# 2021-2022 Data Report

SAMFORD UNIVERSITY
SCHOOL OF EDUCATION

# 2021 ALSDE REPORT CARD

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

| Test Heading | 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 or more Attempts | Percent Passed After Three or more Attempts |
|---|---|---|---|---|---|---|---|---|
| Elementary Education | Multiple Subjects: Mathematics | 29 | 29 | 100% | 0 | 0% | 0 | 0% |
| | Multiple Subjects: Science | 29 | 27 | 93% | 0 | 0% | 2 | 7% |
| | Multiple Subjects: Social Studies | 29 | 27 | 93% | 1 | 3% | 1 | 3% |
| English Language Arts | English Language Arts | * | * | * | * | * | * | * |
| Languages Other than English | Languages Other than English | * | * | * | * | * | * | * |
| Mathematics | Mathematics | * | * | * | * | * | * | * |
| Performing Arts | Performing Arts | 8 | 8 | 100% | 0 | 0% | 0 | 0% |
| Social Studies | Social Studies | 6 | 4 | 67% | 0 | 0% | 2 | 33% |
| Special Education | Multiple Subjects: Mathematics | 18 | 18 | 100% | 0 | 0% | 0 | 0% |
| | Multiple Subjects: Science | 18 | 17 | 94% | 0 | 0% | 1 | 6% |
| | Multiple Subjects: Social Studies | 18 | 17 | 94% | 0 | 0% | 1 | 6% |

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

| Test Heading | 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 or more Attempts | Percent Passed After Three or more Attempts |
|---|---|---|---|---|---|---|---|---|
| Elementary Education | Elementary Education | 29 | 28 | 97% | 0 | 0% | 1 | 3% |
| English Language Arts | English Language Arts | * | * | * | * | * | * | * |
| Languages Other than English | Languages Other than English | * | * | * | * | * | * | * |
| Mathematics | Mathematics | * | * | * | * | * | * | * |
| Performing Arts | Performing Arts | 8 | 8 | 100% | 0 | 0% | 0 | 0% |
| Social Studies | Social Studies | 6 | 6 | 100% | 0 | 0% | 0 | 0% |

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

| Test Heading | 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 or more Attempts | Percent Passed After Three or more Attempts |
|---|---|---|---|---|---|---|---|---|
| Early Childhood Education | Early Childhood Education | 20 | 20 | 100% | 0 | 0% | 0 | 0% |
| | Teaching Reading | 20 | 19 | 95% | 0 | 0% | 1 | 5% |
| Elementary Education | Multiple Subjects: Reading | 18 | 18 | 100% | 0 | 0% | 0 | 0% |
| | Teaching of Reading | 29 | 28 | 97% | 0 | 0% | 1 | 3% |
| Special Education | Core Knowledge/ Application | 19 | 19 | 100% | 0 | 0% | 0 | 0% |
| | Early Childhood Education | 18 | 18 | 100% | 0 | 0% | 0 | 0% |
| | Multiple Subjects: Reading | 13 | 13 | 100% | 0 | 0% | 0 | 0% |

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
**Samford University - Alternative Master's - NOT IN ED Praxis Content Tests**

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

| Test Heading | 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 or more Attempts | Percent Passed After Three or more Attempts |
|---|---|---|---|---|---|---|---|---|
| Elementary Education | Multiple Subjects: Mathematics | 9 | 8 | 89% | 0 | 0% | 1 | 11% |
| | Multiple Subjects: Science | 9 | 8 | 89% | 0 | 0% | 1 | 11% |
| | Multiple Subjects: Social Studies | 9 | 9 | 100% | 0 | 0% | 0 | 0% |
| English Language Arts | English Language Arts | 5 | 5 | 100% | 0 | 0% | 0 | 0% |
| Sciences | Sciences | * | * | * | * | * | * | * |
| Social Studies | Social Studies | * | * | * | * | * | * | * |
| Special Education | Multiple Subjects: Mathematics | * | * | * | * | * | * | * |
| | Multiple Subjects: Science | * | * | * | * | * | * | * |
| | Multiple Subjects: Social Studies | * | * | * | * | * | * | * |

