

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

Birmingham-Southern College

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  
**Birmingham-Southern College - Class B - Principles of Teaching and Learning**

*Program Approval & Accreditation*

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	No

*Number of Certificates Earned*

49
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*Nationally Recognized Programs*

Music Education	National Association for Schools of Music
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\* - 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
Elementary Education	Elementary Education	23	23	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Languages Other Than En..	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	22	22	100%	0	0%	0	0%

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

*Program Approval & Accreditation*

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	No

*Number of Certificates Earned*

49
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*Nationally Recognized Programs*

Music Education	National Association for Schools of Music
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\* - 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
Elementary Education	Multiple Subjects: Reading	23	21	91%	2	9%	0	0%
	Teaching of Reading	23	23	100%	0	0%	0	0%
Special Education	Core Knowledge/Application	22	21	95%	1	5%	0	0%
	Multiple Subjects: Reading	22	21	95%	1	5%	0	0%

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

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	No

Number of Certificates Earned

49
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Nationally Recognized Programs

Music Education	National Association for Schools of Music
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\* - Information not reported for less than five test takers  
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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	23	20	87%	1	4%	2	9%
	Multiple Subjects: Science	23	22	96%	1	4%	0	0%
	Multiple Subjects: Social Studies	23	22	96%	1	4%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Languages Other Than En..	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education - Multip..	Multiple Subjects: Mathematics	22	19	86%	1	5%	2	9%
Special Education - Multip..	Multiple Subjects: Science	22	22	100%	0	0%	0	0%
Special Education - Multip..	Multiple Subjects: Social Studies	22	22	100%	0	0%	0	0%

Educator Preparation Institutional Report Card  
Performance on Required Content Knowledge and Pedagogy  
**None - Class A - Principles of Teaching and Learning**

*Program Approval & Accreditation*

*Number of Certificates Earned*

*Nationally Recognized Programs*

*Programs Are Approved*    Yes

*Programs Are Accredited*    No

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

Educator Preparation Institutional Report Card  
Performance on Required Content Knowledge and Pedagogy  
**None - Class A - IN ED Praxis Content Tests**

*Program Approval & Accreditation*

*Number of Certificates Earned*

*Nationally Recognized Programs*

*Programs Are Approved*    Yes  
*Programs Are Accredited*    No

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

Educator Preparation Institutional Report Card  
Performance on Required Content Knowledge and Pedagogy  
**None - Class A - NOT IN ED Praxis Content Tests**

