

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

Samford University

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 I: Certificates Issued**

**Samford University - Program Information**

**Program Approval & Accreditation**

College	Accredited/Approved	Status
Samford University	Accredited	Yes
Samford University	Approved	Yes

**Total # of Certificates Earned**

Program	Sum of Total Earned
Class A	15
Class B	144
<b>Total</b>	<b>159</b>

**Nationally Recognized Programs**

Program	Concentration	Recognized by
Class A	English Language Arts	National Council for Teachers of English
Class A	General Social Studies	National Council for the Social Studies
Class A	Instructional Leadership	Educational Leadership Constituent Council
Class A	Music Education	National Association of Schools of Music
Class A	Physical Education	National Association for Sport and Physical Education
Class B	Early Childhood Education	National Association for the Education of Young Children
Class B	English Language Arts	National Council for Teachers of English
Class B	General Social Studies	National Council for the Social Studies
Class B	Music Education	National Association of Schools of Music

## **Section II: Assessment Pass Rates**

# of Class B Certificates Earned

144

**Program Approval & Accreditation**

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt%	Passed After 2 Attempts	Passed After 2 Attempts%	Passed After 3+ Attempts	Passed After 3+ Attempts %
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**Nationally Recognized Programs**

Program	Concentration	Recognized by
Class B	Early Childhood Education	National Association for the Education of Young Children
Class B	English Language Arts	National Council for Teachers of English
Class B	General Social Studies	National Council for the Social Studies
Class B	Music Education	National Association of Schools of Music

Educator Preparation Institutional Report Card  
 Performance on Required Content Knowledge and Pedagogy  
**Samford University - Bachelor's - NOT IN ED Praxis Content Tests**  
 \* - Information not reported for less than five test takers

# of Class B Certificates Earned

144

**Program Approval & Accreditation**

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt%	Passed After 2 Attempts	Passed After 2 Attempts%	Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Multiple Subjects: Mathematics	34	28	82 %	3	9 %	3	9 %
Elementary Education	Multiple Subjects: Science	34	26	76 %	4	12 %	4	12 %
Elementary Education	Multiple Subjects: Social Studies	34	28	82 %	4	12 %	2	6 %
Mathematics	Mathematics	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	29	24	83 %	2	7 %	3	10 %
Special Education	Multiple Subjects: Science	29	22	76 %	3	10 %	4	14 %
Special Education	Multiple Subjects: Social Studies	29	25	86 %	2	7 %	2	7 %

**Nationally Recognized Programs**

Program	Concentration	Recognized by
Class B	Early Childhood Education	National Association for the Education of Young Children
Class B	English Language Arts	National Council for Teachers of English
Class B	General Social Studies	National Council for the Social Studies
Class B	Music Education	National Association of Schools of Music

Educator Preparation Institutional Report Card  
 Performance on Required Content Knowledge and Pedagogy  
**Samford University - Bachelor's - IN ED Praxis Content Tests**  
 \* - Information not reported for less than five test takers

# of Class B Certificates Earned

144

**Program Approval & Accreditation**

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt%	Passed After 2 Attempts	Passed After 2 Attempts%	Passed After 3+ Attempts	Passed After 3+ Attempts %
Early Childhood Education	Early Childhood Education	29	29	100 %	0	0 %	0	0 %
Early Childhood Education	Teaching Reading	18	17	94 %	0	0 %	1	6 %
Elementary Education	Teaching of Reading	20	19	95 %	0	0 %	1	5 %
Special Education	Core Knowledge/ Application	29	29	100 %	0	0 %	0	0 %
Special Education	Early Childhood Education	29	29	100 %	0	0 %	0	0 %

**Nationally Recognized Programs**

Program	Concentration	Recognized by
Class B	Early Childhood Education	National Association for the Education of Young Children
Class B	English Language Arts	National Council for Teachers of English
Class B	General Social Studies	National Council for the Social Studies
Class B	Music Education	National Association of Schools of Music

