

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

Birmingham-Southern College

Administered by the
Alabama State Department of Education

September 2020

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
Birmingham-Southern College - Program Information

Program Approval & Accreditation

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

Number of Class B Certificates Earned

40

Number of Class A Certificates Earned

Nationally Recognized Programs

Class B	No programs recognized
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Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
 Birmingham-Southern College - Class B - 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

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved **Yes**
 Programs Are Accredited **No**

Number of Class B Certificates Earned

40

Nationally Recognized Programs

Class B No programs recognized

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
 Birmingham-Southern College - Class B - 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

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Elementary Education	Multiple Subjects: Reading	18	16	89%	2	11%	0	0%
	Teaching of Reading	18	17	94%	1	6%	0	0%
Special Education	Core Knowledge/ Application	18	17	94%	1	6%	0	0%
	Multiple Subjects: Reading	18	17	94%	1	6%	0	0%

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	No

Number of Class B Certificates Earned

40

Nationally Recognized Programs

Class B	No programs recognized
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Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
 Birmingham-Southern College - Class B - 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

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Elementary Education	Multiple Subjects: Mathematics	18	16	89%	1	6%	1	6%
	Multiple Subjects: Science	18	17	94%	1	6%	0	0%
	Multiple Subjects: Social Studies	18	17	94%	0	0%	1	6%
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	18	16	89%	1	6%	1	6%
	Multiple Subjects: Science	18	17	94%	1	6%	0	0%
	Multiple Subjects: Social Studies	18	16	89%	0	0%	2	11%

Program Approval & Accreditation

Programs Are Approved **Yes**
 Programs Are Accredited **No**

Number of Class B Certificates Earned

40

Nationally Recognized Programs

Class B No programs recognized

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
 Birmingham-Southern College - Class B - edTPA

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Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Elementary Education	Elementary Education	18	17	94%	0	0%	1	6%
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	No

Number of Class B Certificates Earned

40

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 - Alternative Class A - 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

Number of Class A Certificates Earned

Nationally Recognized Programs

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Alternative Class A - 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

Number of Class A Certificates Earned

Nationally Recognized Programs

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Alternative Class A - 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

Number of Class A Certificates Earned

Nationally Recognized Programs

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Alternative Class A - 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

