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 at Montgomery

Administerd by the Alabama State Department of Education

September 2021

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.

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University at Montgomery - Program Information

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class B Certificates Earned	Number of Cla	
76		

er of Class A Certificates Earned
24

Class B	English Language Arts	National Council of Teachers of English
Class A	Early Childhood Education	National Association for the Education of Young Children
E	English Language Arts	National Council of Teachers of English
Physical Education		National Association for Sport and Physical Education
	School Counselor	Council for Accreditation of Counseling and Related Educational Progr

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - Bachelor's - Principles of Teaching and Learning

* - Information not reported for less than five test takers X - Either an inactive program or no program in the specifiec area

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B English Language Arts

National Council of Teachers of English

Number of Class B Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University at Montgomery - Bachelor's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

X - Either an inactive program or no program in the specifiec area

X - Either an inactive program or no prog Test Heading	gram in the specifiec area	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three or more Attempts	Percent Passed After Three or more Attempts
Early Childhood Education	Early Childhood Education	18	15	83%	0	0%	3	17%
	Teaching Reading	18	13	72%	0	0%	5	28%
Elementary Education	Multiple Subjects: Reading	35	26	74%	1	3%	8	23%
	Teaching of Reading	35	29	83%	1	3%	5	14%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/ Application	7	6	86%	0	0%	1	14%
	Early Childhood Education	*	*	*	*	*	*	*
	Multiple Subjects: Reading	*	*	*	*	*	*	*

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are Approved Yes Programs Are Accredited Yes Class B English Language Arts National Council of Teachers of English

Number of Class B Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University at Montgomery - Bachelor's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

X - Either an inactive program or no program in the specifiec area

X - Either an inactive program or no pr	rogram in the specifiec area			Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed
— P		Number of Test	Number Passed	After One	After Two	After Two	After Three or	After Three or
Test Heading	Subtest	Takers	After One Attempt	Attempt	Attempts	Attempts	more Attempts	more Attempts
Elementary Education	Multiple Subjects: Mathematics	35	31	89%	0	0%	4	11%
	Multiple Subjects: Science	35	24	69%	0	0%	11	31%
	Multiple Subjects: Social Studies	35	29	83%	0	0%	6	17%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Social Studies	Social Studies	6	4	67%	0	0%	2	33%
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are Approved Yes Programs Are Accredited Yes Class B English Language Arts National Council of Teachers of English

Number of Class B Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University at Montgomery - Bachelor's - edTPA

* - Information not reported for less than five test takers

X - Either an inactive program or no program i	n the specifiec area			Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed
T		Number of Test	Number Passed	After One	After Two	After Two	After Three or	After Three or
Test Heading	Subtest	Takers	After One Attempt	Attempt	Attempts	Attempts	more Attempts	more Attempts
Early Childhood Education	Early Childhood Education	8	8	100%	0	0%	0	0%
Elementary Education	Elementary Education	35	34	97%	1	3%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Social Studies	Social Studies	6	6	100%	0	0%	0	0%
Special Education	Special Education	*	*	*	*	*	*	*

National Council of Teachers of English

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are Approved Yes

English Language Arts Class B

Programs Are Accredited Yes

Number of Class B Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University at Montgomery - Alternative Master's - Principles of Teaching and Learning

* - Information not reported for less than five test takers
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Special Education	Special Education	*	*	*	*	*	*	*
Test Heading	Subtest	Takers	After One Attempt	Attempt	Attempts	Attempts	more Attempts	more Attempts
		Number of Test	Number Passed	After One	After Two	After Two	After Three or	After Three or
X - Either an inactive program or	no program in the specifiec area			Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class A Certificates Earned

24

Class A	Early Childhood Education	National Association for the Education of Young Children
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Education
	School Counselor	Council for Accreditation of Counseling and Related Educatio

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University at Montgomery - Alternative Master's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers
X - Fither an inactive program or no program in the specifiec area

Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*
Test Heading	Subtest	Takers	After One Attempt	Attempt	Attempts	Attempts	more Attempts	more Attempts
		Number of Test	Number Passed	After One	After Two	After Two	After Three or	After Three or
X - Either an inactive program or	no program in the specifiec area			Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class A Certificates Earned

24

Class A	Early Childhood Education	National Association for the Education of Young Children
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Education
	School Counselor	Council for Accreditation of Counseling and Related Educatio

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - Alternative Master's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers X - Either an inactive program or no program in the specifiec area

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class A Certificates Earned

24

Class A	Early Childhood Education	National Association for the Education of Young Children
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Education
	School Counselor	Council for Accreditation of Counseling and Related Educatio

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University at Montgomery - Alternative Master's - edTPA

Test Heading Special Education	Subtest Special Education	Takers *	Attempt *	Attempt *	Attempts *	Attempts *	*	more Attempts *
To the Line of the second	Culturet	Number of Test		After One	After Two			
* - Information not reported for less X - Either an inactive program or no			Number Passed	Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class A Certificates Earned

24

Class A	Early Childhood Education	National Association for the Education of Young Children
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Education
	School Counselor	Council for Accreditation of Counseling and Related Educatio

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



Question	Auburn Univer	sity at Montgomery	Alabama Statewide		
understanding of how learners grow and develop	37%	60%	48%	48%	
understanding of learners' commonalities and individual differences	37%	57%	45%	48%	
manage the learning environment to engage learners actively	40%	57%	47%	45%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	47%	50%	50%	45%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	10% 37%	53%	49%	45%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	13% 37%	50%	50%	43%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	43%	53%	51%	44%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	40%	60%	48%	49%	
plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	37%	60%	47%	48%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	43%	53%	49%	48%	

