

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

Samford University

Administered by the  
Alabama State Department of Education

September 2018

## Report 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. Current assessment requirements include a written test of pedagogical knowledge (Principles of Learning and Teaching) and a Praxis content test specific to the teaching field or subject for which certification is sought. 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 2016-2017 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  
 Samford University - Class B - Principles of Teaching and Learning

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Certificates Earned

116
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Nationally Recognized Programs

Collaborative Special Education (K-6)	Association for Childhood Education International
Early Childhood Education	Association for Childhood Education International

\* - 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	Percent Passed After	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After
			One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Early Childhood Education	Early Childhood Education	38	38	100%	0	0%	0	0%
Elementary Education	Elementary Education	38	38	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Languages Other Than En..	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	X	X	X	X	X	X	X
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	38	38	100%	0	0%	0	0%

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

*Program Approval & Accreditation*

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

*Number of Certificates Earned*

116
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*Nationally Recognized Programs*

Collaborative Special Education (K-6)	Association for Childhood Education International	
Early Childhood Education	Association for Childhood Education International	

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			One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Early Childhood Education	Early Childhood Education	38	38	100%	0	0%	0	0%
	Teaching of Reading	38	38	100%	0	0%	0	0%
Elementary Education	Multiple Subjects: Reading	38	34	89%	3	8%	1	3%
	Teaching of Reading	38	38	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/Application	38	38	100%	0	0%	0	0%
	Early Childhood Education	38	38	100%	0	0%	0	0%
	Multiple Subjects: Reading	38	34	89%	3	8%	1	3%

Educator Preparation Institutional Report Card  
 Performance on Required Content Knowledge and Pedagogy  
 Samford University - Class B - NOT IN ED Praxis Content Tests

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Certificates Earned

116
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Nationally Recognized Programs

Collaborative Special Education (K-6)	Association for Childhood Education International	
Early Childhood Education	Association for Childhood Education International	

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Subject	Subtest	Number of Test Takers	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After
			One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Elementary Education	Multiple Subjects: Mathematics	38	34	89%	4	11%	0	0%
	Multiple Subjects: Science	38	34	89%	3	8%	1	3%
	Multiple Subjects: Social Studies	38	36	95%	1	3%	1	3%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Languages Other Than En..	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	X	X	X	X	X	X	X
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	38	34	89%	4	11%	0	0%
	Multiple Subjects: Science	38	34	89%	3	8%	1	3%
	Multiple Subjects: Social Studies	38	36	95%	1	3%	1	3%

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

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Certificates Earned

50
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Nationally Recognized Programs

Early Childhood Education	National Association for the Education of Young Children	
Elementary Education	National Association for the Education of Young Children	

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

Subject	Subtest	Number of Test Takers	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After
			One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Early Childhood Education	Early Childhood Education	14	14	100%	0	0%	0	0%
Elementary Education	Elementary Education	14	14	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Languages Other Than En..	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	6	6	100%	0	0%	0	0%
Performing Arts	Performing Arts	7	7	100%	0	0%	0	0%
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	X	X	X	X	X	X	X

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

*Program Approval & Accreditation*

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

*Number of Certificates Earned*

50
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*Nationally Recognized Programs*

Early Childhood Education	National Association for the Education of Young Children	
Elementary Education	National Association for the Education of Young Children	

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Subject	Subtest	Number of Test Takers	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After
			One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Early Childhood Education	Early Childhood Education	14	14	100%	0	0%	0	0%
	Teaching of Reading	14	14	100%	0	0%	0	0%
Elementary Education	Multiple Subjects: Reading	14	11	79%	2	14%	1	7%
	Teaching of Reading	14	14	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/Application	*	*	*	*	*	*	*
	Early Childhood Education	*	*	*	*	*	*	*
	Multiple Subjects: Reading	*	*	*	*	*	*	*

Educator Preparation Institutional Report Card  
 Performance on Required Content Knowledge and Pedagogy  
 Samford University - Class A - NOT IN ED Praxis Content Tests

