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

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 Auburn University - Program Information

val & Accr	ditation		f Certificate
gram	Status	Program	Total Earned
 Accredited	Ma a	Class A	10
		Class B	166
Approved	Yes	Total	176

Program	Concentration	Recognized by
Class A	English Language Arts	National Council of Teachers of English
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	Music Education	National Association for Schools of Music
Class B	English Language Arts	National Council of Teachers of English
Class B	Music Education	National Association for Schools of Music
Doctoral	Music Education	National Association for Schools of Music

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

• - Information not reported for less than five test takers

Program Approval & Accreditation Program Status

Test Heading Subtest	Total Test	Passed After					
	Takers	1 Attempt	1 Attempt %	2 Attempts	2 Attempts	3+	3+ Attempts
					%	Attempts	%

Nationally Recognized Programs

Program Concentration Recognized by

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn 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 %
Career and Technical Education	Career and Technical Education	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Mathematics	55	54	98 %	1	2 %	0	0 %
Elementary Education	Multiple Subjects: Science	55	43	78 %	8	15 %	4	7 %
Elementary Education	Multiple Subjects: Social Studies	55	50	91 %	2	4 %	3	5 %
English Language Arts	English Language Arts	8	8	100 %	0	0 %	0	0 %
Languages Other than English	Languages Other than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	6	5	83 %	0	0 %	1	17 %
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	8	7	88 %	0	0 %	1	13 %
Special Education	Multiple Subjects: Mathematics	24	19	79 %	1	4 %	4	17 %
Special Education	Multiple Subjects: Science	24	17	71 %	7	29 %	0	0 %
Special Education	Multiple Subjects: Social Studies	24	21	88 %	1	4 %	2	8 %

Program	Concentration	Recognized by
Class B	English Language Arts	National Council of Teachers of English
Class B	Music Education	National Association for Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn 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 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Early Childhood Education	Early Childhood Education	23	23	100 %	0	0 %	0	0 %
Early Childhood Education	Teaching Reading	23	14	61 %	5	22 %	4	17 %
Elementary Education	Multiple Subjects: Reading	5	5	100 %	0	0 %	0	0 %
Elementary Education	Teaching of Reading	55	44	80 %	9	16 %	2	4 %
Health/Physical Education	Health/Physical Education	5	4	80 %	0	0 %	1	20 %
Special Education	Core Knowledge/ Application	24	24	100 %	0	0 %	0	0 %
Special Education	Early Childhood Education	8	8	100 %	0	0 %	0	0 %
Special Education	Multiple Subjects: Reading	12	10	83 %	1	8 %	1	8 %

Program	Concentration	Recognized by
Class B	English Language Arts	National Council of Teachers of English
Class B	Music Education	National Association for Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **Auburn 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 %
Career and Technical Education	Career and Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood Education	23	23	100 %	0	0 %	0	0 %
Elementary Education	Elementary Education	55	53	96 %	2	4 %	0	0 %
English Language Arts	English Language Arts	8	8	100 %	0	0 %	0	0 %
Health/Physical Education	Health/Physical Education	5	5	100 %	0	0 %	0	0 %
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	6	6	100 %	0	0 %	0	0 %
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	8	8	100 %	0	0 %	0	0 %
Special Education	Special Education	24	24	100 %	0	0 %	0	0 %

Program	Concentration	Recognized by
Class B	English Language Arts	National Council of Teachers of English
Class B	Music Education	National Association for Schools of Music

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

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status

Test HeadingSubtestTotal TestPassed AfterPassed After

Nationally Recognized Programs

Program Concentration Recognized by

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn 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 %
Career and Technical Education	Career and Technical Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	English Language Arts	National Council of Teachers of English
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 **Auburn 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 3+ Attempts	Passed After 3+ Attempts %
Special Education	on Core Knowledge/ Application	*	*	*	*	*	*	*
Special Education	on Multiple Subjects: Reading	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	English Language Arts	National Council of Teachers of English
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 **Auburn 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	Passed After 3+ Attempts %
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	English Language Arts	National Council of Teachers of English
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 Auburn University - Teacher Response

Auburn	University	95 re
Auburn	University	95 re

Strongly Disagree Disagree Agree Strongly Agree

espondents

1829 respondents Alabama State Wide

Strongly Disagree Disagree Agree Strongly Agree

	1. Sec.		
	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%	
	38%	61%	
7%	54%	38%	
	54%	41%	
	50%	46%	
	53%	42%	
	50%	46%	
	51%	45%	
6% 51% 51%		42%	
		44%	
	53%	42%	
	52%	43%	
0	50%	10	

