

## Satisfaction of Employers

Data provided in these graphs is a summary of survey categories and the percentage of employers who rated their first-year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher. Note: There were no results for the ineffective teacher category.

Statewide averages are reported for comparison.

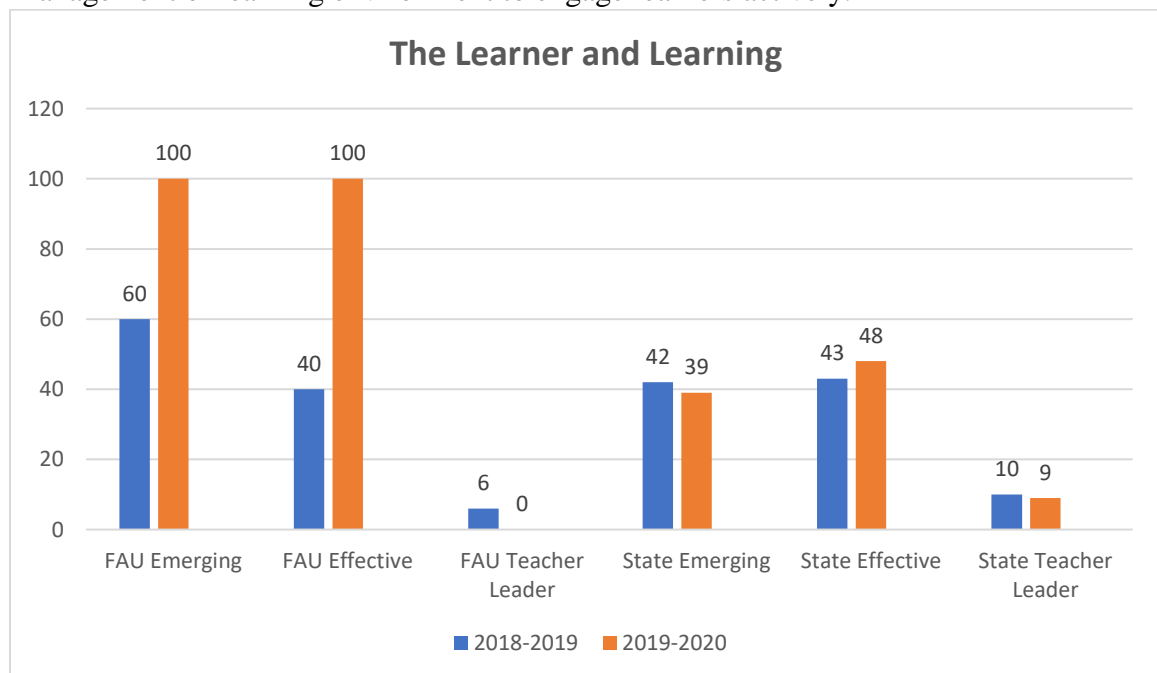
For all categories, 2018-2019 n=20 and 2019-2020 n=6

Data is reported for these categories:

1. The Learner and Learning
2. Instructional Strategies
3. Content Knowledge and Application of Content Knowledge
4. Assessment
5. Planning for Instruction
6. Professional Learning and Ethical Practice
7. Leadership and Collaboration