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



Question	Auburn Universi	ty at Montgomery	Alabama Statewide		
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	50%	50%	48%	47%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	47%	50%	49%	46%	
practice the profession in an ethical manner	37%	63%	38%	62%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	43%	57%	40%	57%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	50%	50%	46%	49%	
use assessment to engage learners in their own growth	47%	50%	48%	46%	
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	53%	47%	52%	42%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	47%	50%	46%	47%	
engage in continuous professional learning to more effectively meet the needs of each learner	47%	53%	48%	48%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	43%	50%	47%	46%	

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



Question	Au	burn University at	Montgomery		wide	
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession		47%	50%		49%	44%
has deep knowlede of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement.		57%	37%	14%	46%	37%
possesses knowledge of Alabama's state assessment system	13%	63%	23%	20%	48%	29%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	10%	50%	40%	15%	52%	32%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	13%	53%	33%	20%	44%	31%
understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy.		57%	40%	8%	47%	44%

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

Teacher Leader Effective Teacher Emerging Teacher

Question	Auburn University	at Montgomery	Alabama Statewide			
understanding of how learners grow and develop	48%	38% 14%	44%	50%		
understanding of learners' commonalities and individual differences	10% 57%	19% 14%	44%	49%		
manage the learning environment to engage learners actively	48%	33% 14%	33%	55% <mark>8</mark> %		
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	48%	38% 14%	36%	58%		
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	52%	38%	37%	54% 6%		
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	57%	29% 14%	45%	48%		
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	57%	29% 14%	46%	48%		
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	43%	48% 10%	28%	64% 6%		
plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	52%	29% 14%	44%	49%		
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	62%	24% 14%	37%	55%		

Auburn University at Montgomery, 14

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

Teacher Leader

Effective Teacher

Emerging Teacher

Auburn University at Montgomery Alabama Statewide Question ...encourage learners to develop deep understanding of content areas, make connections across content, 14% and applies content knowledge in meaningful ways ...use evidence to continually evaluate the effects of my decisions on others and adapt my professional 10% practices to better meet learners' needs 24% 16% ...practice the profession in an ethical manner 12% 19% ...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility ...engage learners in critical thinking, creativity, collaboration, and communication to address authentic 14% local and global issues 14% ... use assessment to engage learners in their own growth ...select, create, and sequence learning experiences and performance tasks that support learners in 10% reaching rigorous curriculum goals based on content standards and cross-disciplinary skills ...plan instruction by collaborating with colleagues, specialists, community resources, families and learners 10% to meet individual learning needs 14% ...engage in continuous professional learning to more effectively meet the needs of each learner ...collaborate with learners, families, colleagues, other school professionals, and community members to 14% ensure learner growth.

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

Teacher Leader Effective Teacher

r Emerging Teacher

Auburn University at Montgomery Alabama Statewide Question ...seek appropriate leadership roles and opportunities that would alow me to take responsibility for student 10% learning and to advance in the profession ...has deep knowlede of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); 10% Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. 10% ...possesses knowledge of Alabama's state assessment system ...integrates Alabam-wide programs and initiatives into the curriculum and instructional process. ...communicates with sudents, parents, and the public about Alabama's assessment system and major 10% Alabama educational improvement initiatives. ...understands the expectations of the profession including the Alabama Educator Code of Ethics, the 10% NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy.

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

 Teacher Leader
 Emerging Teacher
 Strongly Agree
 Disagree

 Effective Teacher
 Ineffective Teacher
 Agree
 Strongly Disagree

Question	Employer F	Response	Teacher Response		
understanding of how learners grow and develop	48%	38% 14%	37%	60%	
understanding of learners' commonalities and individual differences	10% 57%	19% 14%	37%	57%	
manage the learning environment to engage learners actively	48%	33% 14%	40%	57%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	48%	38% 14%	47%	50%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	52%	38%	10% 37%	53%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	57%	29% 14%	13% 37%	50%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	57%	29% 14%	43%	53%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	43%	48% <mark>10%</mark>	40%	60%	
plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	52%	29% 14%	37%	60%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	62%	24% 14%	43%	53%	

Auburn University at Montgomery, 17

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

 Teacher Leader
 Emerging Teacher
 Strongly Agree
 Disagree

 Effective Teacher
 Ineffective Teacher
 Agree
 Strongly Disagree

Question	Employ	ver Response	Teacher Response		
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	52%	29% 14%	50%	50%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	62%	29% <mark>10%</mark>	47%	50%	
practice the profession in an ethical manner	33%	43% 24%	37%	63%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	38%	43% 19%	43%	57%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	67%	19% 14%	50%	50%	
use assessment to engage learners in their own growth	57%	29% 14%	47%	50%	
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	67%	24% 10%	53%	47%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	52%	33% 10%	47%	50%	
engage in continuous professional learning to more effectively meet the needs of each learner	38%	43% 14%	47%	53%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	52%	33% 14%	43%	50%	

Auburn University at Montgomery, 18

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

 Teacher Leader
 Emerging Teacher
 Strongly Agree
 Disagree

 Effective Teacher
 Ineffective Teacher
 Agree
 Strongly Disagree

Question	Employer Res	sponse	Teacher Response	
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	67%	24% 10%	47%	50%
has deep knowlede of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement.	71%	19% 10%	57%	37%
possesses knowledge of Alabama's state assessment system	62%	29% 10% 13%	63%	23%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	71%	24% 10%	50%	40%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	71%	19% <mark>10%</mark> 13%	53%	33%
understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy.	57%	33% 10%	57%	40%