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 2021

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
11	5

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 - Bachelor's - 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 Passed	Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed
		Number of Test	After One	After One	After Two	After Two	After Three or	After Three or
Test Heading	Subtest	Takers	Attempt	Attempt	Attempts	Attempts	more Attempts	more Attempts
Career and Technical Education	Career and Technical Education	0	0	0%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	0	0	0%	0	0%	0	0%

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B Music Education

National Association for Schools of Music

Number of Class B Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama State University - Bachelor's - IN ED Praxis Content Tests

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

X - Either an inactive program or no program in	the specifiec area			Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed
		Number of Test	Number Passed	After One	After Two	After Two	After Three or	After Three or
Test Heading	Subtest	Takers	After One Attempt	Attempt	Attempts	Attempts	more Attempts	more 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

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B Music Education

National Association for Schools of Music

Number of Class B Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama State University - Bachelor's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

X - Either an inactive program or no program in t	he specifiec area			Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed
		Number of Test	Number Passed	After One	After Two	After Two	After Three or	After Three or
Test Heading	Subtest	Takers	After One Attempt	Attempt	Attempts	Attempts	more Attempts	more Attempts
Career and Technical Education	Career and Technical Education	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are Approved Yes Programs Are Accredited Yes Class B Music Education National Association for Schools of Music

Number of Class B Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama State University - Bachelor's - edTPA

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

X - Either an inactive program or no program ir	n the specifiec area			Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed
		Number of Test	Number Passed	After One	After Two	After Two	After Three or	After Three or
Test Heading	Subtest	Takers	After One Attempt	Attempt	Attempts	Attempts	more Attempts	more Attempts
Career and Technical Education	Career and Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B Music Education

National Association for Schools of Music

Number of Class B Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama State University - Alternative Master's - Principles of Teaching and Learning

* - Information not reported for less than five test takers

Special Education	Special Education	*	*	*	*	*	*	*
Test Heading	Subtest	Takers	After One Attempt	Attempt	Attempts	Attempts	more Attempts	more Att
		Number of Test	Number Passed	After One	After Two	After Two	After Three or	After Thr
X - Either an inactive program or n	o program in the specifiec area			Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Pa

Program Approval & Accreditation

Yes

 Nationally Recognized Programs

 Class A
 Music Education

 School Counselor
 Council for Accreditation of Counseling and Related Educatio..

Programs Are Accredited Yes

Programs Are Approved

Number of Class A Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama State University - Alternative Master's - IN ED Praxis Content Tests

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

in the specifiec area			Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed
	Number of Test	Number Passed	After One	After Two	After Two	After Three or	After Three or
Subtest	Takers	After One Attempt	Attempt	Attempts	Attempts	more Attempts	more Attempts
Early Childhood Education	*	*	*	*	*	*	*
Teaching Reading	*	*	*	*	*	*	*
Multiple Subjects: Reading	*	*	*	*	*	*	*
Teaching of Reading	*	*	*	*	*	*	*
Core Knowledge/Application	*	*	*	*	*	*	*
	Subtest Early Childhood Education Teaching Reading Multiple Subjects: Reading Teaching of Reading	Number of Test Subtest Takers Early Childhood Education * Teaching Reading * Multiple Subjects: Reading *	Subtest Takers After One Attempt Early Childhood Education * * Teaching Reading * * Multiple Subjects: Reading * * Teaching of Reading * *	Number of Test Number Passed Subtest Number of Test Subtest Takers After One Attempt Attempt Early Childhood Education * * * Teaching Reading * * * Multiple Subjects: Reading * * * * *	Number of TestNumber PassedAfter OneAfter TwoSubtestTakersAfter One AttemptAttemptAttemptsEarly Childhood Education*****Teaching Reading*****Multiple Subjects: Reading*****Teaching of Reading*****	Number of TestNumber PassedNumber PassedNumber PassedNumber PassedAfter TwoSubtestTakersAfter One AttemptAfter One AttemptAfter OneAfter TwoEarly Childhood Education*****Teaching Reading*****Multiple Subjects: Reading*****Teaching of Reading*****	Number of TestNumber PassedAfter OneAfter TwoAfter TwoAfter Three or more AttemptsSubtestTakersAfter One AttemptAttemptAttemptsAttemptsAfter TwoAfter Three or more AttemptsEarly Childhood Education*********Teaching Reading*********Multiple Subjects: Reading Teaching of Reading**

Program Approval & Accreditation

Nationally F	Recognized Programs	
Class A	Music Education	National Association for Schools of Music
	School Counselor	Council for Accreditation of Counseling and Related Educatio.

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class A Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama State University - Alternative Master's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

X - Either an inactive program or no pro	gram in the specifiec area				Number Passed	Percent Passed	Number Passed	Percent Passed
		Number of Test		Percent Passed	After Two	After Two	After Three or	After Three or
Test Heading	Subtest	Takers	After One Attempt	t After One Attempt	Attempts	Attempts	more Attempts	more Attempts
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Nationally	Recognized Programs	
Class A	Music Education	National Association for Schools of Music
	School Counselor	Council for Accreditation of Counseling and Related Educatio

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class A Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama State University - Alternative Master's - edTPA

* - Information not reported for less than five test takers

X - Either an inactive program or no prog	gram in the specifiec area		Number Passed	Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed
		Number of Test	After One	After One	After Two	After Two	After Three or	After Three or
Test Heading	Subtest	Takers	Attempt	Attempt	Attempts	Attempts	more Attempts	more Attempts
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Elementary Education	Elementary Education	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Nationally I	Recognized Programs	
Class A	Music Education	National Association for Schools of Music
	School Counselor	Council for Accreditation of Counseling and Related Educatio