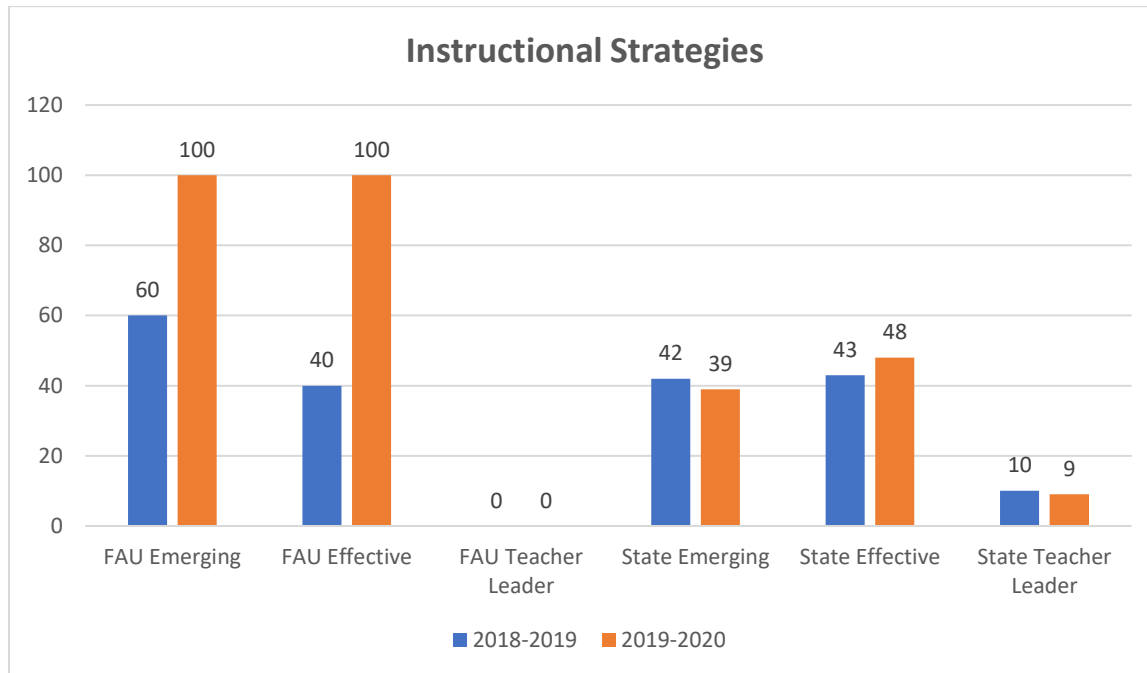
### The Learner and Learning

- Understanding of how learners grow and develop; design and implement developmentally appropriate and challenging learning experiences
- Understanding of learners' commonalities and differences
- Management of learning environment to engage learners actively.



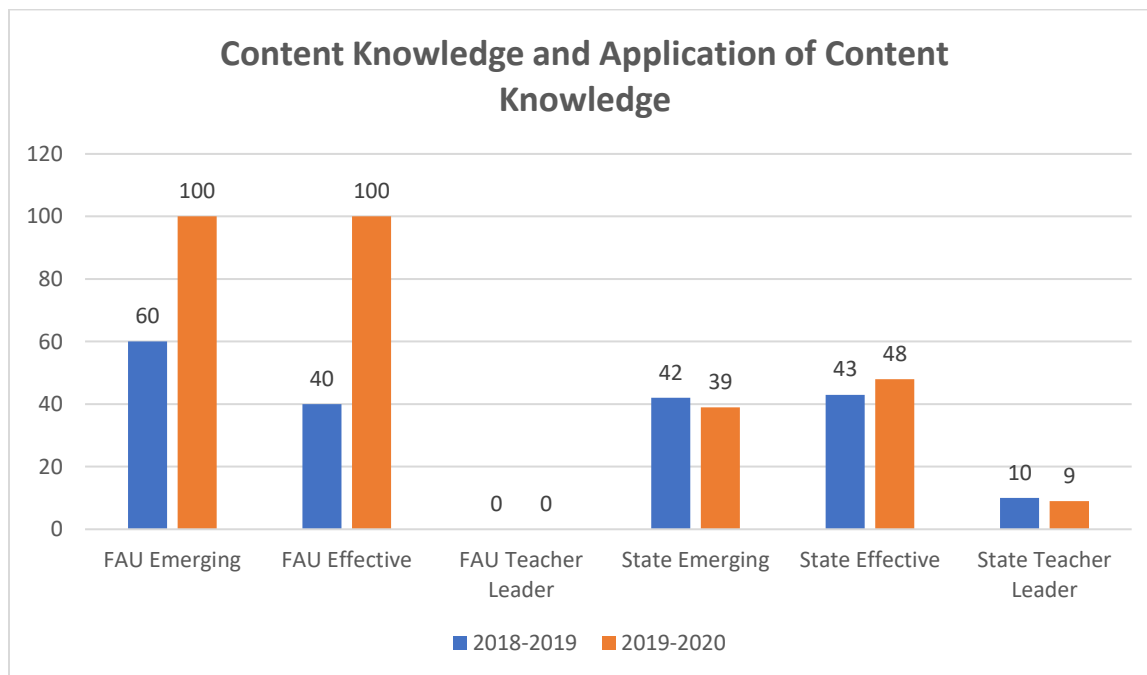
## Instructional Strategies

- Understand and use a variety of instructional strategies and make learning accessible for all learners.



