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

Samford 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, adTPA, 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 Samford University - Program Information

F	Program Approval & Accreditation					
	College	Accredited/Approved	Status			
	Samford University	Accredited	Yes			
	Samford University	Approved	Yes			

Total # of Certificates Earned Program Sum of Total Earned					
<u>'</u>	logram	SumorrotarEamed			
С	lass A	15			
С	lass B	95			
Т	otal	110			

Concentration	Program	Recognized by
Early Childhood Education	Class B	National Association for the Education of Young Children
English Language Arts	Class A	National Council for Teachers of English
English Language Arts	Class B	National Council for Teachers of English
General Social Studies	Class A	National Council for the Social Studies
General Social Studies	Class B	National Council for the Social Studies
Instructional Leadership	Class A	Educational Leadership Constituent Council
Music Education	Class A	National Association of Schools of Music
Music Education	Class B	National Association of Schools of Music
Physical Education	Class A	National Association for Sport and Physical Education

Section II: Assessment Pass Rates

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Samford University - Bachelor's - Principle of Learning and Teaching

* - Information not reported for less than five test takers

of Class B Certificates Earned

95

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading Subtest

Total TestPassedPassedPassedPassedPassedPassedPassedTakersAfter 1After 1After 2After 2After 3After 3+AttemptAttemptsAttemptsAttemptsAttemptsAttempts

Program	Concentration	Recognized by
Class B	Early Childhood Education	National Association for the Education of Young Children
Class B	English Language Arts	National Council for Teachers of English
Class B	General Social Studies	National Council for the Social Studies
Class B	Music Education	National Association of Schools of Music

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

Samford University - Bachelor's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class B Certificates Earned

95

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Multiple Subjects: Mathematics	34	28	82%	3	9%	3	9%
Elementary Education	Multiple Subjects: Science	34	26	76%	4	12%	4	12%
Elementary Education	Multiple Subjects: Social Studies	34	28	82%	4	12%	2	6%
Mathematics	Mathematics	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	29	24	83%	2	7%	3	10%
Special Education	Multiple Subjects: Science	29	22	76%	3	10%	4	14%
Special Education	Multiple Subjects: Social Studies	29	25	86%	2	7%	2	7%

Program	Concentration	Recognized by
Class B	Early Childhood Education	National Association for the Education of Young Children
Class B	English Language Arts	National Council for Teachers of English
Class B	General Social Studies	National Council for the Social Studies
Class B	Music Education	National Association of Schools of Music

Performance on Required Content Knowledge and Pedagogy

Samford University - Bachelor's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class B Certificates Earned

95

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Early Childhood Education	Early Childhood Education	29	29	100%	0	0%	0	0%
Early Childhood Education	Teaching Reading	18	17	94%	0	0%	1	6%
Elementary Education	Teaching of Reading	20	19	95%	0	0%	1	5%
Special Education	Core Knowledge/ Application	29	29	100%	0	0%	0	0%
Special Education	Early Childhood Education	29	29	100%	0	0%	0	0%

Program	Concentration	Recognized by
Class B	Early Childhood Education	National Association for the Education of Young Children
Class B	English Language Arts	National Council for Teachers of English
Class B	General Social Studies	National Council for the Social Studies
Class B	Music Education	National Association of Schools of Music

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

Samford University - Bachelor's - Foundations of Reading

* - Information not reported for less than five test takers

of Class B Certificates Earned

95

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Foundations of Reading	Foundations of Reading	14	12	86%	0	0%	2	14%

Program	Concentration	Recognized by
Class B	Early Childhood Education	National Association for the Education of Young Children
Class B	English Language Arts	National Council for Teachers of English
Class B	General Social Studies	National Council for the Social Studies
Class B	Music Education	National Association of Schools of Music

Performance on Required Content Knowledge and Pedagogy

Samford University - Bachelor's - edTPA

* - Information not reported for less than five test takers

of Class B Certificates Earned

95

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Elementary Education	34	34	100%	0	0%	0	0%
Mathematics	Mathematics	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class B	Early Childhood Education	National Association for the Education of Young Children
Class B	English Language Arts	National Council for Teachers of English
Class B	General Social Studies	National Council for the Social Studies
Class B	Music Education	National Association of Schools of Music

