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

Birmingham-Southern College

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 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, or ineffective teacher.

Section I: Certificates Issued

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

Birmingham - Southern College - Program Information

Program Approval & Accreditation College Accredited/		Approved Status		Т	Total # of Certificates Earne Program Sum of Total Earne		
Birminghar	m-Southern College	Accredited	Yes			Class A	(
Birminghar	n-Southern College	Approved	Yes			Class B	26
	lly Recognized P ram Concentration	rograms	Recognized by			Total	26
Class	A No programs i	recognized	Not Applicable				
Class	B No programs i	recognized	Not Applicable				

Section II: Assessment Pass Rates

Performance on Required Content Knowledge and Pedagogy

Birmingham - Southern College - Bachelor's - Principle of Learning and Teaching

* - Information not reported for less than five test takers

of Class B Certificates Earned

26

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 %

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Nationally Recognized Programs

Program Concentration Recognized by

Class B No programs recognized Not Applicable

Performance on Required Content Knowledge and Pedagogy

Birmingham - Southern College - Bachelor's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class B Certificates Earned

26

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	12	8	67 %	1	8 %	3	25 %
Elementary Education	Multiple Subjects: Science	11	6	55 %	0	0 %	5	45 %
Elementary Education	Multiple Subjects: Social Studies	12	8	67 %	0	0 %	4	33 %
Special Education	Multiple Subjects: Mathematics	12	8	67 %	1	8 %	3	25 %
Special Education	Multiple Subjects: Science	11	6	55 %	1	9 %	4	36 %
Special Education	Multiple Subjects: Social Studies	12	8	67 %	0	0 %	4	33 %

Nationally Recognized Programs

Program	Concentration	Recognized by
Class B	No programs recognized	Not Applicable

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Performance on Required Content Knowledge and Pedagogy

Birmingham - Southern College - Bachelor's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class B Certificates Earned

26

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: Reading	9	6	67 %	1	11 %	2	22 %
Elementary Education	Teaching of Reading	8	3	38 %	3	38 %	2	25 %
Special Education	Core Knowledge/ Application	12	11	92 %	1	8 %	0	0 %
Special Education	Multiple Subjects: Reading	9	6	67 %	2	22 %	1	11 %

Nationally Recognized Programs

Program	Concentration	Recognized by
Class B	No programs recognized	Not Applicable

Program Approval & Accreditation Accredited/Approved Status

Accredited	Yes
Approved	Yes

Performance on Required Content Knowledge and Pedagogy

Birmingham - Southern College - Bachelor's - Foundations of Reading

* - Information not reported for less than five test takers

of Class B Certificates Earned

26

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 %
Foundations of Reading	Foundations of Reading	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Class B No programs recognized Not Applicable

Program Approval & Accreditation Accredited/Approved Status

Accredited	Yes
Approved	Yes

Performance on Required Content Knowledge and Pedagogy

Birmingham - Southern College - Bachelor's - edTPA

* - Information not reported for less than five test takers

of Class B Certificates Earned

26

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 %
Elementary Education	Elementary Education	12	12	100 %	0	0 %	0	0 %
Mathematics	Mathematics	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Class B No programs recognized Not Applicable

Program Approval & Accreditation Accredited/Approved Status

Accredited	Yes
Approved	Yes

Performance on Required Content Knowledge and Pedagogy

Birmingham - Southern College - Master's - Principle of Learning and Teaching

* - Information not reported for less than five test takers

of Class A Certificates Earned

0

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 %

Program Approval & Accreditation Accredited/Approved Status

Accredited	Yes
Approved	Yes

Nationally Recognized Programs

Program Concentration Recognized by

Class A No programs recognized Not Applicable

Performance on Required Content Knowledge and Pedagogy

Birmingham - Southern College - Master's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class A Certificates Earned

0

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+ Attempts
		Attempt	Attempt%	Attempts		Attempts	%

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Nationally Recognized Programs

Program Concentration Recognized by

Class A No programs recognized Not Applicable

Performance on Required Content Knowledge and Pedagogy

Birmingham - Southern College - Master's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class A Certificates Earned