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
**Samford University - Alternative Master's - IN ED Praxis Content Tests**

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

| Test Heading | 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 or more Attempts | Percent Passed After Three or more Attempts |
|---|---|---|---|---|---|---|---|---|
| Elementary Education | Multiple Subjects: Reading | 5 | 4 | 80% | 0 | 0% | 1 | 20% |
| | Teaching of Reading | 9 | 4 | 44% | 0 | 0% | 5 | 56% |
| Health/Physical Education | Health/Physical Education | * | * | * | * | * | * | * |
| Special Education | Core Knowledge/ Application | * | * | * | * | * | * | * |
| | Multiple Subjects: Reading | * | * | * | * | * | * | * |

The Alabama State Department of Education releases annual report cards for teacher preparation programs each fall. The ALSDE report card assesses teacher preparation in three areas: passing rates for required statewide assessments and the results of two surveys; school administrator's perceptions of Samford graduates and Samford graduate's perceptions of their preparation. Above is a sample of the ALSDE Report Card. The full report card along with previous reports can be found on the EPP's website.   For the second straight year OBSOE's teacher preparation programs exceeded the state average. Samford's reputation for excellence in teacher preparation is evidence by strong performances on statewide assessments, employer and graduate perception surveys as well as annual 100% job/graduate school placement six months post-graduation. The results from the ALSDE Report Card continues to confirm Samford graduates are well prepared to meet the challenges in today's classroom and make a positive impact on the lives of students.

2021-2022

The year 2021-2022 was a time of transition. Several veteran faculty members announced retirements and searches for new faculty members for initial programs were launched. The Mt. Brook partnership came to a close and a renewed partnership with Trace Crossings Elementary was reestablished. Initial faculty adopted the CPAST assessment for internship and plans were underway for a newly designed dispositions instrument. A new addition to spring Data Day was established to include P-12 partners. This addition was created to examine clinical practice data. The previous Extended Assessment Committee was retired and a newly designed Continuous Improvement Stake Holder Team created. In addition, the a team of faculty and P-12 partners gathered together to review the EPP's Quality Assurance System to review the plan and make updates.

## DATA MANAGEMENT GOALS 2021-2022

The following goals are outlined for this year:

1. Review the Quality Assurance System
2. Create new dispositions instruments for initial and advanced programs
3. Improve the system for reporting and using data for program changes
4. Create new survey for 1st year candidates
5. Implement a new Clinical Data Day

2021-2022

# TREND TRACKER

Ensuring Continous

Improvement

**Samford University**
Orlean Beeson School of Education

| Trend Tracker | | | |
|---|---|---|---|
| Data Examined | Findings | Recommendations | Plans for Improvement |
| Initial Programs Supervisor Survey for CT | Low return rate for the survey- this could be the design of the survey instrument. Some supervisors have between 4-7 interns. They would potentially have 8-14 teachers to review. This could impede their ability to complete the reviews. We know we need their perspective but we may need to simplify the survey so they can use it. | I wonder if we changed the overall look of the survey and paired down the questions if we would get a larger return. Work together with the supervisors to determine what is too much work and what realistically they can report if they have multiple interns. We can pair down the questions so that only the most important information is collected. | Work on the survey to streamline- |
| Initial Programs

Intern survey of supervisors | Spring data only- we may want to review fall field placement data in a faculty meeting in Jan. That needs to be separated- the two groups are so different that they should be examined separately. We need more qualitative data to determine why two students felt strongly their supervisor was not impactful. Overall supervisor data was strong. The candidates seemed to benefit from supervisors instruction and support. Overall supervisor data was strong. The candidates seemed to benefit from supervisors instruction and support. Supervisors support of content knowledge and instruction as well as assessment- these areas seemed to be the lowest although they were still overall high.

