Educator Preparation Institutional Report Card for Performance on Required Content Knowledge and Pedagogy Tests

and

Responses to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

for

Alabama State University

Administered by the Alabama State Department of Education

September 2023

Report Card and Survey Information

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy

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 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.

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

Historically:

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.

Currently:

Data provided in this report include a summary of survey categories and the percentage of first and second 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 and second 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 | | | | | | | | |
|----------------------------------|------------|--------|--|--|--|--|--|--|
| School | Program | Status | | | | | | |
| Alabama State University | Accredited | Yes | | | | | | |
| Alabama State University | Approved | Yes | | | | | | |

Total # of Certificates Earned Program Total Earned

| Total | 24 |
|---------|----|
| Class B | 15 |
| Class A | 9 |

| Program | Concentration | Recognized by |
|----------|------------------|---|
| Class A | Music Education | National Association for Schools of Music |
| Class A | School Counselor | Council for Accreditation of Counseling and Related Educational Programs |
| Class AA | School Counselor | Council for Accreditation of Counseling and Related Educational Programs |
| Class B | Music Education | National Association for Schools of Music |

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

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status

Accredited Yes

Approved Yes

| Test Head | ing | Subtest | | Passed After 1 Attempt % | 2 Attempts | 3+ | 3+ Attempts |
|-----------|-----|---------|--|-----------------------------|------------|----------|-------------|
| | | | | | % | Attempts | % |

| Program | Concentration | Recognized by |
|---------|-----------------|---|
| Class B | Music Education | National Association for Schools of Music |

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

Program Approval & Accreditation

Program Status

Accredited Yes

Approved Yes

| Test Heading | Subtest | Total Test Takers | Passed After 1 Attempt | Passed After 1 Attempt % | Passed After 2 Attempts | Passed After 2 Attempts % | Passed After 3+ Attempts | Passed After 3+ Attempts % |
|-----------------------------|-----------------------------------|----------------------|---------------------------|-----------------------------|----------------------------|---------------------------------|--------------------------------|----------------------------------|
| Elementary Education | Multiple Subjects: Mathematics | * | * | * | * | * | * | * |
| Elementary Education | Multiple Subjects: Science | * | * | * | * | * | * | * |
| Elementary Education | Multiple Subjects: Social Studies | * | * | * | * | * | * | * |
| English Language Arts | English Language Arts | * | * | * | * | * | * | * |
| Mathematics | Mathematics | * | * | * | * | * | * | * |
| Performing Arts | Performing Arts | * | * | * | * | * | * | * |
| Sciences | Sciences | * | * | * | * | * | * | * |
| Social Studies | Social Studies | * | * | * | * | * | * | * |

| Program | Concentration | Recognized by |
|---------|-----------------|---|
| Class B | Music Education | National Association for Schools of Music |

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

Program Approval & Accreditation

Program Status

Accredited Yes

Approved Yes

| Test Heading | Subtest | Total Test Takers | Passed After 1 Attempt | Passed After 1 Attempt % | | Passed After 2 Attempts % | Passed After 3+ Attempts | Passed After 3+ Attempts % |
|---------------------------|----------------------------|----------------------|---------------------------|-----------------------------|---|---------------------------------|--------------------------------|----------------------------------|
| Elementary Education | Multiple Subjects: Reading | * | * | * | * | * | * | * |
| Elementary Education | Teaching of Reading | * | * | * | * | * | * | * |
| Health/Physical Education | Health/Physical Education | * | * | * | * | * | * | * |

Nationally Recognized Programs

Program Concentration

Recognized by

Class B Music Education

National Association for Schools of Music

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

Program Approval & Accreditation

Program Status

Accredited Yes

Approved Yes

| Test Heading | Subtest | Total Test Takers | Passed After 1 Attempt | Passed After 1 Attempt % | Passed After 2 Attempts | Passed After 2 Attempts % | Passed After 3+ Attempts | Passed After 3+ Attempts % |
|---------------------------|---------------------------|----------------------|---------------------------|-----------------------------|----------------------------|---------------------------------|--------------------------------|----------------------------------|
| Elementary Education | Elementary Education | * | * | * | * | * | * | * |
| English Language Arts | English Language Arts | * | * | * | * | * | * | * |
| Health/Physical Education | Health/Physical Education | * | * | * | * | * | * | * |
| Mathematics | Mathematics | * | * | * | * | * | * | * |
| Performing Arts | Performing Arts | * | * | * | * | * | * | * |
| Sciences | Sciences | * | * | * | * | * | * | * |
| Social Studies | Social Studies | * | * | * | * | * | * | * |

