### 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

### Alabama Statewide

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, adPraxis, 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 Alabama Statewide - Program Information

## Program Approval & Accreditation

College	Accredited/Approved	Status
Alabama Statewide	Accredited	22 of 25
Alabama Statewide	Approved	25 of 25

	Total	2317			
	Class B	1880			
	Class A	437			
	Program	Sum of Total Earned			
Тс	Total # of Certificates Earned				

## Nationally Recognized Programs

(	Concentration	Program	Recognized by
S	See individual schools	Class A	See individual schools
5	See individual schools	Class B	See individual schools

## **Section II: Assessment Pass Rates**

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama Statewide - Bachelor's - Principle of Learning and Teaching \* - Information not reported for less than five test takers

# of Class B Certificates Earned

1880

Program Approval & Accreditation

Accredited/Approved Status

Accredited22 of 25Approved25 of 25

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
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama Statewide - Bachelor's - NOT IN ED Praxis Content Tests

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

# of Class B Certificates Earned

1880

Program Approval & Accreditation

Accredited/Approved Status

Accredited	22 of 25
Approved	25 of 25

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 %
Career and Technical Education	Career and Technical Education	9	7	78%	1	11%	1	11%
Elementary Education	Multiple Subjects: Mathematics	669	540	81%	73	11%	56	8%
Elementary Education	Multiple Subjects: Science	637	413	65%	124	19%	100	16%
Elementary Education	Multiple Subjects: Social Studies	662	457	69%	133	20%	72	11%
English Language Arts	English Language Arts	87	72	83%	9	10%	6	7%
Languages Other than English	Languages Other than English	*	*	*	*	*	*	*
Mathematics	Mathematics	28	11	39%	8	29%	9	32%
Performing Arts	Performing Arts	80	56	70%	8	10%	16	20%
Sciences	Sciences	39	25	64%	5	13%	9	23%
Social Studies	Social Studies	108	79	73%	7	6%	22	20%
Special Education	Multiple Subjects: Mathematics	166	127	77%	26	16%	13	8%
Special Education	Multiple Subjects: Science	162	109	67%	29	18%	24	15%
Special Education	Multiple Subjects: Social Studies	166	123	74%	19	11%	24	14%

Nationally Recognized Programs

Program Concentration Recognized by

#### Performance on Required Content Knowledge and Pedagogy

#### Alabama Statewide - Bachelor's - IN ED Praxis Content Tests

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

#### # of Class B Certificates Earned

# 1880

### Program Approval & Accreditation

Accredited/Approved Status

Accredited	22 of 25
Approved	25 of 25

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	384	359	93%	14	4%	11	3%
Early Childhood Education	Teaching Reading	261	187	72%	34	13%	40	15%
Elementary Education	Multiple Subjects: Reading	44	36	82%	3	7%	5	11%
Elementary Education	Teaching of Reading	513	379	74%	68	13%	66	13%
Health/Physical Education	Health/Physical Education	70	47	67%	7	10%	16	23%
Special Education	Core Knowledge/ Application	212	201	95%	6	3%	5	2%
Special Education	Early Childhood Education	58	58	100%	0	0%	0	0%
Special Education	Multiple Subjects: Reading	16	12	75%	3	19%	1	6%

#### Nationally Recognized Programs

Program Concentration Recognized by

#### Performance on Required Content Knowledge and Pedagogy

Alabama Statewide - Bachelor's - Foundations of Reading

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

# of Class B Certificates Earned

1880

Program Approval & Accreditation

Accieutieu/Appioveu	Status

Accredited	22 of 25
Approved	25 of 25

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	260	223	86%	20	8%	17	7%

### Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

Alabama Statewide - Bachelor's - edTPA

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

#### # of Class B Certificates Earned

1880

Program Approval & Accreditation

Accredited/Approved Status

Accredited	22 of 25
Approved	25 of 25

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 %
Career and Technical Education	Career and Technical Education	9	9	100%	0	0%	0	0%
Early Childhood Education	Early Childhood Education	161	157	98%	4	2%	0	0%
Elementary Education	Elementary Education	711	698	98%	13	2%	0	0%
English Language Arts	English Language Arts	105	104	99%	1	1%	0	0%
Health/Physical Education	Health/Physical Education	77	69	90%	5	6%	3	4%
Languages Other than English	Languages Other than English	*	*	*	*	*	*	*
Mathematics	Mathematics	57	53	93%	4	7%	0	0%
Performing Arts	Performing Arts	93	93	100%	0	0%	0	0%
Sciences	Sciences	43	43	100%	0	0%	0	0%
Social Studies	Social Studies	117	116	99%	1	1%	0	0%
Special Education	Special Education	93	93	100%	0	0%	0	0%

