

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

Administerd 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.

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

Program Approval & Accreditation

<i>Programs Are Approved</i>	<b>Yes</b>
<i>Programs Are Accredited</i>	<b>Yes</b>

Number of Class B Certificates Earned

84

Number of Class A Certificates Earned

12

Nationally Recognized Programs

Class B	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
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 Educational Progr..
	Technology Education	International Society for Technology in Education

Educator Preparation Institutional Report Card  
 Performance on Required Content Knowledge and Pedagogy  
 Auburn University Montgomery - Class B - Principles of Teaching and Learning

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

Subject	Subtest	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+ Attempts	Percent Passed After Three+ Attempts
Early Childhood Education	Early Childhood Education	6	6	100%	0	0%	0	0%

Program Approval & Accreditation	
Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Class B Certificates Earned
84

Nationally Recognized Programs		
Class B	Early Childhood Education	National Association for the Education of Young Ch..
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Educati..

Educator Preparation Institutional Report Card  
Performance on Required Content Knowledge and Pedagogy  
Auburn University Montgomery - Class B - IN ED Praxis Content Tests

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

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

Subject	Subtest	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+ Attempts	Percent Passed After Three+ Attempts
Early Childhood Education	Early Childhood Education	35	35	100%	0	0%	0	0%
	Teaching Reading	35	28	80%	6	17%	1	3%
Elementary Education	Multiple Subjects: Reading	36	28	78%	6	17%	2	6%
	Teaching of Reading	36	33	92%	2	6%	1	3%
Health/Physical Education	Health/Physical Education	7	7	100%	0	0%	0	0%
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*
	Early Childhood Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Class B Certificates Earned

84
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Nationally Recognized Programs

Class B	Early Childhood Education	National Association for the Education of Young Ch..
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Educati..

Educator Preparation Institutional Report Card  
Performance on Required Content Knowledge and Pedagogy  
Auburn University Montgomery - Class B - 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 specific area

Subject	Subtest	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+ Attempts	Percent Passed After Three+ Attempts
Elementary Education	Multiple Subjects: Mathematics	36	29	81%	2	6%	5	14%
	Multiple Subjects: Science	36	27	75%	7	19%	2	6%
	Multiple Subjects: Social Studies	36	29	81%	2	6%	5	14%
Mathematics	Mathematics	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Class B Certificates Earned

84
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Nationally Recognized Programs

Class B	Early Childhood Education	National Association for the Education of Young Ch..
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Educati..

Educator Preparation Institutional Report Card  
Performance on Required Content Knowledge and Pedagogy  
Auburn University Montgomery - Class B - edTPA

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

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

Subject	Subtest	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+ Attempts	Percent Passed After Three+ Attempts
Elementary Education	Elementary Education	31	25	81%	4	13%	2	6%
Health/Physical Education	Health/Physical Education	7	7	100%	0	0%	0	0%
Mathematics	Mathematics	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Class B Certificates Earned

84
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Nationally Recognized Programs

Class B	Early Childhood Education	National Association for the Education of Young Ch..
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Educati..

Educator Preparation Institutional Report Card  
Performance on Required Content Knowledge and Pedagogy  
Auburn University Montgomery - Alternative Class A - Principles of Teaching and Learning

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

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

Subject	Subtest	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+ Attempts	Percent Passed After Three+ Attempts
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	<b>Yes</b>
Programs Are Accredited	<b>Yes</b>

Number of Class A Certificates Earned

<b>12</b>
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Nationally Recognized Programs

Class A	Early Childhood Education	National Association for the Education of Young Ch..
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Educati..
	School Counselor	Council for Accreditation of Counseling and Relate..
	Technology Education	International Society for Technology in Education



Educator Preparation Institutional Report Card  
Performance on Required Content Knowledge and Pedagogy  
Auburn University Montgomery - Alternative Class A - IN ED Praxis Content Tests

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

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

Subject	Subtest	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+ Attempts	Percent Passed After Three+ Attempts
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
	Teaching Reading	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
	Teaching of Reading	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*
	Early Childhood Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved **Yes**  
Programs Are Accredited **Yes**

Number of Class A Certificates Earned

12

Nationally Recognized Programs

Class A	Early Childhood Education	National Association for the Education of Young Ch..
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Educati..
	School Counselor	Council for Accreditation of Counseling and Relate..
	Technology Education	International Society for Technology in Education

Educator Preparation Institutional Report Card  
Performance on Required Content Knowledge and Pedagogy  
Auburn University Montgomery - Alternative Class A - 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 specific area

Subject	Subtest	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+ Attempts	Percent Passed After Three+ Attempts
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Class A Certificates Earned

12
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Nationally Recognized Programs

