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

Miles College

Administerd by the Alabama State Department of Education

September 2022

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 Miles College - Program Information

Programs Are A		Yes Yes	
Number of Cla	ass B Cert	ificates Earned	Number of Class A Certificates Earned
	<u> </u>		
Nationally Re	cognized	Programs	
Class B	No progr	rams recognized	

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - Bachelor's - Principles of Teaching and Learning

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Program Approval & Accreditation	Nationally Recognized Programs	
Programs Are Approved Yes	Class B No programs recognized	
Programs Are Accredited Yes		

^{* -} 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 Miles College - Bachelor's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

Number of Class B Certificates Earned

X - Either an inactive program or no pr	rogram 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	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation		Nationally Recognized Programs				
Programs Are Approved Y	'es	Class B	No programs recognized			
Programs Are Accredited Y	es					
Programs Are Accreaited						

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

* - Information not reported for less than five test takers

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	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 program in the specifiec area				Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed

Program Approval & Accreditation	Nationally Recognized Programs					
Programs Are Approved Yes	Class B No programs recognized					
Programs Are Accredited Yes						
Number of Class B Certificates Earned						

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

* _	Information	not reni	orted for	less t	than	five	test	tak	pro

X - Either an inactive program or no program in	the spe	cifiec area
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Elementary Education	Elementary Education	*	*	*	*	*	*	*
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

Program Approval & Accreditation	Nationally Recognized Programs	
Programs Are Approved Yes	Class B No programs recognized	
Programs Are Accredited Yes		
Number of Class B Certificates Earned		
1		

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

None - Alternative Master's - Principles of Teaching and Learning

Information	not	renorted	for loce	than	five	tect	tak	orc

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

^{* -} 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 - IN ED Praxis Content Tests

k _	Information	not reported	for less	than	five	test ta	borc

Program Approval & Accreditation Nationally Recognized Programs
Programs Are Approved Yes Class A No programs recognized
Programs Are Accredited Yes

^{* -} 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

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	Nutionally n	Recognized Programs
Programs Are Approved Yes	Class A	No programs recognized
Programs Are Accredited Yes		
Number of Class A Certificates Earned		

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

* - Information	not reported	for less thai	n five test t	akers
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Program Approval & Accreditation	Nationally I	Recognized Programs
Programs Are Approved Yes	Class A	No programs recognized
Programs Are Accredited Yes		
Number of Class A Certificates Earned		
0		

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

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

...understand and use a variety of intrsuctional strategies and make learning accessible to all learners



Miles College Alabama Statewide Question ...understanding of how learners grow and develop 33% 67% 47% 48% 67% 46% ...understanding of learners' commonalities and individual differences 33% 47% 33% 67% 46% 43% ...manage the learning environment to engage learners actively 83% 45% ...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches 17% 49% ...create learning experiences that make discipline accessible and meaningful for learners to assure 44% 33% 67% 48% mastery of the content ...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world 33% 67% 52% 41% problems and issues ...use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress 33% 67% 48% 44% appropriate for learning goals and objectives ...implement assessments in an ethical manner and minimize bias to enable learners to display the full 33% 67% 48% 46% extent of their learning ...plan instruction based on information from formative abd summative assessments as well as other 47% 17% 83% 45% sources and systematically adjust plans to meet each student's learning needs

