

Educator Preparation Institutional Report Card
for Performance on Required Content Knowledge and Pedagogy Tests

and

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

for

Talladega College

Administered by the
Alabama State Department of Education

September 2022

Report Card and Survey Information

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy Tests

To earn an Alabama educator certificate, based on completion of a traditional approach, an applicant must complete an approved program with a prescribed grade point average (GPA) and meet assessment requirements. Prior to September 1, 2018, assessment requirements included a written test of pedagogical knowledge, Principles of Learning and Teaching (PLT), and a Praxis content test specific to the teaching field or subject for which certification is sought. Effective September 1, 2018, edTPA, a performance assessment, replaced the PLT. No exceptions are made with regard to these requirements.

Responses to the First-Year Teacher Survey created by the

Alabama Association of Colleges for Teacher Education

Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to first-year teachers who, during the 2017-2018 school year, completed an Alabama State Board of Education-approved undergraduate (Class B) or alternative master's degree (Class A) program leading to their first or initial Professional Educator Certificate. A companion survey was administered electronically to the employers of those first-year teachers. Data provided in this report include a summary of survey categories and the percentage of first-year teachers who strongly agreed, agreed, disagreed, or strongly disagreed that their program prepared them to teach successfully. The data also provide the percentage of employers who rated their first-year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher.

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Talladega College - Program Information

Program Approval & Accreditation

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	No

Number of Class B Certificates Earned

0

Number of Class A Certificates Earned

0

Nationally Recognized Programs

Class B	No programs recognized
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Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Bachelor's - Principles of Teaching and Learning

* - Information not reported for less than five test takers
X - Either an inactive program or no program in the specific area

Program Approval & Accreditation

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	No

Nationally Recognized Programs

Class B	No programs recognized
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Number of Class B Certificates Earned

0

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Bachelor's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers
X - Either an inactive program or no program in the specific area

Program Approval & Accreditation

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	No

Nationally Recognized Programs

Class B	No programs recognized
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Number of Class B Certificates Earned

0

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Bachelor's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers
X - Either an inactive program or no program in the specific area

Program Approval & Accreditation

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	No

Nationally Recognized Programs

Class B	No programs recognized
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Number of Class B Certificates Earned

0

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Bachelor's - edTPA

* - Information not reported for less than five test takers
X - Either an inactive program or no program in the specific area

Program Approval & Accreditation

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	No

Nationally Recognized Programs

Class B	No programs recognized
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Number of Class B Certificates Earned

0

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Alternative Master's - Principles of Teaching and Learning

* - Information not reported for less than five test takers

X - Either an inactive program or no program in the specific area

Program Approval & Accreditation

Programs Are Approved **Yes**

Programs Are Accredited **No**

Nationally Recognized Programs

Number of Class A Certificates Earned

0

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Alternative Master's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers
X - Either an inactive program or no program in the specific area

Program Approval & Accreditation

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	No

Nationally Recognized Programs

Number of Class A Certificates Earned

0

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Alternative Master's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

X - Either an inactive program or no program in the specific area

Program Approval & Accreditation

Programs Are Approved **Yes**

Programs Are Accredited **No**

Nationally Recognized Programs

Number of Class A Certificates Earned

0

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Alternative Master's - edTPA

