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

Spring Hill College

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 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, or ineffective teacher.

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Spring Hill College - Program Information

Program Approval & Accreditation

School Program Status

Spring Hill College Accredited Pending
Spring Hill College Approved Yes

Total # of Certificates Earned

Program	Total Earned
Class A	0
Class B	12
Total	12

Program	Concentration	Recognized by
Class A	No programs recognized	Not Applicable
Class B	No programs recognized	Not Applicable

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

Spring Hill College -Bachelor's - Principle of Teaching and Learning

• - Information not reported for less than five test takers

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

Program Approval & Accreditation Program Status

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

Spring Hill College -Bachelor's - NOT IN ED Praxis Content Tests

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program	Status
Accredited	Pending
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	8	8	100 %	0	0 %	0	0 %
Elementary Education	Multiple Subjects: Science	8	7	88 %	1	13 %	0	0 %
Elementary Education	Multiple Subjects: Social Studies	8	8	100 %	0	0 %	0	0 %
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class B	No programs recognized	Not Applicable

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy
Spring Hill College -Bachelor's - IN ED Praxis Content Tests

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status Accredited Pending 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 %
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Early Childhood Education	Teaching Reading	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
Elementary Education	Teaching of Reading	8	7	88 %	1	13 %	0	0 %

Program	Concentration	Recognized by
Class B	No programs recognized	Not Applicable

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

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program	Status
Accredited	Pending
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	*	*	*	*	*	*	*
Elementary Education	Elementary Education	8	7	88 %	1	13 %	0	0 %
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class B	No programs recognized	Not Applicable

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Spring Hill College-Master's - Principle of Teaching and Learning

• - Information not reported for less than five test takers

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

Program Approval & Accreditation

Program Status

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Spring Hill College -Master's - NOT IN ED Praxis Content Tests

• - Information not reported for less than five test takers

Test Heading	Subtest	Total Test	Passed After	Passed After	Passed After	Passed After	Passed After	Passed After
		Takers	1 Attempt	1 Attempt %		2 Attempts %	3+ Attempts	·
						70	Attempts	70

Nationally Recognized Programs

Program	Concentration	Recognized by
Class A	No programs recognized	Not Applicable

Program Approval & Accreditation

Program Status

Accredited Pending

Approved Yes

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **Spring Hill College -Master's - IN ED Praxis Content Tests**

• - Information not reported for less than five test takers

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

Nationally Recognized Programs

Program	Concentration	Recognized by
Class A	No programs recognized	Not Applicable

Program Approval & Accreditation

Program Status

Accredited Pending

Approved Yes

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Spring Hill College -Master's - edTPA

• - Information not reported for less than five test takers

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

Nationally Recognized Programs

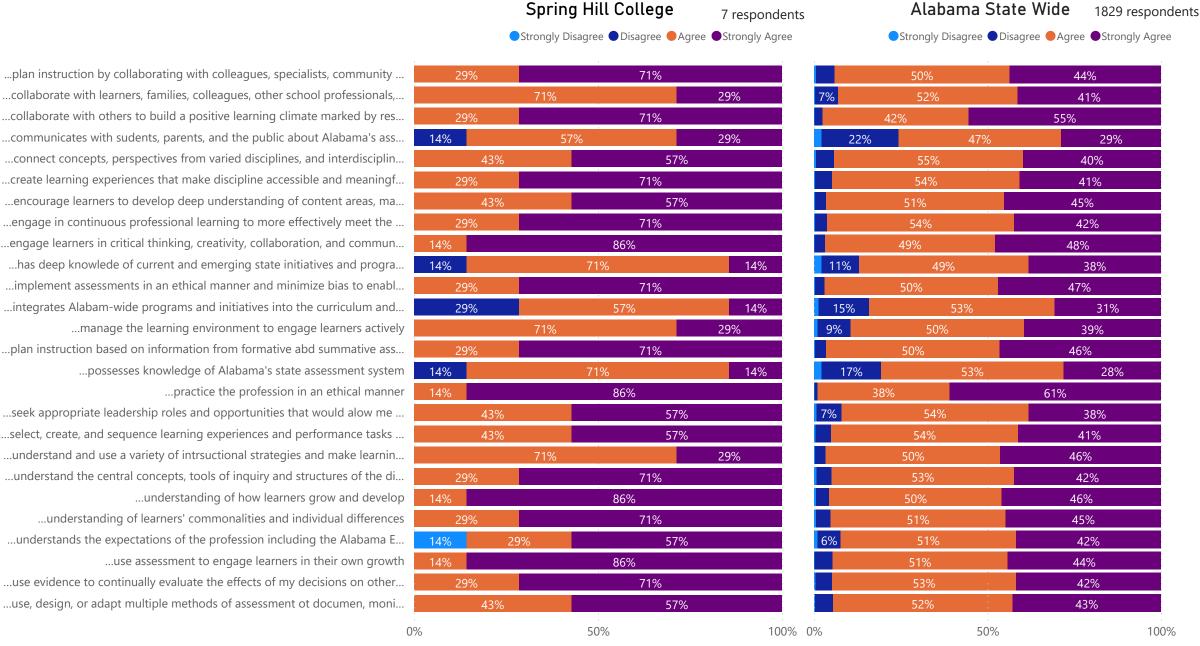
Program	Concentration	Recognized by
Class A	No programs recognized	Not Applicable