*Program Approval & Accreditation*

*Number of Certificates Earned*

*Nationally Recognized Programs*

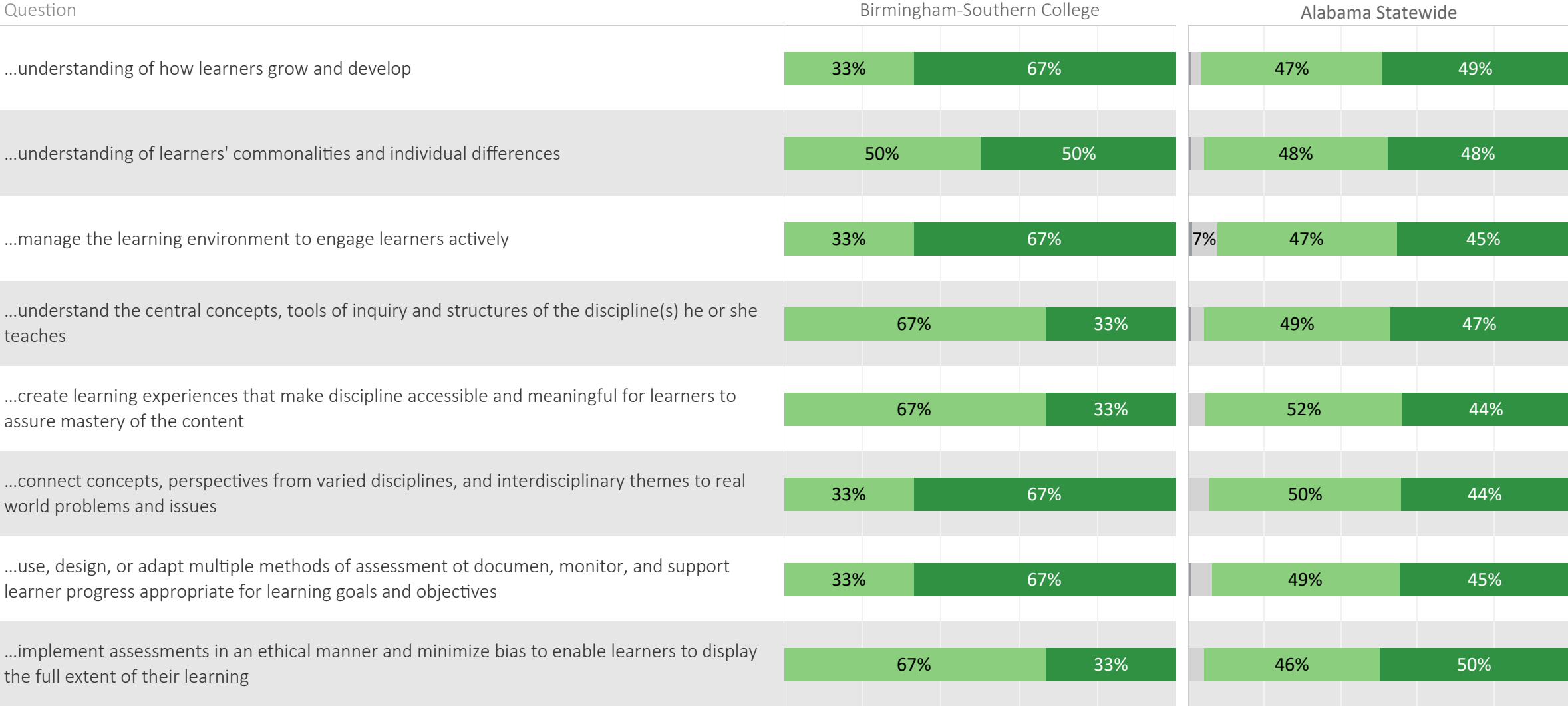
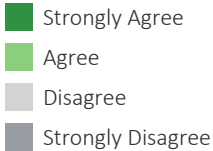
*Programs Are Approved*    Yes

*Programs Are Accredited*    No

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



Responses to the First-Year Teacher Survey created by the  
 Alabama Association of Colleges for Teacher Education  
**Birmingham-Southern College - Teacher Responses**