Educator Preparation Institutional Report Card  
 Performance on Required Content Knowledge and Pedagogy  
**Samford University - Bachelor's - Foundations of Reading**  
 \* - Information not reported for less than five test takers

# of Class B Certificates Earned

144

**Program Approval & Accreditation**

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt%	Passed After 2 Attempts	Passed After 2 Attempts%	Passed After 3+ Attempts	Passed After 3+ Attempts %
Foundations of Reading	Foundations of Reading	14	12	86 %	0	0 %	2	14 %

**Nationally Recognized Programs**

Program	Concentration	Recognized by
Class B	Early Childhood Education	National Association for the Education of Young Children
Class B	English Language Arts	National Council for Teachers of English
Class B	General Social Studies	National Council for the Social Studies
Class B	Music Education	National Association of Schools of Music

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

**Samford University - Bachelor's - edTPA**

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

# of Class B Certificates Earned

144

**Program Approval & Accreditation**

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt%	Passed After 2 Attempts	Passed After 2 Attempts%	Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Elementary Education	34	34	100 %	0	0 %	0	0 %
Mathematics	Mathematics	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

**Nationally Recognized Programs**

Program	Concentration	Recognized by
Class B	Early Childhood Education	National Association for the Education of Young Children
Class B	English Language Arts	National Council for Teachers of English
Class B	General Social Studies	National Council for the Social Studies
Class B	Music Education	National Association of Schools of Music

Educator Preparation Institutional Report Card  
 Performance on Required Content Knowledge and Pedagogy  
**Samford University - Master's - Principle of Learning and Teaching**  
 \* - Information not reported for less than five test takers

# of Class A Certificates Earned

15

**Program Approval & Accreditation**

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt%	Passed After 2 Attempts	Passed After 2 Attempts%	Passed After 3+ Attempts	Passed After 3+ Attempts %
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

**Nationally Recognized Programs**

Program	Concentration	Recognized by
Class A	English Language Arts	National Council for Teachers of English
Class A	General Social Studies	National Council for the Social Studies
Class A	Instructional Leadership	Educational Leadership Constituent Council
Class A	Music Education	National Association of Schools of Music



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

**Samford University - Master's - IN ED Praxis Content Tests**

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

# of Class A Certificates Earned

15

**Program Approval & Accreditation**

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt%	Passed After 2 Attempts	Passed After 2 Attempts%	Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

**Nationally Recognized Programs**

Program	Concentration	Recognized by
Class A	English Language Arts	National Council for Teachers of English
Class A	General Social Studies	National Council for the Social Studies
Class A	Instructional Leadership	Educational Leadership Constituent Council
Class A	Music Education	National Association of Schools of Music



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

**Samford University - Master's - IN ED Praxis Content Tests**

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

# of Class A Certificates Earned

15

**Program Approval & Accreditation**

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt%	Passed After 2 Attempts	Passed After 2 Attempts%	Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
Elementary Education	Teaching of Reading	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*

**Nationally Recognized Programs**

Program	Concentration	Recognized by
Class A	English Language Arts	National Council for Teachers of English
Class A	General Social Studies	National Council for the Social Studies
Class A	Instructional Leadership	Educational Leadership Constituent Council
Class A	Music Education	National Association of Schools of Music



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

**Samford University - Master's - Foundations of Reading**

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

# of Class A Certificates Earned

15

**Program Approval & Accreditation**

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt%	Passed After 2 Attempts	Passed After 2 Attempts%	Passed After 3+ Attempts	Passed After 3+ Attempts %
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**Nationally Recognized Programs**

Program	Concentration	Recognized by
Class A	English Language Arts	National Council for Teachers of English
Class A	General Social Studies	National Council for the Social Studies
Class A	Instructional Leadership	Educational Leadership Constituent Council
Class A	Music Education	National Association of Schools of Music



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

**Samford University - Master's - edTPA**

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

# of Class A Certificates Earned

15

**Program Approval & Accreditation**

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt%	Passed After 2 Attempts	Passed After 2 Attempts%	Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

