

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

Judson 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  
**Judson College - Program Information**

Program Approval & Accreditation

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

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Number of Class B Certificates Earned

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**11**

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Number of Class A Certificates Earned

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Nationally Recognized Programs

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Class B	Music Education	National Association for Schools of Music
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Educator Preparation Institutional Report Card  
 Performance on Required Content Knowledge and Pedagogy  
**None - 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

*Program Approval & Accreditation*

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

*Number of Class B Certificates Earned*

<b>11</b>
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*Nationally Recognized Programs*

Class B	Music Education	National Association for Schools of Music
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Educator Preparation Institutional Report Card  
 Performance on Required Content Knowledge and Pedagogy  
 Judson 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	6	5	83%	1	17%	0	0%
	Teaching of Reading	6	6	100%	0	0%	0	0%

Program Approval & Accreditation

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

Number of Class B Certificates Earned

<b>11</b>
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Nationally Recognized Programs

Class B	Music Education	National Association for Schools of Music
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Educator Preparation Institutional Report Card  
 Performance on Required Content Knowledge and Pedagogy  
 Judson 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	6	6	100%	0	0%	0	0%
	Multiple Subjects: Science	6	6	100%	0	0%	0	0%
	Multiple Subjects: Social Studies	6	5	83%	1	17%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

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

Number of Class B Certificates Earned

11

Nationally Recognized Programs

Class B Music Education National Association for Schools of Music

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

\* - 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	Elementary Education	6	6	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

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

Number of Class B Certificates Earned

11
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Nationally Recognized Programs

Class B	Music Education	National Association for Schools of Music
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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>	<b>Yes</b>
<i>Programs Are Accredited</i>	<b>No</b>

*Number of Class A Certificates Earned*

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*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*

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

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*Number of Class A Certificates Earned*

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*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*

*Programs Are Approved* **Yes**

*Programs Are Accredited* **No**

*Number of Class A Certificates Earned*

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*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>	<b>Yes</b>
<i>Programs Are Accredited</i>	<b>No</b>