CT developing instructional | Ensure a focus of supporting candidates in their own understanding of how to help students connect to and apply content learned as well as equipping candidates with instructional strategies to implement in lesson design and delivery Recommendations: Provide multiple opportunities within the program for candidates to write lesson plans giving continuous feedback and support. Create a menu of strategies for candidates to choose specific supports for individual learner differences. Teach the lesson plan earlier in the program. Connect theory and practice early- not just teach theory and then application. Teach together. | Supervisor training

What could we do during our supervisor trainings to provide more support for candidates in these areas? We should provide supervisors with strategies and look fors to assist candidates and help them recognize ways they can support them. Training modules or a Canvas course for supervisors. This can include annual training for key assessments and other tools they will need to supervise their interns. |
| Initial Programs

Survey Intern Assessing CT | strategies was a lower area on the survey. Data suggests that the quality of the school placements was high. The difference between placement 1 and placement 2 was that candidates did seem to perceive that they received more support in placement 1 verses placement 2. Overall the survey indicates that candidates were satisfied with | Recommendations: Reading courses in Do CTs need their own training? Would it be helpful to train them? | More cycles of data are needed. |

| | | | |
|---|---|---|---|
| | their CTs. There were only a few outliers.<br>While the survey suggests that overall the CTs were effective, there were a few areas that emerged that were areas of improvement- support for instructional strategies; differentiated learning strategies; assessment- It was interesting that the assessment was similar to the supervisor survey. Again it suggests that candidates may not feel confident in the area of assessment. | | |
| Initial Programs<br><br>CT qualifications survey | The committee was surprised by how many internship CTs participated in formal mentor training either outside of their school or as part of their in house mentoring program. | 32 of the 53 participated in a formal mentoring program. There were a number of Class B teachers and it was explained that in the Pre-K placements it is difficult to find enough teachers with a Class A certificate. Perhaps encourage administrators to select teachers who have participated in mentor training.<br>I wonder if these qualifications- particularly the mentor training- impacted the overall survey results. The survey results suggested that the candidates felt supported during their internship. Could that be because many of the teachers participated in formal training? | Should we try a more formal CT training?<br>We would like to be able to see if there is a correlation between those who participated in mentor training and higher evaluations.<br>Canvas course- this may be difficult as we will need a second instance of Canvas so that non Samford people can be enrolled. |
| Initial Programs<br><br>CPAST Mid point and final | Overall for both midpoint and final, scores are high Midpoint- critical thinking assessment of P-12 learning and differentiation are lower. Seems for both the midpoint and final that exceeds would be for those dispositional areas: preparedness; attendance; deadlines; safe and respectful class; respond to feedback Final Scores are much higher in all areas which would be typical- but the areas for growth are still the same for the most part | Need more data cycles as this was the first year of implementation<br>Strengths:*<br>Dispositional areas<br>Opportunities for Growth*<br>Assessment of P-12 learning and guided instruction; differentiation; critical thinking how the candidates rated themselves before the conference? Would there be value in having them enter their self assessment to see how it compares. Should we collect the candidates' self assessment data to see what areas they perceive themselves to be strengths and areas for growth? WE should structure some of the seminars around the areas of assessment, guided instruction and critical thinking- these areas aligned with the data from the surveys. Candidates obviously need more support in these areas.<br>We would like to see the self assessments | CT training in Canvas or Schoology that houses the CPAST training modules- need to structure seminars for the interns that address the areas of improvement.<br>Canvas training module for CTs that will include the CPASt training. Right now it is optional for CTs but would there be a benefit for them to complete the training? |