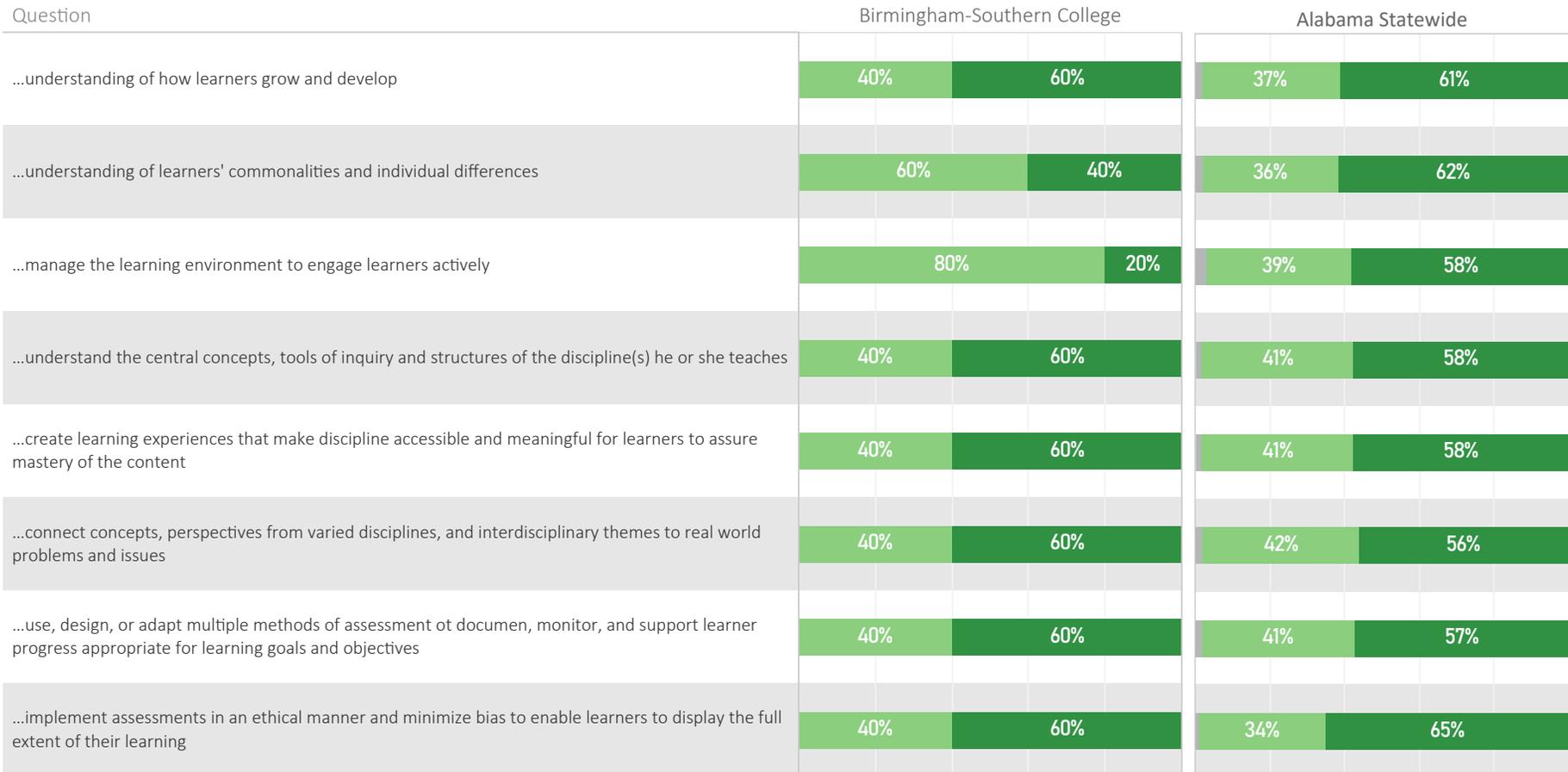
<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	No