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Certificates Earned

50
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Nationally Recognized Programs

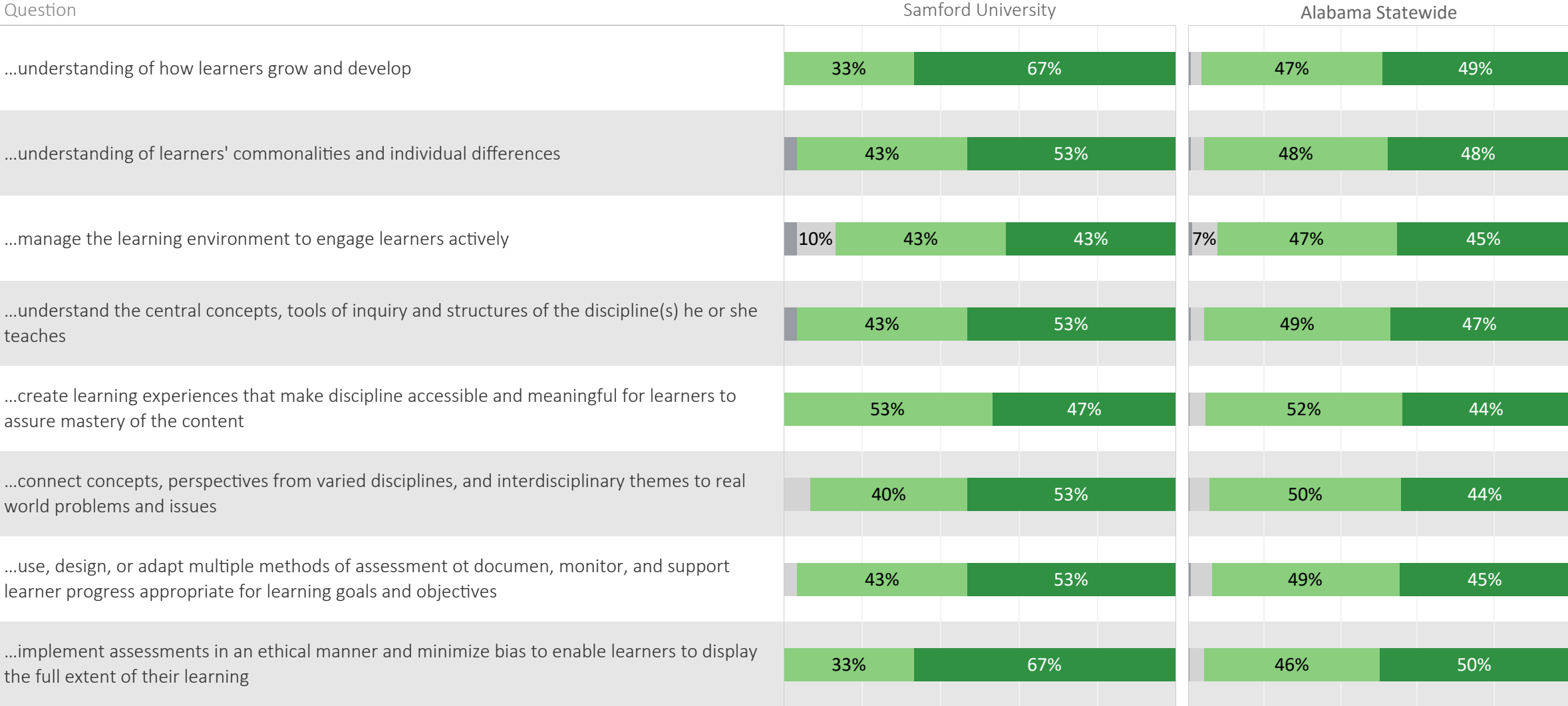
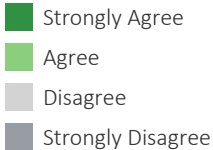
Early Childhood Education	National Association for the Education of Young Children	
Elementary Education	National Association for the Education of Young Children	

