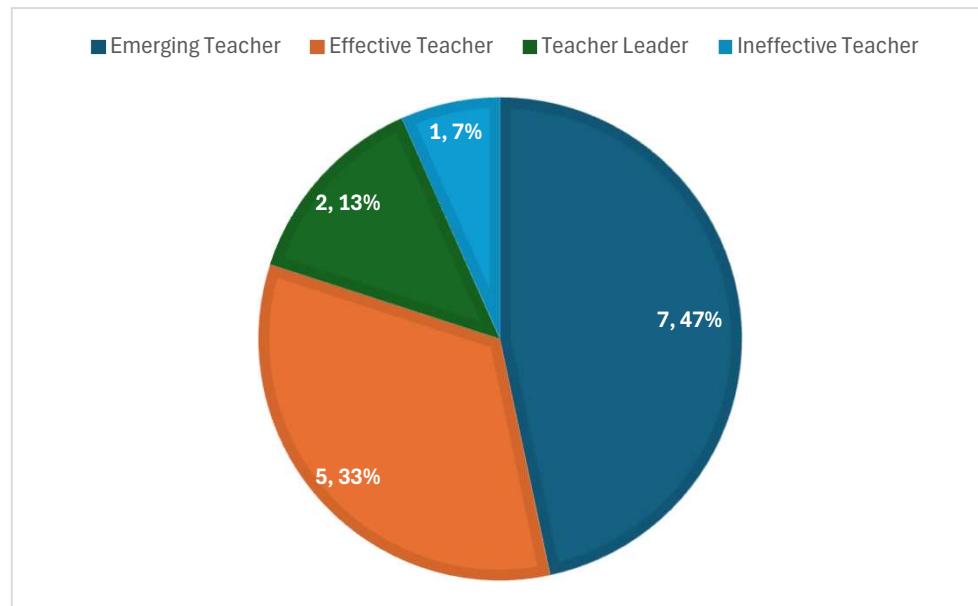
**26. The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement.**



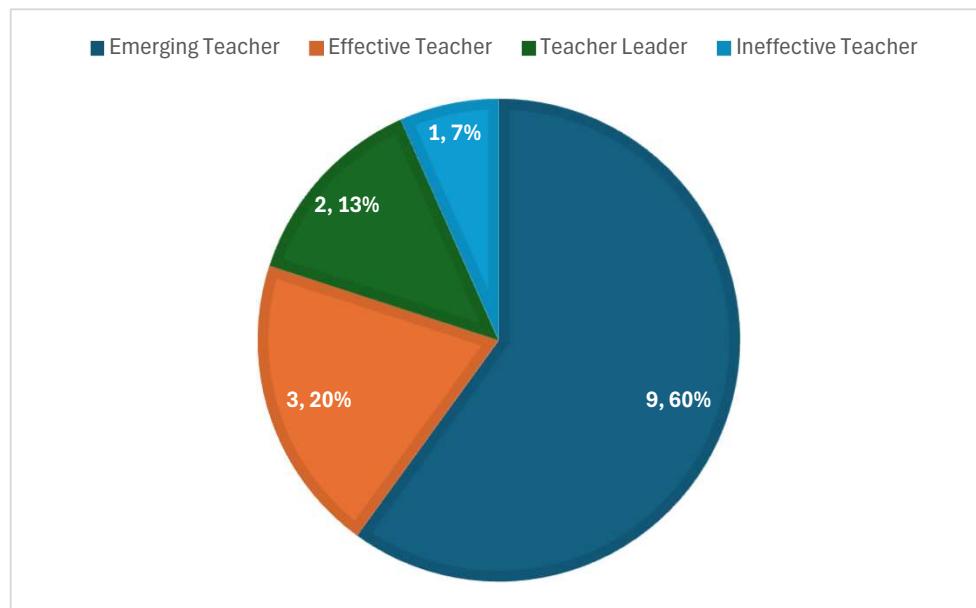
**27. The teacher possesses knowledge of Alabama's state assessment system.**



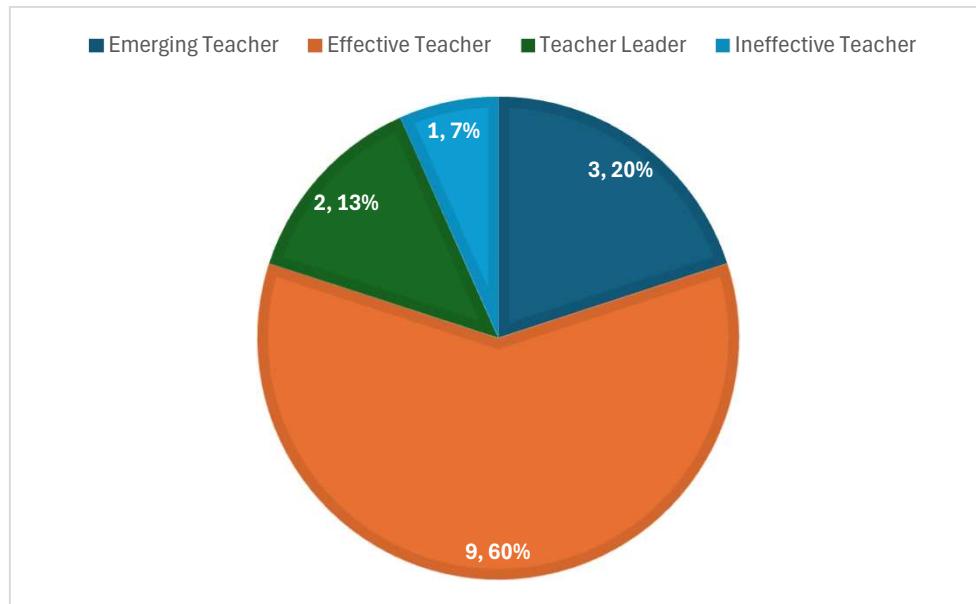
**28. The teacher integrates Alabama-wide programs and initiatives into the curriculum and instructional processes.**



**29. The teacher communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.**



**30. The teacher 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.**



**31. Please add any comments or feedback about the strengths and weaknesses of the teacher you are rating.**

- XXX has a good relationship with her students. She communicates well with parents and is involved in the community. She teaches standard-based curriculum on a daily basis.
- This particular teacher exhibits exceptional teaching skills, and she has been phenomenal from Day 1! She is a natural born teacher leader, and we are blessed to have her at our school. XXX did a phenomenal job preparing her for the field.
- classroom management is a weakness. She is willing to learn.
- XXX is a first year teacher. She has potential, but has struggled this year to stay organized and prepared.
- XXX tries hard and wants badly to be an effective teacher. She lacks confidence in her abilities. XXX would benefit from professional development and modeling in Classroom Management. Discipline has prohibited an educational environment for all learners.

## **About Cognia**

The survey implementation and report development were carried out in partnership between the Alabama State Department of Education (ALSDE) Teacher Mentoring Program (ATMP) and Cognia.

Cognia is a global organization with over 130 years of experience in education and continuous improvement. As the world's largest improvement network, we serve approximately 40,000 institutions across the United States and more than 90 countries, representing over 17 million students. Our mission is to support school improvement through a focus on organizational effectiveness and improved outcomes for all learners. We continue to expand our partnerships with schools, districts, educational organizations, and states, advancing beyond traditional approaches to education.