

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 2024

Disclaimer:

Section I: Certificates Issued

The candidates presented as completers represent individuals who completed a program within the past 60 calendar months that applied for and received their professional certificate within the 2022-2023 academic year.

Section II: Assessment Pass Rates

The test takers in this section are those individuals who completed assessments during the 2022-2023 academic year. These individuals may be completers who were recommended for certification during this period; however, they may still be currently enrolled candidates in programs. The individuals listed as certified are not necessarily the same individuals listed in this section.

Section III: Survey Results

The program completers who did this survey are a part of the Alabama Teacher Mentoring Program (ATMP). The completers self-identify. They may be individuals who completed programs within any timeframe. The only requirement is that these individuals have less than two years of professional teaching experience.

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.

Section I: Certificates Issued

Program Approval & Accreditation

College	Accredited/Approved	Status
Spring Hill College	Accredited	Pending
Spring Hill College	Approved	Yes

Total # of Certificates Earned

Program	Sum of Total Earned
Class A	2
Class B	8
Total	10

Nationally Recognized Programs

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

Section II: Assessment Pass Rates

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Spring Hill College - Bachelor's - Principle of Learning and Teaching
** - Information not reported for less than five test takers*

of Class B Certificates Earned

8

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Pending
Approved	Yes

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

Nationally Recognized Programs

Program	Concentration	Recognized by
Class B	No programs recognized	Not Applicable

of Class B Certificates Earned

8

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Pending
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Multiple Subjects: Mathematics	5	4	80%	1	20%	0	0%
Elementary Education	Multiple Subjects: Science	5	4	80%	1	20%	0	0%
Elementary Education	Multiple Subjects: Social Studies	5	4	80%	1	20%	0	0%
Social Studies	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

Spring Hill College - Bachelor's - IN ED Praxis Content Tests

** - Information not reported for less than five test takers*

of Class B Certificates Earned

8

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Pending
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Teaching of Reading	5	5	100%	0	0%	0	0%

Nationally Recognized Programs

Program	Concentration	Recognized by
Class B	No programs recognized	Not Applicable

of Class B Certificates Earned

8

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Pending
Approved	Yes

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

Program	Concentration	Recognized by
Class B	No programs recognized	Not Applicable

of Class B Certificates Earned

8

Program Approval & Accreditation

Accredited/Approved		Status
Accredited		Pending
Approved		Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Elementary Education	5	5	100%	0	0%	0	0%
Social Studies	Social Studies	*	*	*	*	*	*	*

Nationally Recognized Programs

Program	Concentration	Recognized by
Class B	No programs recognized	Not Applicable

of Class A Certificates Earned

2

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Pending
Approved	Yes

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

Program	Concentration	Recognized by
Class A	No programs recognized	Not Applicable

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*

of Class A Certificates Earned

2

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Pending
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
English Language Arts	English Language Arts	*	*	*	*	*	*	*

Nationally Recognized Programs

Program	Concentration	Recognized by
Class A	No programs recognized	Not Applicable

of Class A Certificates Earned

2

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Pending
Approved	Yes

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

Program	Concentration	Recognized by
Class A	No programs recognized	Not Applicable

of Class A Certificates Earned

2

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Pending
Approved	Yes

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

Program	Concentration	Recognized by
Class A	No programs recognized	Not Applicable

of Class A Certificates Earned

2

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Pending
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
English Language Arts	English Language Arts	*	*	*	*	*	*	*

Nationally Recognized Programs

Program	Concentration	Recognized by
Class A	No programs recognized	Not Applicable

Section III: Survey Results

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

Spring Hill College - Teacher Response

Question

- ...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 students, 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 knowledge of current and emerging state initiatives and progra...
- ...implement assessments in an ethical manner and minimize bias to enabl...
- ...integrates Alabama-wide programs and initiatives into the curriculum and...
- ...manage the learning environment to engage learners actively
- ...plan instruction based on information from formative and 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 allow me ...
- ...select, create, and sequence learning experiences and performance tasks ...
- ...understand and use a variety of instructional strategies and make learnin...
- ...understand the central concepts, tools of inquiry and structures of the di...
- ...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 to document, moni...
- ...understanding of how learners grow and develop

