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

Stillman College

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 Stillman College - Program Information

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

 Number of Class B Certificates Earned
 Number of Class A Certificates Earned

 2
 0

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 None - 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

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B No programs recognized

Number of Class B Certificates Earned

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

* - Information not reported for less than five test takers

	Teaching of Reading	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
Test Heading	Subtest	Takers	After One Attempt	Attempt	Attempts	Attempts	more Attempts	more Attempts
		Number of Test	Number Passed	After One	After Two	After Two	After Three or	After Three or
X - Either an inactive program or no p	program in the specifiec area			Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B No programs recognized

Number of Class B Certificates Earned

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

* - Information not reported for less than five test takers

Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*	
Test Heading	Subtest	Takers	After One Attempt	Attempt	Attempts	Attempts	more Attempts	more Attempts	
		Number of Test	Number Passed	After One	After Two	After Two	After Three or	After Three or	
X - Either an inactive program or no	program in the specifiec area			Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed	
Y - Fither an inactive program or no	program in the specified area								

Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are Approved Yes Programs Are Accredited Yes

Class B No programs recognized

Number of Class B Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Stillman College - Bachelor's - edTPA

* - Information not reported for less than five test takers

X - Either an inactive program or no p	- 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
Elementary Education	Elementary Education	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B No programs recognized

Number of Class B Certificates Earned

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

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class A No programs recognized

Number of Class A Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - Alternative Master's - 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

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class A No programs recognized

Number of Class A Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - 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 program in the specifiec area

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class A No programs recognized

Number of Class A Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - Alternative Master's - 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

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class A No programs recognized

Number of Class A Certificates Earned



Question	Stillman College			Alabama Statewide			
understanding of how learners grow and develop	17%	33%	50%	48%	48%		
understanding of learners' commonalities and individual differences	25%	25%	50%	45%	48%		
manage the learning environment to engage learners actively	17%	33%	50%	47%	45%		
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	17%	25%	58%	50%	45%		
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	25%	25%	50%	49%	45%		
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	17%	33%	50%	50%	43%		
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives		.2%	58%	51%	44%		
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning		50%	50%	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	17%	25%	58%	47%	48%		
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	8%	33%	58%	49%	48%		

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



Question		Still	lman College	Alabama Statewide			
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	17%	25%	58%	48%	47%		
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	8%	42%	50%	49%	46%		
practice the profession in an ethical manner	8% <mark>8%</mark>		83%	38%	62%		
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	8% 8%		83%	40%	57%		
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	8% 25	5%	67%	46%	49%		
use assessment to engage learners in their own growth	17%	17%	67%	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	8%	33%	58%	52%	42%		
plan instruction by collaborating with colleagues, specialists, community resources, families and learner to meet individual learning needs	^{°S} 8% 17%		75%	46%	47%		
engage in continuous professional learning to more effectively meet the needs of each learner	8% 25	5%	67%	48%	48%		
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	17%	17%	67%	47%	46%		

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



Question		Stillma	n College		wide	
seek appropriate leadership roles and opportunities that would alow me to take responsibility for studen learning and to advance in the profession	t 8%	42%	50%		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.	8%	50%	42%	14%	46%	37%
possesses knowledge of Alabama's state assessment system	17%	50%	33%	20%	48%	29%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	8%	50%	42%	15%	52%	32%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	17%	25%	58%	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.	8%	33%	58%	8%	47%	44%

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

Teacher Leader Effective Teacher Emerging Teacher

Question		Stillman Colle	ege	Alabama Statewide				
understanding of how learners grow and develop	29%	43%	29%	44%	50%			
understanding of learners' commonalities and individual differences	29%	43%	29%	44%	49%			
manage the learning environment to engage learners actively	29%	43%	29%	33%	55%	8%		
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	14%	43%	43%	36%	58%			
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	29%	29%	43%	37%	54%	6%		
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	29%	43%	29%	45%	48%			
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	43%	6 14%	43%	46%	48%			
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	29%	29%	43%	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	43%	6 14%	43%	44%	49%			
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	14%	43%	43%	37%	55%			

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

Question

Teacher Leader Effective Teacher

Emerging Teacher

Stillman College

...encourage learners to develop deep understanding of content areas, make connections across content, 43% and applies content knowledge in meaningful ways ...use evidence to continually evaluate the effects of my decisions on others and adapt my professional 43% practices to better meet learners' needs 43% 16% ...practice the profession in an ethical manner 12% 43% ...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 43% local and global issues 43% ... use assessment to engage learners in their own growth ...select, create, and sequence learning experiences and performance tasks that support learners in 43% reaching rigorous curriculum goals based on content standards and cross-disciplinary skills ...plan instruction by collaborating with colleagues, specialists, community resources, families and learners 43% to meet individual learning needs 43% ...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 43% ensure learner growth.

Alabama Statewide

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

Teacher Leader Effective Teacher

Ineffective Teacher

Emerging Teacher

Stillman College Alabama Statewide Question ...seek appropriate leadership roles and opportunities that would alow me to take responsibility for student 43% learning and to advance in the profession ...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); 43% Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. 43% ...possesses knowledge of Alabama's state assessment system 43% ...integrates Alabam-wide programs and initiatives into the curriculum and instructional process. ...communicates with sudents, parents, and the public about Alabama's assessment system and major 43% Alabama educational improvement initiatives. ...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 43% law and policy.

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education Stillman College - Employer and Teacher Responses

Teacher Leader Effective Teacher

Emerging Teacher Ineffective Teacher

Strongly Agree Agree

Disagree Strongly Disagree

Question		Employer Respo	nse	Teacher Response			
understanding of how learners grow and develop	29%	43%	29%	17%	33%	50%	
understanding of learners' commonalities and individual differences	29%	43%	29%	25%	25%	50%	
manage the learning environment to engage learners actively	29%	43%	29%	17%	33%	50%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	14%	43%	43%	17%	25%	58%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	29%	29%	43%	25%	25%	50%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	29%	43%	29%	17%	33%	50%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	43%	% 14%	43%	42%	, D	58%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	29%	29%	43%	50)%	50%	
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	43%	% 14%	43%	17%	25%	58%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	14%	43%	43%	8% 33	3%	58%	

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education Stillman College - Employer and Teacher Responses

Teacher Leader Effective Teacher Emerging Teacher

Strongly Agree

Disagree Strongly Disagree

Question		Employer Resp	oonse	Teacher Response			
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	29%	29%	43%	17%	25%	58%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	29%	29%	43%	8%	42%	50%	
practice the profession in an ethical manner	57%		43%	8% 8%		83%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	29%	29%	43%	8% 8%		83%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	29%	29%	43%	8% 25	%	67%	
use assessment to engage learners in their own growth	29%	29%	43%	17%	17%	67%	
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	29%	29%	43%	8%	33%	58%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	5	57%	43%	8% 17%		75%	
engage in continuous professional learning to more effectively meet the needs of each learner	5	57%	43%	8% 25	%	67%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	43%	5 14%	43%	17%	17%	67%	

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education Stillman College - Employer and Teacher Responses

Teacher Leader Effective Teacher Emerging Teacher Ineffective Teacher Strongly Agree

Disagree Strongly Disagree

Question	Employer Response				Teacher Response			
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession		57%		43%	8%	42%	50%	
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.	29%		29%	43%	8%	50%	42%	
possesses knowledge of Alabama's state assessment system	4	3%	14%	43%	17%	50%	33%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	29%		29%	43%	8%	50%	42%	
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	29%		29%	43%	17%	25%	58%	
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.	14%	43%	%	43%	8%	33%	58%	