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

and

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

for

Athens State University

Administered by the Alabama State Department of Education

September 2024

#### Disclaimer:

Section I: Certificates Issued

The candidates presented as completers represent individuals who completed a program within the past 60 calendar months that applied for and received their professional certificate within the 2022-2023 academic year.

Section II: Assessment Pass Rates

The test takers in this section are those individuals who completed assessments during the 2022-2023 academic year. These individuals may be completers who were recommended for certification during this period; however, they may still be currently enrolled candidates in programs. The individuals listed as certified are not necessarily the same individuals listed in this section.

#### Section III: Survey Results

The program completers who did this survey are a part of the Alabama Teacher Mentoring Program (ATMP). The completers self-identify. They may be individuals who completed programs within any timeframe. The only requirement is that these individuals have less than two years of professional teaching experience.

# **Report Card and Survey Information**

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

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 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.

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

Historically:

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.

#### Currently:

Data provided in this report include a summary of survey categories and the percentage of first and second 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 and second year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher.

# **Section I: Certificates Issued**

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **Athens State University - Program Information** 

Program Approval & Accreditation							
College	Accredited/Approved	Status					
Athens State University	Accredited	Yes					
Athens State University	Approved	Yes					

#### Total # of Certificates Earned Program Sum of Total Earned

Class B	212
Class A	0

#### Nationally Recognized Programs

Program	Concentration	Recognized by
Class A	No programs recognized	Not Applicable
Class B	No programs recognized	Not Applicable

# **Section II: Assessment Pass Rates**

Performance on Required Content Knowledge and Pedagogy

#### Athens State University - Bachelor's - Principle of Learning and Teaching

\* - Information not reported for less than five test takers

# of Class B Certificates Earned

212

# Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test	Passed	Passed	Passed	Passed	Passed	Passed
		Takers	After 1	After 1	After 2	After 2	After 3+	After 3+
			Attempt	Attempt%	Attempts	Attempts%	Attempts	Attempts %

#### Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

#### Athens State University - Bachelor's - NOT IN ED Praxis Content Tests

\* - Information not reported for less than five test takers

# of Class B Certificates Earned

# 212

Program Approval	& Accreditation
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Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt%	Passed After 2 Attempts	Passed After 2 Attempts%	Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Multiple Subjects: Mathematics	73	56	77 %	10	14 %	7	10 %
Elementary Education	Multiple Subjects: Science	67	39	58 %	13	19 %	15	22 %
Elementary Education	Multiple Subjects: Social Studies	72	47	65 %	14	19 %	11	15 %
English Language Arts	English Language Arts	14	11	79 %	1	7 %	2	14 %
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	9	4	44 %	2	22 %	3	33 %
Special Education	Multiple Subjects: Mathematics	20	14	70 %	4	20 %	2	10 %
Special Education	Multiple Subjects: Science	20	15	75 %	2	10 %	3	15 %
Special Education	Multiple Subjects: Social Studies	19	15	79 %	0	0 %	4	21 %

#### Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

### Athens State University - Bachelor's - IN ED Praxis Content Tests

\* - Information not reported for less than five test takers

#### # of Class B Certificates Earned

# 212

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt%	Passed After 2 Attempts	Passed After 2 Attempts%	Passed After 3+ Attempts	Passed After 3+ Attempts %
Early Childhood Education	Early Childhood Education	37	31	84 %	3	8 %	3	8 %
Early Childhood Education	Teaching Reading	35	13	37 %	5	14 %	17	49 %
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
Elementary Education	Teaching of Reading	70	45	64 %	8	11 %	17	24 %
Health/Physical Education	Health/Physical Education	10	4	40 %	0	0 %	6	60 %
Special Education	Core Knowledge/ Application	30	28	93 %	1	3 %	1	3 %
Special Education	Multiple Subjects: Reading	*	*	*	*	*	*	*

#### Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

#### Athens State University - Bachelor's - Foundations of Reading

\* - Information not reported for less than five test takers

# of Class B Certificates Earned

212

# Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	After 1	Passed After 1 Attempt%	After 2	Passed After 2 Attempts%	After 3+	Passed After 3+ Attempts %
Foundations of Reading	Foundations of Reading	10	9	90 %	1	10 %	0	0 %

#### Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

#### Athens State University - Bachelor's - edTPA

\* - Information not reported for less than five test takers

# of Class B Certificates Earned

212

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt%	Passed After 2 Attempts	Passed After 2 Attempts%	Passed After 3+ Attempts	Passed After 3+ Attempts %
Early Childhood Education	Early Childhood Education	39	38	97 %	1	3 %	0	0 %
Elementary Education	Elementary Education	76	72	95 %	4	5 %	0	0 %
English Language Arts	English Language Arts	17	17	100 %	0	0 %	0	0 %
Health/Physical Education	Health/Physical Education	10	9	90 %	1	10 %	0	0 %
Mathematics	Mathematics	9	7	78 %	2	22 %	0	0 %
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	9	8	89 %	1	11 %	0	0 %
Special Education	Special Education	16	16	100 %	0	0 %	0	0 %

#### Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

# Athens State University - Master's - Principle of Learning and Teaching

\* - Information not reported for less than five test takers

# of Class A Certificates Earned

# Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading Subtest	Total Test	Passed	Passed	Passed	Passed After	Passed	Passed
	Takers	After 1	After 1	After 2	2 Attempts%	After 3+	After 3+
		Attempt	Attempt%	Attempts		Attempts	Attempts %

#### Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

#### Athens State University - Master's - IN ED Praxis Content Tests

\* - Information not reported for less than five test takers

# of Class A Certificates Earned

# Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Headir	g Subte	st Total Test	Passed	Passed	Passed	Passed After	Passed	Passed After
	-	Takers	After 1	After 1	After 2	2 Attempts%	After 3+	3+ Attempts
			Attempt	Attempt%	Attempts		Attempts	%

#### Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

#### Athens State University - Master's - IN ED Praxis Content Tests

\* - Information not reported for less than five test takers

# of Class A Certificates Earned

# Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test	Passed	Passed	Passed	Passed After	Passed	Passed After
		Takers	After 1	After 1	After 2	2 Attempts%	After 3+	3+
			Attempt	Attempt%	Attempts		Attempts	Attempts %

#### Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

#### Athens State University - Master's - Foundations of Reading

\* - Information not reported for less than five test takers

# of Class A Certificates Earned

# Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

-	Test Heading	Subtest	Total Test	Passed	Passed	Passed	Passed After	Passed	Passed
			Takers	After 1	After 1	After 2	2 Attempts%	After 3+	After 3+
				Attempt	Attempt%	Attempts		Attempts	Attempts %

#### Nationally Recognized Programs

Program Concentration Recognized by

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

### Athens State University - Master's - edTPA

\* - Information not reported for less than five test takers

# of Class A Certificates Earned

# Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test	Passed	Passed	Passed	Passed After	Passed	Passed After
		Takers	After 1	After 1	After 2	2 Attempts%	After 3+	3+
			Attempt	Attempt%	Attempts		Attempts	Attempts %

#### Nationally Recognized Programs

Program Concentration Recognized by

# **Section III: Survey Results**

#### Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education **Athens State University - Teacher Response**

Athens State Univer	-	193 respondents ngly Agree			ama Stat isagree ●Disa	gree ●Agree ●S	1507 respondents trongly Agree
44%	51%			48%		47%	
44%	52%		48%			47%	
6	58%			42%		56%	
42%	41%		18% 47%		47%	33%	
48%	48%			49%		44%	
51%	45%			52%		43%	
45%	52%			49%		47%	
46%	51%		50%			46%	
44%	51%			46%		49%	
44%	48%		13%	459	%	40%	
%	56%			47%		50%	
47%	45%		13% 50%		0%	35%	/ 0
42%	48%		6%	48%		44%	
45%	50%			47%		48%	
48% 42%			15%		50%	349	6
	62%			38%		61%	
48%	46%			51%		43%	
49%	47%		52%			43%	
43%	52%		47%			49%	
48%	47%		50%			45%	
47%	47%		48%			47%	
44%	51%		7% 48%			45%	
42%	51%		48%			47%	
47%	50%		51%			45%	
45%	48%			49%		46%	
46%	48%			47%		49%	

...plan instruction by collaborating with colleagues, specialists, community ... ...collaborate with learners, families, colleagues, other school professionals... ...collaborate with others to build a positive learning climate marked by res... ...communicates with students, parents, and the public about Alabama's ass... ...connect concepts, perspectives from varied disciplines, and interdisciplin... 5% ... create learning experiences that make discipline accessible and meaningf... ...encourage learners to develop deep understanding of content areas, ma... ...engage in continuous professional learning to more effectively meet the ... ...engage learners in critical thinking, creativity, collaboration, and commun... 5% ...has deep knowledge of current and emerging state initiatives and progra... ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabama-wide programs and initiatives into the curriculum and... 8% ...manage the learning environment to engage learners actively 9% ...plan instruction based on information from formative and summative ass... 5%

5%

16%

41%

37%

5%

0%

47%

50%

...possesses knowledge of Alabama's state assessment system 9% ...practice the profession in an ethical manner ....seek appropriate leadership roles and opportunities that would allow me ... 5%

...select, create, and sequence learning experiences and performance tasks ... ...understand and use a variety of instructional strategies and make learnin... 5% ...understand the central concepts, tools of inquiry and structures of the di... 5%

...understanding of learners' commonalities and individual differences 6%

... understands the expectations of the profession including the Alabama E... ... use assessment to engage learners in their own growth 6%

...use evidence to continually evaluate the effects of my decisions on other... ... use, design, or adapt multiple methods of assessment to document, moni... 7% ... understanding of how learners grow and develop 6%

100% 0%

50%

100%

#### Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education **Athens State University - Employer Response**