0%

50%

100%

Spring Hill College

0
respondents

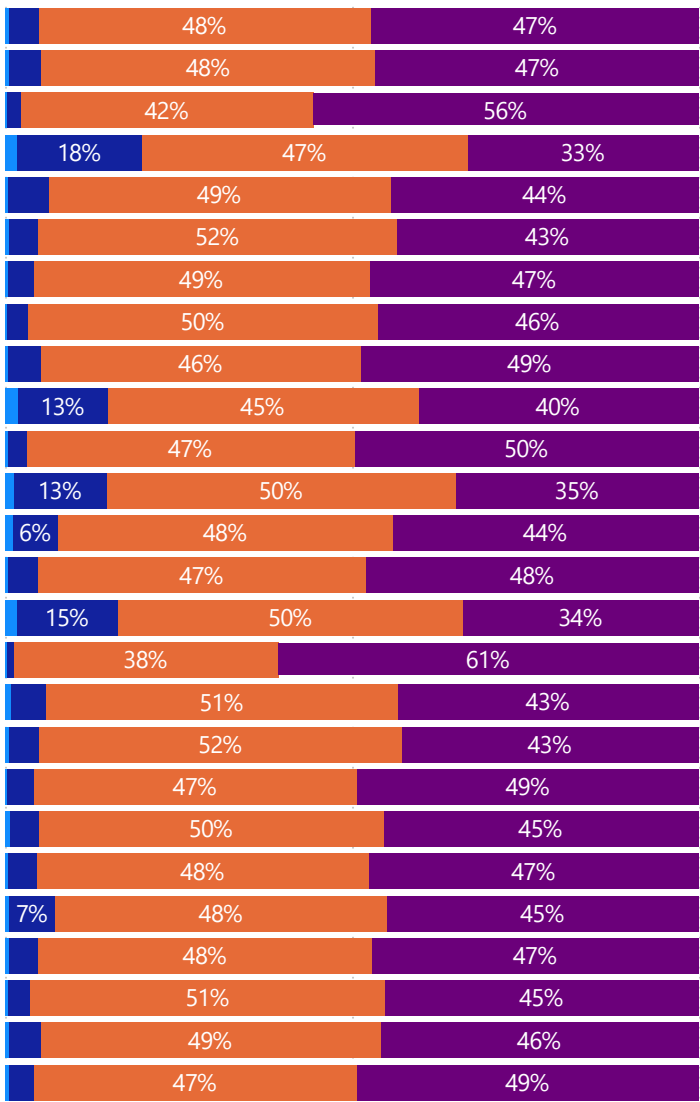
Strongly Disagree Disagree Agree Strongly Agree

No Data Available

Alabama Statewide

1507
respondents

Strongly Disagree Disagree Agree Strongly Agree



0%

50%

100%

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

Spring Hill College - Employer Response

Questions

- ...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 students, 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 knowledge of current and emerging state initiatives and progra...
- ...implement assessments in an ethical manner and minimize bias to enabl...
- ...integrates Alabama-wide programs and initiatives into the curriculum an...
- ...manage the learning environment to engage learners actively
- ...plans instruction based on information from formative and summative as...
- ...possesses knowledge of Alabama's state assessment system
- ...practice the profession in an ethical manner
- ...seek appropriate leadership roles and opportunities that would allow me...
- ...select, create, and sequence learning experiences and performance tasks ...
- ...understand and use a variety of instructional strategies and make learnin...
- ...understand the central concepts, tools of inquiry and structures of the di...
- ...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 adapts multiple methods of assessment to document, mo...

Spring Hill College

0

respondents

Ineffective Teacher Emerging Teacher Effective Teacher Teacher Leader

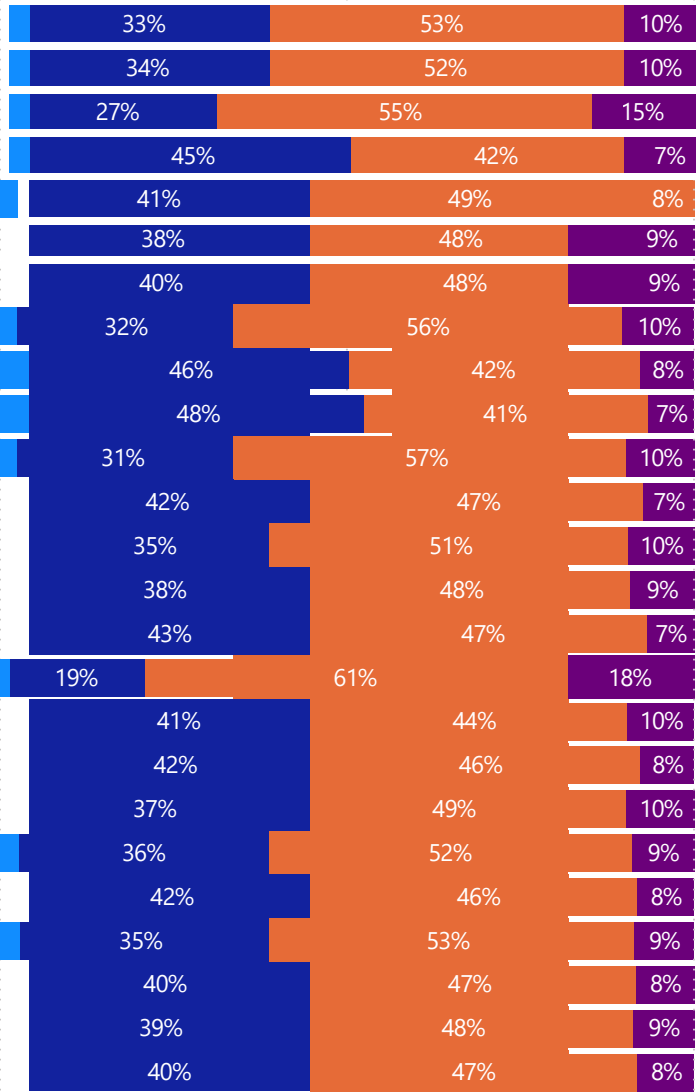
No Data Available

Alabama Statewide

804

respondents

Ineffective Teac... Emerging Teac... Effective Teac... Teacher Lea...



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

Spring Hill College - Employer and Teacher Responses