Class A	Early Childhood Education	National Association for the Education of Young Ch..
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Educati..
	School Counselor	Council for Accreditation of Counseling and Relate..
	Technology Education	International Society for Technology in Education

Educator Preparation Institutional Report Card  
Performance on Required Content Knowledge and Pedagogy  
Auburn University Montgomery - Alternative Class A - edTPA

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

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

Subject	Subtest	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+ Attempts	Percent Passed After Three+ Attempts
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	<b>Yes</b>
Programs Are Accredited	<b>Yes</b>

Number of Class A Certificates Earned

<b>12</b>
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Nationally Recognized Programs

Class A	Early Childhood Education	National Association for the Education of Young Ch..
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Educati..
	School Counselor	Council for Accreditation of Counseling and Relate..
	Technology Education	International Society for Technology in Education

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				
...understanding of how learners grow and develop	30%	70%				37%	61%			
...understanding of learners' commonalities and individual differences	40%	60%				36%	62%			
...manage the learning environment to engage learners actively	35%	65%				39%	58%			
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	40%	60%				41%	58%			
...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	40%	60%				41%	58%			
...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	45%	55%				42%	56%			
...use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives	35%	65%				41%	57%			
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	35%	65%				34%	65%			





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

Teacher Leader  
Effective Teacher  
Emerging Teacher  
Ineffective Teacher

Question

Auburn University Montgomery

Alabama Statewide

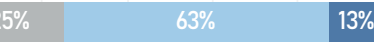
...understanding of how learners grow and develop



