

HB603 INTRODUCED



1 HB603
2 9JH9CBP-1
3 By Representatives DuBose, Collins
4 RFD: Education Policy
5 First Read: 10-Mar-26



SYNOPSIS:

Under existing law, educator preparation providers (EPPs) and Alternative Teacher Preparation Organizations (ATPOs) are state-approved entities that are responsible for preparing educators for certification.

This bill would require the State Department of Education, in collaboration with the State Board of Education and the Alabama Commission on Higher Education, to revise and annually update a teacher preparation report card evaluating the performance of each EPP and ATPO.

This bill would require the department to prominently publish the teacher preparation report cards on the department's official website.

This bill would require EPPs, ATPOs, and other stakeholders to annually provide the department with data for the report cards.

This bill would require the department to create a standard survey for program completers and the employers of program completers to assess satisfaction with teacher preparation.

This bill would require the board to annually review the report cards to determine if interventions or support is needed for each EPP or ATPO.



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This bill would also allocate funding to the department to implement the provisions effectively.

A BILL
TO BE ENTITLED
AN ACT

Relating to teacher certification preparation programs; to require the State Department of Education, in collaboration with the State Board of Education and the Alabama Commission on Higher Education, to publish a teacher preparation report card evaluating the performance of each Educator Preparation Provider (EPP) and Alternative Teacher Preparation Organization (ATPO); to require the department to prominently publish the report cards on the department's official website; to require EPPs, ATPOs, and other stakeholders to annually provide the department with data for the report cards; to require the department to create a survey to assess program completion satisfaction with program completers and teacher preparation programs; to require annual review of the report cards by the department; and to allocate funding for implementation.

BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

Section 1. For the purposes of this act, the following terms have the following meanings:

(1) ALTERNATIVE TEACHER PREPARATION ORGANIZATION (ATPO). An organization that the State Board of Education



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deems qualified to offer certification programs to qualified individuals in the state in accordance with Section 16-23-3.1, Code of Alabama 1975.

(2) BOARD. The State Board of Education.

(3) DEPARTMENT. The State Department of Education.

(4) EDUCATOR PREPARATION PROVIDER (EPP). Any state-approved teacher or principal education program, including public, private, and alternative certification providers, authorized by the state to provide teacher training.

(5) ENDORSEMENT TYPE. The teaching field and grade levels a teacher is certified to teach.

(6) PROGRAM COMPLETER. An individual who has completed all requirements for an approved program and who has been recommended to the State Department of Education for a professional educator certificate with the appropriate endorsements.

(7) REPORT CARD. A teacher preparation report card.

Section 2. It is the intent of the Legislature to codify and expand the work that the board and the department have already begun with educator report cards.

Section 3. (a) The department, in collaboration with the board and the Alabama Commission on Higher Education, shall publish and annually update a report card that evaluates the performance of each EPP and ATPO.

(b) The department shall make each report card easily accessible to the public on the department's official website by prominently displaying detailed metrics and summative



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ratings of overall program performance in easy-to-read formats.

(c) The report card shall focus on the preparedness and effectiveness of each EPP's and ATPO's program completers and shall include, but not be limited to, each of the following:

(1) The number of program applicants, unconditional admits, conditional admits, enrollees, and program completers, disaggregated by candidate certificate type, endorsement type, and demographics.

(2) The number of qualified applicants that apply but are denied admittance for each endorsement type.

(3) Program admission criteria and enrollment profile, including, but not limited to, average grade point average and SAT or ACT score range.

(4) First attempt pass rates by program enrollees, and all other attempt pass rates by program enrollees, in numbers and percentages, on exams or other assessments taken to fulfill the requirements of the Alabama Educator Certification Assessment Program (AECAP), disaggregated by endorsement type and demographics.

(5) Employment outcomes for program completers, including at least the following measures specifically for program completers employed as classroom teachers in Alabama:

a. Percentage of program completers employed as classroom teachers in Alabama within one year of program completion.

b. Percentage of program completers teaching in-field versus out-of-field.



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c. Percentage of program completers working in a public school setting, along with the district or local education agency of employment.

d. Percentage teaching in a shortage teaching field.

e. Percentage teaching in a location with a critical teaching shortage.

(6) One-year and three-year retention rates of program completers employed as classroom teachers in Alabama.

(7) Performance of program completers in at least the first three years working in the classroom, including evaluations and student performance data on state summative assessments.

(8) Results of satisfaction surveys from program completers and the employers of program completers.

(9) Review of standards and coursework for inclusion of evidence-based content and training, including, but not limited to, the science of reading, which shall include program alignment to the requirements of the Alabama Literacy Act pursuant to Chapter 6G of Title 16, Code of Alabama 1975; development of mathematic proficiency, which shall include program alignment to the requirements of the Alabama Numeracy Act pursuant to Chapter 6H of Title 16, Code of Alabama 1975; multiple evidence-based methods of instruction; and the number of clinical practice hours completed.

Section 4. (a) EPPs, ATPOs, the Alabama Commission on Higher Education, local education agencies, and other relevant stakeholders shall annually provide the department with accurate and timely data for the metrics specified in Section



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3.

(b) With input from stakeholders pursuant to subsection (a), the department shall develop and administer a survey at the end of the program completer's first year of teaching, designed to assess the satisfaction of program completers and the employers of program completers as to how well the EPP or ATPO prepared the program completer for certification and teaching.

(c) The department shall ensure the confidentiality of individual candidate information by using appropriate data suppression thresholds in providing aggregate, public-facing data on the report card.

(d) The department shall include the data collection and evaluation methodology clearly and publicly on the report card.

(e) On an annual basis, the department shall provide each EPP and ATPO with a more granular report that includes field-level data, and where possible individual-level data, associated with each of the report card measures specified in Section 3, so that the EPP or ATPO can analyze program impact for accreditation purposes and make meaningful improvements to program structure and effectiveness.

(f) Where possible, the department shall link data to existing educator reports and tools.

Section 5. The board shall annually review each report card and, for each EPP and ATPO, determine whether intervention or support is needed based on the information in each report card. Intervention may include initiating a full



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169 approval review, which may result in probationary approval or
170 denial.

171 Section 6. Appropriate funding shall be allocated to
172 the department to implement this act effectively.

173 Section 7. This act shall become effective on October
174 1, 2026.