

2020-2021 Data Report

SAMFORD UNIVERSITY
SCHOOL OF EDUCATION



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Hall
• 1978 •
For God, For Learning, Forever

ALSDE REPORT CARD

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 specific 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	18	18	100%	0	0%	0	0%
	Teaching Reading	18	18	100%	0	0%	0	0%
Elementary Education	Multiple Subjects: Reading	20	19	95%	0	0%	1	5%
	Teaching of Reading	20	20	100%	0	0%	0	0%
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	19	18	95%	0	0%	1	5%

Program Approval & Accreditation	Nationally Recognized Programs
Programs Are Approved Yes	Class B Early Childhood Education National Association for the Education of Young Children
Programs Are Accredited Yes	English Language Arts National Council for Teachers of English
	General Social Studies National Council for the Social Studies
	Music Education National Association of Schools of Music

Number of Class B Certificates Earned
88

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 specific 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	11	6	55%	0	0%	5	45%
	Multiple Subjects: Science	11	8	73%	0	0%	3	27%
	Multiple Subjects: Social Studies	11	7	64%	0	0%	4	36%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Languages Other than English	Languages Other than English	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation	Nationally Recognized Programs
Programs Are Approved Yes	Class A Early Childhood Education National Association for the Education of Young Children
Programs Are Accredited Yes	Elementary Education Association for Childhood Education International
	English Language Arts National Council for Teachers of English
	General Social Studies National Council for the Social Studies
	Gifted Education National Association of Gifted Children
	Instructional Leadership Educational Leadership Constituent Council
	Mathematics National Council of Teachers of Mathematics
	Music Education National Association of Schools of Music
	Physical Education National Association for Exercise and Physical Education

Number of Class A Certificates Earned
35

The Alabama State Department of Education released annual report cards for teacher preparation programs September 8th. 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. For the second straight year OBSOE's teacher preparation programs exceeded the state average. Passing rates for edTPA in all certification areas was 100% and candidates' Praxis passing rates were well above the state. 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 confirm Samford graduates are well prepared to meet the challenges in today's classroom and make a positive impact on the lives of students.

2020-2021 YEAR IN REVIEW

The year 2020-2021 was a tumultuous year in education due to the pandemic. Teacher education was directly impacted as the uncertainty of face to face/ virtual options in P-12 settings changed on an almost daily basis. Many of our P-12 partners were anxious to have outside visitors in their schools as this over complicated the contact tracing process. As a result, our initial programs made the determination that the best course of action would be to limit field experiences for candidates who were not in their internship. This was a difficult decision as clinical experiences are the foundation of all our initial programs. Gradually over the year, restrictions varied widely among school districts. School closures and transitions to online learning further complicated the internship process. Overall, candidates were able to complete their requirements and successfully meet licensure requirements.

DATA MANAGEMENT GOALS 2020-2021

The school's quality assurance system was put to the test during the pandemic. The ability to collect data on completers has continued to be a challenge. Schools and teachers are already stretched thin and adding another task was not helpful. Our number one goal was to serve the schools and the districts by providing support when possible.

Therefore, the following goals are outlined for this year:

1. Implement the new data management system
2. Revise all key assessments and update/ rename based on the input from stakeholders
3. Improve the system for reporting and using data for program changes
4. Use Google forms for data analysis
5. Implement the streamlined system for reporting for SACSCOC

2020-2021

2020-2021

TREND TRACKER

Ensuring Continuous
Improvement

Trend Tracker 2020-2021

Trend Tracker		
Data Examined	Findings	Recommendations
Initial Programs		
<p>Initial Programs edTPA Fall 2019- Spring 2020</p>	<p>The SEED Program exceeded proficiency in rubrics 1-3. ALTA SPED exceeded proficiency in all content category rubrics, Performing Arts exceeded proficiency in all content category rubrics. Most programs met proficiency in content category rubrics. Rubric 2 is a focus rubric for all Elementary programs with the ALTA Elem program a high alert for rubric 2 falling well below the level of proficiency, Secondary ALTA fell below proficiency for rubric 2. SEED area of focus is rubric 7.</p>	<p>Rubric 2 addresses meeting the needs of varied learners (IEP's, 504's, English language learners, struggling readers, underperforming students or those with gaps in academic language and/or gifted learners) with different strategies and support. How does content coursework align and prepare candidates to plan and reflect on needed learning strategies to address varied needs using research-based strategies.</p> <p>Revising the assessment course spend more time on summative assessment and more formal assessments as well as standardized assessments. Provide support for candidates to help them make connections from the context for learning and the specific strategies needed to help students with individual differences. Need to know what assessment will be chosen for third graders from Alabama Literacy Act. Task 2 videos- make certain candidates understand about video quality. Camera should focus on students as well as the teacher so reviewers can see student faces so they can see active engagement. Excellent strategy is cooperative learning, teacher as a facilitator. Focus on research based strategies. McREL. Bridge the context for learning to specific strategies and help candidates understand how to clarify in narratives the connection to research.</p>
<p>Initial Programs PEI Assessment</p>	<p>Of the students evaluated on the assessment, 36% scored "Met" and 63% scored "Not Met" on item 4.</p> <p>Some candidates have a clear understanding of how to develop and implement a lesson so that students understand content on a deep level and can make connections to other content areas and apply new knowledge.</p>	<p>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</p> <p>Recommendations: Provide multiple opportunities within the program for candidates to write lesson plans giving continuous feedback and support.</p> <p>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.</p>