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

Subject	Subtest	Number of Test Takers	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After
			One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Elementary Education	Multiple Subjects: Mathematics	14	13	93%	0	0%	1	7%
	Multiple Subjects: Science	14	13	93%	1	7%	0	0%
	Multiple Subjects: Social Studies	14	13	93%	0	0%	1	7%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Languages Other Than En..	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	X	X	X	X	X	X	X
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	7	7	100%	0	0%	0	0%
Special Education	Multiple Subjects: Mathematics	X	X	X	X	X	X	X
	Multiple Subjects: Science	X	X	X	X	X	X	X
	Multiple Subjects: Social Studies	X	X	X	X	X	X	X



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

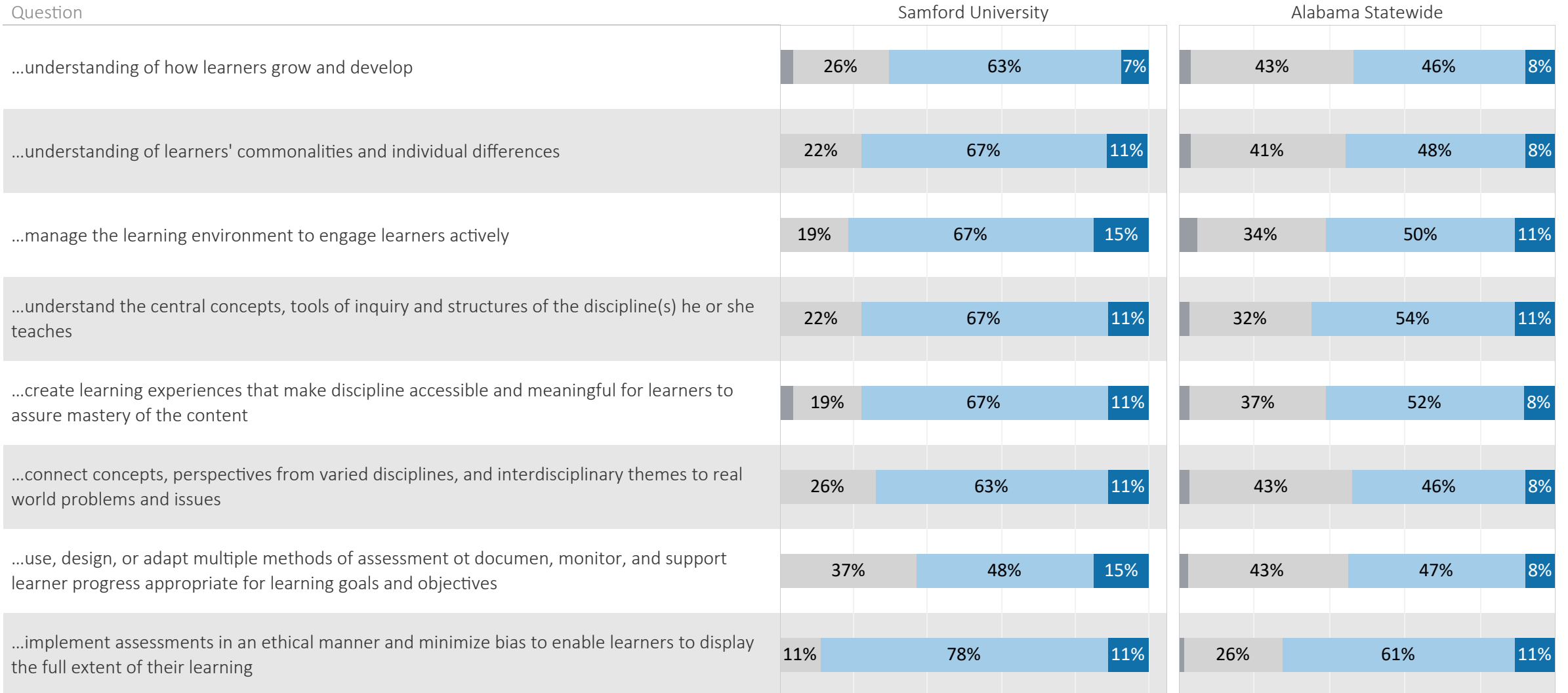


Question	Samford University		Alabama Statewide	
...plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	37%	63%	48%	49%
...understand and use a variety of instructional strategies and make learning accessible to all learners	43%	57%	46%	51%
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	43%	53%	47%	49%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	37%	63%	51%	45%
