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

University of South Alabama

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 University of South Alabama - Program Information

Program Approval & Accreditation									
School	Program	Status							
University of South Alabama	Accredited	Yes							
University of South Alabama	Approved	Yes							

Total # of Certificates EarnedProgramTotal EarnedClass A38Class B168Total206

Program	Concentration	Recognized by
Class A	Music Education	National Association for Schools of Music
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs
Class B	Music Education	National Association for Schools of Music

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

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status

Accredited Yes

Approved Yes

Test Heading	Subtest	Total Test Takers		Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %		Passed After 3+ Attempts %
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class B	Music Education	National Association for Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **University of South Alabama -Bachelor's - NOT IN ED Praxis Content Tests**

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status

Accredited Yes

Approved Yes

	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 %
Elementary Education	Multiple Subjects: Mathematics	69	55	80 %	7	10 %	7	10 %
Elementary Education	Multiple Subjects: Science	69	51	74 %	8	12 %	10	14 %
Elementary Education	Multiple Subjects: Social Studies	69	58	84 %	8	12 %	3	4 %
English Language Arts	English Language Arts	10	9	90 %	1	10 %	0	0 %
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	10	6	60 %	2	20 %	2	20 %
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	14	12	86 %	0	0 %	2	14 %
Special Education	Multiple Subjects: Mathematics	42	30	71 %	6	14 %	6	14 %
Special Education	Multiple Subjects: Science	42	35	83 %	1	2 %	6	14 %
Special Education	Multiple Subjects: Social Studies	42	35	83 %	3	7 %	4	10 %

Nationally Recogi

Program Concentration

Recognized by

Class B Music Education

National Association for Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **University of South Alabama -Bachelor's - IN ED Praxis Content Tests**

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status

Accredited Yes

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	6	6	100 %	0	0 %	0	0 %
Early Childhood Education	Teaching Reading	6	5	83 %	1	17 %	0	0 %
Elementary Education	Multiple Subjects: Reading	30	29	97 %	1	3 %	0	0 %
	Teaching of Reading	69	56	81 %	11	16 %	2	3 %
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
	Core Knowledge/ Application	47	47	100 %	0	0 %	0	0 %
Special Education	Early Childhood Education	*	*	*	*	*	*	*
	Multiple Subjects: Reading	19	19	100 %	0	0 %	0	0 %

Program	Concentration	Recognized by
Class B	Music Education	National Association for Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **University of South Alabama-Bachelor's - edTPA**

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status

Accredited Yes

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 %
Elementary Education	Elementary Education	69	68	99 %	1	1 %	0	0 %
	English Language Arts	10	10	100 %	0	0 %	0	0 %
	Health/Physical Education	*	*	*	*	*	*	*
	Mathematics	*	*	*	*	*	*	*
	Performing Arts	10	10	100 %	0	0 %	0	0 %
	Sciences	*	*	*	*	*	*	*
	Social Studies	14	14	100 %	0	0 %	0	0 %
Special Education	Special Education	5	5	100 %	0	0 %	0	0 %

Program	Concentration	Recognized by
Class B	Music Education	National Association for Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **University of South Alabama-Master's - Principle of Teaching and Learning**

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status

Accredited Yes

Approved Yes

Test Heading	Subtest	Total Test Takers		Passed After 1 Attempt %			3+	Passed After 3+ Attempts %
Special Education	Special Education	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	Music Education	National Association for Schools of Music
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **University of South Alabama -Master's - NOT IN ED Praxis Content Tests**

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status Accredited Yes

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 %
Elementary Education	Multiple Subjects: Mathematics	12	12	100 %	0	0 %	0	0 %
	Multiple Subjects: Science	12	11	92 %	1	8 %	0	0 %
	Multiple Subjects: Social Studies	12	12	100 %	0	0 %	0	0 %
English for Speakers of Other Languages	English for Speakers of Other Languages	*	*	*	*	*	*	*
	English Language Arts	6	6	100 %	0	0 %	0	0 %
	Languages Other than English	*	*	*	*	*	*	*
	Mathematics	*	*	*	*	*	*	*
	Performing Arts	*	*	*	*	*	*	*
	Sciences	6	5	83 %	0	0 %	1	17 %
Social Studies	Social Studies	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	Music Education	National Association for Schools of Music
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **University of South Alabama -Master's - IN ED Praxis Content Tests**