* - Information not reported for less than five test takers

X - Either an inactive program or no program in the specific area

Program Approval & Accreditation

Programs Are Approved **Yes**

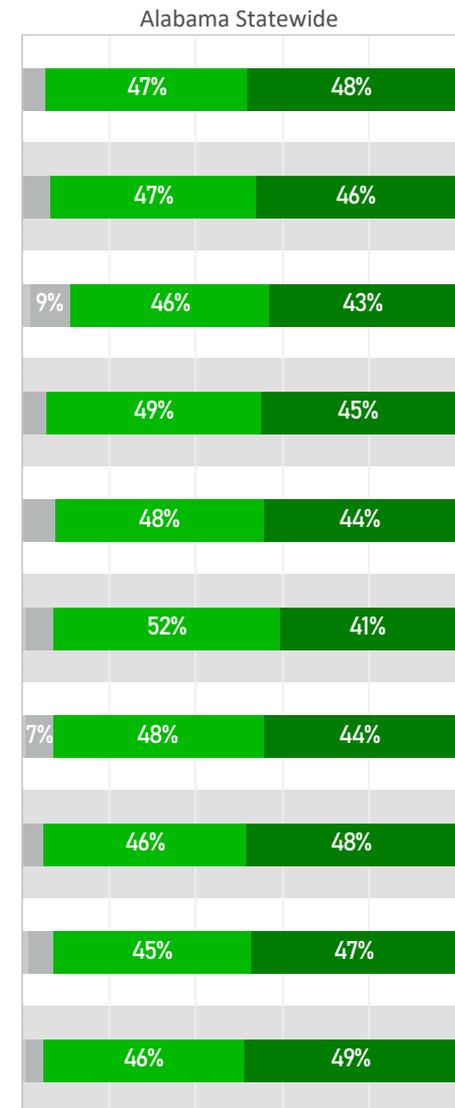
Programs Are Accredited **No**

Nationally Recognized Programs

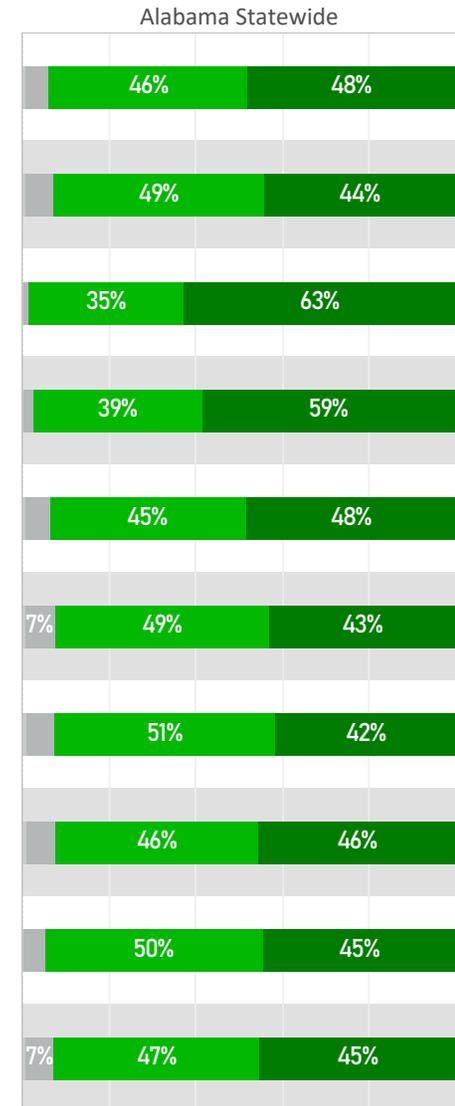
Number of Class A Certificates Earned

0

Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
None - None



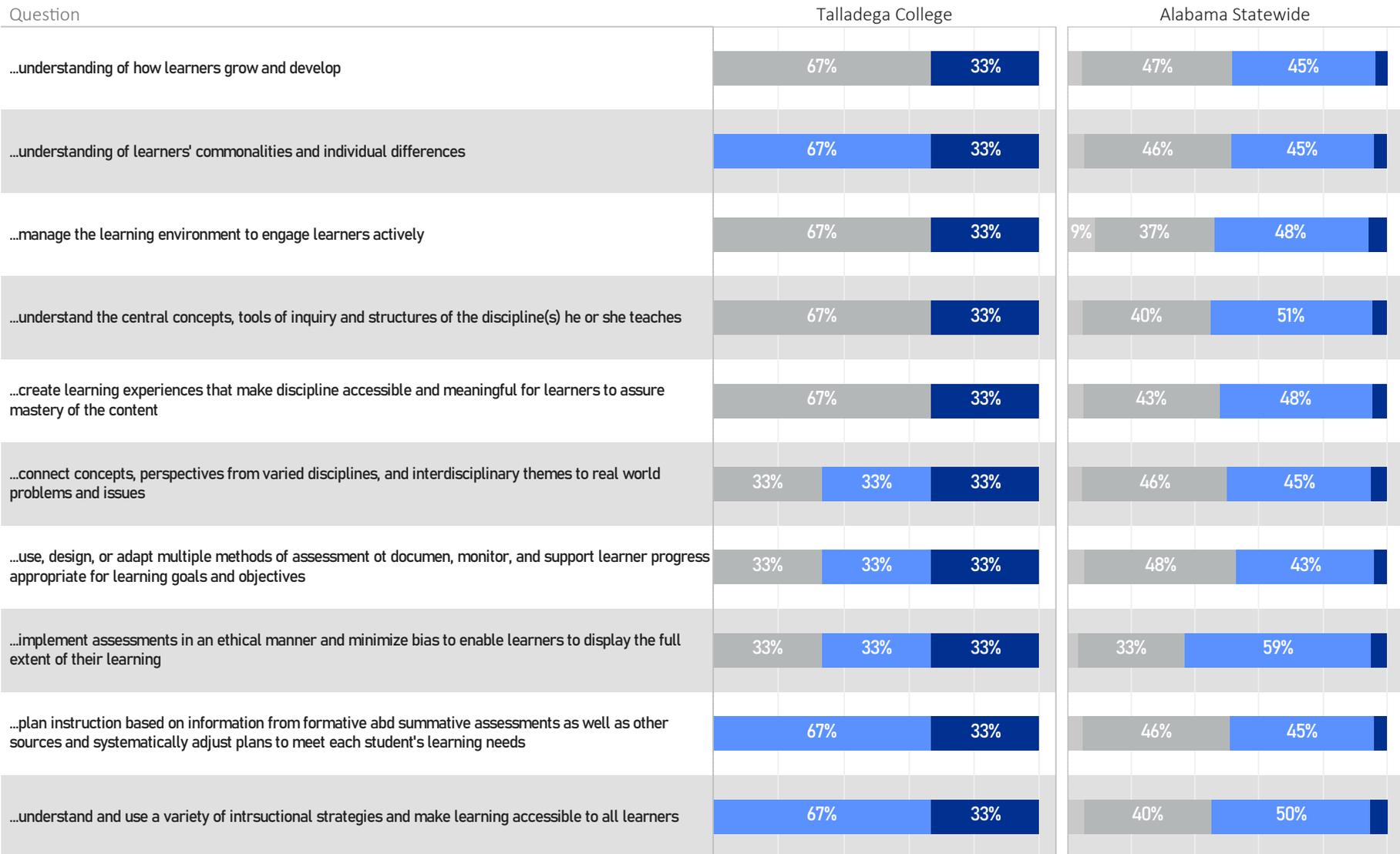
Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
None - None



Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
None - None

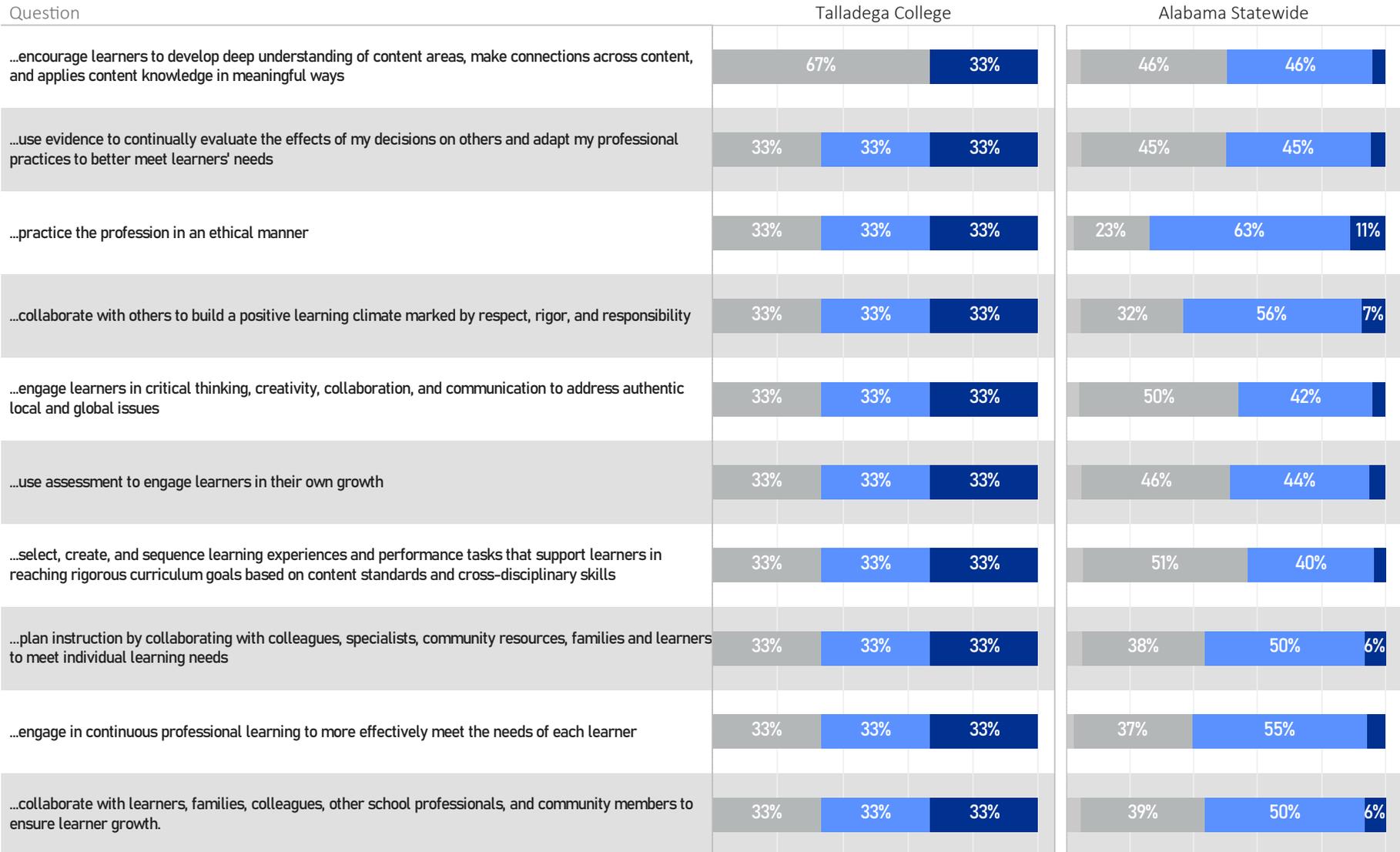


Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Talladega College - Employer Response

