

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 Montevallo

Administered by the
Alabama State Department of Education

September 2024

Disclaimer:

Section I: Certificates Issued

The candidates presented as completers represent individuals who completed a program within the past 60 calendar months that applied for and received their professional certificate within the 2022-2023 academic year.

Section II: Assessment Pass Rates

The test takers in this section are those individuals who completed assessments during the 2022-2023 academic year. These individuals may be completers who were recommended for certification during this period; however, they may still be currently enrolled candidates in programs. The individuals listed as certified are not necessarily the same individuals listed in this section.

Section III: Survey Results

The program completers who did this survey are a part of the Alabama Teacher Mentoring Program (ATMP). The completers self-identify. They may be individuals who completed programs within any timeframe. The only requirement is that these individuals have less than two years of professional teaching experience.

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.

Section III: Survey Results

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

Question

University of Montevallo

92

respondents

● Strongly Disagree ● Disagree ● Agree ● Strongly Agree

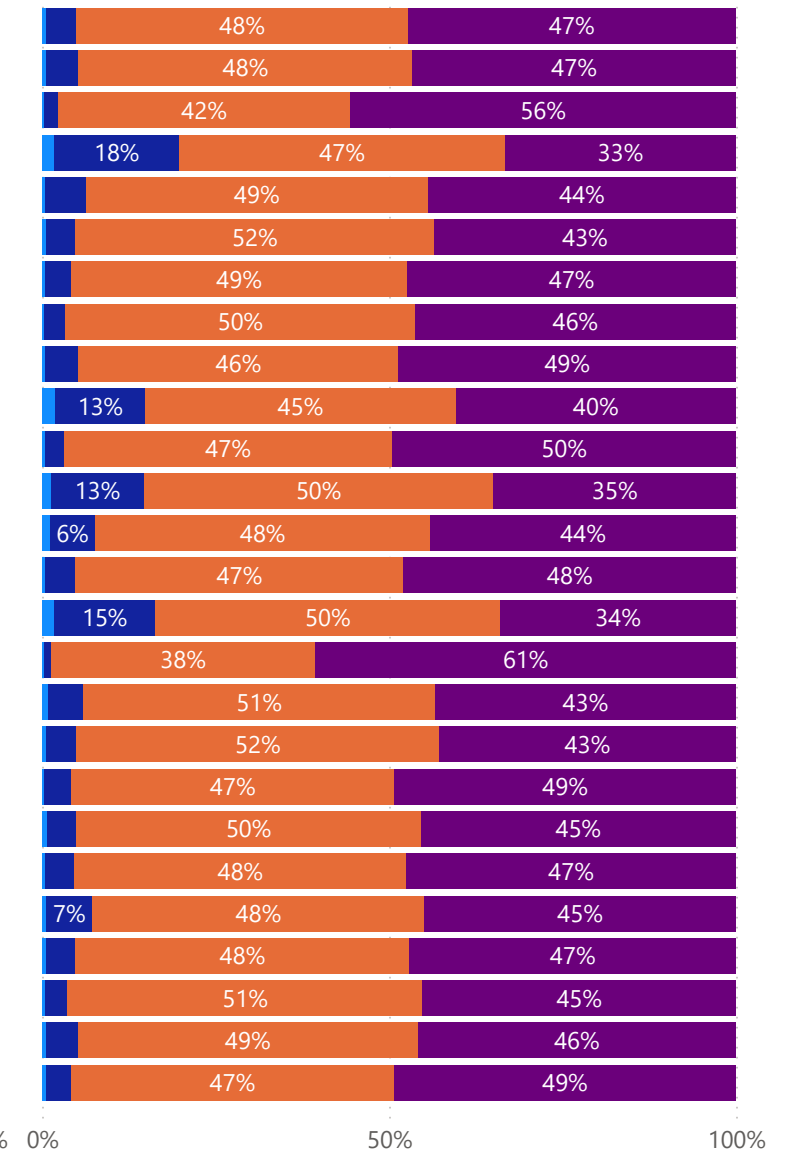
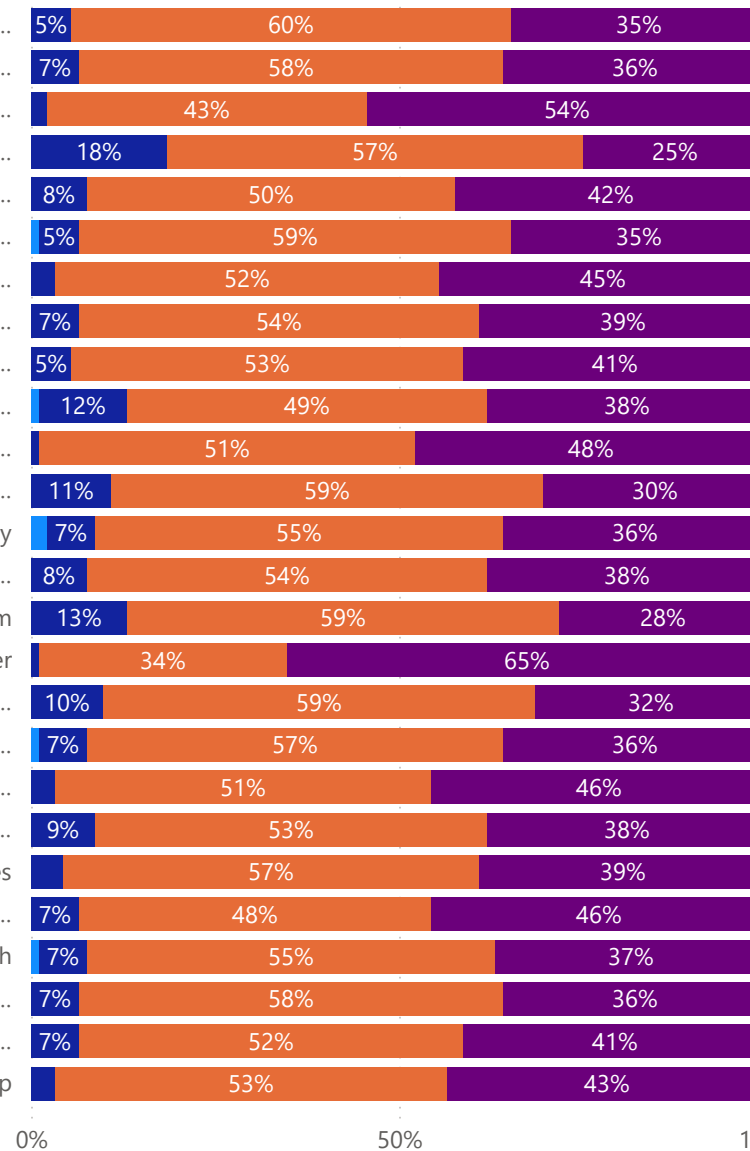
Alabama Statewide

