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

Athens State University

Administerd by the
Alabama State Department of Education

September 2019

Report Card and Survey Information

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

Athens State University - Program Information

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class B Certificates Earned

309

Number of Class A Certificates Earned

Nationally Recognized Programs

Class B	No programs recognized
Class A	No programs recognized

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

Athens 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
Career & Technical Educa..	Career & Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood Education	25	25	100%	0	0%	0	0%
Elementary Education	Elementary Education	152	148	97%	3	2%	1	1%
English Language Arts	English Language Arts	15	14	93%	1	6%	0	0%
Health/Physical Education	Health/Physical Education	9	8	89%	1	11%	0	0%
Mathematics	Mathematics	15	12	80%	2	13%	1	7%
Performing Arts	Performing Arts	6	6	100%	0	0%	0	0%
Sciences	Sciences	7	6%	86%	1%	14%	0%	0%
Social Studies	Social Studies	13	13	100%	0	0%	0	0%
Special Education	Special Education	61	54	88%	7	11%	0	0%

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Class B Certificates Earned

309

Nationally Recognized Programs

Class B	No programs recognized

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

Athens 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	25	18	72%	5	20%	2	8%
	Teaching of Reading	25	17	68%	6	24%	2	8%
Elementary Education	Multiple Subjects: Reading	151	110	73%	19	13%	22	14%
	Teaching of Reading	151	121	80%	14	9%	16	11%
Health/Physical Education	Health/Physical Education	15	14	93%	1	6%	0	0%
Special Education	Core Knowledge/Application	61	57	93%	4	7%	0	0%
	Multiple Subjects: Reading	43	31	72%	7	16%	5	12%

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Class B Certificates Earned

309

Nationally Recognized Programs

Class B	No programs recognized

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

Athens 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

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
Career & Technical Educa..	Career & Technical Education	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Mathematics	151	118	78%	15	10%	18	12%
	Multiple Subjects: Science	149	110	74%	20	13%	19	13%
	Multiple Subjects: Social Studies	151	103	68%	29	19%	19	13%
English Language Arts	English Language Arts	15	15	100%	0	0%	0	0%
Mathematics	Mathematics	9	4	45%	3	33%	2	22%
Performing Arts	Performing Arts	6	5	83%	0	0%	1	17%
Sciences	Sciences	7	6	86%	0	0%	1	14%
Social Studies	Social Studies	13	10	77%	0	0%	3	23%
Special Education - Multip..	Multiple Subjects: Mathematics	43	34	79%	5	12%	4	9%
Special Education - Multip..	Multiple Subjects: Science	43	31	72%	5	12%	7	16%
Special Education - Multip..	Multiple Subjects: Social Studies	43	33	77%	3	7%	7	16%

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Class B Certificates Earned

309

Nationally Recognized Programs

Class B	No programs recognized

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

Athens 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

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
Career & Technical Educa..	Career & Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood	*	*	*	*	*	*	*
Elementary Education	Elementary	8	8	100%	0	0%	0	0%
Languages Other Than En..	World Language	*	*	*	*	*	*	*
Middle School Mathemat..	Mathematics	*	*	*	*	*	*	*
Performing Arts Education	Performing Arts/Visual Arts	*	*	*	*	*	*	*
Secondary English Langug..	English Language Arts	*	*	*	*	*	*	*
Secondary General Social ..	Geography/History/General Soci..	*	*	*	*	*	*	*
Secondary Health Educati..	Health Education	*	*	*	*	*	*	*
Secondary Mathematics	Mathematics	*	*	*	*	*	*	*
Secondary Physical Educa..	Physical Education	*	*	*	*	*	*	*
Secondary Science	Biology/Chemistry/General Scien..	*	*	*	*	*	*	*
Special Education	Special Education	8	8	100%	0	0%	0	0%

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Class B Certificates Earned

309

Nationally Recognized Programs

Class B	No programs recognized

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

None - 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

Program Approval & Accreditation	
Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class A Certificates Earned