		Strongly	Disagree 🛡	Disagree 🛡 Ag	ree Strongly
		54%			41%
7%		51%			42%
	46%			54%)
	24%		46%		24%
		53%		4	14%
6%		49%		4	14%
6%	4	3%		51	%
		55%			41%
	ļ	54%		4	14%
119	%	53	3%		33%
	4(5%		49	%
20)%		54%		25%
9%		52%	•		37%
	4	9%		4	7%
8%	16%		53%		23%
	37%			61%	
9%		51%			39%
		51%		4	5%
	4	6%			3%
	4	8%		4	7%
		8%		4	7%
		7%		49	
11%	5	529	%		35%
7%		49%			43%
6%		49%			14%
6%		44%		48	3%
0%			50%		

0%

...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... 6% ...use, design, or adapt multiple methods of assessment ot documen, moni...

100%

50%

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

plan instruction by collaborating with colleagues, specialists, community
.collaborate with learners, families, colleagues, other school professionals,
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integrates Alabam-wide programs and initiatives into the curriculum and
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plan instruction based on information from formative abd summative ass

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 11 ...seek appropriate leadership roles and opportunities that would alow me ...

...select, 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

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Auburn University 76 respondents ● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader

Alabama State Wide

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

901 respondents

	34%			54%	9%
	35%		·	54%	
	24%			61%	12%
	509	%		42%	
	44%			48%	
	37%			54%	6%
	40%			50%	6%
	32%			58%	8%
	45%			46%	
	51	%		40%	
	29%			61%	8%
	44%				
	36% 39%			7%	
				6%	
	44%				
	16%		66%		17%
	43%			46%	6%
	46%			46%	
	36%			54%	7%
	36%			55%	6%
	40%			50%	6%
	42%			6%	
	35%			7%	
	41%			50%	6%
	42%			48%	6%
	41%			49%	6%
0%			50%		10

22%		64%	11%	
22%		11%		
14%	63%		20%	
499	6	42%		
45%		50%		
22%		66%	7%	
36%		55%		
29%		63%	7%	
<mark>%</mark> 32%		55%		
6	51%	37	%	
25%		67%	8%	
36%		61%		
34%		57%		
33%		54%	9%	
43%		51%		
%	70%		20%	
% 34%		51%		
39%		51%	7%	
32%		57%	8%	
33%		58%	7%	
30%		59%		
33%		54%	8%	
39%		50%	11%	
34%		57%		
41%		45%	8%	
41%		49%	7%	
	50%	6	100%	

9%

7%

0%

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

Employer Response

Ineffective Teacher Emerging Teacher Effective Teacher Teacher Leader

leacher Response	
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Strongly Disagree Disagree Agree Strongly Agree

	54%		41	1%	
7%	51%		42	.%	
4	46%		54%		
24%	24% 46			24%	
	53%		449	%	
6%	49%		449	%	
6%	<mark>%</mark> 43%		51%		
	55%		41	1%	
	54%		449	%	
11% 53%		%		33%	
	46%		49%		
20% 54%		54%	25%		
9%	9% 52%		37%		
	49%		47%		
8% 16%		53%		23%	
37	%		61%		
9%	51%		39%		
	51%		45%	6	
	46%		48% 47%		
	48%				
	48%		47%)	
47%			49%		
11% 52%		, >	35%		
7%	<mark>%</mark> 49%		43%		
6%	49%		44%		
6%	44%		48%		
%		50%		100	

2	2%			64%		11%
229	%			67%		11%
14%	, >		63%		20%	6
	49	%		42%		
	45%			50%		
	22%			66%		7%
	36%			55%		
	29%			63%		7%
9%	32%			55%		
		61%			37%	
25	5%		<u> </u>	67%		8%
70/	36%			61%		
7%	7% 34%			57%		
	33%					9%
11%	43%		70%	51%	20%	/
9%	34%	<u>(</u>	1076	51%	207	0
570	39%)		51%		7%
	32%			57%		8%
	33%			58%		7%
	30%			59%		170
	33%		· · ·	54%		8%
	39%			50%		11%
	34%			57%		
7% 41%		45%			8%	
	41%			49%		7%
%			50%			1(

...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

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100%