1507

respondents

● Strongly Disagree ● Disagree ● Agree ● Strongly Agree

- ...plan instruction by collaborating with colleagues, specialists, community ...
- ...collaborate with learners, families, colleagues, other school professionals,...
- ...collaborate with others to build a positive learning climate marked by res...
- ...communicates with students, 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 the ...
- ...engage learners in critical thinking, creativity, collaboration, and commun...
- ...has deep knowledge 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
- ...plan instruction based on information from formative and summative ass...
- ...possesses knowledge of Alabama's state assessment system
- ...practices the profession in an ethical manner
- ...seek appropriate leadership roles and opportunities that would allow me ...
- ...select, create, and sequence learning experiences and performance tasks ...
- ...understand and use a variety of instructional strategies and make learnin...
- ...understand the central concepts, tools of inquiry and structures of the di...
- ...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 of documents, moni...
- ...understanding of how learners grow and develop

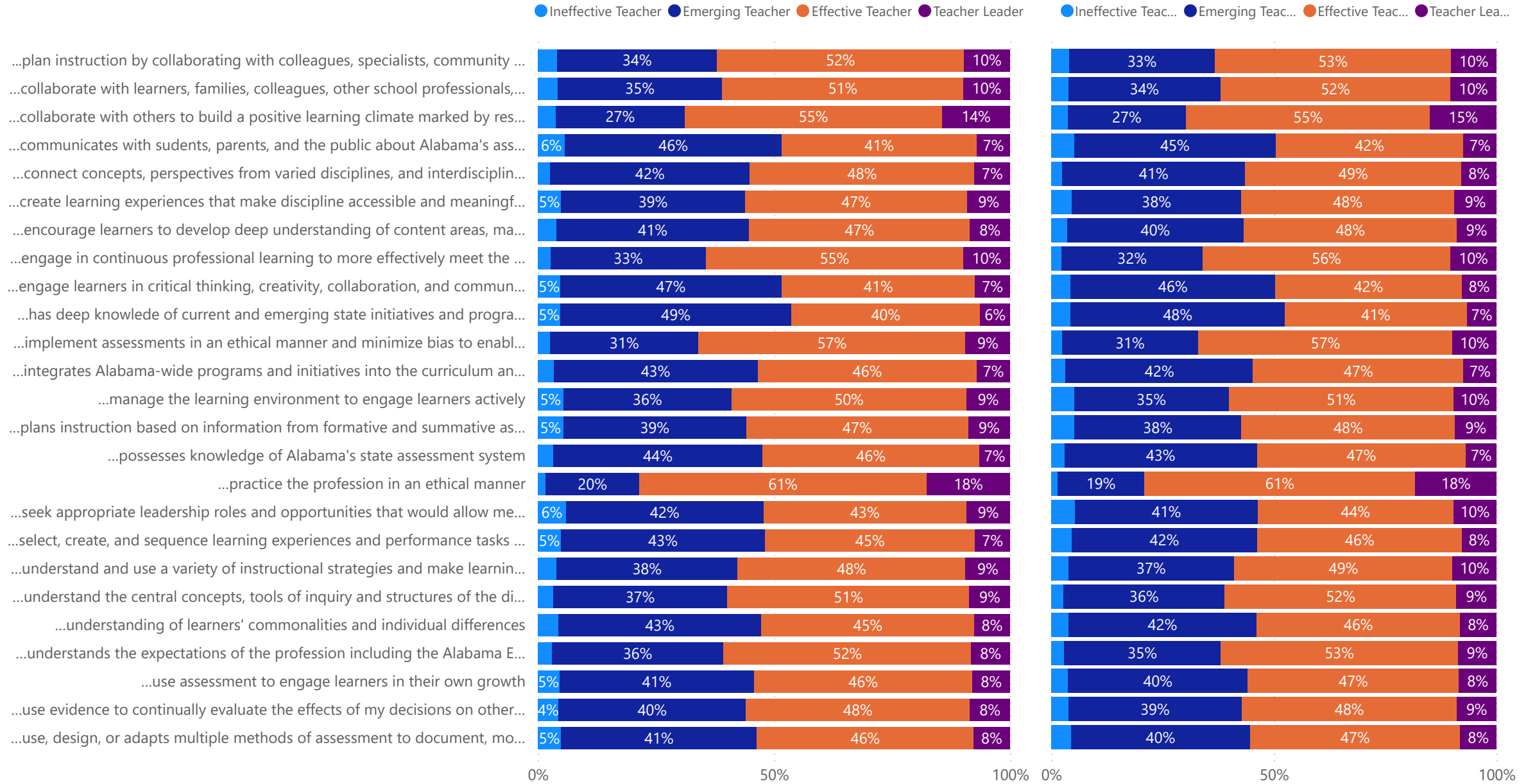


Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education
University of Montevallo - Employer Response

