# 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

Alabama State University

Administerd by the Alabama State Department of Education

September 2020

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 Alabama State University - Program Information

# Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class B Certificates Earned	Number of Class A Certificates Earned
29	14

#### Nationally Recognized Programs

Class B	Music Education	National Association for Schools of Music
Class A	Music Education	National Association for Schools of Music
	School Counselor	Council for Accreditation of Counseling and Related Educational Progr
Class AA	School Counselor	Council for Accreditation of Counseling and Related Educational Progr

## Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama State University - 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 specifiec 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
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	6	5	83%	1	17%	0	0%
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Class B

#### Program Approval & Accreditation

Number of Class B Certificates Earned

29

Nationally Recognized Programs

Music Education

Programs Are ApprovedYesPrograms Are AccreditedYes

National Association for Schools of Music

# Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama State University - 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 specifiec 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
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
	Teaching Reading	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Reading	10	8	80%	1	10%	1	10%
	Teaching of Reading	10	6	60%	3	30%	1	10%
Health/Physical Education	Health/Physical Education	8	8	100%	0	0%	0	0%
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*

Class B

#### Program Approval & Accreditation

Number of Class B Certificates Earned

29

Nationally Recognized Programs

Music Education

Programs Are ApprovedYesPrograms Are AccreditedYes

National Association for Schools of Music

# Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama State University - 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 specifiec area

Percent Passed After Three+ Attempts	Number Passed After Three+ Attempts	Percent Passed After Two Attempts	Number Passed After Two Attempts	Percent Passed After One Attempt	Number Passed After One Attempt	Number of Test Takers	Subtest	Subject
0%	0	10%	1	90%	9	10	Multiple Subjects: Mathematics	Elementary Education
20%	2	20%	2	60%	6	10	Multiple Subjects: Science	
20%	2	20%	2	60%	6	10	Multiple Subjects: Social Studies	
*	*	*	*	*	*	*	English Language Arts	English Language Arts
*	*	*	*	*	*	*	Performing Arts	Performing Arts
*	*	*	*	*	*	*	Social Studies	Social Studies
	*	20% * *	*	60% * *	*	10 * *	Multiple Subjects: Social Studies English Language Arts Performing Arts	Performing Arts

#### Program Approval & Accreditation

Number of Class B Certificates Earned

29

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B Music Education National Association for Schools of Music

## Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama State University - Class B - edTPA

\* - Information not reported for less than five test takers X - Either an inactive program or no program in the specifiec area

X - Either an mactive program of no program in the specified area

		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	Number Passed After Three+	Percent Passed After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Elementary Education	Elementary Education	6	6	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

#### Program Approval & Accreditation

Number of Class B Certificates Earned
29

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B Music Education National Association for Schools of Music

## Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama State University - 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 specifiec area

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
Early Childhood Education	*	*	*	*	*	*	*
English Language Arts	*	*	*	*	*	*	*
Mathematics	*	*	*	*	*	*	*
Sciences	*	*	*	*	*	*	*
Social Studies	*	*	*	*	*	*	*
	Early Childhood Education English Language Arts Mathematics Sciences	SubtestTakersEarly Childhood Education*English Language Arts*Mathematics*Sciences*	SubtestTakersAfter One AttemptEarly Childhood Education**English Language Arts**Mathematics**Sciences**	SubtestTakersAfter One AttemptAfter One AttemptEarly Childhood Education***English Language Arts***Mathematics***Sciences***	SubtestTakersAfter One AttemptAfter Two AttemptsEarly Childhood Education****English Language Arts****Mathematics*****Sciences*****	SubtestTakersAfter One AttemptAfter Two AttemptsAfter Two AttemptsEarly Childhood Education****English Language Arts****Mathematics****Sciences****	Number of Test SubtestNumber PassedPercent PassedNumber PassedPercent PassedPercent PassedPercent PassedAfter Three+ AttemptsSubtestTakersAfter One AttemptAfter One AttemptAfter Two AttemptsAfter Two AttemptsAttemptsEarly Childhood Education******English Language Arts*****Mathematics******Sciences******

