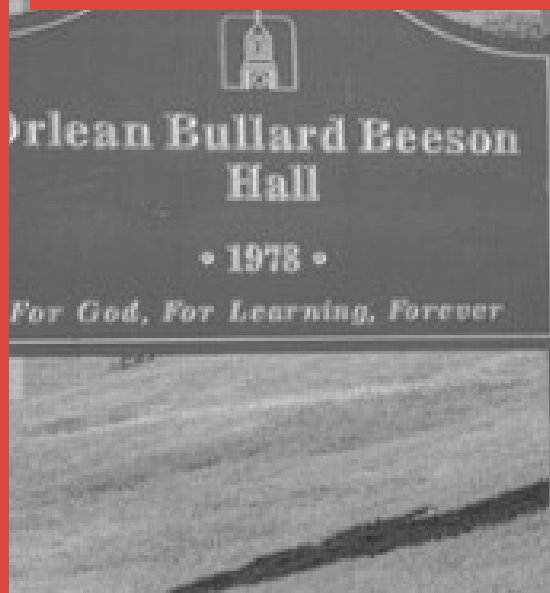


2023-2024 Data Report

SAMFORD UNIVERSITY
SCHOOL OF EDUCATION



2023 ALSDE REPORT CARD

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Samford University - Bachelor's - Principles of Teaching and Learning

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

Test Heading	Subject	Number Passed		Percent Passed		Number Passed		Percent Passed	
		After One Attempt	After Two Attempts	After One Attempt	After Two Attempts	After Three or more Attempts	After Three or more Attempts		
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved: **Yes**
Programs Are Accredited: **Yes**

Number of Class # Certificates Earned

108

Nationally Recognized Programs

Class #	Collaborative Special Education (I-4)	Association for Childhood Education International
Early Childhood Education	Association for Childhood Education International	
Early Childhood Special Education	Association for Childhood Education International	
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	
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
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Test Heading	Subject	Number of Test Takers		Number Passed		Percent Passed		Number Passed		Percent Passed	
		After One Attempt	After Two Attempts	After One Attempt	After Two Attempts	After One Attempt	After Two Attempts	After Three or more Attempts	After Three or more Attempts		
Early Childhood Education	Early Childhood Education	20	20	100%	0	0%	0	0%	0	0%	
Elementary Education	Teaching Reading	20	19	95%	0	0%	1	5%			
	Multiple Subjects: Reading	18	18	100%	0	0%	0	0%			
Special Education	Teaching of Reading	29	28	97%	0	0%	1	3%			
	Care Knowledge/ Application	19	19	100%	0	0%	0	0%			
Special Education	Early Childhood Education	18	18	100%	0	0%	0	0%			
	Multiple Subjects: Reading	13	13	100%	0	0%	0	0%			

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

Test Heading	Subject	Number of Test Takers		Number Passed		Percent Passed		Number Passed		Percent Passed	
		After One Attempt	After Two Attempts	After One Attempt	After Two Attempts	After One Attempt	After Two Attempts	After Three or more Attempts	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%			

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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
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Test Heading	Subject	Number of Test Takers		Number Passed		Percent Passed		Number Passed		Percent Passed	
		After One Attempt	After Two Attempts	After One Attempt	After Two Attempts	After One Attempt	After Two Attempts	After Three or more Attempts	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%			

Program Approval & Accreditation

Programs Are Approved: **Yes**
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Number of Class # Certificates Earned

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Nationally Recognized Programs

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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. The focus of the EPP this year was the full transition to Foundations of Reading 190. Shifting content and aligning course syllabi to the Science of Reading was a top priority. Early indications are that candidates will be successful on the new assessment. Additionally, faculty examining a substitute for Praxis Core. While not required by ALSDE, the EPP still has this important assessment as an admission gateway. To offset the cost of the assessment, faculty will consider substituting the ACT/SAT scores for Praxis Core Reading and Math.

2022-2023 YEAR IN REVIEW

In 2022-2023, OBSOE focused on refining the process for implementing new dispositions instruments for both initial and advanced programs. The Assessment of Candidate Dispositions (ACD) for initial and advanced candidates was fully implemented fall 2022. Several components were included in the ACD roll out. A comprehensive calibration training for both candidates and assessors was created to ensure reliability in scoring. A candidate self-assessment was also added. This self assessment generates a report that will allow candidates to use in completing their own professional growth plan. Additionally, faculty worked collaboratively to publish a textbook to be used in course work to support the development of professional character. Faculty in instructional leadership will work on a companion text next year. The two textbooks contain case studies and other tools aligned with the identified commitment statements in the ACD and is designed to support candidates' growth in the area of dispositions.

DATA MANAGEMENT GOALS 2023-2024

The following goals are outlined for the academic year 2023-2024:

1. Create the new graphic for the QAS
2. Write the text for Advanced Dispositions
3. Create new program assessments across all programs and aligned to updated standards
4. Examine all programs and make changes and updates while awaiting a process for state program approval
5. Curriculum mapping, standards crosswalks for all initial and advanced programs.