Number of Class A Certificates Earned

Nationally Recognized Programs

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

■ Strongly Agree ■ Disagree
■ Agree ■ Strongly Disagree

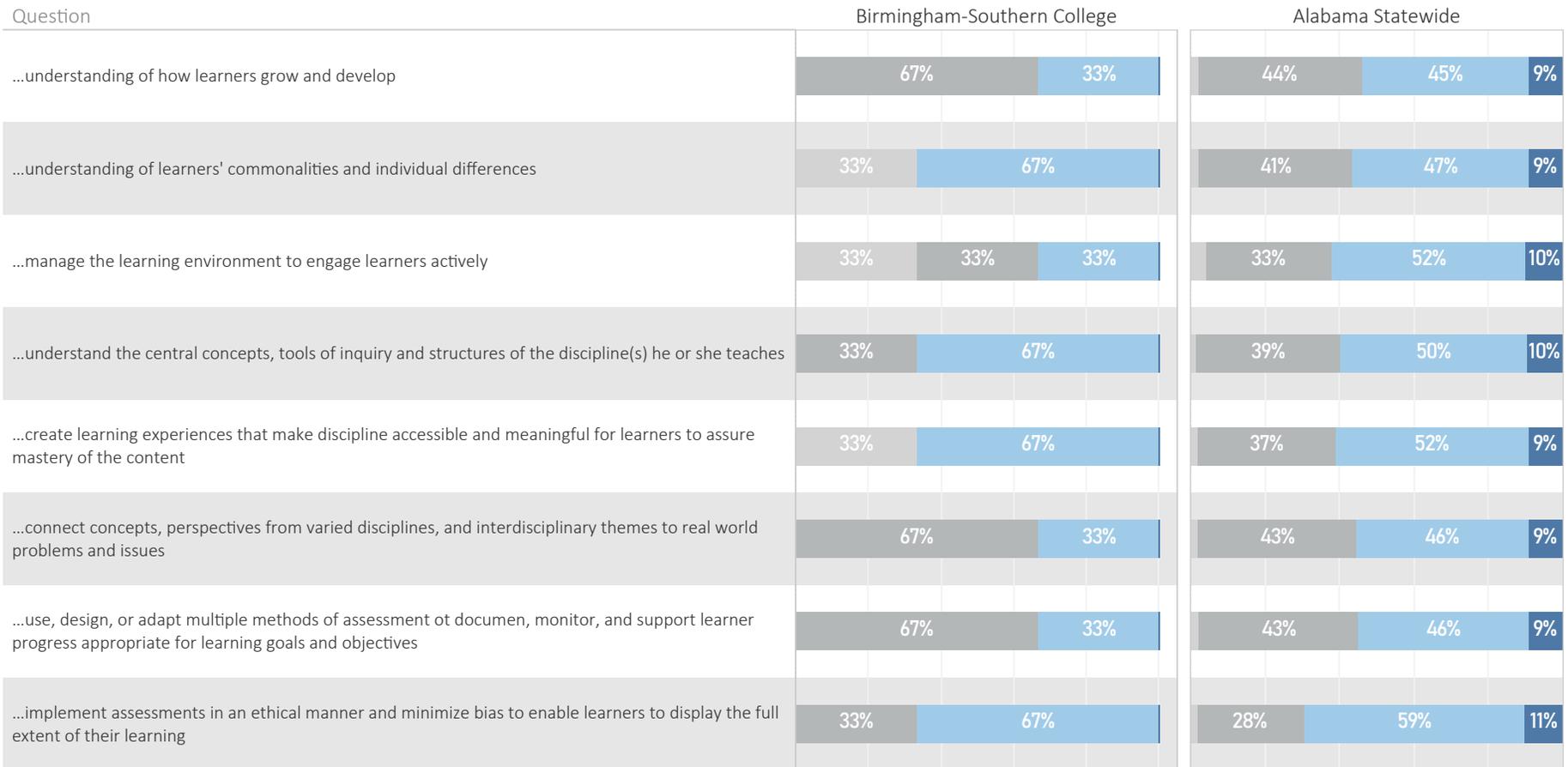


Question	Birmingham-Southern College		Alabama Statewide	
...plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	40%	60%	35%	63%
...understand and use a variety of instructional strategies and make learning accessible to all learners	40%	60%	34%	65%
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	40%	60%	37%	61%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	40%	60%	36%	61%
...practice the profession in an ethical manner	60%	40%	26%	73%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	40%	60%	34%	65%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	40%	60%	36%	62%
...use assessment to engage learners in their own growth	40%	60%	37%	61%
...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	60%	40%	38%	60%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	40%	60%	37%	61%