Nationally Recognized Programs	
Class A	No programs recognized

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

None - 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

Program Approval & Accreditation	
Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class A Certificates Earned

Nationally Recognized Programs	
Class A	No programs recognized

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

None - 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

Program Approval & Accreditation	
Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class A Certificates Earned

Nationally Recognized Programs	
Class A	No programs recognized

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

Athens 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
Career & Technical Educa..	Career & Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood	*	*	*	*	*	*	*
Elementary Education	Elementary	*	*	*	*	*	*	*
English for Speakers of Ot..	English as an Additional Language	*	*	*	*	*	*	*
Languages Other Than En..	World Language	*	*	*	*	*	*	*
Performing Arts Education	Performing Arts/Visual Arts	*	*	*	*	*	*	*
Secondary English Langug..	English Language Arts	*	*	*	*	*	*	*
Secondary General Social ..	Geography/History/General Soci..	*	*	*	*	*	*	*
Secondary Health Educati..	Health Education	*	*	*	*	*	*	*
Secondary Mathematics	Mathematics	*	*	*	*	*	*	*
Secondary Physical Educa..	Physical Education	*	*	*	*	*	*	*
Secondary Science	Biology/Chemistry/General Scien..	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class A Certificates Earned

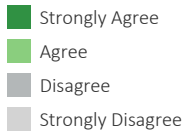
Nationally Recognized Programs

Class A	No programs recognized

Responses to the First-Year Teacher Survey created by the

Alabama Association of Colleges for Teacher Education

Athens State University - Teacher Response



Question	Athens State University	Alabama Statewide
…understanding of how learners grow and develop	56% 41%	53% 43%
…understanding of learners' commonalities and individual differences	54% 45%	52% 42%
…manage the learning environment to engage learners actively	7% 50% 42%	7% 52% 39%
…understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	56% 41%	54% 42%
…create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	56% 40%	54% 40%
…connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	57% 39%	54% 39%
…use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	51% 42%	53% 41%
…implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	49% 47%	52% 45%

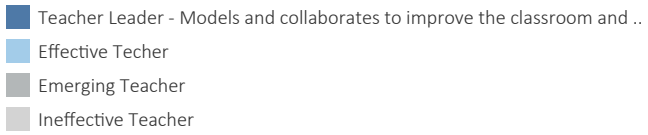
Question	Athens State University		Alabama Statewide	
…plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	50%	47%	53%	43%
…understand and use a variety of intrsuctional strategies and make learning accessible to all learners	51%	48%	50%	47%
…encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	54%	43%	52%	44%
…use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	53%	43%	55%	41%
…practice the profession in an ethical manner	36%	64%	38%	62%
…collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	43%	56%	43%	54%
…engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	49%	47%	49%	46%
…use assessment to engage learners in their own growth	54%	43%	53%	41%
…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	56%	41%	55%	39%
…plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	56%	41%	51%	44%

Question	Athens State University	Alabama Statewide
...engage in continuous professional learning to more effectively meet the needs of each learner	49% 51%	50% 47%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	53% 44%	51% 44%
...seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	54% 45%	54% 40%
...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 Connecti..	50% 44%	14% 48% 37%
...possesses knowledge of Alabama's state assessment system	15% 49% 33%	18% 51% 29%
...integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	8% 53% 38%	13% 56% 29%
...communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	14% 51% 34%	20% 50% 28%
...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.	11% 50% 39%	8% 53% 39%

Responses to the First-Year Teacher Survey created by the

Alabama Association of Colleges for Teacher Education

Athens State University - Employer Responses



Question	Athens State University			Alabama Statewide		
...understanding of how learners grow and develop	36%	44%	20%	46%	41%	9%
...understanding of learners' commonalities and individual differences	31%	42%	27%	45%	43%	8%
...manage the learning environment to engage learners actively	29%	56%	13%	36%	46%	13%
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	44%	36%	18%	33%	54%	10%
...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	13%	62%	24%	41%	47%	8%
...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	22%	64%	13%	47%	45%	7%
...use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	29%	49%	22%	42%	46%	8%
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	22%	51%	27%	31%	57%	10%