Program Approval & Accreditation

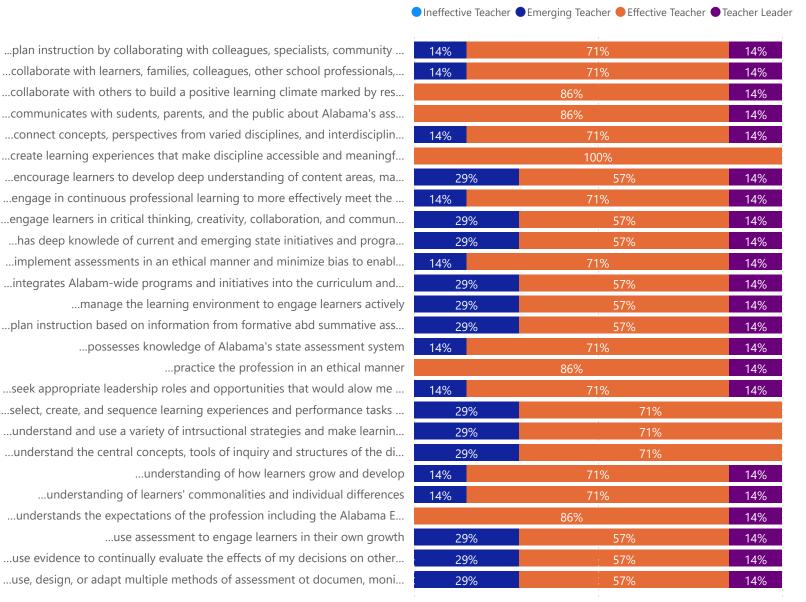
Program Status

Accredited Pending
Approved Yes

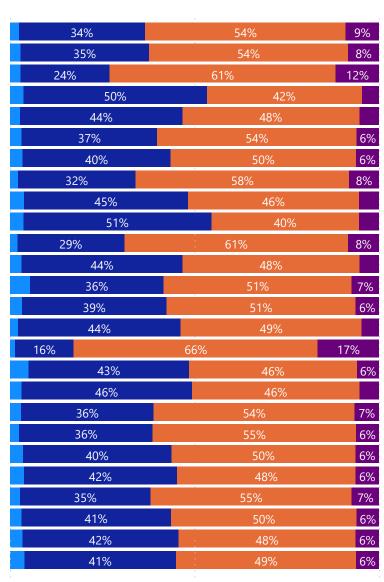
...plan instruction by collaborating with colleagues, specialists, communitycollaborate with learners, families, colleagues, other school professionals,... ...collaborate with others to build a positive learning climate marked by res... ...communicates with sudents, parents, and the public about Alabama's 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...



...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



Spring Hill College



Alahama State Wide

■ Ineffective Teacher ■ Emerging Teacher ■ Effective Teacher ■ Teacher Leader

7 respondents

901 respondents

Employer Response

Teacher Response rongly Disagree ● Disagree ● Ag