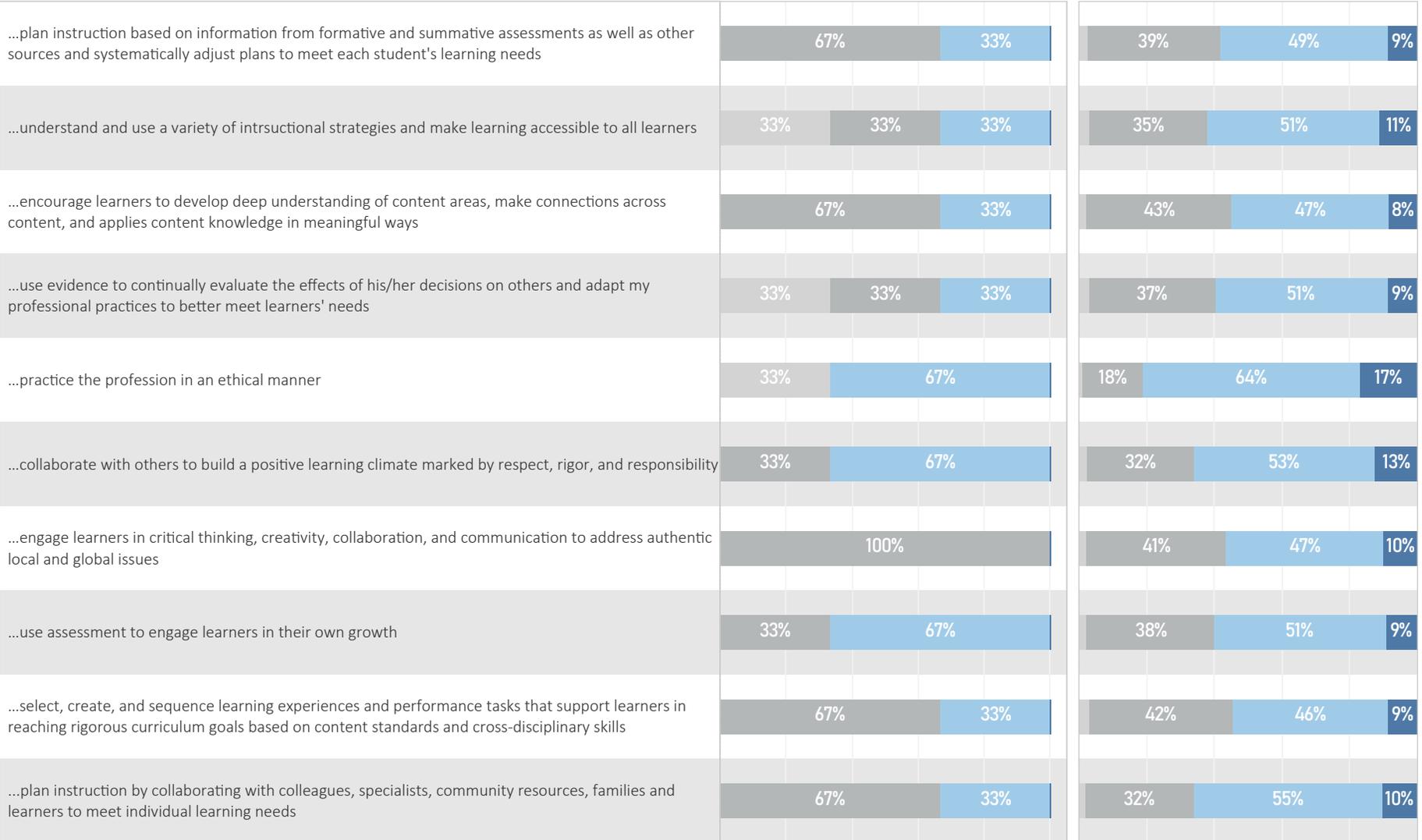
Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Birmingham-Southern College - Employers



