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

Auburn University Montgomery

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 Auburn University Montgomery - Program Information

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class B Certificates Earned					
84					

ber of Class A Certificates Earned

Nationally Recognized Programs

Class B	Early Childhood Education	National Association for the Education of Young Children
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Education
Class A	Early Childhood Education	National Association for the Education of Young Children
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Education
	School Counselor	Council for Accreditation of Counseling and Related Educational Progr.
	Technology Education	International Society for Technology in Education

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University Montgomery - Class B - Principles of Teaching and Learning

* - Information not reported for less than five test takers

		Number of Test	Number 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 Educa	tion Early Childhood Education	6	6	100%	0	0%	0	0%

Program Approval & Accreditation		Number of Class B Certificates Earned	Nationally Recognized Programs				
Programs Are Approved Yes	84	Class B	Early Childhood Education	National Association for the Education of Young Ch			
Programs Are Accredited	Yes			English Language Arts	National Council of Teachers of English		
				Physical Education	National Association for Sport and Physical Educati		

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University Montgomery - 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	35	35	100%	0	0%	0	0%
	Teaching Reading	35	28	80%	6	17%	1	3%
Elementary Education	Multiple Subjects: Reading	36	28	78%	6	17%	2	6%
	Teaching of Reading	36	33	92%	2	6%	1	3%
Health/Physical Education	Health/Physical Education	7	7	100%	0	0%	0	0%
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*
	Early Childhood Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Number of Class B Certificates Earned
84

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B	Early Childhood Education	National Association for the Education of Young Ch
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Educati

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University Montgomery - Class B - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

Subject	Subtest	Number of Test Takers	Number Passed	Percent Passed	Number Passed	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
,					Alter Two Attempts		Attempts	
Elementary Education	Multiple Subjects: Mathematics	36	29	81%	2	6%	5	14%
	Multiple Subjects: Science	36	27	75%	7	19%	2	6%
	Multiple Subjects: Social Studies	36	29	81%	2	6%	5	14%
Mathematics	Mathematics	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class B Certificates Earned	Nationally Recognized Programs					
Programs Are Approved Yes	84	Class B	Early Childhood Education	National Association for the Education of Young Ch.			
Programs Are Accredited Yes			English Language Arts	National Council of Teachers of English			
			Physical Education	National Association for Sport and Physical Educati			

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University Montgomery - Class B - edTPA

* - 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
Elementary Education	Elementary Education	31	25	81%	4	13%	2	6%
Health/Physical Education	Health/Physical Education	7	7	100%	0	0%	0	0%
Mathematics	Mathematics	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Number of Class B Certificates Earned
84

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B	Early Childhood Education	National Association for the Education of Young Ch
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Educati

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

Auburn University Montgomery - Alternative Class A - Principles of Teaching and Learning

* - Information not reported for less than five test takers

		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
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation Number of Class A Certificates Earned			Nationally Recognized Programs						
Programs Are Approved Ye	es	12	Class A	Early Childhood Education	National Association for the Education of Young Ch				
Programs Are Accredited Ye	es			English Language Arts	National Council of Teachers of English				
				Physical Education	National Association for Sport and Physical Educati				
				School Counselor	Council for Accreditation of Counseling and Relate				
				Technology Education	International Society for Technology in Education				

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

Auburn University Montgomery - Alternative Class A - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

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	*	*	*	*	*	*	*
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*
	Early Childhood Education	*	*	*	*	*	*	*

Program Approval & Accreditation Number of Class A Certificates Earned		Nationally	Recognized Programs			
Programs Are Approved	Yes	12	Class A	Early Childhood Education	National Association for the Education of Young Ch	
Programs Are Accredited	Yes			English Language Arts	National Council of Teachers of English	
				Physical Education	National Association for Sport and Physical Educati	
				School Counselor	Council for Accreditation of Counseling and Relate	
				Technology Education	International Society for Technology in Education	

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy Auburn University Montgomery - 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	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class A Certificates Earned	Nationally	Recognized Programs	
Programs Are Approved Yes	12	Class A	Early Childhood Education	National Association for the Education of Young Ch
Programs Are Accredited Yes			English Language Arts	National Council of Teachers of English
			Physical Education	National Association for Sport and Physical Educati
			School Counselor	Council for Accreditation of Counseling and Relate

Technology Education

International Society for Technology in Education

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University Montgomery - 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

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	*	*	*	*	*	*	*
English Language Arts	*	*	*	*	*	*	*
Sciences	*	*	*	*	*	*	*
Social Studies	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*
	Elementary Education English Language Arts Sciences Social Studies	SubtestTakersElementary Education*English Language Arts*Sciences*Social Studies*	SubtestTakersAfter One AttemptElementary Education**English Language Arts**Sciences**Social Studies**	SubtestTakersAfter One AttemptAfter One AttemptElementary Education***English Language Arts***Sciences***Social Studies***	SubtestTakersAfter One AttemptAfter Two AttemptsElementary Education****English Language Arts****Sciences****Social Studies****	SubtestTakersAfter One AttemptAfter Two AttemptsAfter Two AttemptsElementary Education*****English Language Arts*****Sciences*****Social Studies*****	Number of Test SubtestNumber PassedPercent PassedNumber PassedPercent PassedAfter Three+ AttemptsSubtest******Elementary Education******Sciences*******Scial Studies*******

