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

Stillman 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, 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 Stillman College - Program Information

Program Appr	oval & Aco	creditati
School	Program	Status
Stillman College	Accredited	Pending
Stillman College	Approved	Yes

# Total # of Certificates Earned Program Total Earned

Total	2
Class B	2
Class A	0

Nationally Recognized Programs							
Program	Concentration	Recognized by					
Class B	No programs recognized	Not Applicable					

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

• - Information not reported for less than five test takers

Program Approval & Accreditation Program Status

Total Test	Passed After	Passed After	Passed After	Passed After	Passed After	Passed After
Takers	1 Attempt	1 Attempt %	2 Attempts	2 Attempts	3+	3+ Attempts
				%	Attempts	%
				Takers1 Attempt1 Attempt %2 Attempts		

Nationally Recognized Programs

Program Concentration Recognized by

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Stillman 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 %
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

## Nationally Recognized Programs

Program	Concentration	Recognized by
Class B	No programs recognized	Not Applicable

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Stillman 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 2 Attempts %		Passed After 3+ Attempts %
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
Elementary Education	Teaching of Reading	*	*	*	*	*	*	*

# Nationally Recognized Programs

Program	Concentration	Recognized by
Class B	No programs recognized	Not Applicable

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Stillman 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 3+ Attempts %
Elementary Education	Elementary Education	*	*	*	*	*	*	*

## Nationally Recognized Programs

Program	Concentration	Recognized by
Class B	No programs recognized	Not Applicable

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **Stillman College-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 Stillman College -Master'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 Subte	st Total Test	Passed After	Passed After	Passed After	Passed After	Passed After	Passed After
	Takers	1 Attempt	1 Attempt %	2 Attempts	2 Attempts %	3+ Attempts	
					70	recempts	70

Nationally Recognized Programs

Program Concentration Re

Recognized by

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Stillman College -Master'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							
		Takers	1 Attempt	1 Attempt %	2 Attempts	2 Attempts %	3+ Attempts	

Nationally Recognized Programs

Concentration

Program

Recognized by

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Stillman College -Master'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	Passed After					
	Takers	1 Attempt	1 Attempt %	2 Attempts			
					%	Attempts	%

Nationally Recognized Programs

Program Concentration Recognized by

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

			Stillmar	n College	13 responder	nts	Al
		St	rongly Disagre	ee 🔵 Disagree 🛑 A	gree Strongly Agree		Strong
ialists, community	8%	46	%		46%		50%
nool professionals,	8%	38%		54	%	7%	52
ate marked by res	8%	46	%		46%		42%
out Alabama's ass	8%	46	%		46%	225	%
, and interdisciplin	8%	23%		69%			55
ible and meaningf	15%	31	%	54	%		549
content areas, ma	8%	46	%		46%		51%
fectively meet the	8%	46	%		46%		54%
tion, and commun	8%	38%		54	%		49%
iatives and progra	15%	31	%	54	%	11%	
mize bias to enabl	8%	38%		54	%		50%
he curriculum and	15%		46%		38%	15%	
age learners actively	8%	31%		62%		9%	5
bd summative ass	8%	38%		54	%		50%
e assessment system	8%	38%		54	%	17%	
n an ethical manner	8%	46	%		46%		38%
at would alow me	8%	38%		54	%	7%	5
performance tasks	8%	46	%		46%		549
and make learnin	8%	46	%		46%		50%
structures of the di	8%	46	%		46%		53%
s grow and develop	8%	23%		69%			50%
ndividual differences	8%	38%		54	%		51%
ing the Alabama E	8%		54%		38%	6%	51
in their own growth	8%	46	%		46%		51%
decisions on other	8%	46	%		46%		53%
ot documen, moni	8%	38%		54	%		52%

50%

...plan instruction by collaborating with colleagues, specia ...collaborate with learners, families, colleagues, other scho ...collaborate with others to build a positive learning clima ...communicates with sudents, parents, and the public abo ...connect concepts, perspectives from varied disciplines, ...create learning experiences that make discipline accessib ...encourage learners to develop deep understanding of co ...engage in continuous professional learning to more effe ...engage learners in critical thinking, creativity, collaboration ...has deep knowlede of current and emerging state initia ...implement assessments in an ethical manner and minim ...integrates Alabam-wide programs and initiatives into th ...manage the learning environment to engage ...plan instruction based on information from formative ab

...possesses knowledge of Alabama's state ...practice the profession in ...seek appropriate leadership roles and opportunities that

...select, create, and sequence learning experiences and pe ...understand and use a variety of intrsuctional strategies ...understand the central concepts, tools of inquiry and sti ... understanding of how learners