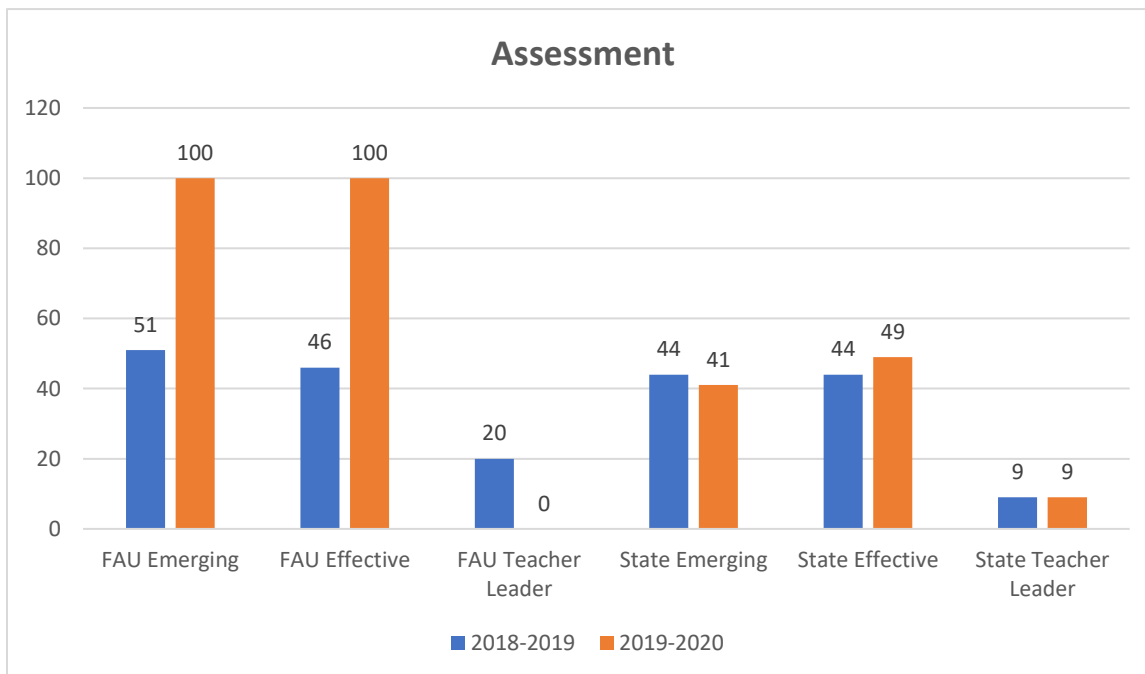
## Content Knowledge and Application of Content Knowledge

- 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 Connection
- Integrate Alabama-wide programs and initiatives into the curriculum and instructional process.
- Understand the central concepts, tools of inquiry and structures of the discipline taught.
- Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of content.
- Connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.
- Engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.