**Nationally Recognized Programs**

Program	Concentration	Recognized by
Class A	English Language Arts	National Council for Teachers of English
Class A	General Social Studies	National Council for the Social Studies
Class A	Instructional Leadership	Educational Leadership Constituent Council
Class A	Music Education	National Association of Schools of Music



# **Section III: Survey Results**

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

Question

**Samford University**

23

respondents

● Strongly Disagree ● Disagree ● Agree ● Strongly Agree

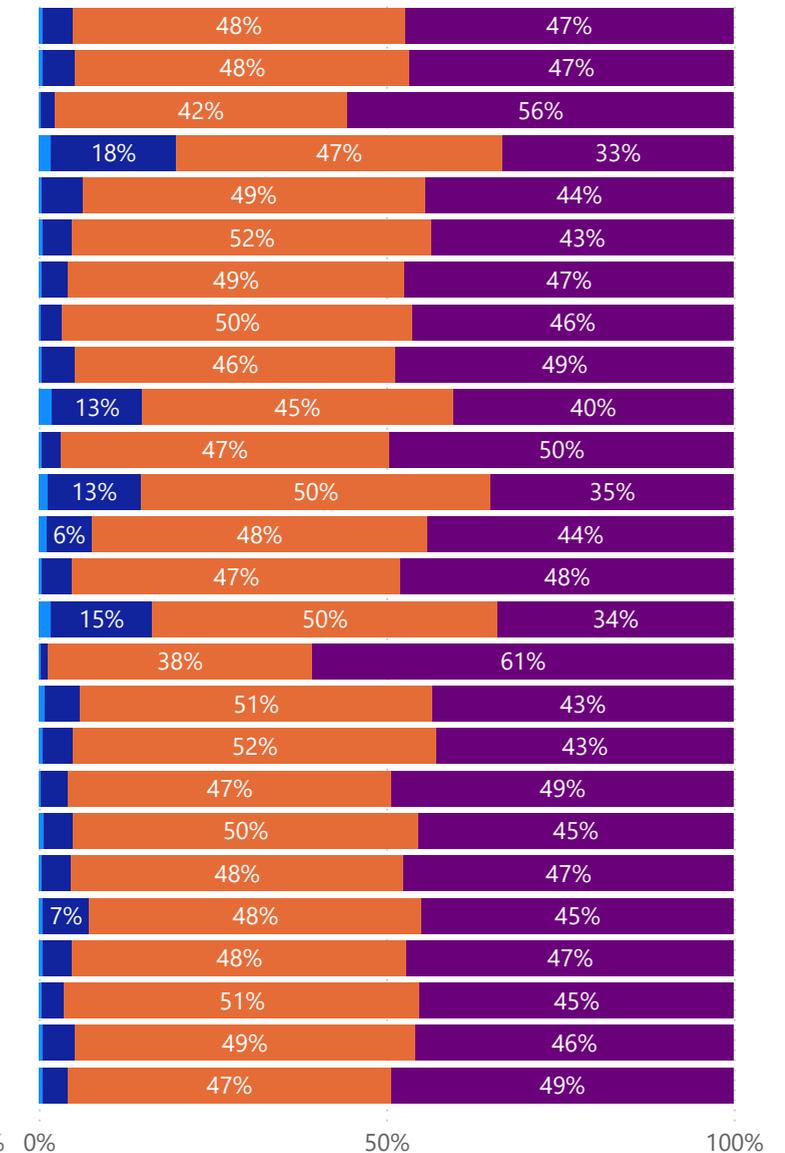
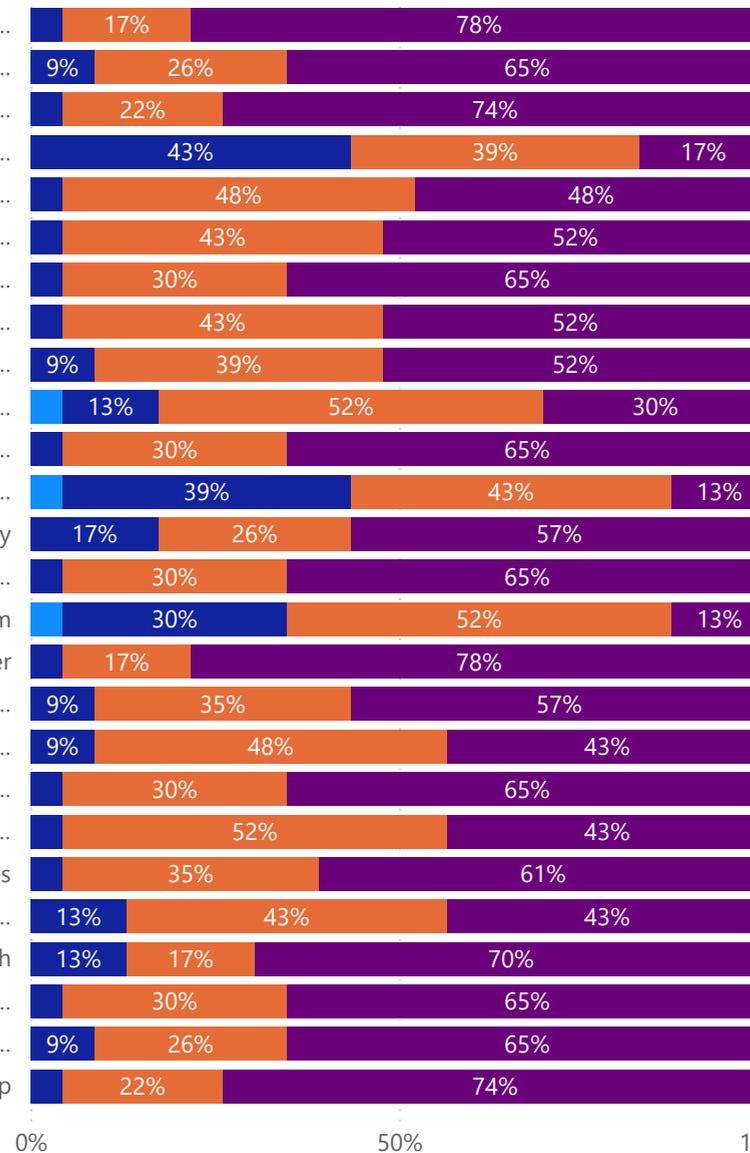
**Alabama Statewide**