Program Approval & Accreditation	Number of Class A Certificates Earned	Nationally F	Recognized Programs	
Programs Are Approved Yes	14	Class A	Music Education	National Association for Schools of Music
Programs Are Accredited Yes			School Counselor	Council for Accreditation of Counseling and Relate

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# Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama State University - 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 specifiec 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
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
	Teaching Reading	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
	Teaching of Reading	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class A Certificates Earned	Nationally F	Recognized Programs	
Programs Are Approved Yes	14	Class A	Music Education	National Association for Schools of Music
Programs Are Accredited Yes			School Counselor	Council for Accreditation of Counseling and Relate

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## Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama State University - 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 specifiec 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	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Class A

#### Program Approval & Accreditation

Number of Class A Certificates Earned
14

Nationally Recognized Programs

Music Education

School Counselor

Programs Are ApprovedYesPrograms Are AccreditedYes

National Association for Schools of Music

Council for Accreditation of Counseling and Relate..

## Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama State University - Alternative Class A - edTPA

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

X - Either an inactive program or no program in the specifiec 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
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

#### Program Approval & Accreditation

Number of Class A Certificates Earned
14

#### Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class A Music Education National Association for Schools of Music School Counselor Council for Accreditation of Counseling and Relate..

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



Question	A	labama State University	Alabama Statewide		
understanding of how learners grow and develop	10%	90%	37%	61%	
understanding of learners' commonalities and individual differences	10%	90%	36%	62%	
manage the learning environment to engage learners actively	10%	90%	39%	58%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	10%	90%	41%	58%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	10%	90%	41%	58%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	10%	90%	42%	56%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	10%	90%	41%	57%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	10%	90%	34%	65%	

Question		Alabama State University	Alabar	na 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	10%	90%	35%	63%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	10%	90%	34%	65%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	10%	90%	37%	61%
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	10%	90%	36%	61%
practice the profession in an ethical manner	10%	90%	26%	73%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	10%	90%	34%	65%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	10%	90%	36%	62%
use assessment to engage learners in their own growth	10%	90%	37%	61%
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	10%	90%	38%	60%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	20%	80%	37%	61%
			Strongly Agr	Disagraa

Strongly Agree

Disagree Strongly Disagree

Question	Alaba	ma State University		Alabama S	tatewide
engage in continuous professional learning to more effectively meet the needs of each learner.	10%	90%	3	8%	60%
collaborate with learners, families, colleagues, other school professionals, and community members o ensure learner growth	20%	80%	3	7%	60%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for . tudent learning and to advance in the profession	10%	90%		41%	55%
has deep knowlede of current and emerging state initiatives and programs including, but not limited o the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Ilabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students tatewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement	40%	60%	8%	46%	45%
possesses knowledge of Alabama's state assessment system.	30%	70%	11%	46%	42%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	20%	80%	8%	47%	44%
communicates with sudents, parents, and the public about Alabama's assessment system and major labama educational improvement initiatives	20%	80%	11%	44%	43%
understands the expectations of the profession including the Alabama Educator Code of Ethics, the IASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and elevant law and policy	40%	60%		39%	58%

Agree

Strongly Disagree

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education Alabama State University - Employers

Teacher Leader Effective Teacher

Emerging Teacher Ineffective Teacher

Question		Alabama Sta	te Universit	/	Alabam	a Statewide	
understanding of how learners grow and develop	18%	45%	18%	18%	44%	45%	9%
understanding of learners' commonalities and individual differences	18%	36%	27%	18%	41%	47%	9%
manage the learning environment to engage learners actively	4	5%	45%	9%	33%	52%	10%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	9% 189	6 5	5%	18%	39%	50%	10%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	9% 2	7%	45%	18%	37%	52%	9%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	18%	36%	27%	18%	43%	46%	9%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	9%	36%	36%	18%	43%	46%	9%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	9% 2	7%	45%	18%	28%	59%	11%