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status Accredited Yes 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	*	*	*	*	*	*	*
Early Childhood Education	Teaching Reading	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Reading	11	10	91 %	1	9 %	0	0 %
	Teaching of Reading	12	12	100 %	0	0 %	0	0 %
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	Music Education	National Association for Schools of Music
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **University of South Alabama-Master's - edTPA**

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status Accredited Yes

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	12	12	100 %	0	0 %	0	0 %
English for Speakers of Other Languages	English for Speakers of Other Languages	*	*	*	*	*	*	*
English Language Arts	English Language Arts	6	5	83 %	1	17 %	0	0 %
Languages Other than English	Languages Other than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	6	6	100 %	0	0 %	0	0 %
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	Music Education	National Association for Schools of Music
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs

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

University of South Alabama 88 respondents

Strongly Disagree Disagree Agree Strongly Agree

Alabam	a State	Wide	1829 respondents
		-	

Strongly 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%		
6	50%	10		

1						
	55%			41%		
10%	45%		2	14%		
6%	41%		53%	,)		
	34%	38%		26%		
6%	58%			36%		
6%	57%			38%		
	53%		4	43%		
	58%			38%		
	48%		49	%		
<mark>6%</mark> 169	%	42%		36%		
7%	49%		4	14%		
25	25% 43%			30%		
11%	52%		33%			
	53%		42%			
	30%	40%	а 27%			
	41%		59%			
13%	51	%	36%			
	56%		42%			
	55%			41%		
8%	50%		42%			
10%	49%		41%			
11%	56	5%		33%		
17%	43%		40%			
9%	45%		45%			
10%	51%		38%			
7%	55%			39%		
)%		50%				

...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... 6 ...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... 6 ...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... 7 ...integrates Alabam-wide programs and initiatives into the curriculum and... ...manage the learning environment to engage learners actively

...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 tasks ...

...plan instruction based on information from formative abd summative ass...

...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.... 7

100%

0%

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education **University of South Alabama - Employer Response**

University of South Alabama 34 respondents

● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader

901 respondents Alabama State Wide

Ineffective Teacher Err	erging Teacher 🛑 Ef	ifective Teacher 🔵 Te	eacher Leader
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	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%	
2	9%			61%	8%
	44%			48%	
	36%			51%	7%
	39%			51%	6%
	44%			49%	
16%			6	6%	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%
6			5()%	10

	5	5	
	32%	53%	15%
	47%	35%	18%
	32%	53%	15%
	56%	26%	18%
	50%	38%	12%
	44%	38%	15%
	41%	41%	18%
	32%	53%	15%
	41%	47%	12%
	47%	44%	6
	32%	50%	18%
	47%	38%	15%
9%	35%	41%	15%
	41%	41%	18%
	47%	38%	12%
21	%	59%	21%
	59%	26%	15%
	44%	44%	12%
	38%	47%	15%
	35%	50%	12%
	47%	38%	12%
	44%	38%	15%
	47%	41%	12%
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	47%	38%	15%
	44%	41%	15%
)%		50%	

...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

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100%

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education **University of South Alabama - Employer and Teacher Responses**

Employer Response

Ineffective Teacher Fmerging Teacher Effective Teacher Teacher Leader

leacher Res	ponse
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Strongly Disagree Disagree Agree Strongly Agree

	55%		41%	
10%	45%		44%	
	41%		53%	
	34%		26%	
58%			36%	
57%			38%	
	53%		43%	
58%			38%	
48%			49%	
16%	16% 42%		36%	
7%	49%		44%	
25%	25% 43%		30%	
11%	11% 52%		33%	
	53%		42%	
3	80%	40%	27%	
	41%		59%	
13%	51%		36%	
	56%		42%	
	55%		41%	
8%	<mark>%</mark> 50%		42%	
10%	49%		41%	
11%	56%		33%	
17%	<mark>6</mark> 43%		40%	
9%	45%		45%	
10%			38%	
7%	55%		39%	
%	50%		100	

I ne	effective Teacher Eme	rging Teacher	Effective Teacher	Teacher Le
•	32%	•	53%	15%
	47%		35%	18%
	32%		53%	15%
	56%		26%	18%
	50%		38%	12%
	44%		38%	15%
	41%	41%		18%
	32%		53%	
	41%		47%	12%
	47%		44%	6
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	47%		38%	15%
y <u>9%</u>	35%		41%	15%
	41%		41%	
n	47%		38%	12%
r	21%	59%		21%
	59%		26%	15%
	44%		44%	
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s	44%		38%	
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n	47%		38%	
	47%		38%	
•	44%		41%	15%
0%		50%		

...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

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100% 0%