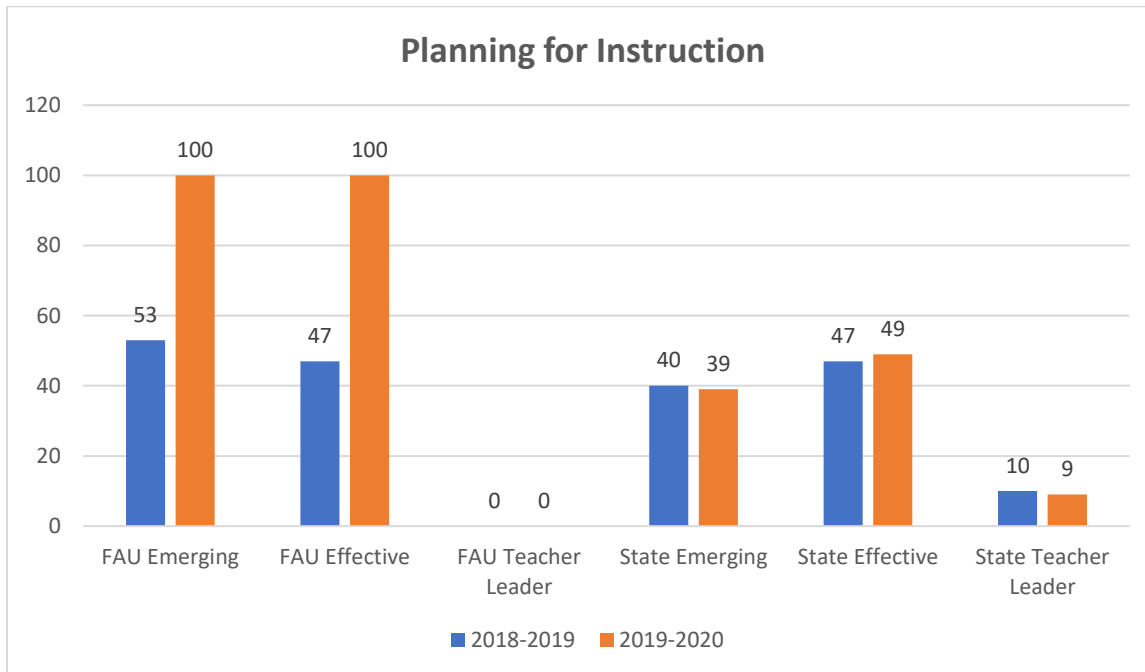
## Assessment

- Use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.
- Implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning.
- 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.
- Use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs.
- Use assessment to engage learners in their own growth.
- Possess knowledge of Alabama's state assessment system.
- Communicate with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.



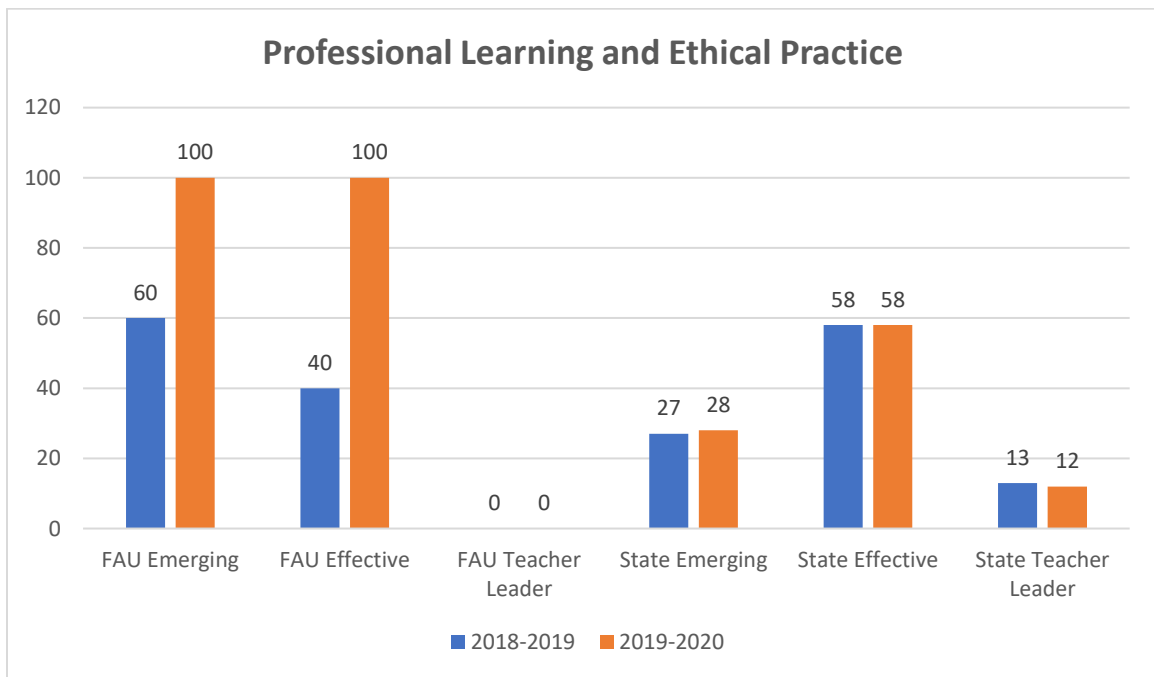
## Planning for Instruction

- Encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways.
- 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.
- Plan instruction by collaborating with colleagues, specialists, community resources, families, and learners to meet individual learning needs.



## Professional Learning and Ethical Practice

- Practice the profession in an ethical manner.
- Engage in continuous professional learning to more effectively meet the needs of each learner.
- Understand 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.



## Leadership and Collaboration

- Collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility
- Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.
- Seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance the profession.