...practice the profession in an ethical manner	17%	83%	33%	66%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	33%	67%	39%	59%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	50%	43%	48%	49%
...use assessment to engage learners in their own growth	40%	57%	49%	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	33%	63%	52%	43%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	33%	57%	46%	49%

Question	Samford University					Alabama Statewide					
...engage in continuous professional learning to more effectively meet the needs of each learner	23%	77%				45%	52%				
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.		33%		57%		46%	49%				
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	43%			57%		48%	46%				

Responses to the First-Year Teacher Survey created by the  
Alabama Association of Colleges for Teacher Education  
**Samford University - Employer Responses**

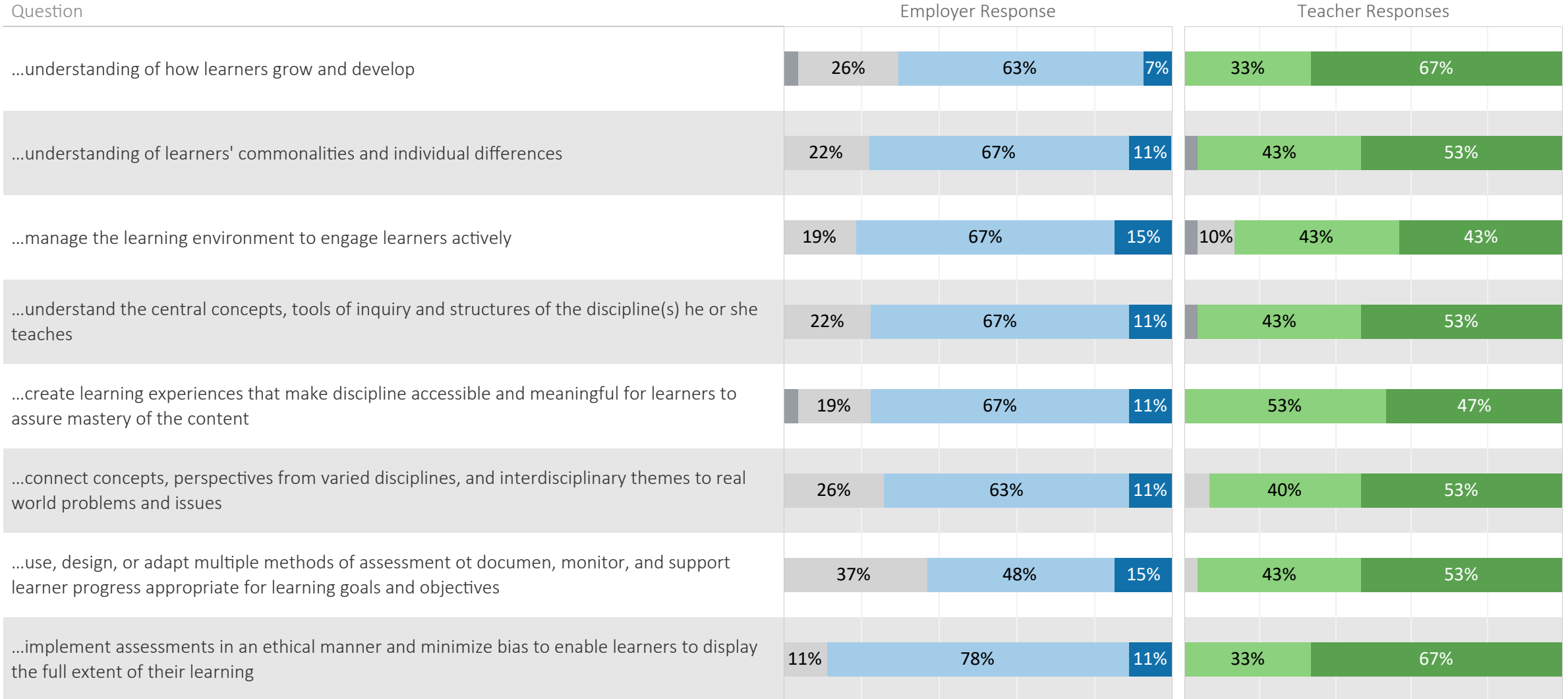
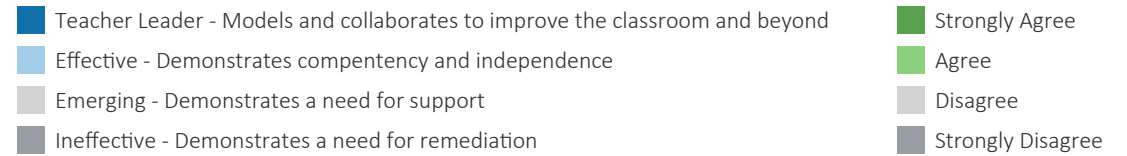
- Teacher Leader - Models and collaborates to improve the classroom and beyond
- Effective - Demonstrates competency and independence
- Emerging - Demonstrates a need for support
- Ineffective - Demonstrates a need for remediation