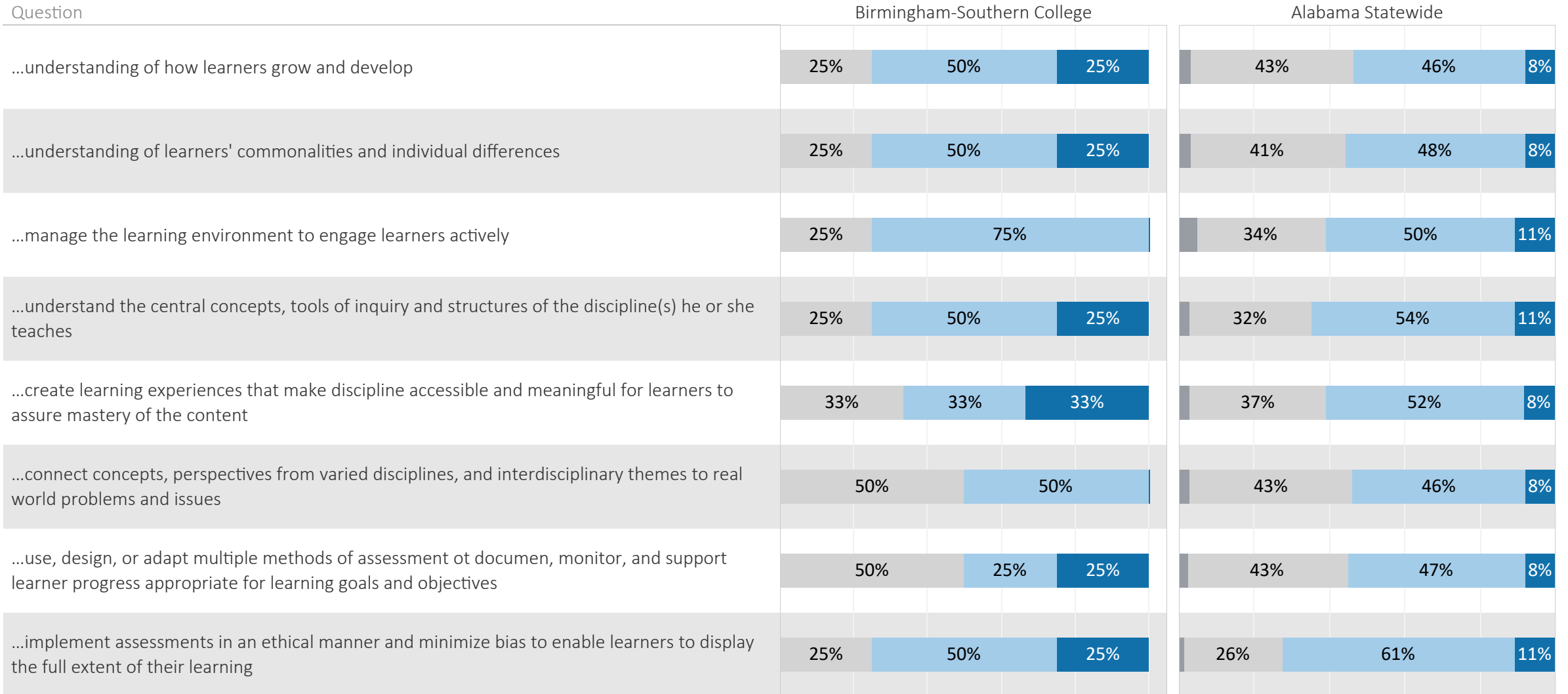


Question	Birmingham-Southern College		Alabama Statewide	
...plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	33%	67%	48%	49%
...understand and use a variety of instructional strategies and make learning accessible to all learners	17%	83%	46%	51%
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	50%	50%	47%	49%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	50%	50%	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	33%	67%	48%	49%
...use assessment to engage learners in their own growth	17%	50%	33%	49%
...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	17%	50%	33%	52%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	50%	50%	46%	49%

Question	Birmingham-Southern College				Alabama Statewide			
...engage in continuous professional learning to more effectively meet the needs of each learner	50%		50%		45%		52%	
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	50%		50%		46%		49%	
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	50%		50%		48%		46%	

Responses to the First-Year Teacher Survey created by the  
Alabama Association of Colleges for Teacher Education  
**Birmingham-Southern College - Employer Responses**