Performance on Required Content Knowledge and Pedagogy

Samford University - Master's - Principle of Learning and Teaching

* - Information not reported for less than five test takers

of Class A Certificates Earned

15

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

	Program	Concentration	Recognized by
	Class A	English Language Arts	National Council for Teachers of English
	Class A	General Social Studies	National Council for the Social Studies
	Class A	Instructional Leadership	Educational Leadership Constituent Council
	Class A	Music Education	National Association of Schools of Music

Performance on Required Content Knowledge and Pedagogy

Samford University - Master's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class A Certificates Earned

15

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	English Language Arts	National Council for Teachers of English
Class A	General Social Studies	National Council for the Social Studies
Class A	Instructional Leadership	Educational Leadership Constituent Council
Class A	Music Education	National Association of Schools of Music

Performance on Required Content Knowledge and Pedagogy

Samford University - Master's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class A Certificates Earned

15

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
Elementary Education	Teaching of Reading	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	English Language Arts	National Council for Teachers of English
Class A	General Social Studies	National Council for the Social Studies
Class A	Instructional Leadership	Educational Leadership Constituent Council
Class A	Music Education	National Association of Schools of Music

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

Samford University - Master's - Foundations of Reading

* - Information not reported for less than five test takers

of Class A Certificates Earned

15

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

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

Program	Concentration	Recognized by
Class A	English Language Arts	National Council for Teachers of English
Class A	General Social Studies	National Council for the Social Studies
Class A	Instructional Leadership	Educational Leadership Constituent Council
Class A	Music Education	National Association of Schools of Music

Performance on Required Content Knowledge and Pedagogy

Samford University - Master's - edTPA

* - Information not reported for less than five test takers

of Class A Certificates Earned

15

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	English Language Arts	National Council for Teachers of English
Class A	General Social Studies	National Council for the Social Studies
Class A	Instructional Leadership	Educational Leadership Constituent Council
Class A	Music Education	National Association of Schools of Music

Section III: Survey Results

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

...plan instruction by collaborating with colleagues, specialists, communitycollaborate 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 theengage 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 and... ...manage the learning environment to engage learners actively

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

Question

...seek appropriate leadership roles and opportunities that would allow meselect, create, and sequence learning experiences and performance tasksunderstand 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 adapt multiple methods of assessment to document, moni... 9% ... understanding of how learners grow and develop

Samford University respondents Strongly Disagree Disagree Strongly Agree 78% 17% 9% 65% 74% 22% 43% 17% 48% 52% 65% 52% 9% 52% 30% 13% 52% 65% 39% 13% 17% 57% 65% 30% 52% 13% 17% 78% 57% 9% 9% 43% 65% 52% 43% 61% 43% 13% 70% 13% 17% 65% 65%

74%

50%

22%

0%

47% 47% 42% 56% 18% 47% 33% 44% 52% 43% 47% 46% 49% 13% 40% 50% 47% 13% 35% 6% 44% 47% 48% 15% 34% 61% 43% 52% 43% 47% 49% 45% 47% 7% 45% 47% 45% 46% 47% 49%

