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

Auburn University Montgomery

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, adPraxis, 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 Auburn University Montgomery - Program Information

Program Approval & Accreditation						
School	Program	Status				
Auburn University Montgomery	Accredited	Yes				
Auburn University Montgomery	Approved	Yes				

	of Certificate Total Earned	es Earned
Class A	12	
Class B	39	
Total	51	_

\_

Nationally F	Recognized Programs Concentration	Recognized by
Class A	Early Childhood Education	National Association for the Education of Young Children
Class A	English Language Arts	National Council of Teachers of English
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs
Class B	English Language Arts	National Council of Teachers of English

Educator Preparation Institutional Rep	ort Card									
Performance on Required Content Knowled	lge and Pedagogy						Program A	Approval	& Accredita	ation
Auburn University Montgomery -Bachel	or's - Principle of Teaching	and Learning	I				Program	Status		
<ul> <li>Information not reported for less than five to</li> </ul>	est takers						Accredited	Yes		
							Approved	Yes		
Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 2 Attempts	Passed After 2 Attempts %	Passed Aft 3+ Attemp %				

\*

\*

\*

\*

\*

\*

# Nationally Recognized Programs

Program	Concentration	Recognized by
Class B	English Language Arts	National Council of Teachers of English

Early Childhood Education Early Childhood Education \*

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University Montgomery -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 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Multiple Subjects: Mathematics	20	17	85 %	2	10 %	1	5 %
<b>Elementary Education</b>	Multiple Subjects: Science	20	17	85 %	3	15 %	0	0 %
<b>Elementary Education</b>	Multiple Subjects: Social Studies	20	19	95 %	0	0 %	1	5 %
Social Studies	Social Studies	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class B	English Language Arts	National Council of Teachers of English

#### Performance on Required Content Knowledge and Pedagogy Auburn University Montgomery -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	Sub Test	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %		Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Early Childhood Education	Early Childhood Education	8	7	88 %	0	0 %	1	13 %
Early Childhood Education	Teaching Reading	8	6	75 %	2	25 %	0	0 %
Elementary Education	Multiple Subjects: Reading	16	15	94 %	1	6 %	0	0 %
Elementary Education	Teaching of Reading	20	17	85 %	2	10 %	1	5 %
Health/Physical Education	Health/Physical Education	7	6	86 %	0	0 %	1	14 %
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*
Special Education	Early Childhood Education	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class B	English Language Arts	National Council of Teachers of English

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **Auburn University Montgomery -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 %
Early Childhood Education	Early Childhood Education	7	7	100 %	0	0 %	0	0 %
Elementary Education	Elementary Education	20	17	85 %	2	10 %	1	5 %
Health/Physical Education	Health/Physical Education	7	5	71 %	1	14 %	1	14 %
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Nationally Recognized Programs

Program	Concentration
Class B	English Language Arts

National Council of Teachers of English

Recognized by

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Peda Auburn University Montgomery -Master's - Principle		Program Approval & Accreditation Program Status
• - Information not reported for less than five test takers		Accredited Yes
		Approved Yes
Tost Haading Subtast	Total Tast Dassad Aftar Dassad Aftar Dassad Aftar Dassad Aftar Dassad /	After Passed After

Test Heading	Subtest	Total Test Takers		Passed After 1 Attempt %				Passed After 3+ Attempts %
English Language Arts	English Language Arts	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	Early Childhood Education	National Association for the Education of Young Children
Class A	English Language Arts	National Council of Teachers of English
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 Auburn University Montgomery -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	*	*	*	*	*	*	*
<b>Elementary Education</b>	Multiple Subjects: Science	*	*	*	*	*	*	*
<b>Elementary Education</b>	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	Early Childhood Education	National Association for the Education of Young Children
Class A	English Language Arts	National Council of Teachers of English
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 Auburn University Montgomery -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	Teaching of Reading	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	5	4	80 %	0	0 %	1	20 %

Program	Concentration	Recognized by
Class A	Early Childhood Education	National Association for the Education of Young Children
Class A	English Language Arts	National Council of Teachers of English
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 Auburn University Montgomery -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 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	5	5	100 %	0	0 %	0	0 %
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	Early Childhood Education	National Association for the Education of Young Children
Class A	English Language Arts	National Council of Teachers of English
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 Auburn University Montgomery - Teacher Response

### Auburn University Montgomery 95 respondents

Strongly Disagree Disagree Agree Strongly Agree

100%

9 respondents

Strongly Disagree Disagree Agree Strongly Agree

	50%	44%
7%	52%	41%
	42%	55%
22%	47%	29%
	55%	40%
	54%	41%
	51%	45%
	54%	42%
	49%	48%
11%	49%	38%
	50%	47%
15%	53%	31%
9%	50%	39%
	50%	46%
17%	53%	28%
3	88%	61%
7%	54%	38%
	54%	41%
	50%	46%
	53%	42%
	50%	46%
	51%	45%
6%	51%	42%
	51%	44%
	53%	42%
	52%	43%