...understanding of learners' commonalities and individual differences



...manage the learning environment to engage learners actively



...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches



...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content



...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues

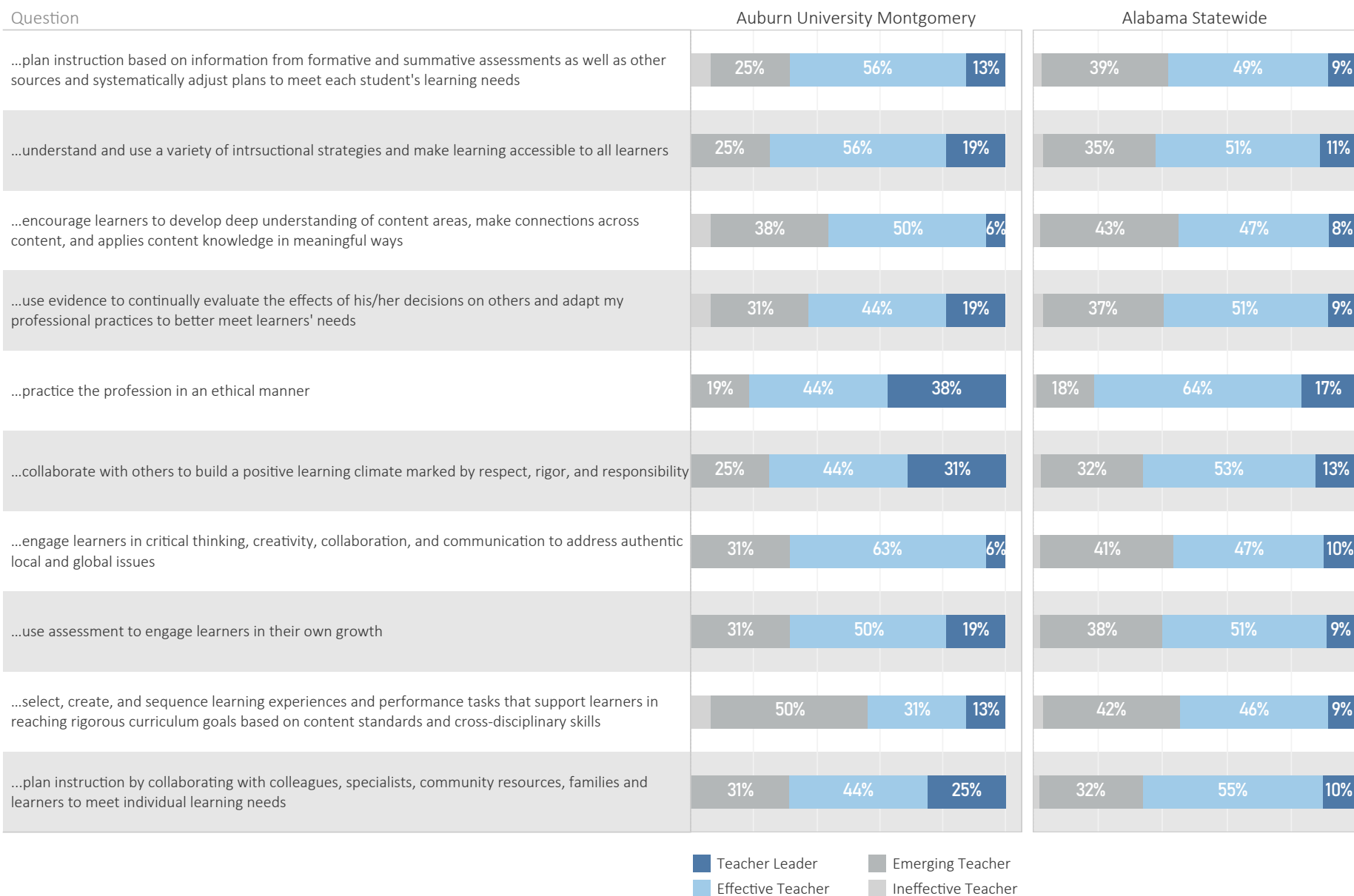


...use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives



...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning







Question

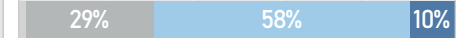
Auburn University Montgomery

Alabama Statewide

...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 ensure learner growth



...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession



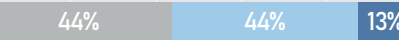
...has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement



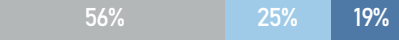
...possesses knowledge of Alabama's state assessment system



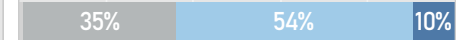
...integrates Alabam-wide programs and initiatives into the curriculum and instructional process



...communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives

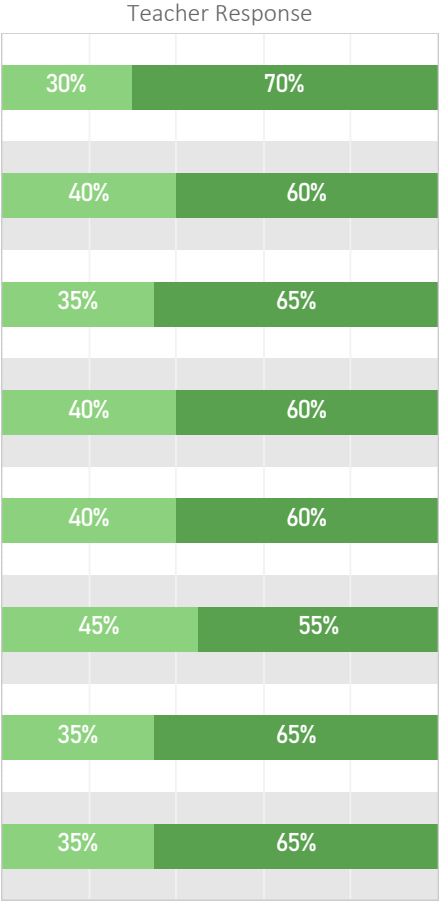


...understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy

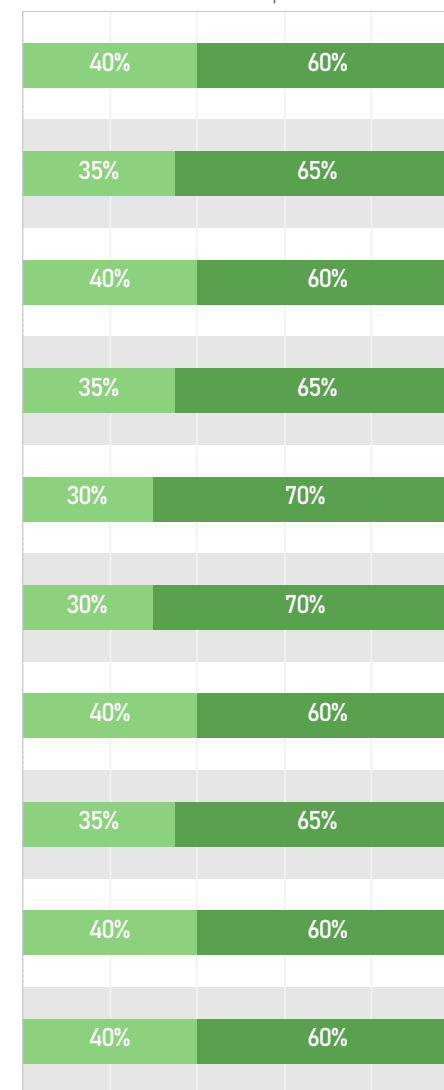


Responses to the First-Year Teacher Survey created by the  
Alabama Association of Colleges for Teacher Education  
None - Employer and Teacher Responses

Strongly Agree Disagree  
Agree Strongly Disagree



Teacher Response



Strongly Agree
  Agree
  Disagree
  Strongly Disagree

Teacher Response