Questions

University of Montevallo
 28 respondents

Alabama Statewide
 804 respondents



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

Questions

Employer Response

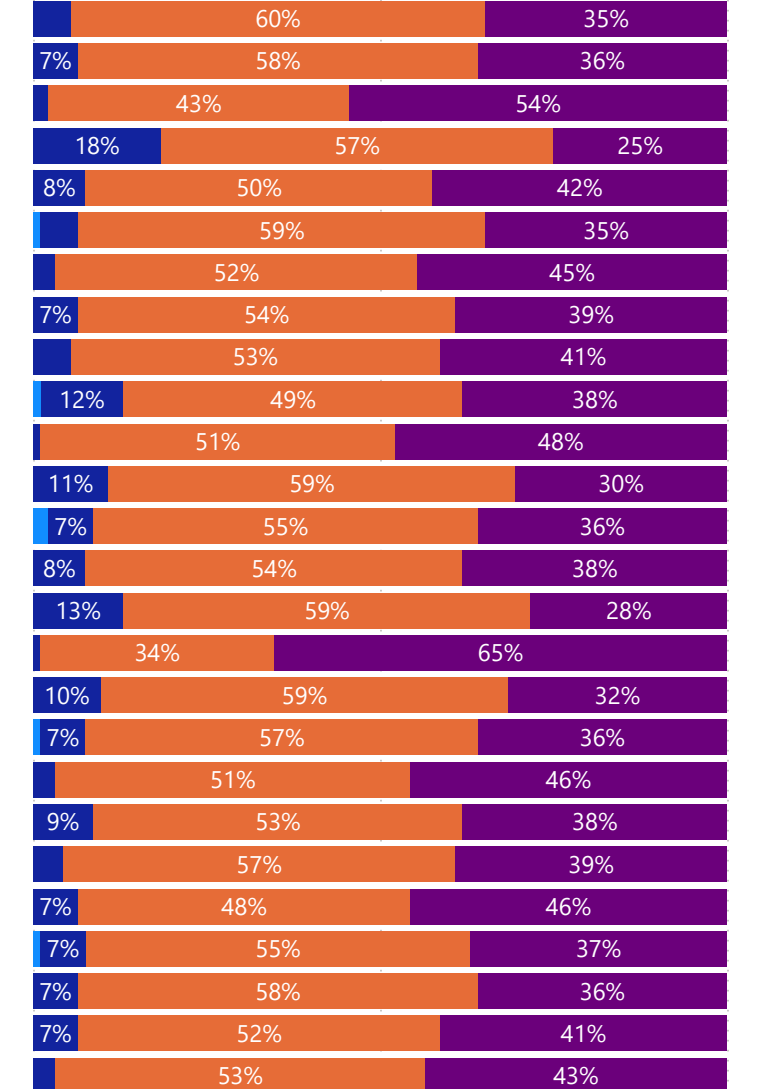
