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 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 Athens State University - Program Information

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class B Certificates Earned

Number of Class A Certificates Earned

196

Nationally Recognized Programs

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

		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	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	7	7	100%	0	0%	0	0%

Program Approval & Accreditation

Number of Class B Certificates Earned

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

196

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

		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	21	20	95%	0	0%	1	5%
	Teaching Reading	21	16	76%	2	10%	3	14%
Elementary Education	Multiple Subjects: Reading	95	83	87%	6	6%	6	6%
	Teaching of Reading	95	84	88%	6	6%	5	5%
Health/Physical Education	Health/Physical Education	9	9	100%	0	0%	0	0%
Special Education	Core Knowledge/ Application	33	33	100%	0	0%	0	0%
	Multiple Subjects: Reading	20	17	85%	2	10%	1	5%

Program Approval & Accreditation

Number of Class B Certificates Earned

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

196

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
Elementary Education	Multiple Subjects: Mathematics	95	81	85%	9	9%	5	5%
	Multiple Subjects: Science	95	76	80%	10	11%	9	9%
	Multiple Subjects: Social Studies	95	75	79%	13	14%	7	7%
English Language Arts	English Language Arts	12	11	92%	1	8%	0	0%
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	14	14	100%	0	0%	0	0%
Special Education	Multiple Subjects: Mathematics	20	17	85%	3	15%	0	0%
	Multiple Subjects: Science	20	17	85%	2	10%	1	5%
	Multiple Subjects: Social Studies	20	19	95%	0	0%	1	5%

Program Approval & Accreditation

Number of Class B Certificates Earned

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

196

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 Early Childhood Education	Subtest Early Childhood Education	Number of Test Takers 20	Number Passed After One Attempt 19	Percent Passed After One Attempt 95%	Number Passed After Two Attempts	Percent Passed After Two Attempts 5%	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts 0%
Elementary Education	Elementary Education	95	90	95%	5	5%	0	0%
English Language Arts	English Language Arts	12	12	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	9	8	89%	0	0%	1	11%
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	14	14	100%	0	0%	0	0%
Special Education	Special Education	15	15	100%	0	0%	0	0%

Program Approval & Accreditation

Number of Class B Certificates Earned

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

196

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

Number of Class A Certificates Earned

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

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

Number of Class A Certificates Earned

Nationally Recognized Programs

Class A

No programs recognized

Programs Are ApprovedYesPrograms Are AccreditedYes

Athons State Universit

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

Number of Class A Certificates Earned

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - 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

Program Approval & Accreditation

Number of Class A Certificates Earned

Nationally Recognized Programs

Class A

No programs recognized

Programs Are ApprovedYesPrograms Are AccreditedYes

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



Question	Athens S	State University	Alabama Statewide		
understanding of how learners grow and develop	35%	65%	37%	61%	
understanding of learners' commonalities and individual differences	35%	65%	36%	62%	
manage the learning environment to engage learners actively	40%	60%	39%	58%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	37%	63%	41%	58%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	37%	63%	41%	58%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	39%	61%	42%	56%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	39%	61%	41%	57%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	35%	65%	34%	65%	

Question	Athens	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	35%	63%	35%	63%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	40%	60%	34%	65%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	32%	68%	37%	61%
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	40%	60%	36%	61%
practice the profession in an ethical manner	25%	75%	26%	73%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	33%	67%	34%	65%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	33%	67%	36%	62%
use assessment to engage learners in their own growth	39%	61%	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	39%	61%	38%	60%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	37%	63%	37%	61%
				_

Strongly Agree

Disagree Strongly Disagree

Question	Athens Sta	te University	Alabama S	statewide
engage in continuous professional learning to more effectively meet the needs of each learner	37%	63%	38%	60%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	33%	67%	37%	60%
.seek appropriate leadership roles and opportunities that would alow me to take responsibility for tudent learning and to advance in the profession	35%	63%	41%	55%
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	40%	58%	8% 46%	45%
possesses knowledge of Alabama's state assessment system.	49%	46%	11% 46%	42%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	47%	51%	8% 47%	44%
communicates with sudents, parents, and the public about Alabama's assessment system and major labama educational improvement initiatives	53%	44%	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	37%	63%	39%	58%