50%

Alabama Statewide

Strongly Disagree Disagree Strongly Agree

100% 0%

23

100%

1507

respondents

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

	Ineffective Tea		University	ective Teache	8 respondents er ●Teacher Leade	r 🌑	Ineffective		ama Sta	Effective Teac	804 respondents • Teacher Lea
inity	38%	J	38%		25%			3%		53%	10%
onals	13% 13%		38%		38%			4%		52%	10%
by res	13%	o 	63%		25%		27%		51	5%	15%
's ass	13%	38%		38%	13%		27 /	45%		42%	7%
ciplin	25%		50%		25%			41%		49%	8%
ningf	13% 13%	6	50%		25%			38%		48%	9%
s, ma	13% 13%		50%		25%			40%		48%	9%
t the	25%		50%		25%		329	%		56%	10%
וmun	13%	25%	5()%	13%			46%		42%	8%
rogra	25%		63%		13%			48%		41%	7%
enabl	13% 13%	6	50%		25%		31%	6		57%	10%
ım an	13%	38%		38%	13%			42%		47%	7%
actively	13% 13%	6	50%		25%			35%		51%	10%
ve as	38%	6	38%		25%			38%		48%	9%
system		50%		38%	13%			43%		47%	7%
nanner	13%		63%		25%		19%		61%		18%
v me	13%	25%	5()%	13%			41%		44%	10%
asks	13%	38%	25	5%	25%			42%		46%	8%
arnin	25%		38%		38%			37%		49%	10%
he di	13%		63%		25%		3	6%		52%	9%
rences	13% 13%	6	50%		25%			42%		46%	8%
ma E	13%	25%	38%		25%		3	5%		53%	9%
growth	13%	25%	5()%	13%			40%		47%	8%
other	389	6	38%		25%			39%		48%	9%
., mo	13%	38%	25	5%	25%			40%		47%	8%
0%	%		50%		1009	% 0%			50%		100%

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

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

...seek appropriate leadership roles and opportunities that would allow ...select, create, and sequence learning experiences and performance tas ...understand and use a variety of instructional strategies and make lear ...understand the central concepts, tools of inquiry and structures of the ...understanding of learners' commonalities and individual different ...understands the expectations of the profession including the Alabam ... use assessment to engage learners in their own gro ... use evidence to continually evaluate the effects of my decisions on ot

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

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

			•	•	Response		8 ondents		Т	each
	Ineffecti	ve Teacher	- 🔵 Emerg	ing Teache	r 🛑 Effective Teac	cher 🔵 Te	acher Leader		Stron	gly Disa
unity		38%			38%	25	5%	1	7%	
ionals	13%	13%		38%		38%		9%	26%	
by res	13%			63%		25	5%		22%	
a's ass	13%		38%		38%		13%		43%	
sciplin	25	5%	_	50%	,)	25	5%		48%	
aningf	13%	13%		50%	,)	25	5%		43%	
as, ma	13%	13%	_	50%	,)	25	5%		30%	
et the	25	5%		50%	,)	25	5%		43%	
nmun	13%	25	%		50%		13%	9%	39%	
orogra	25	5%			63%		13%	139		1
enabl	13%	13%		50%	,)	25	5%		30%	
um an	13%		38%		38%		13%	1501	39%	
actively	13%	13%		50%	,)	25	5%	17%	26	%
ve as		38%			38%	25	5%		30%	
system	•	50	%		38%		13%	1	30% 7%	
nanner	13%			63%		25	5%	9%	35%	
w me	13%	25	%		50%		13%	9%		8%
asks	13%		38%		25%	25	5%		30%	
arnin	25	5%		38%		38%			52	%
he di	13%			63%		25	5%		35%	
erences	13%	13%		50%	,)	25	5%	13%		43%
ima E	13%	25	%		38%	25	5%	13%	17%	
growth	13%	25	%		50%		13%		30%	
other		38%			38%	25	5%	9%	26%	
t, mo	13%		38%		25%	25	5%		22%	

50%

...plan instruction by collaborating with colleagues, specialists, communitycollaborate 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 theengage 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 activel

plans instruction based on information from formative and summative a...plans instruction based on information f possesses knowledge of Alabama's state assessment systed... practice the profession in an ethical manu...

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0%

100% 0%

23 cher Response respondents

Strongly Disagree Oisagree Agree Strongly Agree

1	7%		78%	
9%	26%		65%)
	22%		74%	
	43%		39%	17%
	48	%		48%
	43%	1		52%
	30%		65%	
	43%			52%
9%	39			52%
139	%	52	%	30%
	30%		65%	
	39%		43%	13%
17%		6%		7%
	30%		65%	
	30%		52%	13%
	7%		78%	
9%	35%		5	57%
9%		48%		43%
	30%		65%	
		2%		43%
100/	35%	100/	61	
13%		43%		43%
13%	17%		70%	
001	30%		65%	
9%	26%		65%)
	22%		74%	
6			50%	10

100%