2023-2024

2022-2023

TREND TRACKER

Ensuring Continuous
Improvement

Trends Identified Across Programs

1. Challenges with Survey Engagement and Data Collection

- A recurring theme is the low return rate on surveys, which is attributed to the potential overburdening of supervisors with multiple interns and the design of the survey instrument. This trend suggests that both the structure and the content of the surveys need reconsideration to improve engagement and data quality.

2. Supervisor and Intern Perspectives on Support and Instruction

- Feedback from both supervisors and interns indicates areas for improvement in providing support for instructional strategies, assessment techniques, and differentiated learning. There is a clear need for additional training and resources to address these gaps.

3. Assessment and Feedback Utilization

- Several instances highlighted concerns with the effectiveness of assessments, particularly in terms of analyzing teaching effectiveness, student understanding and use of feedback, and using assessment to inform instruction. This suggests a broader trend of needing to strengthen the feedback loop and make assessments more informative and actionable for both teachers and students.

4. Need for Enhanced Training and Professional Development

- The data shows a recognized need for more structured and comprehensive training for supervisors, CTs, and interns on various aspects, including instructional strategies, assessment, and pedagogical skills. This is indicated by proposals for training modules or courses and the suggestion of incorporating training directly into platforms like Canvas or Schoology.

5. Curriculum and Pedagogical Improvements

- There's an indication of the need for curricular changes and pedagogical enhancements to better prepare candidates in content knowledge, instructional practice, and professional responsibility. This includes integrating more practical exercises and embedding elements of professional standards (e.g., edTPA) into the curriculum.

6. Program-Specific Feedback and Improvement Areas

- The data points to specific areas of improvement in different segments of the program, such as planning for instruction, supporting student learning needs, and teacher effectiveness. It highlights the necessity for targeted interventions and curriculum adjustments in specific content areas or pedagogical approaches.

7. Emphasis on Practical and Ethical Implementation of Assessments

- Concerns about the ethical implementation of assessments and minimizing bias, along with the practical application of designed assessments, indicate a trend towards the need for a more nuanced understanding and application of assessment strategies.

2022-2023

Closing the Loop:

Plan for Improvement

1. Enhancing Survey Engagement

- Action: Redesign surveys to be more concise and relevant to supervisors' experiences. Implement an online platform that allows for easier submission and encourages higher participation through reminders and incentives.
- Measurement: Monitor the survey completion rates and quality of feedback post-implementation to assess improvement.

2. Strengthening Support and Instruction

- Action: Develop and deploy targeted training modules focusing on instructional strategies, assessment techniques, and differentiated learning. Include these in the orientation for new supervisors and as part of ongoing professional development.
- Measurement: Use feedback from participants and performance metrics (e.g., intern success rates, supervisor evaluations) to evaluate the effectiveness of the training.

3. Improving Assessment and Feedback Mechanisms

- Action: Revise assessment frameworks to include clear criteria and guidelines for effective feedback. Train educators on using these tools to ensure assessments are constructive and inform instructional improvements.
- Measurement: Compare subsequent assessment outcomes and feedback effectiveness with baseline data to determine areas of progress and ongoing needs.

4. Expanding Training and Professional Development

- Action: Integrate comprehensive professional development programs into the educational platform (Canvas, Schoology) for easy access. Cover a broad range of topics, including pedagogy, technology use in education, and ethical considerations in assessments.
- Measurement: Assess program uptake and evaluate improvements in instructional quality and student outcomes through pre- and post-intervention analyses.

5. Curriculum and Pedagogy Overhaul

- Action: Conduct a curriculum review to identify gaps in content knowledge, instructional practice, and professional responsibilities. Incorporate experiential learning opportunities and align with professional standards such as edTPA.
- Measurement: Utilize program completion rates, licensure exam scores, and graduate feedback to assess the impact of curricular changes.

6. Addressing Program-Specific Needs

- Action: Tailor interventions and resources to meet the specific needs identified in different program segments. This might include specialized workshops, mentorship programs, and resource allocation for areas requiring immediate attention.
- Measurement: Track improvements in targeted areas through specific performance indicators, such as student learning outcomes and satisfaction rates.

7. Enhancing Assessment Practices

- Action: Implement training sessions on ethical and practical aspects of assessment to minimize bias and improve the relevance of feedback. Introduce peer review processes to enhance the reliability and validity of assessments.
- Measurement: Analyze changes in assessment practices and student performance to gauge the success of these initiatives.

Each action will be taken to close the loop and will be followed by a phase of reflection and evaluation to ensure continuous improvement. Regularly scheduled reviews of program data, feedback from stakeholders, and performance metrics will help to iteratively refine and enhance the EPP's effectiveness, ensuring it meets the evolving needs of students, educators, and the broader educational community.