Agree

Strongly Disagree

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

Teacher Leader Effective Teacher

Emerging Teacher Ineffective Teacher

Question	Athens S	State University	Alabar	ma Statewide	
understanding of how learners grow and develop	54%	42%	44%	45%	9%
understanding of learners' commonalities and individual differences	48%	46%	41%	47%	9%
manage the learning environment to engage learners actively	31%	56% 8%	33%	52%	10%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	46%	48% 6%	39%	50%	10%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	38%	56% <mark>6</mark> %	37%	52%	9%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	44%	48% 6%	43%	46%	9%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	44%	46% 8%	43%	46%	9%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	35%	60%	28%	59%	11%

Question	Athens S	State University	Alab	ama 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	38%	54% 6%	39%	49%	9%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	44%	50% <mark>6</mark> %	35%	51%	11%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	42%	52%	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	40%	54%	37%	51%	9%
practice the profession in an ethical manner	17%	73% 10%	18%	64%	17%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	40%	54% 6%	32%	53%	13%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	44%	50% <mark>6</mark> %	41%	47%	10%
use assessment to engage learners in their own growth	40%	54% 6%	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	48%	48%	42%	46%	9%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	38%	56% 6%	32%	55%	10%
	Teacher Leader Effective Teacher	Emerging Teacher			

Question	Athens	State University	Alabam	a Statewide	
engage in continuous professional learning to more effectively meet the needs of each learner	38%	58%	32%	56%	10%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	29%	67%	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	42%	48% 8%	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	48%	50%	55%	36%	7%
possesses knowledge of Alabama's state assessment system	46%	50%	51%	42%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	46%	46% 6%	45%	45%	7%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	48%	48%	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	31%	65%	35%	54%	10%
	Teacher Leader	Emerging Teacher			

Effective Teacher Ineffective Teach..

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

Teacher Leader Effective Teacher

Emerging Teacher Ineffective Teacher Strongly Agree Agree

Disagree Strongly Disagree

Question	Employer Response			Teacher Response		
understanding of how learners grow and develop	54%	42%		35%	65%	
understanding of learners' commonalities and individual differences	48%	46%		35%	65%	
manage the learning environment to engage learners actively	31%	56%	8%	40%	60%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	46%	48%	6%	37%	63%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	38%	56%	6%	37%	63%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	44%	48%	6%	39%	61%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	44%	46%	8%	39%	61%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	35%	60%		35%	65%	

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	38%	54%	6%	35%	63%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	44%	50%	6%	40%	60%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	42%	52%		32%	68%
use evidence to continually evaluate the effects of his/her decisions on others and adapt my professional practices to better meet learners' needs	40%	54%		40%	60%
practice the profession in an ethical manner	17%	73%	10%	25%	75%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	40%	54%	6%	33%	67%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	44%	50%	6%	33%	67%
use assessment to engage learners in their own growth	40%	54%	6%	39%	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	48%	48%		39%	61%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	38%	56%	6%	37%	63%
	Teacher Leader Effective Teacher	Emerging To Ineffective		Strongly Agree Agree	Disagree Strongly Disagree

Question	Employ	ver Response	Teacher Response	
engage in continuous professional learning to more effectively meet the needs of each learner	38%	58%	37%	63%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	29%	67%	33%	67%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	42%	48% 8%	35%	63%
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	48%	50%	40%	58%
possesses knowledge of Alabama's state assessment system	46%	50%	49%	46%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	46%	46% <mark>6%</mark>	47%	51%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	48%	48%	53%	44%
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	31%	65%	37%	63%
	Teacher Leader Effective Teacher	Emerging Teacher Ineffective Teacher	Strongly Agree	Disagree Strongly Disagree