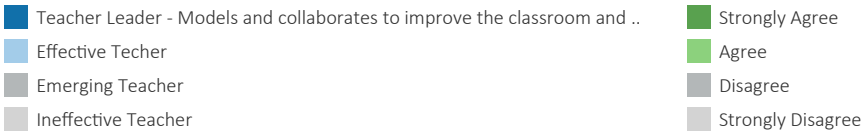
Question	Athens State University			Alabama Statewide		
…plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	31%	51%	18%	53%	33%	10%
…understand and use a variety of intrsuctional strategies and make learning accessible to all learners	36%	47%	18%	37%	48%	12%
…encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	33%	44%	20%	43%	45%	9%
…use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	47%	31%	22%	43%	45%	9%
…practice the profession in an ethical manner	33%	44%	22%	14%	66%	18%
…collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	33%	42%	22%	32%	54%	11%
…engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	29%	44%	24%	44%	42%	11%
…use assessment to engage learners in their own growth	31%	49%	18%	41%	46%	11%
…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	31%	51%	18%	40%	47%	9%
…plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	44%	40%	11%	37%	50%	11%

Question	Athens State University	Alabama Statewide
...engage in continuous professional learning to more effectively meet the needs of each learner	24% 56% 20%	34% 54% 9%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	31% 44% 24%	37% 49% 11%
...seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	27% 49% 24%	43% 43% 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 Connecti..	44% 38% 18%	56% 34%
...possesses knowledge of Alabama's state assessment system	40% 40% 20%	47% 43% 8%
...integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	42% 47% 11%	49% 41% 7%
...communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	29% 44% 24%	51% 38% 6%
...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.	29% 53% 16%	33% 55% 11%

Responses to the First-Year Teacher Survey created by the

Alabama Association of Colleges for Teacher Education

Athens State University - Employer and Teacher Responses



Question	Employer Response			Teacher Response		
...understanding of how learners grow and develop	36%	44%	20%	56%	41%	
...understanding of learners' commonalities and individual differences	31%	42%	27%	54%	45%	
...manage the learning environment to engage learners actively	29%	56%	13%	7%	50%	42%
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	44%	36%	18%	56%	41%	
...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	13%	62%	24%	56%	40%	
...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	22%	64%	13%	57%	39%	
...use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	29%	49%	22%	51%	42%	
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	22%	51%	27%	49%	47%	

Question	Employer Response			Teacher Response	
…plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	31%	51%	18%	50%	47%
…understand and use a variety of intrsuctional strategies and make learning accessible to all learners	36%	47%	18%	51%	48%
…encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	33%	44%	20%	54%	43%
…use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	47%	31%	22%	53%	43%
…practice the profession in an ethical manner	33%	44%	22%	36%	64%
…collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	33%	42%	22%	43%	56%
…engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	29%	44%	24%	49%	47%
…use assessment to engage learners in their own growth	31%	49%	18%	54%	43%
…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	31%	51%	18%	56%	41%
…plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	44%	40%	11%	56%	41%

Question	Employer Response			Teacher Response		
…engage in continuous professional learning to more effectively meet the needs of each learner	24%	56%	20%	49%	51%	
…collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	31%	44%	24%	53%	44%	
…seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	27%	49%	24%	54%	45%	
…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 Connecti..	44%	38%	18%	50%	44%	
…possesses knowledge of Alabama's state assessment system	40%	40%	20%	15%	49%	33%
…integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	42%	47%	11%	8%	53%	38%
…communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	29%	44%	24%	14%	51%	34%
…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.	29%	53%	16%	11%	50%	39%