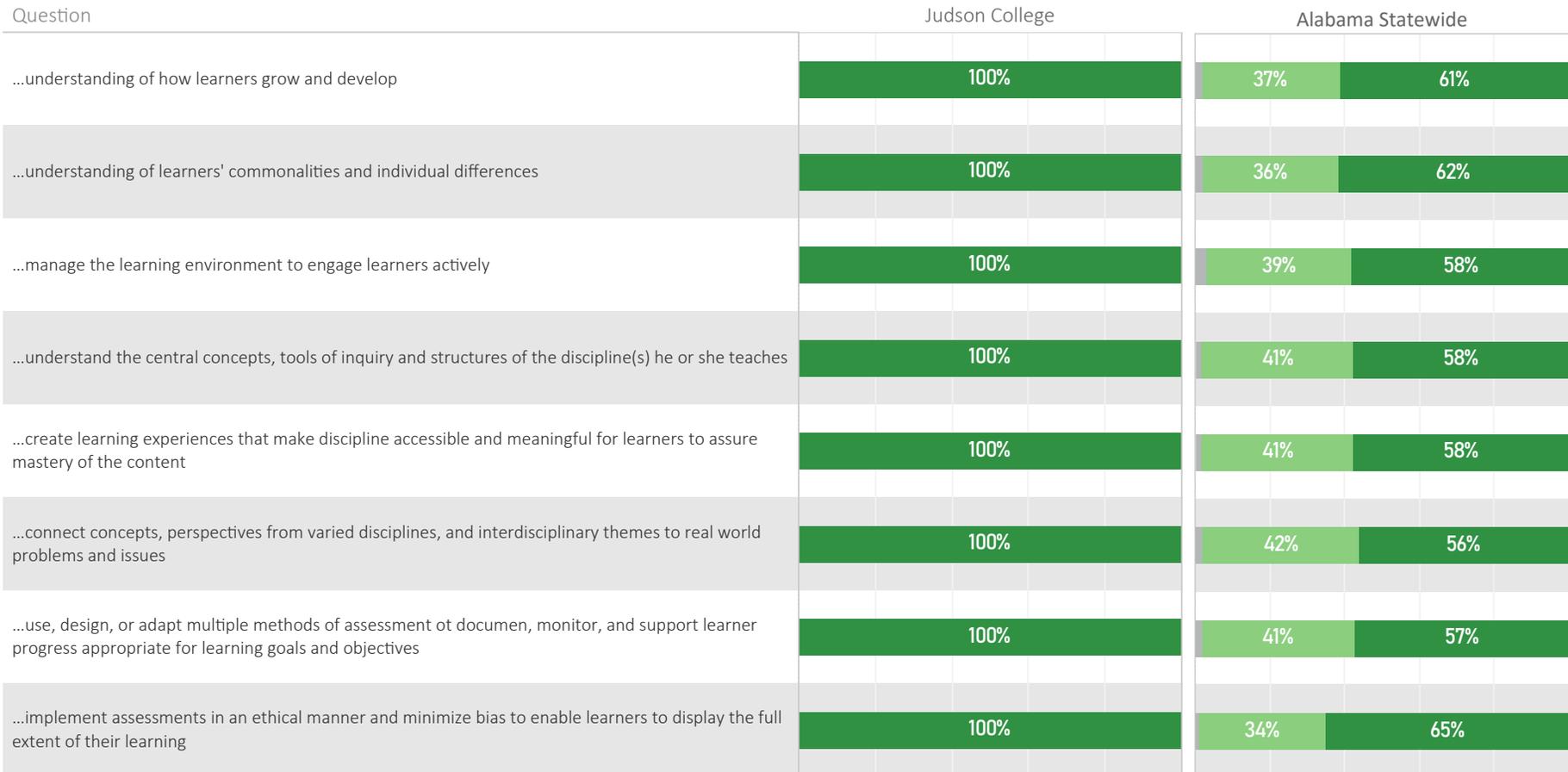
*Number of Class A Certificates Earned*

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*Nationally Recognized Programs*