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  
**Samford University - Employer Response**

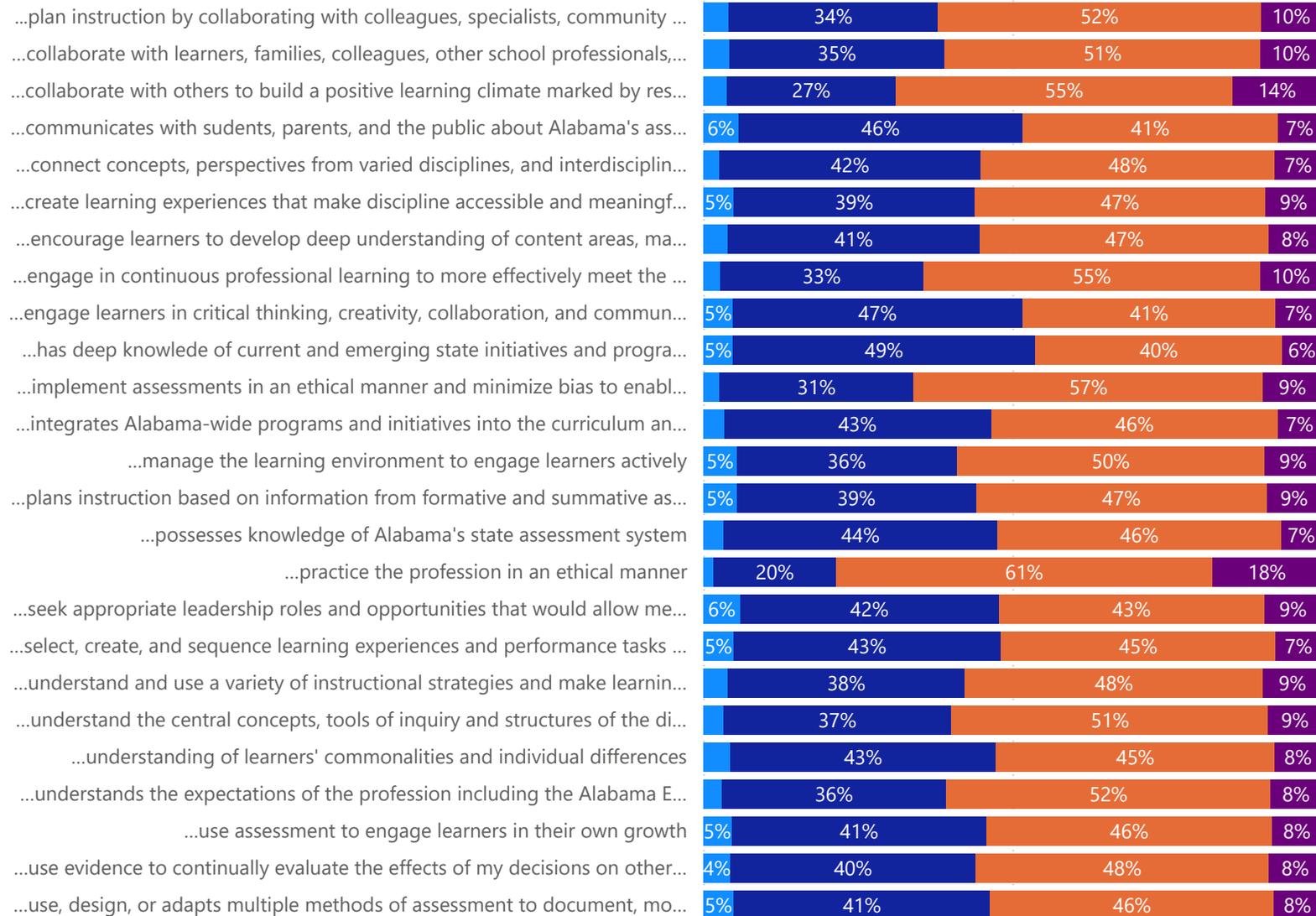
Questions

**Samford University**

8

respondents

