



Spring 2025 Employer Survey

Methodology: The employer survey was sent to 160 principals and superintendents in school districts in the surrounding areas, primarily the Montgomery River Region school systems; principals were asked to forward the survey email to assistant principals who actively supervise employees. Nineteen employers (1 superintendent, 3 assistant principals, and 15 principals) responded for a response rate of 12%.

Respondents were asked to select, with multiple choices possible, the most recent AUM degrees completed by their employees (i.e., Bachelor's, Alternative Master's, Advanced Traditional Master's, Educational Specialist). Due to small sample sizes, the data were collapsed into initial and advanced certification groupings. Note that a final category exists of school sites that have hired both initial and advanced certification employees from AUM. Because respondents were also asked to classify their school configuration (Elementary vs. Secondary vs. K-12 school), most of the data could be broadly analyzed at the elementary vs. secondary program level.

Table 1: Educator Effectiveness Skills

Educator Effectiveness Skills: Using a scale of 1 (Not Well at All) to 5 (Extremely Well), how well do your AUM-educated teachers and administrators at your school site/within your system do the following?	Initial Cert		Advanced		Both Initial and Advanced at Site		Total
	Elem (n=8)	Sec (n=2)	Elem (n=2)	Sec (n=2)	Elem (n=1)	Sec (n=2)	N=19
Support learner growth and development	3.88	3.50	4.50	4.50	4.00	4.00	4.11
Address individual differences and create inclusive environments	3.75	3.50	4.50	4.50	5.00	4.00	4.05
Create positive environments that encourage active engagement and motivation	3.88	3.50	4.50	4.50	5.00	4.50	4.16

Understand the central concepts of the discipline or field of study in which they were prepared to teach	3.75	4.00	4.50	4.50	5.00	4.50	4.21
Engage learners/clients in critical thinking and problem solving	3.57	3.50	4.00	4.50	5.00	4.00	3.94
Use multiple assessment methods to monitor learner progress	3.75	4.00	4.50	4.50	5.00	4.00	4.11
Plan goals strategically to support every learner in achieving outcomes	3.57	3.50	4.50	4.50	5.00	4.00	4.00
Use varied methods of assessment to support learners in meaningful activities for growth	3.88	3.50	4.00	4.50	5.00	4.00	4.05
Engage in continual self-evaluation and reflection of educational practice	3.75	3.50	4.50	4.50	5.00	4.00	4.05
Collaborate with their students, parents, partners, colleagues, and members of the educational and/or school community	4.14	3.50	4.50	4.50	5.00	4.00	4.28
Use various tools of technology that are appropriate for their field of study and career (IP and Advanced)	4.25	4.00	4.50	4.50	5.00	4.50	4.44
Use data to inform instructional, training, or professional decisions (IP and Advanced)	4.13	3.50	4.50	4.50	5.00	4.00	4.26
Understand and use research to inform instructional practices	4.00	3.50	4.50	4.50	5.00	4.00	4.16
Break down student achievement data in appropriate groupings to better understand patterns in performance that lead to targeted interventions in instruction	3.75	3.00	4.50	4.50	5.00	3.50	4.00

Table 2: AUM Preparation Program Satisfaction

AUM Educator Preparation Program Satisfaction: Please rate your agreement with the following statements using a scale of 1 (Strongly Disagree) to 5 (Strongly Agree)	Initial Cert		Advanced		Both Initial and Advanced at Site		Total
	Elem (n=8)	Sec (n=2)	Elem (n=2)	Sec (n=2)	Elem (n=1)	Sec (n=2)	N=19
AUM-educated teachers and administrators know expectations of Alabama State Department of Education initiatives, student testing, and curricular requirements.	4.63	5.00	5.00	5.00	5.00	4.50	4.79
AUM-educated teachers and administrators apply professional dispositions, laws, policies, and standards in their professional learning environments.	4.88	5.00	5.00	5.00	5.00	4.50	4.89
AUM-educated teachers and administrators make an impact on the learning growth of the students at the school site.	4.75	5.00	5.00	5.00	5.00	4.50	4.84
AUM-educated teachers and administrators are well-prepared each day, which leads to overall effectiveness in and out of the classroom.	4.50	4.50	5.00	4.50	5.00	4.50	4.63
AUM-educated teachers and administrators show awareness of individual differences, including cultural and linguistic diversity, and apply the knowledge into learning environments.	4.14	5.00	5.00	4.50	5.00	4.50	4.56
AUM-educated teachers and administrators welcome constructive feedback on performance from supervisors and apply the feedback to improve their effectiveness in learning environments.	4.50	4.50	5.00	4.00	5.00	4.50	4.58
The AUM College of Education was effective in preparing teachers and administrators who now work at my school site and/or system.	4.63	5.00	5.00	4.50	5.00	4.50	4.74

Note: Two respondents (one superintendent and one principal) indicated that they work with elementary and secondary AUM-prepared teachers (full K-12 level); their responses remain in the total, but the responses are not disaggregated by elementary or secondary subgroupings.

Optional Open-Ended Responses

What do you consider the greatest strengths of your educators who have received an AUM education?

- Knowledgeable and well-prepared for work responsibilities
- Dedication
- The AUM graduates' teachers understand lesson plans, curriculum, and technology.
- I believe their greatest strengths is their ability to think and willingness to learn something new.
- AUM educated teachers and administrators understand professionalism, know their content and have a strong command over their classrooms with little to no disciplinary issues.
- Leadership
- They are prepared to meet the challenges of the job.
- Their knowledge base and preparedness.
- AUM is a great institution. I have received three degrees and one certification from this prestigious university. AUM does a great job in preparing educators for the real world of teaching. T
- Their overall knowledge and flexibility.
- The ability to be adaptable and dependable. Work collaboratively to achieve a common goal.
- AUM does a fantastic job

What recommendations would you make to AUM Administrators to help them improve their certification and educator preparation programs?

- Provide LETRS Training.
- Teachers should have more classroom management training and practice
- For undergraduate students, perhaps include a course in school law so beginning teachers fully understand the legal do's and don'ts for their job
- None
- The teacher has little to no knowledge of classroom management and de-escalation.
- I believe the program is great. Please just push the appropriateness of professionalism when wearing dresses.
- The only recommendation I would have to assist the program would be to give students an opportunity to work with PowerSchool and become familiar with the platform.

- Growth
- Stay with AUM. They will be prepared to work in any school system.
- My recommendation is to continue to put teachers in real world situations in the school systems where they can see classrooms with diverse students. Some examples are students with special needs and ELL students.

What additional comments would you like to provide that will help us understand the value of an AUM education?

- New teacher candidates must have some foundational training in classroom management methods. They are not prepared for students who have severe behavior issues, are non-medicated, have mental illness, etc.
- Keep producing great educators.
- As a former AUM graduate and an administrator that has supervised various AUM students, your program provides a strong foundation for students to be prepared to enter the education work force.
- AUM does and has always done an excellent job in preparing educators for the workforce.
- I not sure how to fix it, but prepare teachers to not quit after the first year. Perseverance is key!
- I love that I still have a connection to certain professors and can get guidance from them. I graduated a few years but Dr. [Name Redacted] and Dr. [Name Redacted] were very helpful in helping prepare for assistant principal interviews. Very grateful for their guidance!