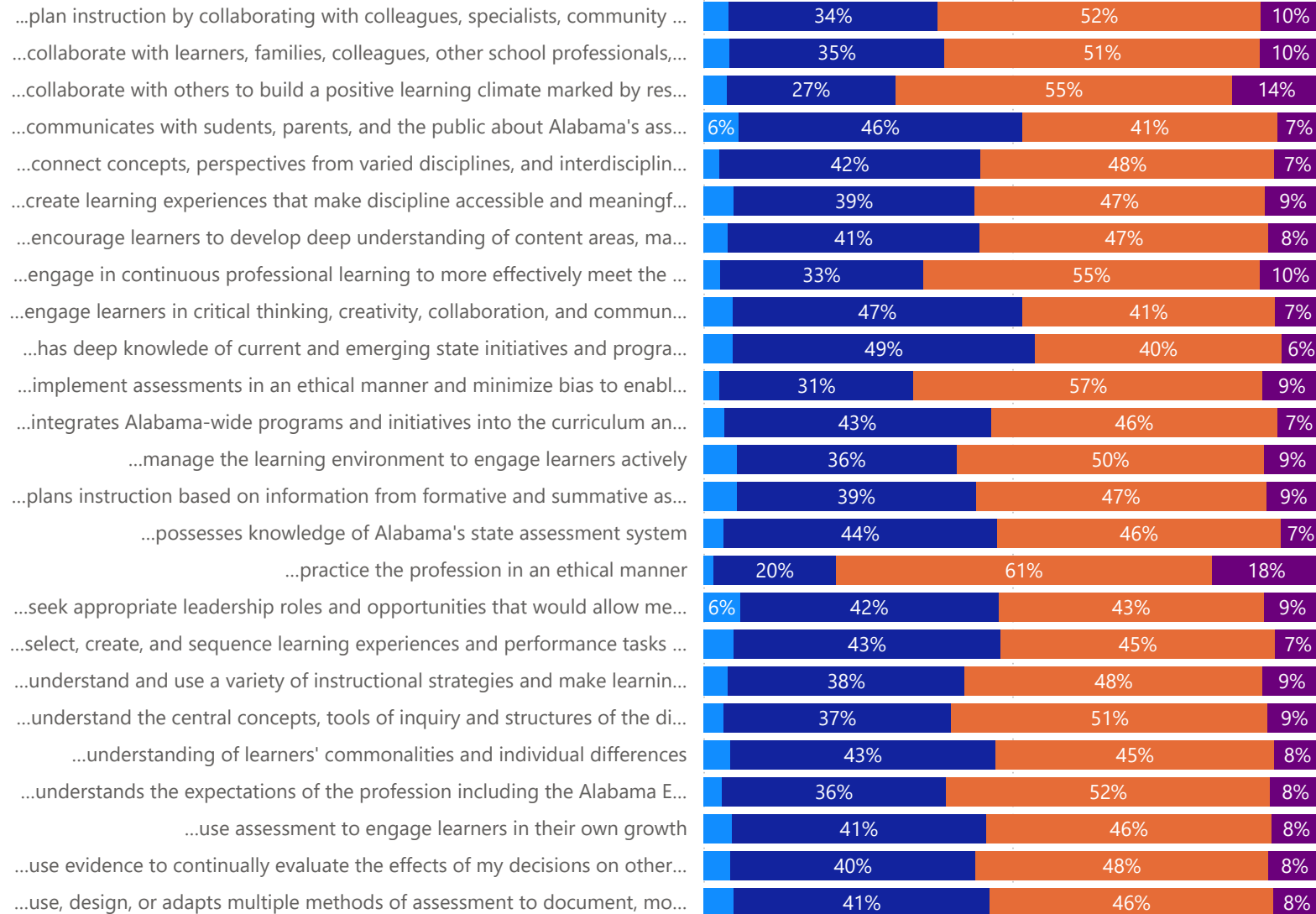
28 respondents

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

Teacher Response

92 respondents

● Strongly Disagree ● Disagree ● Agree ● Strongly Agree



0% 50% 100% 0% 50% 100%