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

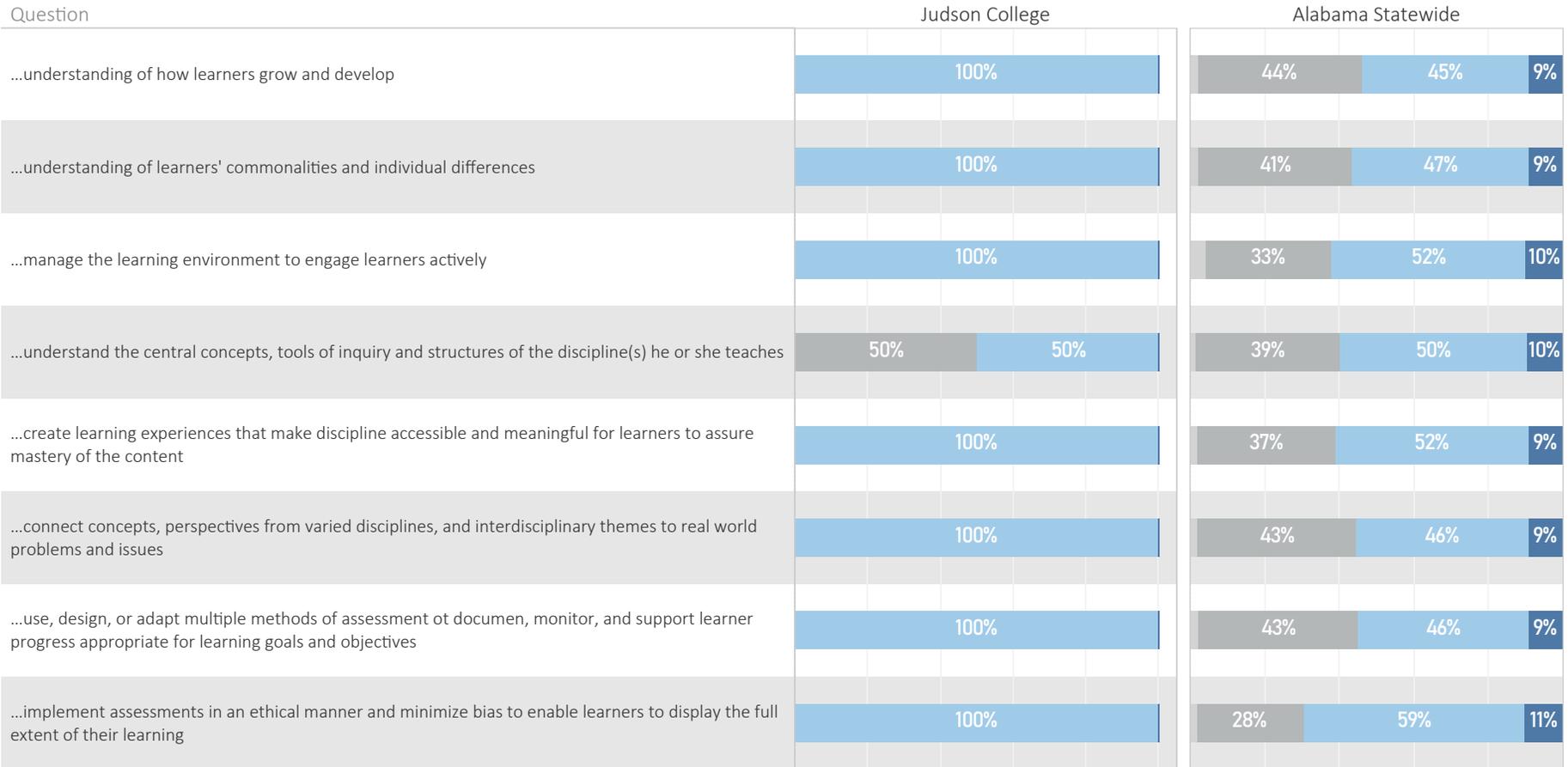


Question	Judson College	Alabama Statewide
...plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	100%	35% Agree, 63% Strongly Agree
...understand and use a variety of instructional strategies and make learning accessible to all learners	100%	34% Agree, 65% Strongly Agree
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	100%	37% Agree, 61% Strongly Agree
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	100%	36% Agree, 61% Strongly Agree
...practice the profession in an ethical manner	100%	26% Agree, 73% Strongly Agree
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	100%	34% Agree, 65% Strongly Agree
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	100%	36% Agree, 62% Strongly Agree
...use assessment to engage learners in their own growth	100%	37% Agree, 61% Strongly Agree
...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	100%	38% Agree, 60% Strongly Agree
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	100%	37% Agree, 61% Strongly Agree





