

Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Samford University - Teacher Responses



Question	Samford University		Alabama Statewide	
...understanding of how learners grow and develop	33%	67%	47%	49%
...understanding of learners' commonalities and individual differences	43%	53%	48%	48%
...manage the learning environment to engage learners actively	10%	43%	43%	7%
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	43%	53%	49%	47%
...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	53%	47%	52%	44%
...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	40%	53%	50%	44%
...use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives	43%	53%	49%	45%
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	33%	67%	46%	50%

Question	Samford University		Alabama Statewide	
...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	37%	63%	48%	49%
...understand and use a variety of instructional strategies and make learning accessible to all learners	43%	57%	46%	51%
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	43%	53%	47%	49%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	37%	63%	51%	45%
...practice the profession in an ethical manner	17%	83%	33%	66%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	33%	67%	39%	59%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	50%	43%	48%	49%
...use assessment to engage learners in their own growth	40%	57%	49%	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	33%	63%	52%	43%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	33%	57%	46%	49%
...engage in continuous professional learning to more effectively meet the needs of each learner	23%	77%	45%	52%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	33%	57%	46%	49%
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	43%	57%	48%	46%