Nationally Recognized Programs

Program Concentration

Recognized by

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

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status

Accredited Yes

Approved Yes

| Test Heading | Subtest | | | Passed After 1 Attempt % | | | | Passed After 3+ Attempts % |
|--------------|----------|---|---|-----------------------------|---|---|---|----------------------------------|
| Sciences | Sciences | * | * | * | * | * | * | * |

| Program | Concentration | Recognized by |
|---------|------------------|--|
| Class A | Music Education | National Association for Schools of Music |
| Class A | School Counselor | Council for Accreditation of Counseling and Related Educational Programs |

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

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status Accredited Yes Approved Yes

| Test Heading | Subtest | Total Test Takers | Passed After 1 Attempt | Passed After 1 Attempt % | Passed After 2 Attempts | Passed After 2 Attempts % | Passed After 3+ Attempts | Passed After 3+ Attempts % |
|-----------------------------|-----------------------------------|----------------------|---------------------------|-----------------------------|----------------------------|---------------------------------|--------------------------------|----------------------------------|
| Elementary Education | Multiple Subjects: Mathematics | * | * | * | * | * | * | * |
| Elementary Education | Multiple Subjects: Science | * | * | * | * | * | * | * |
| Elementary Education | Multiple Subjects: Social Studies | * | * | * | * | * | * | * |
| Sciences | Sciences | * | * | * | * | * | * | * |
| Special Education | Multiple Subjects: Mathematics | * | * | * | * | * | * | * |
| Special Education | Multiple Subjects: Science | * | * | * | * | * | * | * |
| Special Education | Multiple Subjects: Social Studies | * | * | * | * | * | * | * |

| Program | Concentration | Recognized by |
|---------|------------------|--|
| Class A | Music Education | National Association for Schools of Music |
| Class A | School Counselor | Council for Accreditation of Counseling and Related Educational Programs |

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

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status Accredited Yes Approved Yes

| Test Heading | Subtest | Total Test Takers | Passed After 1 Attempt | Passed After 1 Attempt % | | Passed After 2 Attempts % | | Passed After 3+ Attempts % |
|----------------------|-----------------------------|----------------------|---------------------------|-----------------------------|---|---------------------------------|---|----------------------------------|
| Elementary Education | Multiple Subjects: Reading | * | * | * | * | * | * | * |
| Elementary Education | Teaching of Reading | * | * | * | * | * | * | * |
| Special Education | Core Knowledge/ Application | * | * | * | * | * | * | * |

| Program | Concentration | Recognized by |
|---------|------------------|--|
| Class A | Music Education | National Association for Schools of Music |
| Class A | School Counselor | Council for Accreditation of Counseling and Related Educational Programs |

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

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status

Accredited Yes

Approved Yes

| Test Heading | Subtest | Total Test Takers | Passed After 1 Attempt | Passed After 1 Attempt % | Passed After 2 Attempts | | | Passed After 3+ Attempts % |
|----------------------|----------------------|----------------------|---------------------------|-----------------------------|----------------------------|---|---|----------------------------------|
| Elementary Education | Elementary Education | * | * | * | * | * | * | * |
| Sciences | Sciences | * | * | * | * | * | * | * |
| Special Education | Special Education | * | * | * | * | * | * | * |

| Program | Concentration | Recognized by |
|---------|------------------|--|
| Class A | Music Education | National Association for Schools of Music |
| Class A | School Counselor | Council for Accreditation of Counseling and Related Educational Programs |

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

Alabama State University 19 respondents

Strongly Disagree Disagree Agree Strongly Agree

Strongly Disagree Disagree Agree Strongly Agree

| | 50% | 44% | | |
|-----|-----|-----|--|--|
| 7% | 52% | 41% | | |
| 42% | | 55% | | |
| 22% | 47% | 29% | | |
| | 55% | 40% | | |
| | 54% | 41% | | |
| 51 | 1% | 45% | | |
| 5 | 54% | 42% | | |
| 499 | % | 48% | | |
| 11% | 49% | 38% | | |
| 50% | | 47% | | |
| 15% | 53% | 31% | | |
| 9% | 50% | 39% | | |
| 50% | | 46% | | |
| 17% | 53% | 28% | | |
| 38% | | 61% | | |
| 7% | 54% | 38% | | |
| | 54% | 41% | | |
| 50 | % | 46% | | |
| | 53% | 42% | | |
| 50 |)% | 46% | | |
| 5 | 1% | 45% | | |
| 6% | 51% | 42% | | |
| 5 | 51% | 44% | | |
| | 53% | 42% | | |
| | 52% | 43% | | |
| | | | | |

| | | Strongly Disagree Di | sagree — Agree — Strongly |
|----|-----|----------------------|---------------------------|
| | | 58% | 32% |
| | | 63% | 37% |
| | | 58% | 42% |
| | 11% | 63% | 26% |
| | | 68% | 26% |
| | | 68% | 26% |
| | | 63% | 37% |
| •• | | 68% | 26% |
| | | 68% | 26% |
| | 1 | 1% 63% | 21% |
| •• | | 74% | 26% |
| •• | | 79% | 16% |
| y | | 68% | 26% |
| •• | | 63% | 26% |
| n | 1 | <u>1%</u> 63% | 21% |
| r | | 68% | 32% |
| | | 63% | 32% |
| | | 68% | 21% |
| •• | | 63% | 32% |
| | | 68% | 26% |
| р | | 63% | 32% |
| S | | 74% | 21% |
| | 16% | | 16% |
| h | | 63% | 32% |
| •• | | 53% | 37% |
| | 11% | 63% | 26% |
| 0 | % | 50% | |