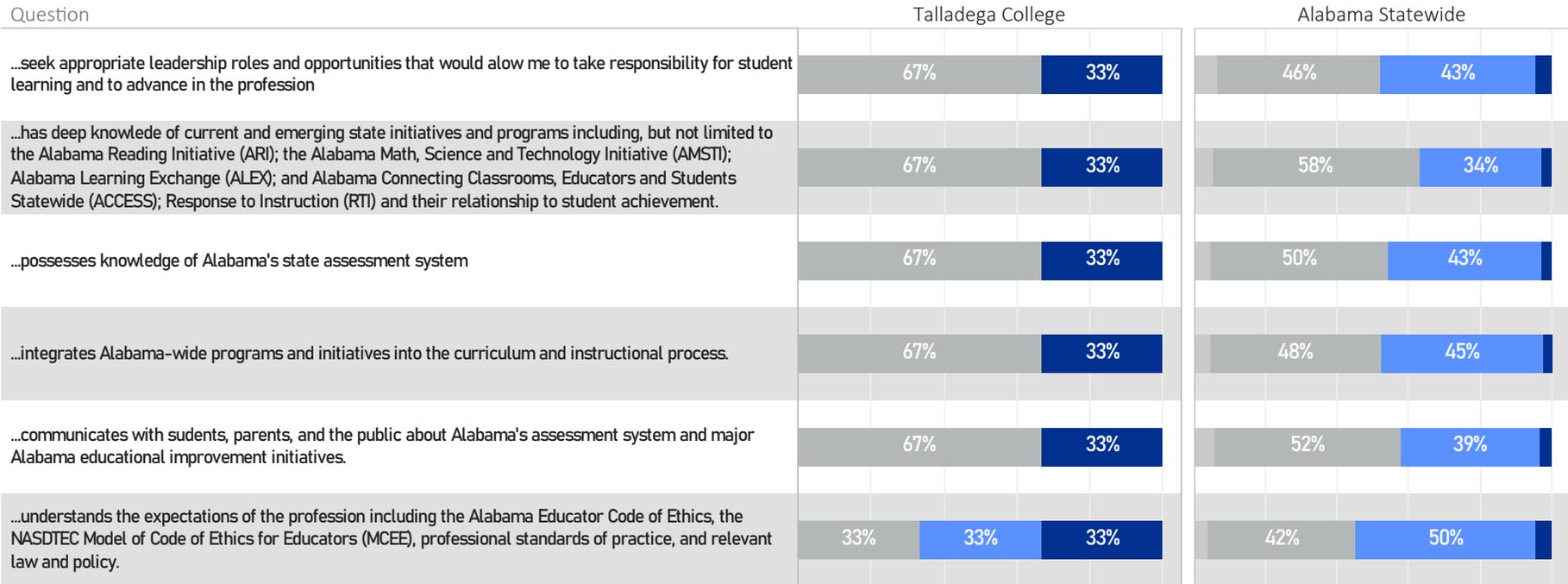


Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Talladega College - Employer Response

Teacher Leader Emerging Teacher
Effective Teacher Ineffective Teacher



Responses to the First-Year Teacher Survey created by the
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Talladega College - Employer Response



Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Talladega College - Employer and Teacher Responses

Teacher Leader
 Effective Teacher
 Emerging Teacher
 Ineffective Teacher

Question	Employer Response			
...understanding of how learners grow and develop	67%		33%	
...understanding of learners' commonalities and individual differences	67%		33%	
...manage the learning environment to engage learners actively	67%		33%	
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	67%		33%	
...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	67%		33%	
...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	33%	33%	33%	
...use, design, or adapt multiple methods of assessment of documen, monitor, and support learner progress appropriate for learning goals and objectives	33%	33%	33%	
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	33%	33%	33%	
...plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	67%		33%	
...understand and use a variety of intrsuctional strategies and make learning accessible to all learners	67%		33%	

Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Talladega College - Employer and Teacher Responses



Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Talladega College - Employer and Teacher Responses



Question	Employer Response			
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	67%			33%
...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.	67%			33%
...possesses knowledge of Alabama's state assessment system	67%			33%
...integrates Alabama-wide programs and initiatives into the curriculum and instructional process.	67%			33%
...communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	67%			33%
...understands 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.	33%	33%	33%	