0

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 %

Program Approval & Accreditation Accredited/Approved Status

Accredited	Yes
Approved	Yes

Nationally Recognized Programs

Program Concentration Recognized by

Class A No programs recognized Not Applicable

Performance on Required Content Knowledge and Pedagogy

Birmingham - Southern College - Master's - Foundations of Reading

* - Information not reported for less than five test takers

of Class A Certificates Earned

0

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 %

Program Approval & Accreditation Accredited/Approved Status

Accredited Yes
Approved Yes

Program	Concentration	Recognized by
Class A	No programs recognized	Not Applicable

Performance on Required Content Knowledge and Pedagogy

Birmingham - Southern College - Master's - edTPA

* - Information not reported for less than five test takers

Nationally Recognized Programs

Class A No programs recognized Not Applicable

Recognized by

Program Concentration

of Class A Certificates Earned

0

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 %
			Takers After 1 After 1		Takers After 1 After 1 After 2 2 Attempts%	Takers After 1 After 1 After 2 2 Attempts% After 3+

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Section III: Survey Results



Alabama Statewide respondents respondents Olneffective Teac... ● Emerging Teac... ● Effective Teac... ● Teacher Lea... ● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader 10% ...plan instruction by collaborating with colleagues, specialists, community ... 34% 52% 33% 10% ...collaborate with learners, families, colleagues, other school professionals... 10% 10% 34% 35% 27% 15% ...collaborate with others to build a positive learning climate marked by res... 14% 27% 46% 7% 45% 7% ...communicates with students, parents, and the public about Alabama's ass... 8% 7% ...connect concepts, perspectives from varied disciplines, and interdisciplin... 42% 41% 9% ...create learning experiences that make discipline accessible and meaningf... 39% 47% 9% 38% 8% 9% ...encourage learners to develop deep understanding of content areas, ma... 41% 47% 40% 10% 32% 33% 10% ...engage in continuous professional learning to more effectively meet theengage learners in critical thinking, creativity, collaboration, and commun... 47% 7% 46% 8% 6% 7% 49% ...has deep knowledge of current and emerging state initiatives and progra... 48% 9% 10% ...implement assessments in an ethical manner and minimize bias to enabl... 31% 57% 31% 57% 7% 7% 42% ...integrates Alabama-wide programs and initiatives into the curriculum an... 43% 47% 9% 10% ...manage the learning environment to engage learners actively 5% 36% 35% ...plans instruction based on information from formative and summative as... 47% 9% 9% 39% 38% 7% 44% 47% 7% ...possesses knowledge of Alabama's state assessment system 43% 19% ...practice the profession in an ethical manner 20% 18% 18% 9% ...seek appropriate leadership roles and opportunities that would allow me... 10% 42% 41% 7% 8% ...select, create, and sequence learning experiences and performance tasks ... 5% 43% 42% 9% 10% ...understand and use a variety of instructional strategies and make learnin... 38% 37% 9% 9% ...understand the central concepts, tools of inquiry and structures of the di... 37% 36% 8% 8% ...understanding of learners' commonalities and individual differences 43% 42% ...understands the expectations of the profession including the Alabama E... 8% 9% 36% 52% 35% 8% ...use assessment to engage learners in their own growth 40% 47% 8% 41% ...use evidence to continually evaluate the effects of my decisions on other... 8% 9% 40% 39% 8% ...use, design, or adapts multiple methods of assessment to document, mo... 41% 40% 47%

50%

100% 0%

50%

0%

Birmingham Southern College

804

100%

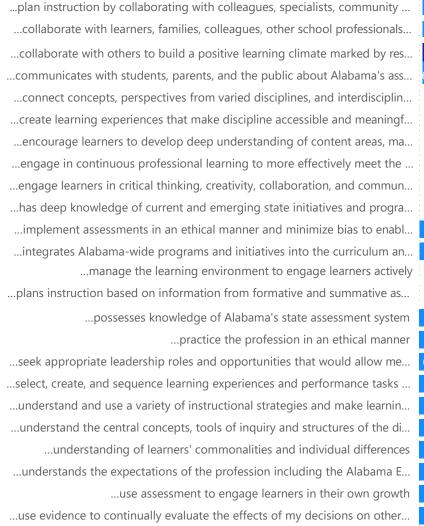
Teacher Response





respondents





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

Questions