Question	Samford University			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	19%	70%	11%	40%	49%	8%
...understand and use a variety of instructional strategies and make learning accessible to all learners	22%	59%	19%	32%	54%	12%
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	19%	67%	15%	40%	49%	8%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	15%	67%	15%	39%	49%	9%
...practice the profession in an ethical manner		63%	30%	12%	67%	20%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	11%	67%	19%	30%	54%	13%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	22%	59%	15%	41%	47%	9%
...use assessment to engage learners in their own growth	37%	52%	11%	38%	51%	9%
...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	30%	56%	15%	40%	47%	10%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs		81%	15%	32%	54%	11%

Question	Samford University			Alabama Statewide		
...engage in continuous professional learning to more effectively meet the needs of each learner	11%	70%	15%	29%	58%	10%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.		70%	22%	31%	53%	12%
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	37%	48%	15%	40%	46%	10%
...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, Edu..	52%	41%	7%	54%	35%	
...possesses knowledge of Alabama's state assessment system	48%	41%	11%	47%	44%	7%
...integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	37%	48%	11%	47%	44%	
...communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	52%	33%	11%	52%	36%	
...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.	15%	78%	7%	26%	60%	12%

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



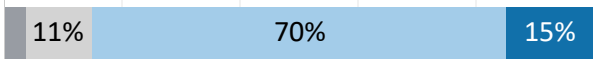

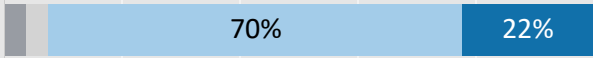



Question	Employer Response			Teacher Responses		
...plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	19%	70%	11%	37%	63%	
...understand and use a variety of instructional strategies and make learning accessible to all learners	22%	59%	19%	43%	57%	
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	19%	67%	15%	43%	53%	
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	15%	67%	15%	37%	63%	
...practice the profession in an ethical manner		63%	30%	17%	83%	
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	11%	67%	19%	33%	67%	
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	22%	59%	15%	50%	43%	
...use assessment to engage learners in their own growth	37%	52%	11%	40%	57%	
...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	30%	56%	15%	33%	63%	
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs		81%	15%	33%	57%	



Question

Employer Response

Teacher Responses

Question	Employer Response	Teacher Responses
...engage in continuous professional learning to more effectively meet the needs of each learner	 <p>11% 70% 15%</p>	 <p>23% 77%</p>
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	 <p>70% 22%</p>	 <p>33% 57%</p>
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	 <p>37% 48% 15%</p>	 <p>43% 57%</p>