17%

83%

49%

46%

Miles College - Teacher Response



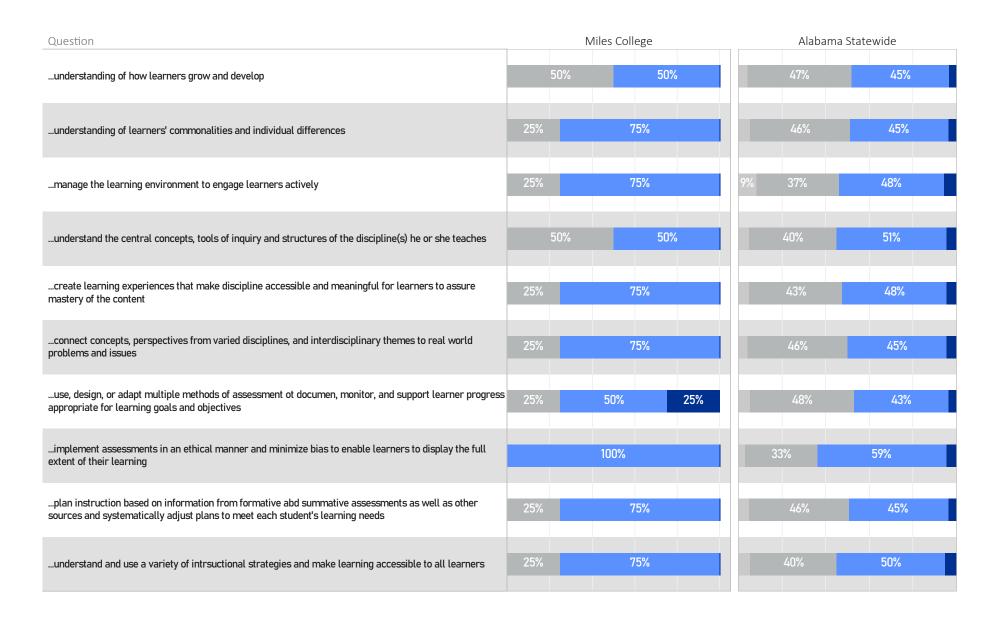


Miles College - Teacher Response









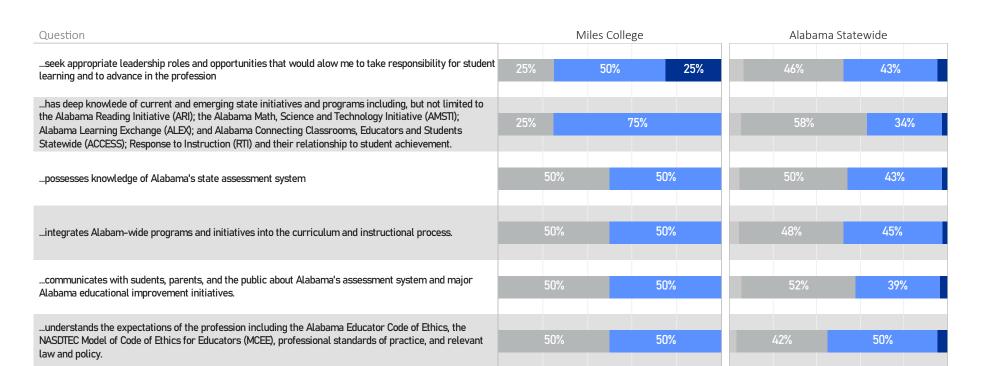


Miles College - Employer Response

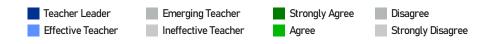


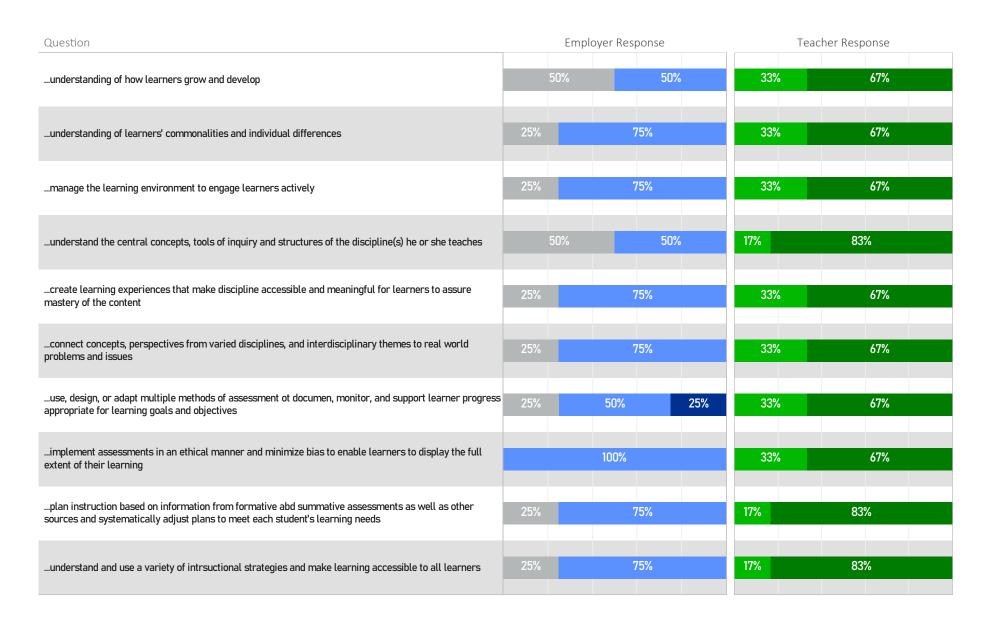
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Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education Miles College - Employer and Teacher Responses





Teacher Leader
Effective Teacher

Emerging Teacher
Ineffective Teacher

Strongly Agree
Agree

Disagree
Strongly Disagree

Miles College - Employer and Teacher Responses



Miles College - Employer and Teacher Responses