Program Approval & Accreditation Number of Class A Certificates Earned				Nationally Recognized Programs						
Programs Are Approved	Yes	12	Class A	Early Childhood Education	National Association for the Education of Young Ch					
Programs Are Accredited	Yes			English Language Arts	National Council of Teachers of English					
				Physical Education	National Association for Sport and Physical Educati					
				School Counselor	Council for Accreditation of Counseling and Relate					
				Technology Education	International Society for Technology in Education					

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



Question	Auburn Unive	ersity Montgomery	Alabama Statewide		
understanding of how learners grow and develop	30%	70%	37%	61%	
understanding of learners' commonalities and individual differences	40%	60%	36%	62%	
manage the learning environment to engage learners actively	35%	65%	39%	58%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	40%	60%	41%	58%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	40%	60%	41%	58%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	45%	55%	42%	56%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	35%	65%	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%	

Auburn Univ	ersity Montgomery	Alabar	na Statewide
40%	60%	35%	63%
35%	65%	34%	65%
40%	60%	37%	61%
35%	65%	36%	61%
30%	70%	26%	73%
30%	70%	34%	65%
40%	60%	36%	62%
35%	65%	37%	61%
40%	60%	38%	60%
40%	60%	37%	61%
	40% 355% 30% 30% 30% 30% 30% 30% 30% 30% 30% 30	35% 65% 35% 65% 40% 60% 35% 65% 35% 65% 33% 70% 30% 70% 30% 70% 30% 60% 30% 60% 30% 60% 30% 60% 40% 60% 40% 60%	40% 60% 35% 35% 65% 34% 40% 60% 37% 40% 60% 37% 35% 65% 36% 35% 65% 36% 30% 70% 26% 30% 70% 34% 30% 70% 34% 30% 70% 36% 30% 70% 34% 30% 70% 34% 30% 70% 34% 40% 60% 36% 40% 60% 38% 40% 60% 38%

Strongly Agree

Disagree Strongly Disagree

Question	Auburn University Montgomery		Alabama S	a Statewide	
engage in continuous professional learning to more effectively meet the needs of each learner	35%	65%	38%	60%	
collaborate with learners, families, colleagues, other school professionals, and community members o ensure learner growth	40%	60%	37%	60%	
seek appropriate leadership roles and opportunities that would alow me to take responsibility for . tudent learning and to advance in the profession	40%	60%	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); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement	50%	50%	8% 46%	45%	
possesses knowledge of Alabama's state assessment system	40%	55%	11% 46%	42%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	50%	50%	8% 47%	44%	
communicates with sudents, parents, and the public about Alabama's assessment system and major labama educational improvement initiatives	10% 45%	45%	11% 44%	43%	
understands the expectations of the profession including the Alabama Educator Code of Ethics, the ASDTEC 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 Auburn University Montgomery - Employers

Teacher Leader Effective Teacher

Emerging Teacher Ineffective Teacher

Question	Auburn U	niversity Montg	omery	Alaban	na Statewide	
understanding of how learners grow and develop	44%	44%	13%	44%	45%	9%
understanding of learners' commonalities and individual differences	31%	50%	19%	41%	47%	9%
manage the learning environment to engage learners actively	25%	63%	13%	33%	52%	10%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	31%	50%	19%	39%	50%	10%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	25%	69%	6%	37%	52%	9%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	44%	38%	19%	43%	46%	9%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	38%	50%	13%	43%	46%	9%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	25%	56%	19%	28%	59%	11%

Question	Aubur	n University Mon	tgomery	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	25%	56%	13%	39%	49%	9%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	25%	56%	19%	35%	51%	11%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	38%	50'	% 6%	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	31%	44%	19%	37%	51%	9%
practice the profession in an ethical manner	19%	44%	38%	18%	64%	17%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	25%	44%	31%	32%	53%	13%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	31%	63%	6%	41%	47%	10%
use assessment to engage learners in their own growth	31%	50%	19%	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	5	0% 3	1% 13%	42%	46%	9%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	31%	44%	25%	32%	55%	10%
	Teacher Le		erging Teacher ffective Teacher			

Question	Auburn University Montgomery			Alabama Statewide		
engage in continuous professional learning to more effectively meet the needs of each learner	31%	44%	25%	32%	56%	10%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	25%	56%	19%	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	31%	50%	19%	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	56%	31%	13%	55%	36%	7%
possesses knowledge of Alabama's state assessment system	50%	38%	13%	51%	42%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	44%	44%	13%	45%	45%	7%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	56%	25%	19%	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	38%	44%	19%	35%	54%	10%

Teacher LeaderEmerging TeacherEffective TeacherIneffective Teach..

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education None - Employer and Teacher Responses