119 Athens State University respondents Ineffective Teacher Emerging Teacher Effective Teacher Teacher Leader 52% 34% 10% 35% 10% 27% 14% 46% 7% 7% 42% 9% 39% 47% 41% 47% 8% 33% 10% 47% 7% 6% 49% 31% 9% 57% 7% 43% 9% 36% 39% 47% 9% 7% 44% 20% 18% 9% 42% 43% 7% 9% 38% 9% 37% 8% 43% 8% 36% 8% 41% 40% 8%

41%

50%

0%

...plan instruction by collaborating with colleagues, specialists, community ... ...collaborate with learners, families, colleagues, other school professionals... ...collaborate with others to build a positive learning climate marked by res... ...communicates with students, parents, and the public about Alabama's ass... 6% ...connect concepts, perspectives from varied disciplines, and interdisciplin... ...create learning experiences that make discipline accessible and meaningf... 5 ...encourage learners to develop deep understanding of content areas, ma... ...engage in continuous professional learning to more effectively meet the ... ...engage learners in critical thinking, creativity, collaboration, and commun... 5% ...has deep knowledge of current and emerging state initiatives and progra... 5% ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabama-wide programs and initiatives into the curriculum an... ...manage the learning environment to engage learners actively 5%

Questions

...plans instruction based on information from formative and summative as... ...possesses knowledge of Alabama's state assessment system ...practice the profession in an ethical manner

...seek appropriate leadership roles and opportunities that would allow me... ...select, create, and sequence learning experiences and performance tasks ... ... understand and use a variety of instructional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di... ... understanding of learners' commonalities and individual differences ...understands the expectations of the profession including the Alabama E... ... use assessment to engage learners in their own growth ... use evidence to continually evaluate the effects of my decisions on other...

... use, design, or adapts multiple methods of assessment to document, mo...

804

respondents

	33%		53%	10%	
	34%		52%	10%	
27	%		55%	15%	
	45%		42%	7%	
	41%		49%	8%	
	38%		48%	9%	
	40%		48%	9%	
33	2%		56%	10%	
	46%		42%	8%	
	48%		41%	7%	
3	1%		57%	10%	
	42%		47%	7%	
	35%		51% 48%		
	38%				
	43%		47%	7%	
19%		6	1%	18%	
	41%		44%		
	42%		46%		
	37%		49%	10%	
	36%		52%	9%	
	42%		46%	8%	
	35%		53%	9%	
	40%		47%	8%	
	39%		48%	9%	
	40%		47%	8%	
, D		50	%	10	

100%

8%

#### Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education Athens State University - Employer and Teacher Responses

•••	34%	52%	10%		
s	35%	51%	10%		4
S	27%	55%	14%		40%
s <mark>6</mark> %	<b>4</b> 6%	41%	7%	16%	
n	42%	48%	7%		
Jf	39%	47%	9%		
а	41%	47%	8%		4
e	33%	55%	10%		4
n	47%	41%	7%	8%	
a	49%	40%	6%	0 %	41
ol	31%	57%	9%	8%	41
n	43%	46%	7%	9%	
ely	36%	50%	9%		
5	39%	47%	9%	9%	
em	44%	46%	7%		37%
ier	20%	61%	18%		
e 69		43%	9%		
•••	43%	45%	7%		4
1	38%	48%	9%		
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r	41%	48%	8%	7%	
)	40%	46%	8%	7% 6%	
			0,0		

...plan instruction by collaborating with colleagues, specialists, community ...collaborate with learners, families, colleagues, other school professionals ...collaborate with others to build a positive learning climate marked by res ...communicates with students, parents, and the public about Alabama's ass ...connect concepts, perspectives from varied disciplines, and interdisciplin ... create learning experiences that make discipline accessible and meaningf ...encourage learners to develop deep understanding of content areas, ma ...engage in continuous professional learning to more effectively meet the ...engage learners in critical thinking, creativity, collaboration, and commun ...has deep knowledge of current and emerging state initiatives and progra ...implement assessments in an ethical manner and minimize bias to enabl ...integrates Alabama-wide programs and initiatives into the curriculum an ...manage the learning environment to engage learners active

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... use, design, or adapts multiple methods of assessment to document, mo.

193 **Teacher Response** respondents

Strongly Disagree Disagree Agree Strongly Agree

	44%	51%			
	44%	52%			
	40%	58%			
16%	42%	41%			
	48%	48%			
	51%	45%			
	45%	52%			
	46%	51%			
	44%	51%			
8%	44%	48%			
	41%	56%			
8%	47%	45%			
9%	42%	48%			
	45%	50%			
9%	48%	42%			
	37%	62%			
	48%	46%			
	49%	47%			
	43%	52%			
	48%	47%			
6%	47%	47%			
	44%	51%			
6%	42%	51%			
	47%	50%			
7%	45%	48%			
6%	46%	48%			
: 0%		50% 100			

100%