

# HB603 INTRODUCED



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



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

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33                                   A BILL

34                                   TO BE ENTITLED

35                                   AN ACT

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

52                   BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

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

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



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

60 (2) BOARD. The State Board of Education.

61 (3) DEPARTMENT. The State Department of Education.

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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



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

116 d. Percentage teaching in a shortage teaching field.

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

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

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

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

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

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



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141 3.

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

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

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

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

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

165 Section 5. The board shall annually review each report  
166 card and, for each EPP and ATPO, determine whether  
167 intervention or support is needed based on the information in  
168 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.