

Educator Preparation Institutional Report Card
for Performance on Required Content Knowledge and Pedagogy Tests

and

Responses to the First-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 2020

Report Card and Survey Information

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy Tests

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 a 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.

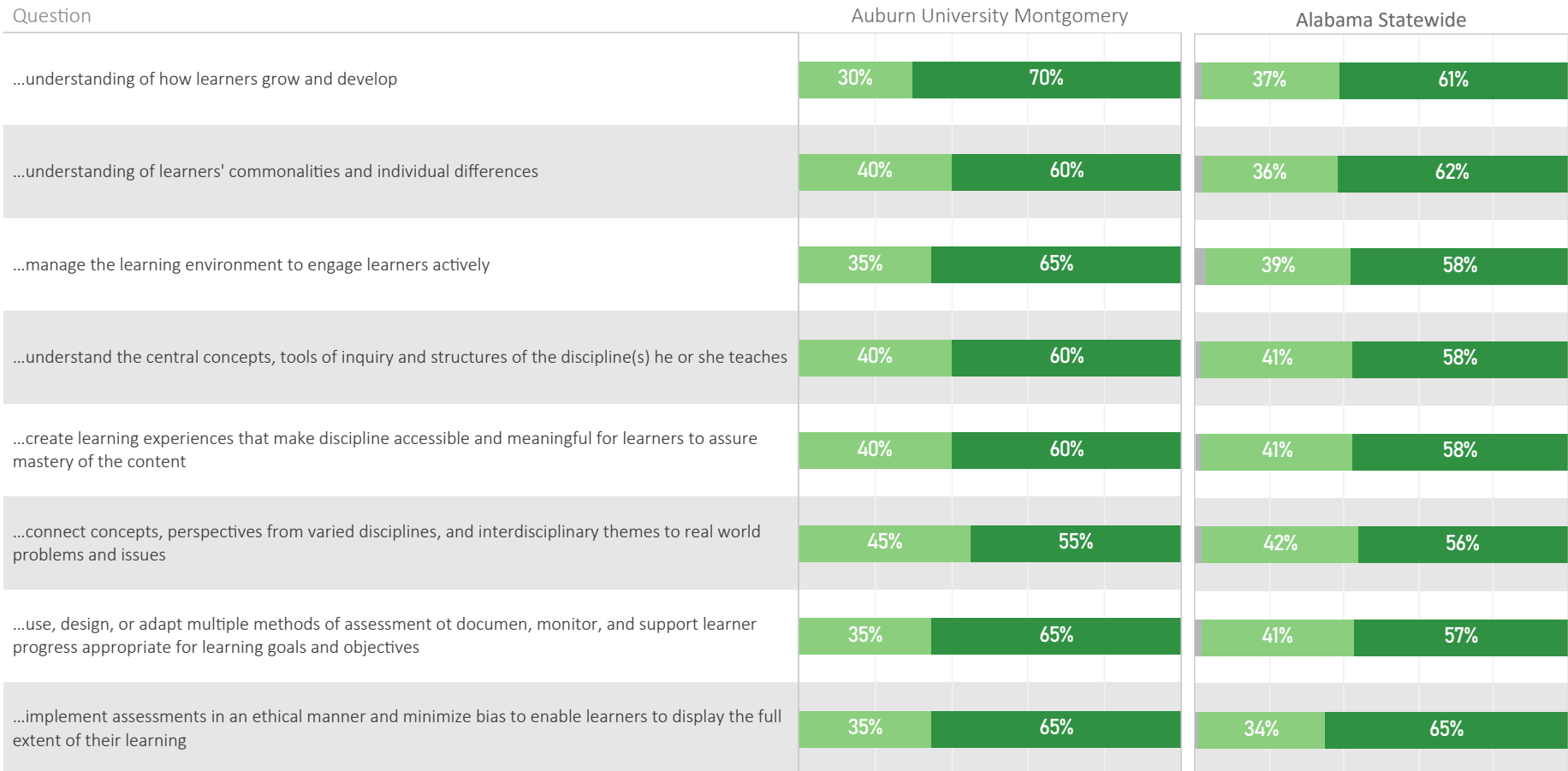
Responses to the First-Year Teacher Survey created by the

Alabama Association of Colleges for Teacher Education

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. Data provided in this report include a summary of survey categories and the percentage of first-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-year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher.

Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Auburn University Montgomery - Teacher Response

■ Strongly Agree ■ Disagree
■ Agree ■ Strongly Disagree



Question	Auburn University Montgomery				Alabama Statewide			
...plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	40%		60%		35%		63%	
...understand and use a variety of instructional strategies and make learning accessible to all learners	35%		65%		34%		65%	
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	40%		60%		37%		61%	
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	35%		65%		36%		61%	
...practice the profession in an ethical manner	30%		70%		26%		73%	
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	30%		70%		34%		65%	
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	40%		60%		36%		62%	
...use assessment to engage learners in their own growth	35%		65%		37%		61%	
...select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills	40%		60%		38%		60%	
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	40%		60%		37%		61%	