Trend Tracker 2020-2021

<p>Initial Programs</p> <p>Praxis and GPA</p>	<p>Candidates continue to perform well on Praxis multi-subject test and GPA requirements as both are admission requirements for Teacher Ed</p> <p>Due to admission requirements, candidates who remain in programs of study pass the required subtests prior to official admission. GPA requirements are also met- 2.75 for admission- 3.0 for the cohort.</p> <p>Provide additional study materials in areas of concern- publish Praxis timelines in more areas available to students (ie. Canvas, webpage, etc</p>	<p>Recommendations: Reading courses in Alt A are being redesigned to ensure that Elem students are prepared for the Reading Praxis, adjusted admission requirements: ALT A: Must pass Praxis Core prior to Admission and Elem: Praxis II ELEM , Sec: Praxis II in teaching field and P12 Music Education: Praxis II Music Education must be passed by end of first semester; Must be passed prior to internship for Alt A:SPED: Praxis II SPED + Reading ,Physical Education: Praxis II Physical Education and P12 Music Education: Praxis II Music Ed. UG: Must pass Praxis Core prior to Admission and prior to internship: ESEC: Praxis II (Elem, Reading, SPED),Elem: Praxis II (Elem, Reading), Sec: Praxis II in teaching field and P12 Music Education: Praxis II Music Ed.</p>
<p>Initial Programs</p> <p>VIA Character Education Survey</p>	<p>The assessment is conducted at the beginning of the coursework and at the end of the coursework. This data reflects VIA preliminary result for initial candidates from 2019-2020. The self-assessment has 23 indicators that show an overall high self- assessment rating for all categories.</p> <p>The highest scores were in Perspective (4.78), Kindness(4.54) and Fairness(4.42) This was discussed as being related to the profession being a calling/purpose which allows changes in the perspective of a bad day. It was also mentioned that perspective and fairness lead to equitability. Ethical behavior of first year candidates was said to be rated high in job scenarios.</p> <p>Areas for growth among the self-assessment data are in the areas of Self-Regulation (3.24), Creativity(3.65),Bravery(3.66), Love of Learning (3.66) and Forgiveness(3.7) The team focused on areas of improvement with self-regulation.</p>	<p>Suggestions were: 1. to begin teaching self-regulation strategies in the foundation courses for pre-service candidates as well as for future classroom students. 2. to spread out the teaching strategies of self-regulation as discussed in the classroom management text, Conscious Discipline, across courses. 3. to help students bridge self-regulation strategies from personal life (eating, exercise) to professional life (student discipline, work environment).</p>

Trend Tracker 2020-2021

Initial Programs

Praxis

It was interesting to note that fewer than 5 test takers had to take the Principles of Teaching & Learning test. For the Class B Content Tests in Early Childhood, Elementary and Special Education (ESEC program), there were 26 or 27 test takers. Only 1 did not pass on the first attempt and he/she passed on the second attempt (multiple subjects: reading). For the multiple subjects, one person had to take the social studies segment three times before passing. This still makes a 100% pass rate for ESEC. For Alt A, there were no test takers for the Principles of Teaching and Learning that were reported (fewer than 5 test takers). For the Elementary Multiple Subjects, Teaching of Reading, Health/Physical Education, ELA, Math, Sciences or Social Studies Content Tests for Content, there were no reported scores due to small numbers of test takers.

96% first time pass rate on all tests for ESEC is an outstanding performance rate (and the fact that the 1 candidate passed the second time). Because passing Praxis II is required for Alt A candidates prior to student teaching, then we necessarily have a 100% pass rate that matches our certificate earned number.

As a group, the major opportunity for growth is for Alt A candidates to be required to pass Praxis II content tests prior to admission to the program, particularly in Elementary (multiple subjects) and Secondary (specific content). Due to the specific nature of the Special Education licensure and the corresponding Praxis II examination, it is not feasible to require passing the Praxis II as a condition of entry.