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class A Certificates Earned



Question	Alabama Sta	te University	Alabama Si	tatewide
understanding of how learners grow and develop	50%	50%	48%	48%
understanding of learners' commonalities and individual differences	53%	43%	45%	48%
manage the learning environment to engage learners actively	50%	47%	47%	45%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	50%	50%	50%	45%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	50%	47%	49%	45%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	50%	47%	50%	43%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	53%	47%	51%	44%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	47%	53%	48%	49%
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%	50%	47%	48%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	50%	50%	49%	48%

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



Question	Alabama Sta	ate University	Alabama	Statewide	
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	47%	53%	48%	47%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	50%	50%	49%	46%	
practice the profession in an ethical manner	50%	50%	38%	62%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	43%	53%	40%	57%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	47%	53%	46%	49%	
use assessment to engage learners in their own growth	50%	50%	48%	46%	
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	50%	50%	52%	42%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	50%	50%	46%	47%	
engage in continuous professional learning to more effectively meet the needs of each learner	50%	50%	48%	48%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	53%	47%	47%	46%	

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



Question		Alabama State University Alabam			Alabama State	a Statewide		
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	t	53%	43%		49%	44%		
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.	10%	47%	43%	14%	46%	37%		
possesses knowledge of Alabama's state assessment system		53%	43%	20%	48%	29%		
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.		53%	43%	15%	52%	32%		
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.		47%	50%	20%	44%	31%		
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%	43%	8%	47%	44%		

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

Teacher Leader Effective Teacher Emerging Teacher

Question	Alabama State University			Alabama Statewide			
understanding of how learners grow and develop	8%	46%	38%	8%	44%	50%	
understanding of learners' commonalities and individual differences		62%	31%	8%	44%	49%	
manage the learning environment to engage learners actively	8%	54%	23%	15%	33%	55%	8%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches		54%	31%	15%	36%	58%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	8%	46%	38%	8%	37%	54%	6%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	8%	54%	31%	8%	45%	48%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progres appropriate for learning goals and objectives	5	54%	31%	15%	46%	48%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	8%	38%	46%	8%	28%	64%	6%
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		62%	23%	15%	44%	49%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	8%	54%	23%	15%	37%	55%	

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

Teacher Leader Effective Teacher

er Ineffective Teacher

Emerging Teacher

Alabama State University Alabama Statewide Question ...encourage learners to develop deep understanding of content areas, make connections across content, 15% and applies content knowledge in meaningful ways ...use evidence to continually evaluate the effects of my decisions on others and adapt my professional 8% practices to better meet learners' needs 15% 16% ...practice the profession in an ethical manner 15% 12% ...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility ...engage learners in critical thinking, creativity, collaboration, and communication to address authentic 15% local and global issues 15% ... use assessment to engage learners in their own growth ...select, create, and sequence learning experiences and performance tasks that support learners in 8% reaching rigorous curriculum goals based on content standards and cross-disciplinary skills ...plan instruction by collaborating with colleagues, specialists, community resources, families and learners 8% to meet individual learning needs 15% ...engage in continuous professional learning to more effectively meet the needs of each learner ...collaborate with learners, families, colleagues, other school professionals, and community members to 8% ensure learner growth.

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

Teacher Leader Effective Teacher Emerging Teacher Ineffective Teacher

Question	Alabama State University			Alabama Statewide		
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	8%	46%	38% 8%	47%	43%	
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.	15%	54%	31%	56%	38%	
possesses knowledge of Alabama's state assessment system	8%	62%	31%	48%	48%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	8%	62%	23% 8%	50%	45%	
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	8%	62%	23% 8%	54%	41%	
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.	8%	54%	31% 8%	34%	59%	

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
 Emerging Teacher
 Strongly Agree
 Disagree

 Effective Teacher
 Ineffective Teacher
 Agree
 Strongly Disagree

Question		Employer I	Response		Teacher R	esponse
understanding of how learners grow and develop	8%	46%	38%	8%	50%	50%
understanding of learners' commonalities and individual differences		62%	31%	8%	53%	43%
manage the learning environment to engage learners actively	8%	54%	23%	15%	50%	47%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches		54%	31%	15%	50%	50%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	8%	46%	38%	8%	50%	47%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	8%	54%	31%	8%	50%	47%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	5	54%	31%	15%	53%	47%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	8%	38%	46%	8%	47%	53%
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		62%	23%	15%	50%	50%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	8%	54%	23%	15%	50%	50%

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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

cher Strongly Agree

Disagree Strongly Disagree

Question	Employer Response				Teacher Response		
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	8%	54%	23%	15%	47%	53%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs		62%	31%	8%	50%	50%	
practice the profession in an ethical manner	8%	38%	38%	15%	50%	50%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	8%	38%	38%	15%	43%	53%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	15%	46%	23%	15%	47%	53%	
use assessment to engage learners in their own growth		54%	31%	15%	50%	50%	
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	8%	46%	38%	8%	50%	50%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learner to meet individual learning needs	S	62%	31%	8%	50%	50%	
engage in continuous professional learning to more effectively meet the needs of each learner		62%	23%	15%	50%	50%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.		54%	38%	8%	53%	47%	

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
 Emerging Teacher
 Strongly Agree
 Disagree

 Effective Teacher
 Ineffective Teacher
 Agree
 Strongly Disagree

Question	_	Employer Res	ponse	Teacher Response		
seek appropriate leadership roles and opportunities that would alow me to take responsibility for studen learning and to advance in the profession	8%	46%	38% <mark>8</mark> %	53%	43%	
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.	15%	54%	31%	10% 47%	43%	
possesses knowledge of Alabama's state assessment system	8%	62%	31%	53%	43%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	8%	62%	23% 8%	53%	43%	
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	8%	62%	23% <mark>8%</mark>	47%	50%	
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.	8%	54%	31% 8%	50%	43%	