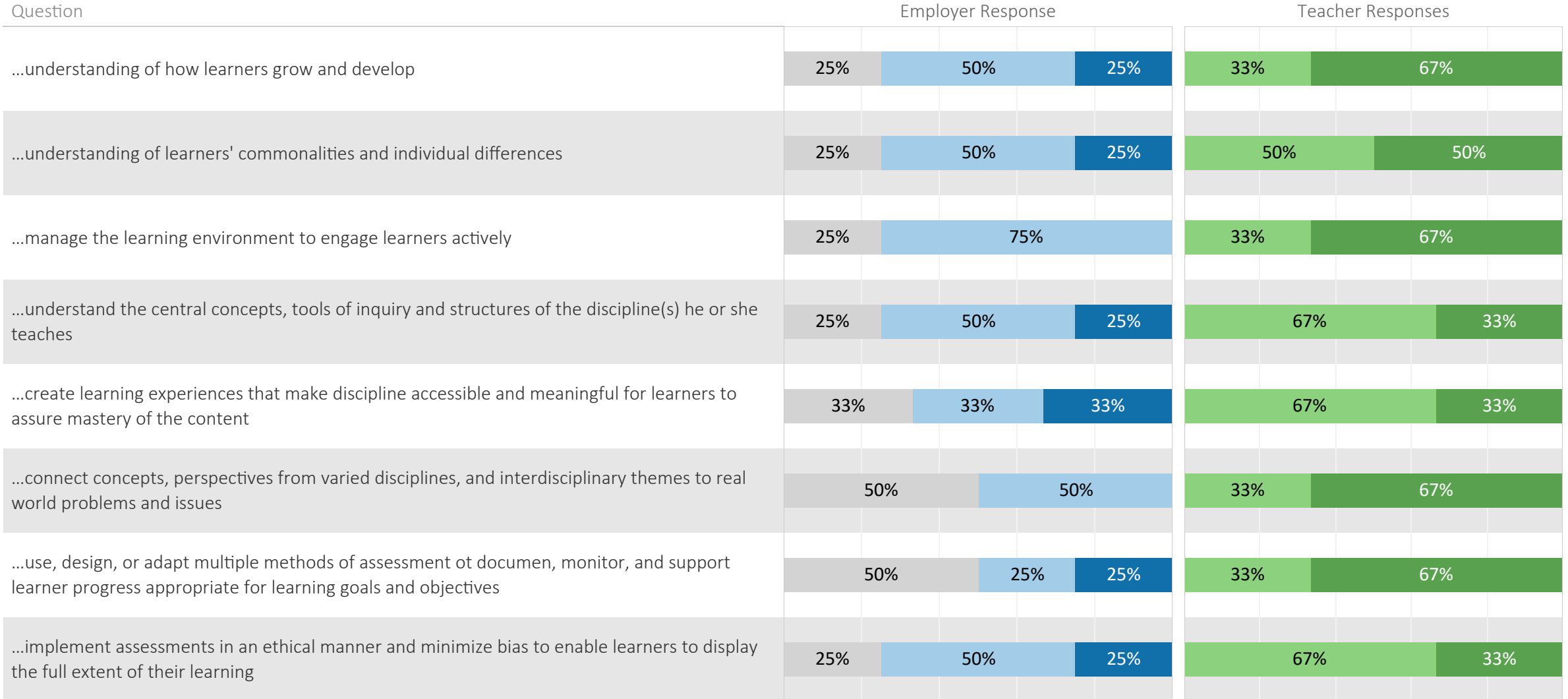
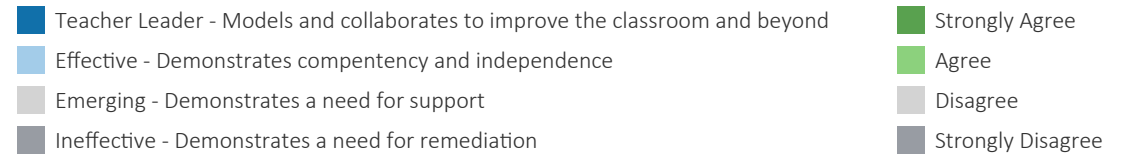
- Teacher Leader - Models and collaborates to improve the classroom and beyond
- Effective - Demonstrates competency and independence
- Emerging - Demonstrates a need for support
- Ineffective - Demonstrates a need for remediation



Question	Birmingham-Southern College			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	25%	50%	25%	40%	49%	8%
...understand and use a variety of instructional strategies and make learning accessible to all learners	33%	33%	33%	32%	54%	12%
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	50%	25%	25%	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	50%	50%		39%	49%	9%
...practice the profession in an ethical manner	75%	25%		12%	67%	20%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	25%	50%	25%	30%	54%	13%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	75%	25%		41%	47%	9%
...use assessment to engage learners in their own growth	75%	25%		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	50%	25%	25%	40%	47%	10%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	50%	25%	25%	32%	54%	11%

Question	Birmingham-Southern College			Alabama Statewide		
...engage in continuous professional learning to more effectively meet the needs of each learner	50%	50%		29%	58%	10%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	50%	50%		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	75%	25%		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..	75%	25%		54%	35%	
...possesses knowledge of Alabama's state assessment system	25%	50%	25%	47%	44%	7%
...integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	75%	25%		47%	44%	
...communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	75%	25%		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.	75%	25%		26%	60%	12%

Responses to the First-Year Teacher Survey created by the  
Alabama Association of Colleges for Teacher Education  
**Birmingham-Southern College - 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	25%	50%	25%	33%	67%	
...understand and use a variety of instructional strategies and make learning accessible to all learners	33%	33%	33%	17%	83%	
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	50%	25%	25%	50%	50%	
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	50%	50%		50%	50%	
...practice the profession in an ethical manner		75%	25%	17%	83%	
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	25%	50%	25%	33%	67%	
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues		75%	25%	33%	67%	
...use assessment to engage learners in their own growth		75%	25%	17%	50%	33%
...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	50%	25%	25%	17%	50%	33%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	50%	25%	25%	50%	50%	



Question	Employer Response				Teacher Responses			
...engage in continuous professional learning to more effectively meet the needs of each learner	50%		50%		50%		50%	
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	50%		50%		50%		50%	
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	75%			25%	50%		50%	