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

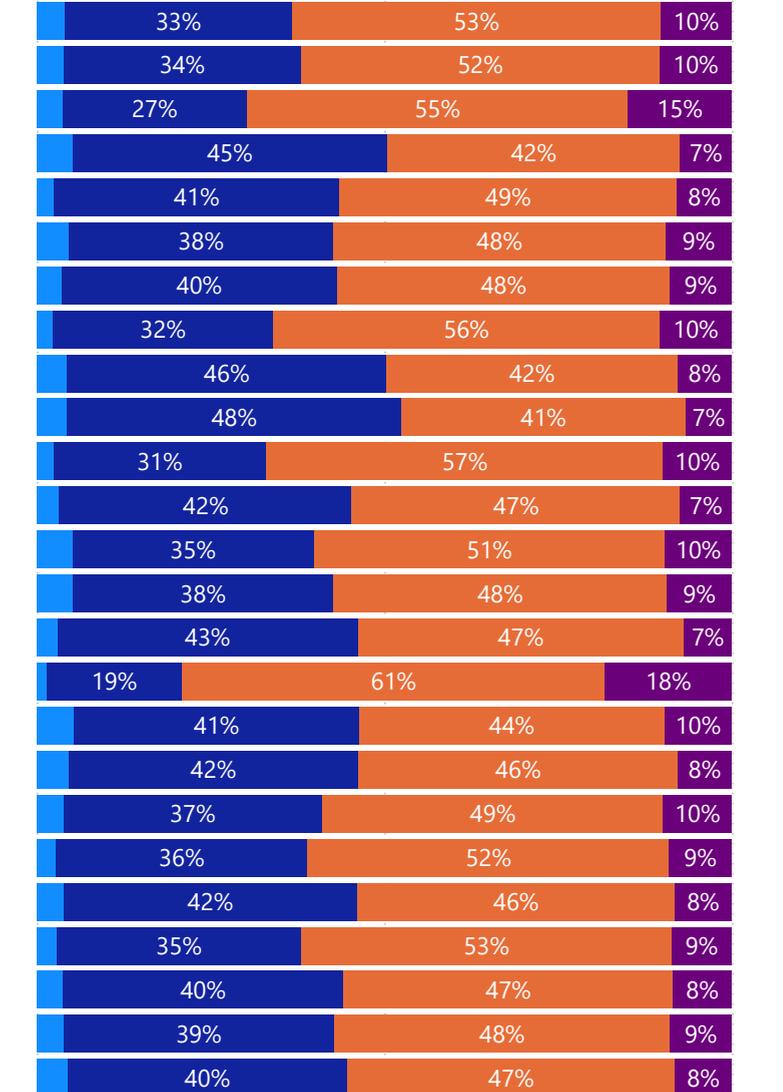


**Alabama Statewide**

804

respondents

● Ineffective Teac... ● Emerging Teac... ● Effective Teac... ● Teacher Lea...