...understanding of learners' commonalities and ind

... understands the expectations of the profession includir ... use assessment to engage learners ir

...use evidence to continually evaluate the effects of my d ...use, design, or adapt multiple methods of assessment of

0%

1829 respondents labama State Wide

ngly 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%
	38%	61%
7%	54%	38%
	54%	41%
	50%	46%
	53%	42%
	50%	46%
	51%	45%
6%	51%	42%
	51%	44%
	53%	42%
	52%	43%

50%

100% 0%

100%

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

	Ineffective Teacher ●E	merging Teach	ier 🛑 Effectiv	ve Teacher 🛡	Teacher Lea
gues, specialists, community	6	7%		17%	17%
es, other school professionals,	67	7%		17%	17%
earning climate marked by res	67	7%		17%	17%
e public about Alabama's ass	67	7%		17%	17%
disciplines, and interdisciplin		83%			17%
pline accessible and meaningf	67	7%		17%	17%
standing of content areas, ma	50%		33	%	17%
to more effectively meet the		83%			17%
y, collaboration, and commun		83%			17%
ng state initiatives and progra		83%			17%
er and minimize bias to enabl	67	7%		17%	17%
atives into the curriculum and		83%			17%
ent to engage learners actively		83%			17%
formative abd summative ass		83%			17%
ama's state assessment system	50%		33	%	17%
profession in an ethical manner	33%		50%		17%
rtunities that would alow me	67	7%		17%	17%
ences and performance tasks		83%			17%
al strategies and make learnin		83%			17%
equiry and structures of the di		83%			17%
now learners grow and develop		83%			17%
lities and individual differences		83%			17%
sion including the Alabama E		83%			17%
ge learners in their own growth		83%			17%
ects of my decisions on other		83%			17%

0%

...plan instruction by collaborating with collea ...collaborate with learners, families, colleagues ...collaborate with others to build a positive lea ...communicates with sudents, parents, and the ...connect concepts, perspectives from varied ...create learning experiences that make discip ...encourage learners to develop deep underst ...engage in continuous professional learning ...engage learners in critical thinking, creativity, ...has deep knowlede of current and emergin ...implement assessments in an ethical manne ...integrates Alabam-wide programs and initia ...manage the learning environme ...plan instruction based on information from f

...possesses knowledge of Alaba ...practice the p ...seek appropriate leadership roles and oppor

...select, create, and sequence learning experie ...understand and use a variety of intrsuctional ...understand the central concepts, tools of ind ...understanding of h

...understanding of learners' commonal ... understands the expectations of the profess ... use assessment to engage

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

901 respondents Alabama State Wide ● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader

34%		54%	9%
35%		54%	8%
24%		61%	12%
50%		42%	
44%		48%	
37%		54%	6%
40%		50%	6%
32%		58%	8%
45%		46%	
51%		40%	
29%		61%	8%
44%		48%	
36%		51%	7%
39%		51%	6%
44%		49%	
16% 6		5%	17%
43%		46%	6%
46%		46%	
36%		54%	7%
36%		55%	6%
40%		50%	6%
42%		48%	6%
35%		55%	7%
41%		50%	6%
42%		48%	6%
41%		49%	6%

50%

83%

Stillman College

6 respondents

17%

100%

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

#### **Employer Response**

<sup>-</sup> Leader

**Teacher Response** Strongly Disagree Disagree Agree Strongly Agree

8%	46%		46%				
8%	38%		54%				
8%	46%		46%				
8%	46%		46%				
8%	23%		69%				
15%	31%		54%				
8%	46%		46%				
8%	46%		46%				
8%	38%		54%				
15%	31%		54%				
8%	38%		54%				
15%	46	%	38%				
8%	31%		62%				
8%	38%		54%				
8%	38%		54%				
8%	46%		46%				
8%	38%		54%				
8%	46%		46%				
8%	46%		46%				
8%	46%		46%				
8%	23%		69%				
8%	38%		54%				
8%	54%		38%				
8%	46%		46%				
8%	46%		46%				
8%	38%		54%				
)%		50%		100			

	67			17%	179
	67	%		17%	179
	67	%		17%	179
	67	%		17%	17%
		83%			17%
	67	'%		17%	179
	50%			33%	179
		83%			179
		83%			17%
		83%			17%
	67	%		17%	17%
		83%			17%
		83%			17%
		83%			17%
	50%			33%	179
339	%		50%		179
	67	%		17%	179
		83%			179
		83%	·		179
		83%			179
		83%			179
		83%			179
		83%			179
		83%			179
		83%	1		179
		83%			179
)			50%		

...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% 0

%