| | Birkenfeld have designed the Professional Educator course in Canvas. This course includes several assignments that students complete throughout the program. Program Key Assessments help us address and meet Standard 1 Trends will continually be evaluated | | |
|---|---|---|---|
| Program Exit Survey | ~~Overall, the students report~~ positive experience in the program. Participants reported that an internship is necessary to prepare the students for the real world and the future. Completers feel confident across content knowledge areas on the survey. 42/57 survey respondents were completers of the ESEC/ELMN. Across all areas, there were only 1-3 completers who disagreed or strongly disagreed. Strengths were noted overall in the Area of Professional Responsibility. Individual strengths were ground on the questions associated with Assessment 6.1, Learner Development 1.1, Learner Differences 2.1, Learning Environments 3.1 and 3.2. | ~~It seems that they feel more prepared to~~ design assessments but not as much to implement Question 3 had more in the agree versus strongly agree for than the other questions. - Students feel less prepared to implement assessment versus design assessment. We notice that the question 3 on the exit survey is similar to the edTPA planning assessment survey have similar feedback that perhaps additional focus on planning appropriate assessments is needed. | We want to see results of changes that have already been implemented; also we will look when doing curriculum mapping should we include a literacy assessment course. How can we improve student content knowledge in their field? Is this program specific or an overarching concern in the candidates? We could consider creating a survey in the middle of the program to determine how students feel in regards to these areas and compare with their exit survey to see if there was growth across areas. This would allow adjustments to programming prior to graduation. Mid program survey that mirrors exit survey. |

# 2021-2022

# Closing the Loop:

## Plan for Improvement

| Plans for Improvement 2021-2022 | | | |
|---|---|---|---|
| **Program** | **Plan for Improvement** | **Who ensures implementation?** | **Completed?** |
| All Initial Programs | New Canvas Resources for CTs | Assistant Dean/ Data Manager | Summer 2022 |
| All initial Programs | New Dispositions Instrument Implementation<br><br>New Dispositions Self-Assessment<br>New Dispositions Training Modules | Assistant Dean/ Data Manager | Summer 2022 |
| All Initial Programs | Examine Surveys For Supervisors, CTs, Interns for streamlining | Department Chair, Faculty | |
| All Initial Programs | New CT Survey created | Assistant Dean/ Data Manager/ Clinical Coordinator | Spring 2023 |
| All Initial Programs | More emphasis on incorporating feedback into lesson plan reflections to align with edTPA- create feedback forms that align with the required part of the project | Department chair/ faculty | |
| All Initial Programs | Develop Modules to teach Code of Ethics | Faculty | |
| All Initial Programs | Examine curriculum mapping for assessment course. Do a deep dive in the assessment courses to determine what is working and what is not. Determine what candidates know and do not know about assessing students and implementing assessments | Faculty | |
| All Initial Programs | Create a mid-point survey or a self-assessment that mirrors the exit survey<br>Disaggregate the program exit survey by program. Ensure that the data shows trends in the table and that the "n" number is consistent | Assistant dean<br>Data manager | Instead of a mid point "exit" survey a mid point dispositions self-assessment was created. This is a more appropriate survey for where candidates are developmentally as the "exit" survey is designed to assess candidate perception of their preparation at |

| | | | program completion. Implemented January 2023 |
|---|---|---|---|
| Advanced Programs | Candidate dispositions instrument was designed Advanced faculty with P-12 input and piloted | | Fall, 2022 |
| Advanced Programs | Key Assessments updated and piloted Advanced faculty | | Fall, 2022 |
| Additional Improvements | 1. New first year teacher survey was designed Assistant Dean and administered 3 times during Data Manager completers' first year Faculty<br>2. Redesigned case study was implemented<br>3. New employer survey was administered<br>4. New technology and diversity survey and project was designed to align with new CAEP standards<br>5. New partnership effectiveness survey was designed<br>6. Updates to Urban seminar to include SEED candidates<br>7. Program Key Assessments, Course Description and Field Placements Assignments- redesigned and aligned to new program standards<br>8. Candidates attended the Conference for Grading and Assessment to address assessment growth area<br>9. New survey and form tracker was created<br>10. New survey for change of majors was created to determine program attrition<br>11. Praxis Improvement Committee was re-established<br>12. New courses for ESEC/ELEM program created and some courses redesigned to address Literacy Act and other areas<br>13. New courses for ALTA program created to address ALSDE requirements | | Fall 2022<br><br>Spring 2023 |