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

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

Questions

**Employer Response**

8

respondents

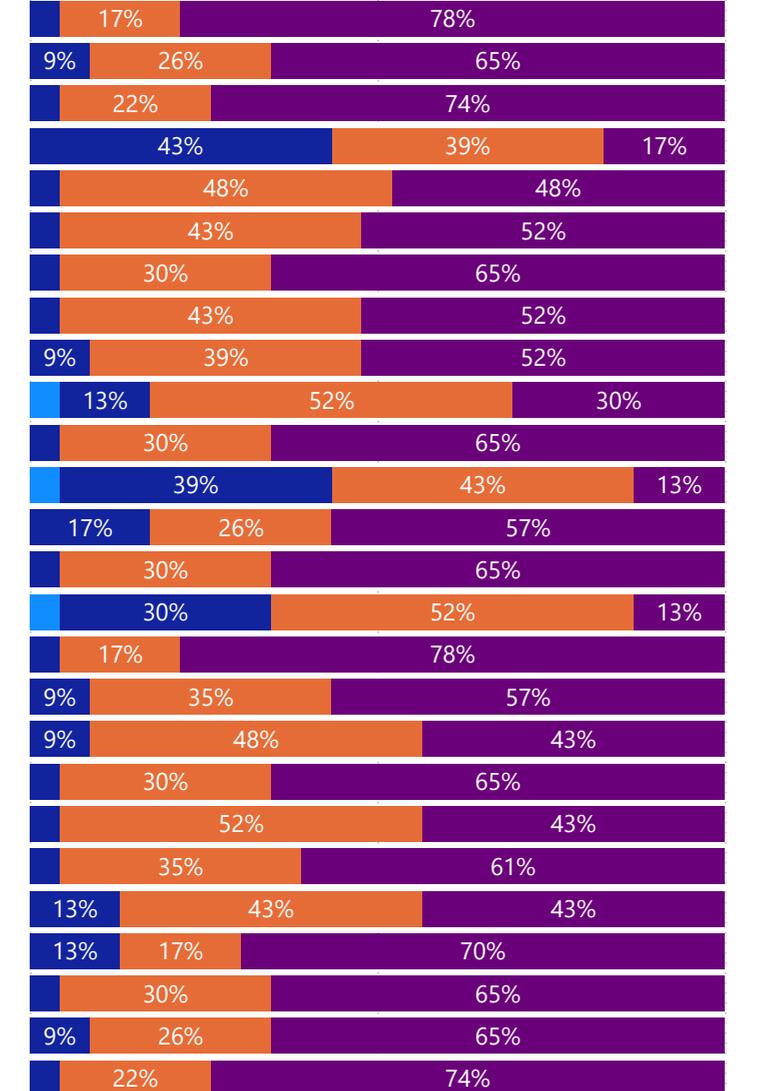
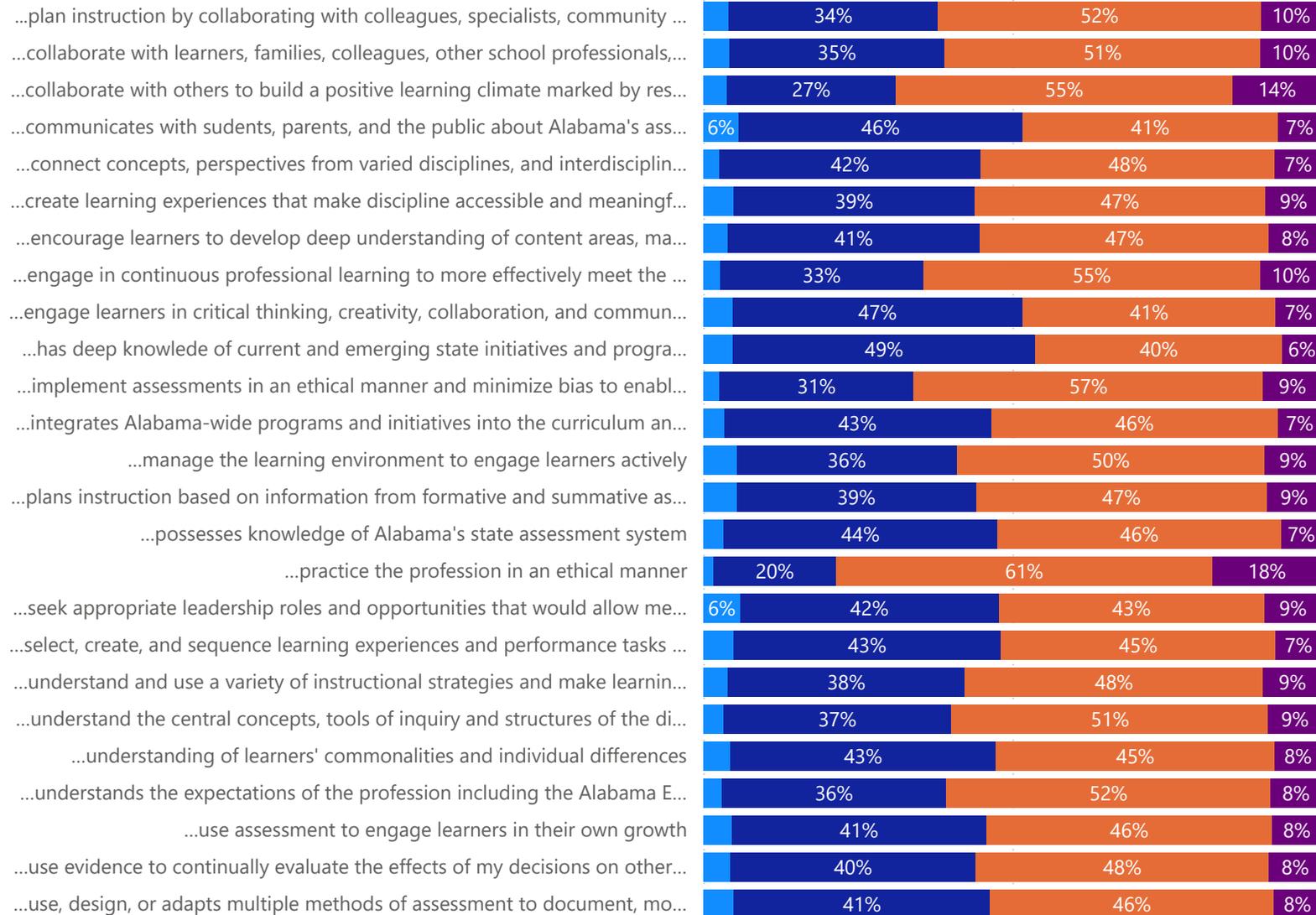
● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader

**Teacher Response**

23

respondents

● Strongly Disagree ● Disagree ● Agree ● Strongly Agree



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