	43%	53%
8%	45%	47%
	41%	57%
6%	63%	29%
	51%	47%
	53%	47%
	53%	47%
	49%	51%
%	39%	55%
	49%	45%
	51%	45%
10%	55%	35%
	49%	49%
	39%	57%
10%	55%	33%
	39%	61%
	53%	45%
	47%	51%
	45%	53%
	49%	47%
	37%	61%
	47%	51%
8%	53%	39%
	47%	51%
%	43%	51%
%	41%	53%

...plan instruction by collaborating with colleagues, specialists, community ... ...collaborate 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 the ... ...engage 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 me ...

...select, create, and sequence learning experiences and performance tasks ... ...understand 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...

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

### Auburn University Montgomery 33 respondents

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

901 respondents Alabama State Wide

Ineffective Teacher Emerging Teacher Effective Teacher Teacher Leader

	54% 61% 42% 48% 54% 54% 50% 58% 46% 46% 40% 61% 48% 51%	8% 12% 6% 6% 8% 8%
	42% 48% 54% 50% 58% 46% 46% 40% 61% 48%	6% 6% 8% 8%
	48% 54% 50% 58% 46% 40% 61% 48%	6% 8% 8%
	54% 50% 58% 46% 40% 61% 48%	6% 8% 8%
	50% 58% 46% 40% 61% 48%	6% 8% 8%
	58% 46% 40% 61% 48%	8% 8%
	46% 40% 61% 48%	8%
	40% 61% 48%	
	61% 48%	
	48%	
	51%	
		7%
	51%	6%
	49%	
66'	%	17%
	46%	6%
	46%	
	54%	7%
	55%	6%
	50%	6%
	48%	6%
	55%	7%
	50%	6%
	48%	6%
		6%
		55% 50%

6%	52%		36%	6%	
9%	58%		30%		
6%	42%		48%		
9%	48%		39%		
12%	48%		33% 69		
9%	48%		39%		
6%	55%		36%		
6%	39%		52%		
6%	61%		30%		
12%	52%		33%		
	42%		48%		
12%	39%		45%		
9%	52%		36%		
	61%		30%	6%	
6%	48%		42%		
2	4%	64%		9%	
18%	52%		27%		
6%	64%	1	27%		
6%	55%		36%		
9%	45%		42%		
6%	<mark>%</mark> 61%		30%		
15%	45%		33%	6%	
9%	24%	61%		6%	
	70%		24%		
9%	55%		27%	9%	
15%	45%		36%		
0%		50%		10	

...plan instruction by collaborating with colleagues, specialists, community ... ...collaborate 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 the ... ...engage 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 me ...

...select, create, and sequence learning experiences and performance tasks ... ...understand 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 Auburn University Montgomery - Employer and Teacher Responses

### Employer Response

Teacher Response

Strongly Disagree Disagree Agree Strongly Agree

	43%		53%		
8%	45%	·	47%		
	41%		57%		
6%	6	3%	29%		
	51%		47%		
	53%	, in the second s	47%		
	53%		47%		
	49%		51%		
6%	<mark>6%</mark> 39%		55%		
	49%		45%		
	51%		45%		
10%	10% 55% 49%		35%		
2			49%		
	39%		57%		
10%	5	5%	33%		
	39%		61%		
	53%		45%		
	47%		51%		
	45%		53%		
	49%		47%		
	37%		61%		
	47%		51%		
8%	53%		39%		
	47%		51%		
6%	43%		51%		
6%	41%		53%		
0%		509	% 100%		

6%	52%		36%		
9%	58%		30%		
6%	42%		48%		
9%	48%		39%		
12%	48%		33% 6		
9%	48%		39%		
6%	55%		36%		
6%	39%		52%		
6%	61%		30%		
12%	52%		33%		
	42%	4	48% 69		
12%	39%		45%		
9%	52%		36%		
	61% 6% 48%		30% 6 42%		
6%					
2.	4%	64%		9%	
18%	52%		27%		
6%	64%	· · · · ·	27%		
6%	55%		36%		
9%	45%		42%		
6%	61%		30%		
15%	45%		33%	6%	
9%	24%	61%	61%		
	70%	1	24%		
9%	55%		27%	9%	

...plan instruction by collaborating with colleagues, specialists, community ... ...collaborate 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 the ... ...engage 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 6 ...practice the profession in an ethical manner ...seek appropriate leadership roles and opportunities that would alow me ...

...select, create, and sequence learning experiences and performance tasks ... ...understand 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 6

... 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...

0%

100%