Question	Alabama State Universit	y Alab	bama 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	45% 36%	18% 39%	49% 9%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	9% 45% <b>27%</b>	18% 35%	51% 11%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	18% 36% 27%	18% 43%	47% 8%
use evidence to continually evaluate the effects of his/her decisions on others and adapt my professional practices to better meet learners' needs	9% 36% <mark>3</mark> 6%	18% 37%	51% 9%
practice the profession in an ethical manner	27% 45%	27% 18%	64% 17%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibilit	9% 18% 55%	18% 32%	53% 13%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	18% 45% <mark>18%</mark>	18% 41%	47% 10%
use assessment to engage learners in their own growth	<mark>9% 18% 55%</mark>	18% 38%	51% 9%
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	18% <b>36% 27%</b>	18% 42%	46% 9%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	9% 27% 45%	18% 32%	55% 10%
	Teacher Leader Emergin	ng Teacher	

Effective Teacher Ineffective Teacher

Question	Alabama State University				Alabama Statewide			
engage in continuous professional learning to more effectively meet the needs of each learner	9%	27%	45%	18%	32%	56%	10%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	9%	27%	36%	27%	29%	58%	10%	
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	9%	36%	27%	27%	42%	45%	10%	
has deep knowlede of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement	9%	36%	36%	18%	55%	36%	7%	
possesses knowledge of Alabama's state assessment system	3	6%	45%	18%	51%	42%		
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	18%	9%	55%	18%	45%	45%	7%	
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	18%	27%	27%	27%	48%	43%	7%	
understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy		64%		27% 9%	35%	54%	10%	

Teacher LeaderEmerging TeacherEffective TeacherIneffective Teach..

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

Teacher Leader Effective Teacher Emerging Teacher

Strongly Agree

Disagree Strongly Disagree

Question	Employer Response					Teacher Response		
understanding of how learners grow and develop	18%	45%	18%	18%	10%	90%		
understanding of learners' commonalities and individual differences	18%	36%	27%	18%	10%	90%		
manage the learning environment to engage learners actively		45%	45%	9%	10%	90%		
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	9% 18	%	55%	18%	10%	90%		
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	9%	27%	45%	18%	10%	90%		
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	18%	36%	27%	18%	10%	90%		
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	9%	36%	36%	18%	10%	90%		
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	9%	27%	45%	18%	10%	90%		

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	45% 36%	18% 10%	90%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	9% 45% 27%	18% 10%	90%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	18% <b>36% 27%</b>	18% 10%	90%
use evidence to continually evaluate the effects of his/her decisions on others and adapt my professional practices to better meet learners' needs	9% 36% 36%	18% 10%	90%
practice the profession in an ethical manner	27% 45%	27% 10%	90%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibilit	y 9% 18% 55%	18% 10%	90%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	18% 45% 18%	% 18% 10%	90%
use assessment to engage learners in their own growth	9% 18% 55%	18% 10%	90%
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	18% 36% 27%	18% 10%	90%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	9% 27% 45%	18% 20%	6 80% 80%
			Strongly Agree   Disagree     Agree   Strongly Disagree

Question	Emplo	yer Response	Teacher	Response
engage in continuous professional learning to more effectively meet the needs of each learner	9% 27%	45% 18%	10%	90%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	9% 27%	36% 27%	20%	80%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	9% 36%	27% 27%	10%	90%
has deep knowlede of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement	9% 36%	36% 18%	40%	60%
possesses knowledge of Alabama's state assessment system	36%	45% 18%	30%	70%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	18% 9%	55% 18%	20%	80%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	18% 27%	27% 27%	20%	80%
understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy	64%	27% 9%	40%	60%
	Teacher Leader Effective Teacher	Emerging Teacher	Strongly Agree	Disagree Strongly Disagree