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

Huntingdon College

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 Huntingdon College - Program Information

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedNo (Phase II)

Number of Class B Certificates Earned
8

Number of Class A Certificates Earned

Nationally Recognized Programs

Class B Music Education National Association for Schools of Music

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

Program Approval & Accreditation

Number of Class B Certificates Earned

8

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedNo (Phase II)

Class B Music Education

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Huntingdon College - 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
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
	Teaching of Reading	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*
	Multiple Subjects: Reading	*	*	*	*	*	*	*

Class B

Program Approval & Accreditation

Number of Class B Certificates Earned

8

Nationally Recognized Programs

Music Education

Programs Are ApprovedYesPrograms Are AccreditedNo (Phase II)

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Huntingdon College - 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	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Class B

Program Approval & Accreditation

Number of Class B Certificates Earned
8

Nationally Recognized Programs

Music Education

Programs Are ApprovedYesPrograms Are AccreditedNo (Phase II)

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Huntingdon College - 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
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Class B

Program Approval & Accreditation

Number of Class B Certificates Earned

8

Nationally Recognized Programs

Music Education

Programs Are ApprovedYesPrograms Are AccreditedNo (Phase II)

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

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

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

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

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education Huntingdon College - Teacher Response



Question	Huntingdon College	Alabam	a Statewide
understanding of how learners grow and develop	100%	37%	61%
understanding of learners' commonalities and individual differences	100%	36%	62%
manage the learning environment to engage learners actively	100%	39%	58%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	100%	41%	58%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	100%	41%	58%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	100%	42%	56%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	100%	41%	57%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	50% 50%	34%	65%

Question	Huntingdon	College	Alaban	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	100%		35%	63%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	100%		34%	65%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	100%		37%	61%
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	100%		36%	61%
practice the profession in an ethical manner	100%		26%	73%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	50%	50%	34%	65%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	50%	50%	36%	62%
use assessment to engage learners in their own growth	100%		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	100%		38%	60%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	100%		37%	61%
			Strongly Agre	e Disagree

Strongly Disagree

Agree

Question	Huntingdon College	Alabama	Statewide
engage in continuous professional learning to more effectively meet the needs of each learner	100%	38%	60%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	100%	37%	60%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	100%	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	100%	8% 46%	45%
possesses knowledge of Alabama's state assessment system	100%	11% 46%	42%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	100%	8% 47%	44%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	100%	11% 44%	43%
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	100%	39%	58%
		Strongly Agree	Disagree Strongly Disagree

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

Teacher Leader Effective Teacher

Emerging Teacher

Ineffective Teacher

Question	Hur	itingdon College	·	Alabama Statewide	
understanding of how learners grow and develop	50%	50%	44%	45%	9%
understanding of learners' commonalities and individual differences		100%	41%	47%	9%
manage the learning environment to engage learners actively		100%	33%	52%	10%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	50%	50%	39%	50%	10%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content		100%	37%	52%	9%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues		100%	43%	46%	9%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives		100%	43%	46%	9%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	50%	50%	28%	59%	11%

Question	Hunt	ingdon College	Alaba	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	50%	50%	39%	49%	9%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	50%	50%	35%	51%	11%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	50%	50%	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		100%	37%	51%	9%
practice the profession in an ethical manner		100%	18%	64%	17%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility		100%	32%	53%	13%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues		100%	41%	47%	10%
use assessment to engage learners in their own growth	50%	50%	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		100%	42%	46%	9%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs		100%	32%	55%	10%
	Teacher Leader	Emerging Teach	er		

Effective Teacher Ineffective Teacher

Question	Huntir	ngdon College	Alabam	a Statewide	
engage in continuous professional learning to more effectively meet the needs of each learner		100%	32%	56%	10%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth		100%	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	50%	50%	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		100%	55%	36%	7%
possesses knowledge of Alabama's state assessment system		100%	51%	42%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process		100%	45%	45%	7%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	50%	50%	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	50%	50%	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 Huntingdon College - 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	50% 50%	100%		
understanding of learners' commonalities and individual differences	100%	100%		
manage the learning environment to engage learners actively	100%	100%		
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	50% 50%	100%		
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	100%	100%		
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	100%	100%		
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	100%	100%		
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	50% 50%	50% 50%		

Question	Employe	r Response	Teacher Re	esponse
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	50%	50%	100%	6
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	50%	50%	100%	%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	50%	50%	100%	%
use evidence to continually evaluate the effects of his/her decisions on others and adapt my professional practices to better meet learners' needs	10	00%	100%	%
practice the profession in an ethical manner	10	00%	100%	%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	, 10	00%	50%	50%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	10	00%	50%	50%
use assessment to engage learners in their own growth	50%	50%	100%	%
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	00%	100%	%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	10	00%	100%	%
	Teacher Leader Effective Teacher	Emerging Teacher	Strongly Agree Agree	Disagree Strongly Disagree

Question	Employer Response	Teacher Response
engage in continuous professional learning to more effectively meet the needs of each learner	100%	100%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	100%	100%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	50% 50%	100%
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	100%	100%
possesses knowledge of Alabama's state assessment system	100%	100%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	100%	100%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	50% 50%	100%
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	50% 50%	100%
	Teacher Leader Emerging Teacher Effective Teacher Ineffective Teacher	Strongly Agree Disagree Agree Strongly Disagree