# 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

Talladega College

Administerd by the Alabama State Department of Education

September 2021

### **Report Card and Survey Information**

#### **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

Talladega College - Program Information

Program Approval & Acc	reditation
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Programs Are Approved	Yes
Programs Are Accredited	Applicant

Number of Class B Certificates Earned	Number of Class A Certificates Earned
0	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

* _	<b>Information</b>	not	renorted	for less	than	five	test	takers

rogram Approval & Accre	ditation	Nationally I	Recognized Programs
Programs Are Approved	Yes	Class B	No programs recognized
Programs Are Accredited	Applicant		
Number of Class B Certifica	ites Farned		

X - Either an inactive program or no program in the specifiec area

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - Bachelor's - IN ED Praxis Content Tests

* -	- Information	not	renorted	for less	than	five	test	takers

Program Approval & Accre	ditation	Nationally I	Recognized Programs
Programs Are Approved	Yes	Class B	No programs recognized
Programs Are Accredited	Applicant		
Number of Class B Certifica	ites Earned		
0			

<sup>\* -</sup> Information not reported for less than five test takers X - Either an inactive program or no program in the specifiec area

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - Bachelor's - NOT IN ED Praxis Content Tests

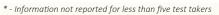
* - Information	not renorted	for less than	five test takers

Program Approval & Accreditation	Nationally Rec	cognized Programs
Programs Are Approved Yes	Class B	No programs recognized
Programs Are Accredited Applicant		
Number of Class B Certificates Earned		
warmoer of class b certificates Earnea		
0		

<sup>\* -</sup> Information not reported for less than five test takers

X - Either an inactive program or no program in the specifiec area

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - Bachelor's - edTPA



X - Either an inactive program or no program in the specifiec area

Program Approval & Accreditation	ινατιοπαπу τ	Recognized Programs
Programs Are Approved Yes	Class B	No programs recognized
Programs Are Accredited Applicant		
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 te	: test takers	five test takers
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Program Approval & Accreditation	Nationally F	Recognized Programs
Programs Are Approved Yes	Class A	No programs recognized
Programs Are Accredited Applicant		
Number of Class A Certificates Earned  0		

X - Either an inactive program or no program in the specifiec area

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - Alternative Master's - IN ED Praxis Content Tests

* _	<b>Information</b>	not	renorted	for less	than	five	test	takers

Class A	No programs recognized

<sup>\* -</sup> Information not reported for less than five test takers

X - Either an inactive program or no program in the specifiec area

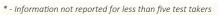
#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - Alternative Master's - NOT IN ED Praxis Content Tests

ŧ _	Information	not reno	rted for	less than	five test	takers

Program Approval & Accreditation	Nationally I	Recognized Programs
Programs Are Approved Yes Programs Are Accredited Applicant	Class A	No programs recognized
Number of Class A Certificates Earned 0		

<sup>\* -</sup> Information not reported for less than five test takers X - Either an inactive program or no program in the specifiec area

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



X - Either an inactive program or no program in the specifiec area

Program Approval & Accreditation		Nationally Recognized Programs			
Programs Are Approved	Yes	Class A	No programs recognized		
Programs Are Accredited	Applicant				
Number of Class A Certifica	ates Earned				
0					

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

Talladega College - Teacher Responses



Question	Talladega College	Alabama St	atewide
understanding of how learners grow and develop	100%	48%	48%
understanding of learners' commonalities and individual differences	100%	45%	48%
manage the learning environment to engage learners actively	100%	47%	45%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	100%	50%	45%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	100%	49%	45%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	100%	50%	43%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	100%	51%	44%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	100%	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	100%	47%	48%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	100%	49%	48%

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

Talladega College - Teacher Responses

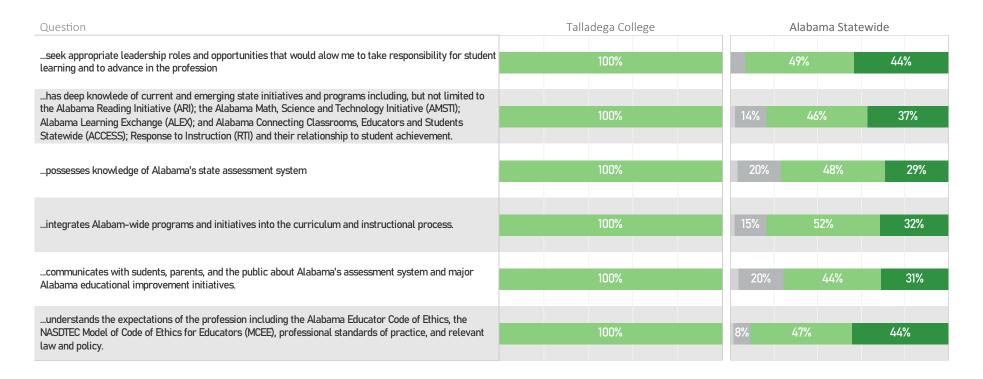


Question	Talladega College	Alabama S	Statewide
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	100%	48%	47%
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	100%	49%	46%
practice the profession in an ethical manner	100%	38%	62%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	100%	40%	57%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	100%	46%	49%
use assessment to engage learners in their own growth	100%	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	100%	52%	42%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	100%	46%	47%
engage in continuous professional learning to more effectively meet the needs of each learner	100%	48%	48%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	100%	47%	46%

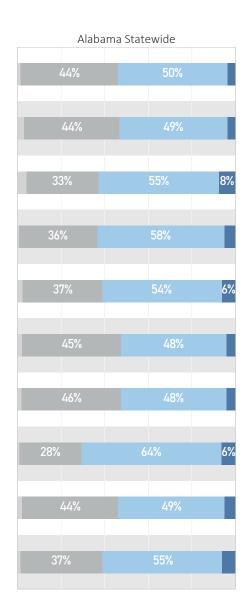
## Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

Talladega College - Teacher Responses





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



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



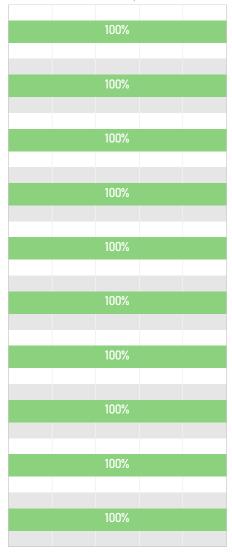
Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education None - None



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



### Teacher Response

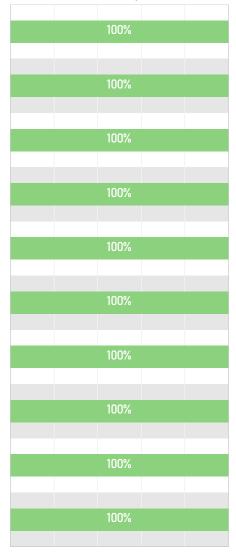


Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education None - Employer and Teacher Responses

Strongly Agree Disagree

Agree Strongly Disagree

### Teacher Response



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



### Teacher Response