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

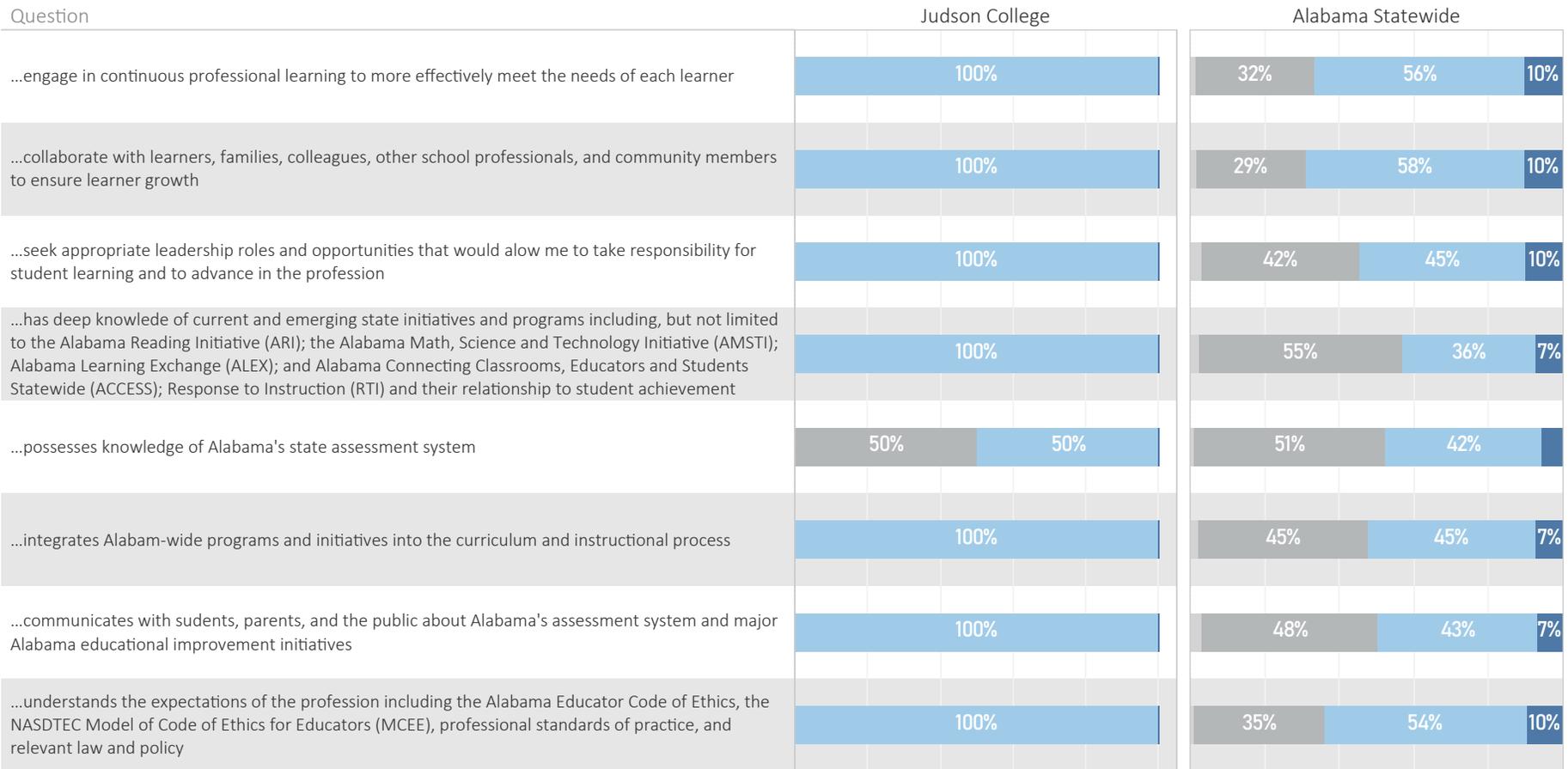


Question

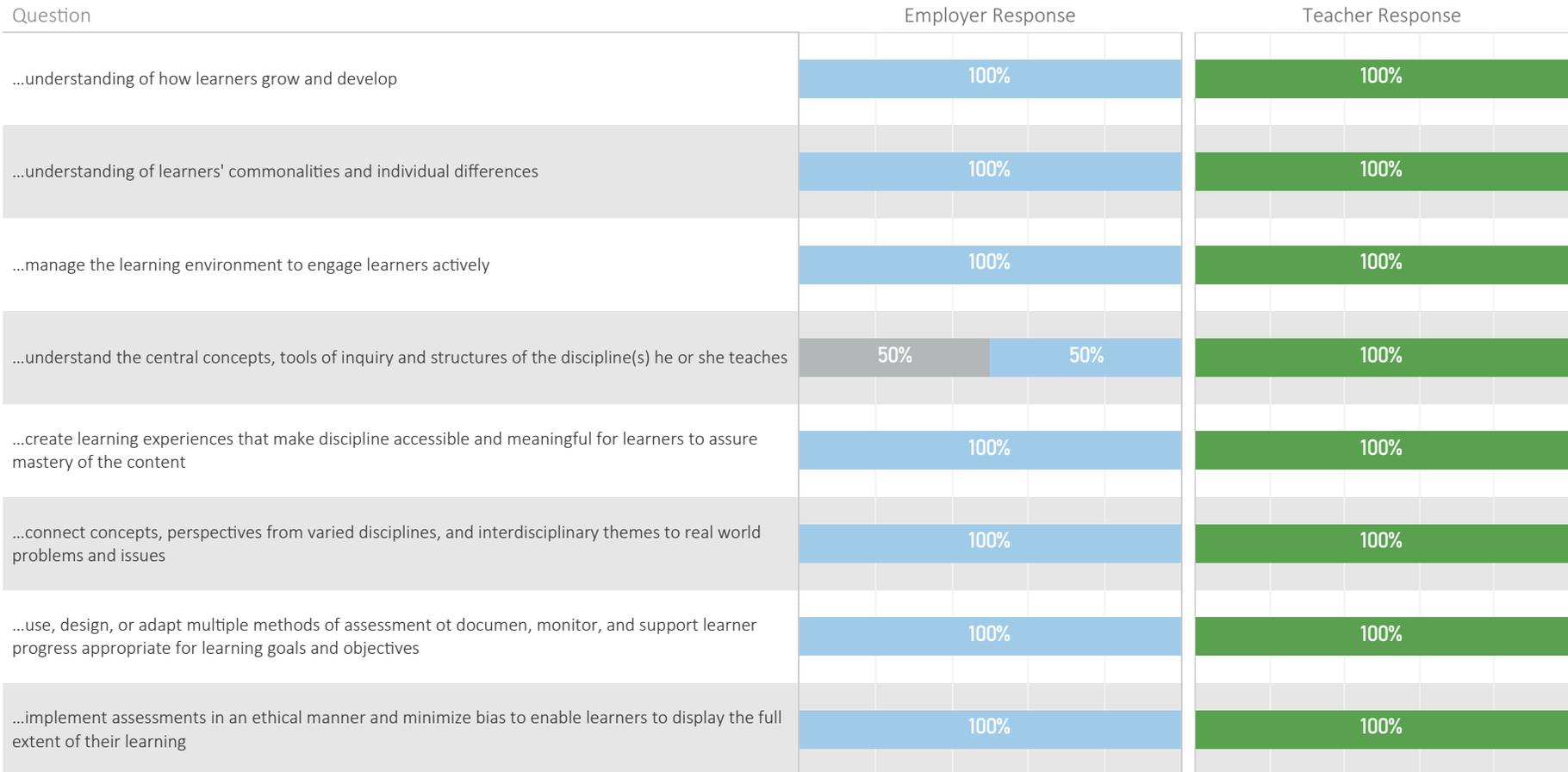
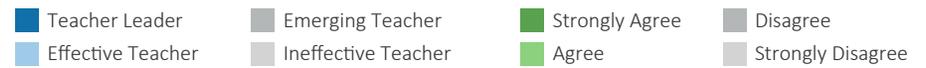
Judson College

Alabama Statewide

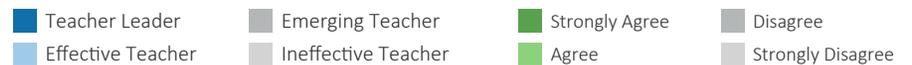




Responses to the First-Year Teacher Survey created by the  
Alabama Association of Colleges for Teacher Education  
**Judson College - Employer and Teacher Responses**



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



Question

Employer Response

Teacher Response