Trend Tracker 2020-2021

<p>Initial Programs SEED/SALTA Focus Groups</p>	<p>Strengths Varied clinical experiences Content knowledge Lesson planning a weakness Time management Professional responsibilities is a strength Small class size</p>	<p>Strengthen lesson planning instruction and time management in course work</p>	
<p>Initial Programs Employer and Completer Survey</p>	<p>Teaching critical thinking was very high ethical demeanor that our candidates possess. area of opportunity was “creating assessments based on formative and summative data that you would collect”</p>	<p>Prioritize the employer survey over the completer survey. It’s hard to perceive yourselves as a first year teacher accurately. Get some longitudinal data from the State Department from people that have been in the schools for 3-5 years. In terms of the employer survey, we noticed a few trends, one being communicating with the parents it is suggested that we offer a professional seminar class - 1 hour with someone from ALSDE or the ARI to be able to prepare and be able to adapt to the requirements/changes from the ALSDE.</p> <p>Create a case study for candidates to work with (using older data so as not to be using current student names) in order to develop a game plan for candidates to help know what to do with the student data that would be beneficial exposure to the types of data. More information about student assessment data and how to work with it. A suggestion is to create a role play scenario for the formative and summative assessment to demonstrate why a candidate chooses the plan. Developing assessments that are valid and that measure what they are intended to measure. We thought about some practical strategies for practicing that skill. For example, being given a standard or a skill and developing an assessment and then having a peer or professor match that assessment back to the standard to ensure that it is measuring what it was intended to measure.</p>	

Trend Tracker 2020-2021

<p>Initial Programs Dispositions Instrument</p>	<p>Self-regulating behaviors Creating new dispositions instrument</p>	<p>Have Doctoral studies/dissertation focused on teacher dispositions dispositions Self-assessments Develop Growth Teach Resilience and encounter adversity- how to overcome challenges- different approaches- identify strengths and identify how to be resilient- Emphasize Leadership and it looks different. Case studies/role playing Receive their feedback on what can be done in the classroom setting. Partnership work with partners and tie this to partnership- get the student's feedback on how they want to improve Book studies that will focus on the areas-</p>	
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Advanced	
<p>Do we need a Technology or Diversity survey? Explore options for those. Proposed Rubric Elements aligned to CAEP key indicators- Employer and completer survey</p>	<p>Timeline for completion of proposed common rubric elements and Exit/Completer survey: January Gifted and MSE are teach out programs due to low enrollment. There is a need for one Rubric across the board for Assessments and Dispositions. This can easily be done by "combining" each rubric.</p>
<p>Preliminary Data from Pilot Employer/Completer Survey</p>	<p>Group found that some questions were confusing and needed to be revised. The questions were redundant. Difficult to draw conclusions.</p>

Trend Tracker 2020-2021

HDFS		
<p>The MFT Program is something that has been discussed for years but we have issues or concerns with the established relationship with the Social Work Program (SOWK). We would like to know if there is a “need” for the program and possibly a joint relationship with Divinity. We could maybe use a focus group to determine if there is a need for the MFT program and if there is a possible conflict with the SOWK fast track. SOWK has held off on creating a Bachelor’s degree program which would cut into HDFS numbers.</p>	<p>At this time, MFT program is not an option. Exploring other options for programs.</p>	
<p>All of the participants had a favorable opinion of students from Samford. Participants reported that professional dress is important. Participants noted that “being teachable” is a desirable trait. Participants noted that developing job specific communication skills is an area that is emphasized during internship. Participants reported that an internship is necessary to prepare the students for the real world and the future.</p>	<p>Additional questions for survey Look at inter-rater reliability for the current supervisor evaluation Pull the characteristics or traits from this document/focus group Pull the characteristics that Celeste has Add the characteristics from Career Development Trend analysis – FLE Assessment Exam We can use it to improve our content and our topics that we address as it relates to professionalism Progression from Professional Perspectives Course to the Practicum Course – are we on track with the way we conceptualized it? · How can we support our student</p>	
EDD		
<p>EDD Focus Group</p>	<p>Participants perceived themselves to be effective leaders. Participants found the flexibility, faculty accessibility and the registration process to be positive aspects of the program. Participants noted the emphasis on data driven decision making as a positive aspect of the program. Participants found the Ethical Leadership course helpful however, you are never truly prepared for every situation. Participants chose Samford because of the blended instruction. Program is practical and focused on real world.</p>	<p>Writing Seminars/Workshops have been implemented</p>