### Nationally Recognized Programs

Program Concentration Recognized by

#### Performance on Required Content Knowledge and Pedagogy

### Alabama Statewide - Master's - Principle of Learning and Teaching

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

#### # of Class A Certificates Earned

# 437

Program Approval & Accreditation

Accredited/Approved Status

Accredited	22 of 25
Approved	25 of 25

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 %
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

### Nationally Recognized Programs

Program Concentration Recognized by

#### Performance on Required Content Knowledge and Pedagogy

#### Alabama Statewide - Master's - NOT IN ED Praxis Content Tests

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

#### # of Class A Certificates Earned

## 437

## Program Approval & Accreditation

Accredited/Approved Status

Accredited	22 of 25
Approved	25 of 25

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 %
Career and Technical Education	Career and Technical Education	11	10	91%	0	0%	1	9%
Elementary Education	Multiple Subjects: Mathematics	98	81	83%	5	5%	12	12%
Elementary Education	Multiple Subjects: Science	98	83	85%	8	8%	7	7%
Elementary Education	Multiple Subjects: Social Studies	97	78	80%	10	10%	9	9%
English for Speakers of Other Languages	English for Speakers of Other Languages	13	13	100%	0	0%	0	0%
English Language Arts	English Language Arts	60	54	90%	2	3%	4	7%
Languages Other than English	Languages Other than English	*	*	*	*	*	*	*
Mathematics	Mathematics	20	12	60%	2	10%	6	30%
Performing Arts	Performing Arts	13	8	62%	3	23%	2	15%
Sciences	Sciences	38	29	76%	2	5%	7	18%
Social Studies	Social Studies	45	34	76%	2	4%	9	20%
Special Education	Multiple Subjects: Mathematics	21	19	90%	2	10%	0	0%
Special Education	Multiple Subjects: Science	21	20	95%	1	5%	0	0%
Special Education	Multiple Subjects: Social Studies	22	19	86%	3	14%	0	0%

### Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

Alabama Statewide - Master's - IN ED Praxis Content Tests

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

# of Class A Certificates Earned

## 437

Program Approval & Accreditation

Accredited/Approved Status

Accredited	22 of 25
Approved	25 of 25

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	43	38	88%	2	5%	3	7%
Early Childhood Education	Teaching Reading	28	22	79%	3	11%	3	11%
Elementary Education	Multiple Subjects: Reading	31	25	81%	2	6%	4	13%
Elementary Education	Teaching of Reading	70	56	80%	10	14%	4	6%
Health/Physical Education	Health/Physical Education	34	27	79%	1	3%	6	18%
Special Education	Core Knowledge/ Application	48	48	100%	0	0%	0	0%
Special Education	Early Childhood Education	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Reading	10	8	80%	1	10%	1	10%

Nationally Recognized Programs

Program Concentration Recognized by

#### Performance on Required Content Knowledge and Pedagogy

#### Alabama Statewide - Master's - Foundations of Reading

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

#### # of Class A Certificates Earned

## 437

## Program Approval & Accreditation

Accredited/Approved Status

Accredited	22 of 25
Approved	25 of 25

Test Heading	Subtest	Total Test Takers	After 1	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	51	46	90%	4	8%	1	2%

### Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

Alabama Statewide - Master's - edTPA

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

### # of Class A Certificates Earned

## 437

Program Approval & Accreditation Accredited/Approved Status

Accredited	22 of 25
Approved	25 of 25

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 %
Career and Technical Education	Career and Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood Education	32	32	100%	0	0%	0	0%
Elementary Education	Elementary Education	99	98	99%	1	1%	0	0%
English for Speakers of Other Languages	English for Speakers of Other Languages	13	13	100%	0	0%	0	0%
English Language Arts	English Language Arts	60	59	98%	1	2%	0	0%
Health/Physical Education	Health/Physical Education	35	28	80%	4	11%	3	9%
Mathematics	Mathematics	23	23	100%	0	0%	0	0%
Performing Arts	Performing Arts	13	13	100%	0	0%	0	0%
Sciences	Sciences	38	34	89%	4	11%	0	0%
Social Studies	Social Studies	45	44	98%	1	2%	0	0%
Special Education	Special Education	47	44	94%	2	4%	1	2%

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 Alabama Statewide - Teacher Response

#### Alabama Statewide

respondents

1507

Strongly Disagree Disagree Agree Strongly Agree

4%	48%	47%
5%	48%	47%
	42%	56%
18%	47%	33%
6%	49%	44%
	52%	43%
	49%	47%
	50%	46%
5%	46%	49%
13%	45%	40%
	47%	50%
13%	50%	35%
6%	48%	44%
	47%	48%
15%	50%	34%
	38%	61%
5%	51%	43%
	52%	43%
	47%	49%
	50%	45%
	48%	47%
7%	48%	45%
	48%	47%
	51%	45%
5%	49%	46%
	47%	49%
: %	50%	5 100

...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 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

...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 adapt multiple methods of assessment to document, moni... ... understanding of how learners grow and develop

Question

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

#### 804

Alabama Statewide respondents

🕒 Ineffective Teacher 🔵 Emerging Teacher 🛑 Effective Teacher 🔵 Teacher Leader

5%

0%

33%		53%	10%
34%		52%	10%
27%		55%	
<b>4</b> 5%		42%	7%
41%		49%	8%
38%		48%	9%
40%		48%	9%
32%		56%	10%
46%		42%	8%
48%		41%	7%
31%		57%	10%
42%		47%	7%
35%		51%	10%
38%		48%	9%
43%		47%	7%
19%		61%	18%
41%		44%	10%
42%		46%	8%
37%		49%	10%
36%		52%	9%
42%		46%	8%
35%		53%	9%
40%		47%	8%
39%		48%	9%
40%		47%	8%
		50%	100

...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... 4 ...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 actively 5

...plan instruction based on information from formative abd summative ass... ...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...

100%

50%

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

	Emplo	oyer Response	804	7	
<b>I</b> n	-	g Teacher 🛑 Effective Teache	respondents er • Teacher Leader	Stro	
	5				
	33%	53%	10%	489	
S	34%	52%	10%	48%	
S	27%	55%	15%	42%	
S	45%	42%	7%	18%	
n	41%	49%	8%	49	
Jf	38%	48%	9%	52	
a	40%	48%	9%	49%	
e	32%	56%	10%	50%	
n	46%	42%	8%	46%	
a	48%	41%	7%	13%	
ol	31%	57%	10%	47%	
n :	42%	47%	7%	13%	
ely	35%	51%	10%	6% 4	
S	38%	48%	9%	47%	
em	43%	47%	7%	15% 38%	
ier	19%	61%	18%	5	
<u>)</u>	41%	44%	10%	52	
••••	42%	46%	8%	47%	
1	37%	49%	10%	509	
i	36%	52%	9%	48%	
es	42%	46%	8%	7% 48	
<b>I</b>	35%	53%	9%	489	
th	40%	47%	8%	519	
r	39%	48%	9%	499	
D	40%	47%	8%	47%	
: 0%		50%	100%	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 activel

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

...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 difference ... 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.

1507 **Teacher Response** respondents

ongly Disagree 🔵 Disagree 🛑 Agree 🗣 Strongly Agree

	48%	47%
	48%	47%
	42%	56%
18%	47%	33%
	49%	44%
52%		43%
	49%	47%
	50%	46%
	46%	49%
13%	45%	40%
	47%	50%
13%	50%	35%
6%	48%	44%
	47%	48%
15%	50%	34%
	38%	61%
	51%	43%
	52%	43%
	47%	49%
	50%	45%
48%		47%
7% 48%		45%
48%		47%
	51%	45%
	49%	46%
	47%	49%
, )	5	0% 100
,	5	10

100%