...plan instruction by collaborating with colleagues, specialists, communitycollaborate with learners, families, colleagues, other school professionals,... ...collaborate with others to build a positive learning climate marked by res... ...communicates with sudents, parents, and the public about Alabama's ass... ...connect concepts, perspectives from varied disciplines, and interdisciplin... ... create learning experiences that make discipline accessible and meaningf... ...encourage learners to develop deep understanding of content areas, ma... ...engage in continuous professional learning to more effectively meet theengage learners in critical thinking, creativity, collaboration, and commun... ...has deep knowlede of current and emerging state initiatives and progra... ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabam-wide programs and initiatives into the curriculum and... ...manage the learning environment to engage learners actively

...plan instruction based on information from formative abd summative ass... ...possesses knowledge of Alabama's state assessment system ...practice the profession in an ethical manner

...seek appropriate leadership roles and opportunities that would alow meselect, create, and sequence learning experiences and performance tasksunderstand and use a variety of intrsuctional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di... ... understanding of how learners grow and develop

... understanding of learners' commonalities and individual differences ...understands the expectations of the profession including the Alabama E... ... use assessment to engage learners in their own growth

... use evidence to continually evaluate the effects of my decisions on other... ... use, design, or adapt multiple methods of assessment ot documen, moni...

100%

)%

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

Alabama State University 13 respondents

● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader

901 respondents Alabama State Wide

● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader

9% 34% 8% 35% 12% 24% 42% 50% 44% 6% 37% 6% 40% 32% 8% 45% 51% 29% 8% 44% 7% 36% 6% 39% 44% 16% 17% 6% 43% 46% 7% 36% 6% 36% 6% 40% 6% 42% 7% 35% 6% 41% 6% 42% 6% 41% 50% 100%

| 15% | 54% | | 23% | 8% | | |
|-----|-----|-------|--------|------|--|--|
| | 62% | | 31% | 8% | | |
| 8% | 31% | 46% | | 15% | | |
| | 69% | | 23% | 8% | | |
| 15% | 54% | | 319 | % | | |
| 15% | 46% | | 38% | | | |
| 15% | 54% | | 31% | | | |
| | 77% | | 15% 89 | | | |
| 15% | 629 | % | 15% 8% | | | |
| 15% | 54% | | 319 | % | | |
| 15% | 38% | | | | | |
| 15% | 629 | % | 159 | % 8% | | |
| 23% | 15% | . 62 | 2% | | | |
| 15% | | 59% | | 15% | | |
| 15% | 46% | | 31% | 8% | | |
| 8% | 38% | 38% | | 15% | | |
| 8% | 69% | · | 159 | | | |
| 15% | 629 | % | 159 | | | |
| 15% | 54% | | 319 | | | |
| | 77% | | | 23% | | |
| 15% | | 69% | | 15% | | |
| 23% | | % | 319 | | | |
| 8% | 54% | | 31% | 8% | | |
| 15% | 54% | 1 | 23% | 8% | | |
| 15% | | 59% | | 15% | | |
| 15% | 629 | | | 23% | | |
| 0% | 1 | 50% | | 100 | | |
| | | | | | | |

...plan instruction by collaborating with colleagues, specialists, communitycollaborate with learners, families, colleagues, other school professionals,... ...collaborate with others to build a positive learning climate marked by res... ...communicates with sudents, parents, and the public about Alabama's ass... ...connect concepts, perspectives from varied disciplines, and interdisciplin... ... create learning experiences that make discipline accessible and meaningf... ...encourage learners to develop deep understanding of content areas, ma... ...engage in continuous professional learning to more effectively meet theengage learners in critical thinking, creativity, collaboration, and commun... ...has deep knowlede of current and emerging state initiatives and progra... ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabam-wide programs and initiatives into the curriculum and... ...manage the learning environment to engage learners actively

Question

...plan instruction based on information from formative abd summative ass... ...possesses knowledge of Alabama's state assessment system ... practice the profession in an ethical manner

...seek appropriate leadership roles and opportunities that would alow meselect, create, and sequence learning experiences and performance tasksunderstand and use a variety of intrsuctional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di... ... understanding of how learners grow and develop

... understanding of learners' commonalities and individual differences

...understands the expectations of the profession including the Alabama E... ... use assessment to engage learners in their own growth

... use evidence to continually evaluate the effects of my decisions on other... ... use, design, or adapt multiple methods of assessment ot documen, moni...