Question

Birmingham-Southern College

Alabama Statewide

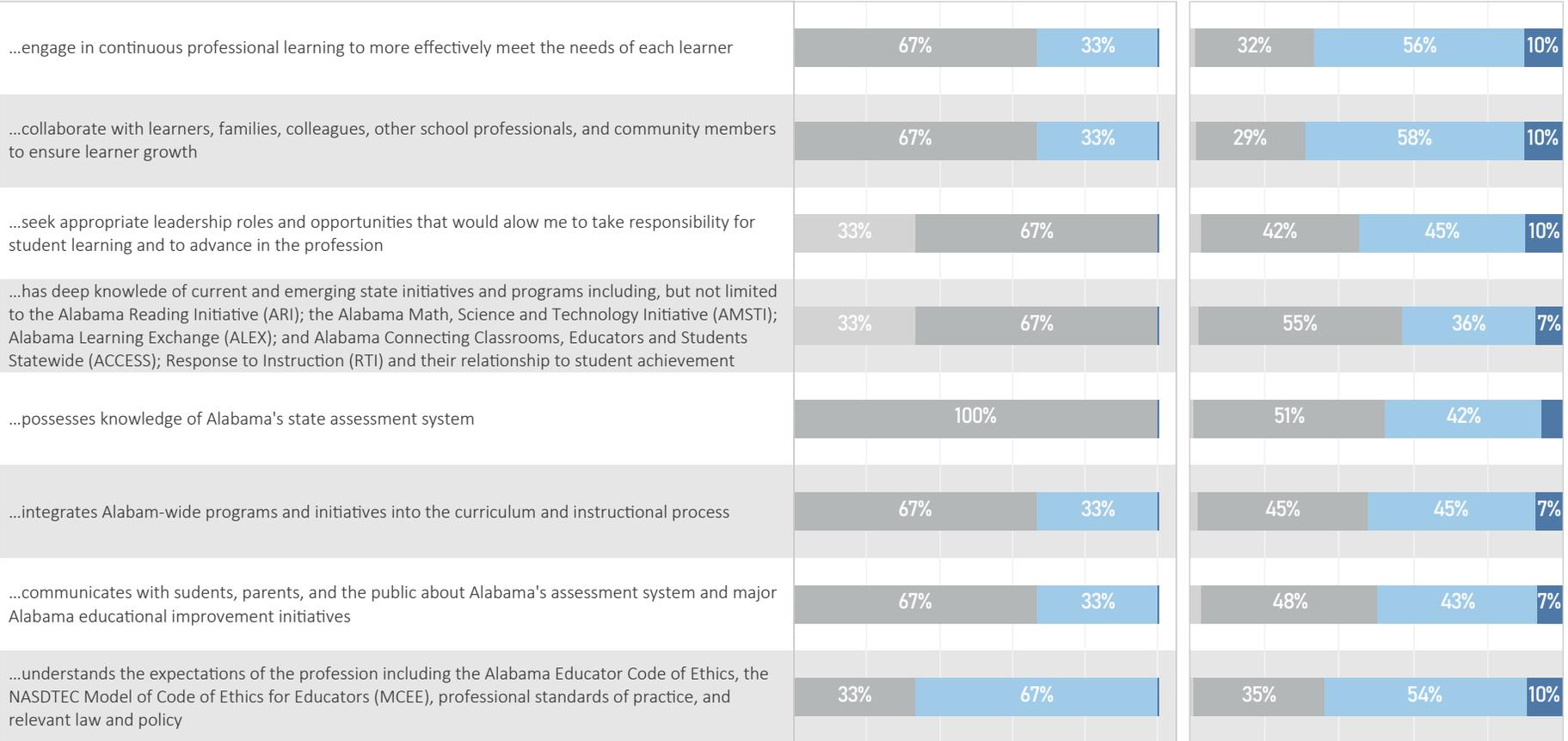


■ Teacher Leader
 ■ Emerging Teacher
■ Effective Teacher
 ■ Ineffective Teacher

Question

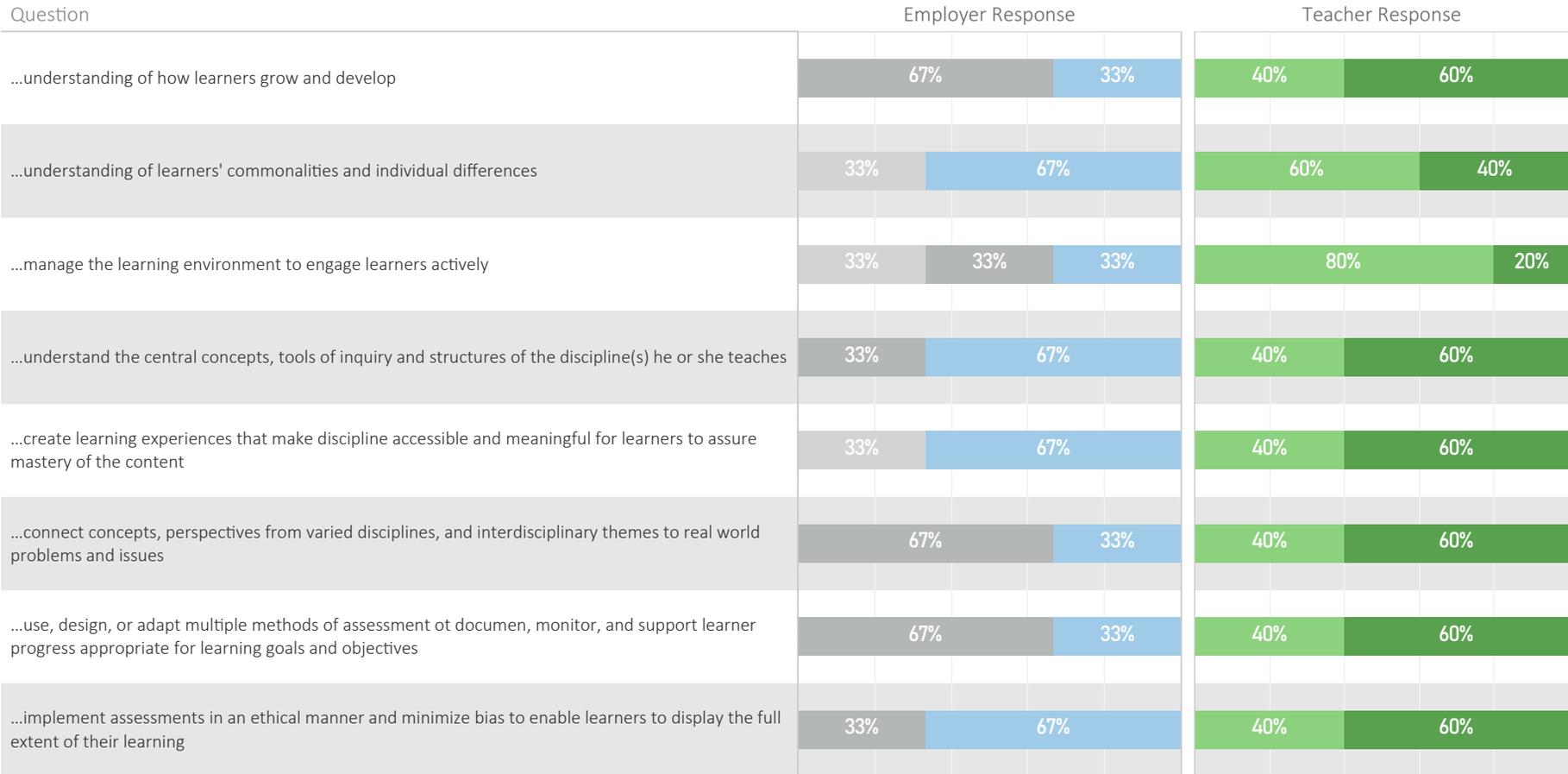
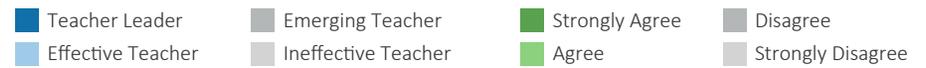
Birmingham-Southern College

Alabama Statewide

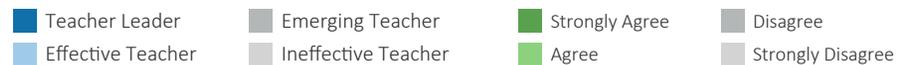


■ Teacher Leader
 ■ Emerging Teacher
■ Effective Teacher
 ■ Ineffective Teach..

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



Question	Employer Response				Teacher Response			
...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	67%		33%		40%		60%	
...understand and use a variety of instructional strategies and make learning accessible to all learners	33%	33%		33%	40%		60%	
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	67%		33%		40%		60%	
...use evidence to continually evaluate the effects of his/her decisions on others and adapt my professional practices to better meet learners' needs	33%	33%		33%	40%		60%	
...practice the profession in an ethical manner	33%	67%			60%		40%	
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	33%	67%			40%		60%	
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	100%				40%		60%	
...use assessment to engage learners in their own growth	33%	67%			40%		60%	
...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	67%		33%		60%		40%	
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	67%		33%		40%		60%	



Question	Employer Response				Teacher Response					
...engage in continuous professional learning to more effectively meet the needs of each learner	67%		33%		60%		40%			
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	67%		33%		60%		40%			
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	33%		67%		80%		20%			
...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	33%		67%		20%		60%		20%	
...possesses knowledge of Alabama's state assessment system	100%				60%		40%			
...integrates Alabam-wide programs and initiatives into the curriculum and instructional process	67%		33%		40%		60%			
...communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	67%		33%		60%		40%			
...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%		67%		20%		40%		40%	

