

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

Judson 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  
**Judson 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*

2
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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	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Educator Preparation Institutional Report Card  
 Performance on Required Content Knowledge and Pedagogy  
**Judson 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*

2
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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 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: Reading	*	*	*	*	*	*	*
	Teaching of Reading	*	*	*	*	*	*	*

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

*Program Approval & Accreditation*

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

*Number of Certificates Earned*

2
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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: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	
Mathematics	Mathematics	*	*	*	*	*	*	
Performing Arts	Performing Arts	*	*	*	*	*	*	
Sciences	Sciences	*	*	*	*	*	*	
Social Studies	Social Studies	*	*	*	*	*	*	

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

\* - 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 - 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

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

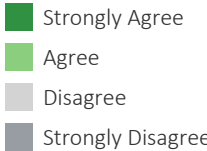
*Programs Are Accredited*    No

\* - 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

**Judson College - Teacher Responses**



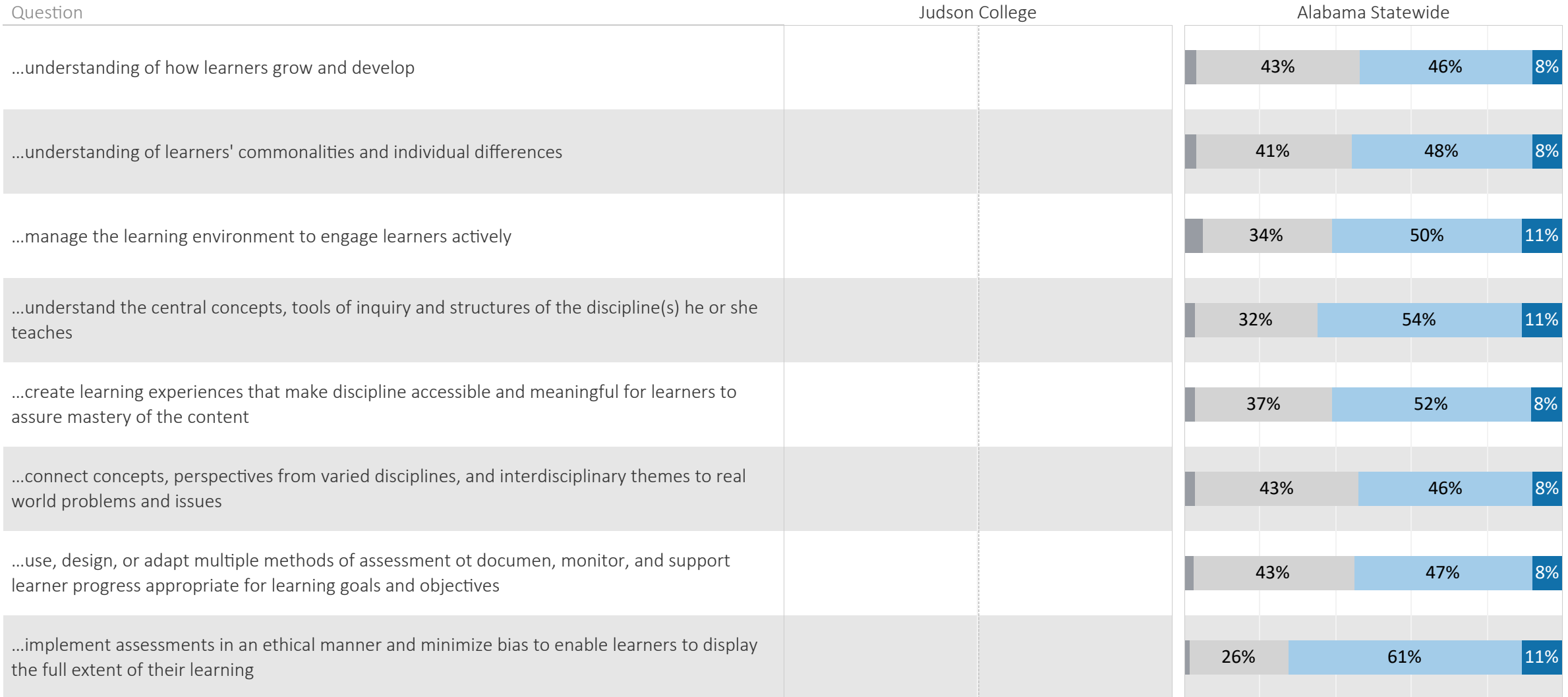
Question	Judson College					Alabama Statewide				
...understanding of how learners grow and develop						7%	47%	49%		
...understanding of learners' commonalities and individual differences							48%	48%		
...manage the learning environment to engage learners actively						7%	47%	45%		
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches							49%	47%		
...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content							52%	44%		
...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues							50%	44%		
...use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives							49%	45%		
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning							46%	50%		

Question	Judson 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								48%		49%
...understand and use a variety of instructional strategies and make learning accessible to all learners								46%		51%
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways								47%		49%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs								51%		45%
...practice the profession in an ethical manner								33%		66%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility								39%		59%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues								48%		49%
...use assessment to engage learners in their own growth								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								52%		43%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs								46%		49%

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

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

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

Responses to the First-Year Teacher Survey created by the  
Alabama Association of Colleges for Teacher Education  
**Judson College - Employer and Teacher 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
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

Question	Employer Response					Teacher Responses				
...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	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										
...understand and use a variety of instructional strategies and make learning accessible to all learners										
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways										
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs										
...practice the profession in an ethical manner										
...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 local and global issues										
...use assessment to engage learners in their own growth										
...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										
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs										