100% 0%

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

Employer Response

● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader

100%

Teacher Response

Strongly Disagree Disagree Agree Strongly Agree

| 74% | 63% | 42 | 7% 26% 26% 26% 7% 26% 26% 26% 21% | |
|--|------------|-----|---|--|
| 1% 63% 68% 68% 63% 68% 68% 68% 11% 6 74% 74% | 63% | | 26% 26% 26% 7% 26% 26% | |
| 68% 68% 63% 68% 68% 11% 74% | 63% | 3 | 26% 26% 7% 26% 26% | |
| 68% 63% 68% 11% 74% | | 3 | 26% 7% 26% 26% | |
| 63% 68% 68% 11% 74% | | 3 | 7% 26% 26% | |
| 68% 68% 11% 74% | | 3 | 26% 26% | |
| 68% 11% 74% | | | 26% | |
| 11% (74% | | | | |
| 74% | | | 21% | |
| | 2% | | | |
| | 9% | | 26% | |
| 79 | | | 16% | |
| 68% | | 26% | | |
| 63% | / 0 | | 26% | |
| 11% | 63% | | 21% | |
| 68% | | | 32% | |
| 63% | | | 32% | |
| 68 | 3% | | 21% | |
| 63% | | | 32% | |
| 68% | | | 26% | |
| 63% | | | 32% | |
| 74% | 0 | | 21% | |
| 16% | 68% | | 16% | |
| 63% | | | 32% | |
| 53% | | 3 | 7% | |
| l <mark>1%</mark> 63% | <u>/</u> 0 | | 26% | |
| | 50% | | 1 | |

| 15% | | 54% | | 23% | | 8% |
|------------------|-------|------------|-----|------------|-----------|-----------------|
| | 62% | 1 | | 31% | | 8% |
| 8% | 31% | | 46% | | 1 | 5% |
| | 69% | | | 23% | | 8% |
| 15% | | 54% | | 31 | % | |
| 15% | 46 | 5% | | 38% | | |
| 15% | | 54% | | 31% | | |
| | 77 | 7% | | 15 | % | 8% |
| 15% | | 62% | | 15% 8% | | |
| 15% | | 54% | | 31% | | |
| 15% | 38% | | | 46% | | |
| 15% | | 62% | | 15 | % | 8% |
| 23% | 15% | | 62% | | | |
| 15% | | 69% | | | 1! | 5% |
| 15% | | 5% | | 31% | | 8% |
| 8% | 38% | | 38% | | | 5% |
| 8% | | 69% | | 15 | | 8% |
| 15% | | 62% | | 15 | | 8% |
| 15% | | 54% | | 31 | | |
| 150/ | // | 7% | | | 23% | |
| 15% | | 69% | | 24 | | 5% |
| 000/ | | 46% | | 31 | % | 00/ |
| 23% | E 40/ | | | 240/ | | |
| 8% | 54% | | | 31% | | 8% |
| 8% 15% | 54% | 54% | | 31% 23% | 11 | 8% |
| 8% 15% 15% | 54% | 54% 69% | | | | 8% 5% |
| 8% 15% | 54% | 54% | | | 1! 23% | 8% 5% |

...plan instruction by collaborating with colleagues, specialists, communitycollaborate with learners, families, colleagues, other school professionals,... ...collaborate with others to build a positive learning climate marked by res... ...communicates with sudents, parents, and the public about Alabama's ass... ...connect concepts, perspectives from varied disciplines, and interdisciplin... ... create learning experiences that make discipline accessible and meaningf... ...encourage learners to develop deep understanding of content areas, ma... ...engage in continuous professional learning to more effectively meet theengage learners in critical thinking, creativity, collaboration, and commun... ...has deep knowlede of current and emerging state initiatives and progra... ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabam-wide programs and initiatives into the curriculum and... ...manage the learning environment to engage learners actively

...plan instruction based on information from formative abd summative ass... ...possesses knowledge of Alabama's state assessment system ... practice the profession in an ethical manner

...seek appropriate leadership roles and opportunities that would alow meselect, create, and sequence learning experiences and performance tasksunderstand and use a variety of intrsuctional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di... ... understanding of how learners grow and develop

... understanding of learners' commonalities and individual differences

...understands the expectations of the profession including the Alabama E... ... use assessment to engage learners in their own growth

... use evidence to continually evaluate the effects of my decisions on other... ...use, design, or adapt multiple methods of assessment ot documen, moni...