## Educator Preparation Institutional Report Card for Performance on Required Content Knowledge and Pedagogy Tests

and

*Responses to the First-Year Teacher Survey created by the* Alabama Association of Colleges for Teacher Education

for

The University of Alabama in Huntsville

Administerd by the Alabama State Department of Education

September 2018

### **Report and Survey Information**

# Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy Tests

To earn an Alabama educator certificate, based on completion of a traditional approach, an applicant must complete an approved program with a prescribed grade point average (GPA) and meet assessment requirements. Current assessment requirements include a written test of pedagogical knowledge (Principles of Learning and Teaching) and a Praxis content test specific to the teaching field or subject for which certification is sought. No exceptions are made with regard to these requirements.

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to first-year teachers who, during the 2016-2017 school year, completed an Alabama State Board of Education-approved undergraduate (Class B) or alternative master's degree (Class A) program leading to their first or initial Professional Educator Certificate. A companion survey was administered electronically to the employers of those first-year teachers. Data provided in this report include a summary of survey categories and the percentage of first-year teachers who strongly agreed, agreed, disagreed, or strongly disagreed that their program prepared them to teach successfully. The data also provide the percentage of employers who rated their first-year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher.

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama in Huntsville - Class B - Principles of Teaching and Learning

Program Approval & Accreditation	Number of Certificates Earned	Nationally Recognized Progr	rams
Programs Are Approved Yes	66	Music Education	National Association for Schools of Music
Programs Are Accredited Yes			

\* - Information not reported for less than five test takers

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

X - Either an inactive program of	r no program in the specifiec area		Number Passed After	Percent Passed After	Number Passed After	Percent Passed After	Number Passed After	Percent Passed Afte
Subject	Subtest	Number of Test Takers		One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Elementary Education	Elementary Education	31	31	100%	0	0%	0	0%
English Language Arts	English Language Arts	5	5	100%	0	0%	0	0%
Languages Other Than En	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	7	7	100%	0	0%	0	0%
Special Education	Special Education	12	12	100%	0	0%	0	0%

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama in Huntsville - Class B - IN ED Praxis Content Tests

Program Approval & Accred	ditation	Number of Certificates	Earned	Nationally	Nationally Recognized Programs				
Programs Are Approved	Yes	66		Music Edu	Music Education National Association for Schools of Music				
Programs Are Accredited	Yes								
* - Information not reported for X - Either an inactive program or	less than five test takers no program in the specifiec area								
			Number Passed After	Percent Passed After	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After	
Subject	Subtest	Number of Test Takers	One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts	
Early Childhood Education	Early Childhood Education	31	26	84%	4	13%	1	3%	
	Teaching of Reading	31	29	94%	2	6%	0	0%	
Special Education	Core Knowledge/Application	12	12	100%	0	0%	0	0%	
	Multiple Subjects: Reading	11	9	82%	1	9%	1	9%	

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama in Huntsville - Class B - NOT IN ED Praxis Content Tests

Program Approval & Accreditation	Number of Certificates Earned	Nationally Recognized Prog	rams	
Programs Are Approved Yes	66	Music Education	National Association for Schools of Music	
Programs Are Accredited Yes				

\* - Information not reported for less than five test takers

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

X - Either an inactive program o	r no program in the specifiec area							
			Number Passed After	Percent Passed After	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After
Subject	Subtest	Number of Test Takers	One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Elementary Education	Multiple Subjects: Mathematics	31	28	90%	3	10%	0	0%
	Multiple Subjects: Science	31	27	87%	3	10%	1	3%
	Multiple Subjects: Social Studies	31	28	90%	2	6%	1	3%
English Language Arts	English Language Arts	5	5	100%	0	0%	0	0%
Languages Other Than En.	Languages Other Than English	Х	Х	Х	Х	Х	Х	Х
Mathematics	Mathematics	Х	Х	Х	Х	Х	Х	Х
Performing Arts	Performing Arts	Х	Х	Х	Х	Х	Х	Х
Sciences	Sciences	Х	Х	Х	Х	Х	Х	Х
Social Studies	Social Studies	7	6	86%	0	0%	1	14%
Special Education	Multiple Subjects: Mathematics	11	11	100%	0	0%	0	0%
	Multiple Subjects: Science	11	9	82%	1	9%	1	9%
	Multiple Subjects: Social Studies	11	10	91%	1	9%	0	0%

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama in Huntsville - Class A - Principles of Teaching and Learning

Program Approval & Accre	ditation	Number of Certificates Earned	
Programs Are Approved	Yes	9	

Programs Are Accredited Yes

\* - Information not reported for less than five test takers

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

X - Either an inactive program of	r no program in the specifiec area		Number Dessel After	Deverent Dessed After	Number Dessed After	Developed After	Number Dessel After	Develope to Develope of After
Subject	Subtest	Number of Test Takers	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After Two Attempts		
Subject	Sublest	Number of Test Takers	One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Elementary Education	Elementary Education	Х	Х	Х	Х	Х	Х	Х
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Languages Other Than En	Languages Other Than English	Х	Х	Х	Х	Х	Х	Х
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	Х	Х	Х	Х	Х	Х	Х
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	6	6	100%	0	0%	0	0%
Special Education	Special Education	Х	Х	Х	Х	Х	Х	Х

Nationally Recognized Programs

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama in Huntsville - Class A - IN ED Praxis Content Tests

Program Approval & Accreditation	Number of Certificates Earned	Nationally Recognized Programs
Programs Are Approved Yes	9	
Programs Are Accredited Yes		
* Information not reported for loss than five test takers		

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

··· _····	···		Number Passed After	Percent Passed After	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After
Subject	Subtest	Number of Test Takers	One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Early Childhood Education	Early Childhood Education	Х	Х	Х	Х	Х	Х	Х
	Teaching of Reading	Х	Х	Х	Х	Х	Х	Х
Special Education	Core Knowledge/Application	Х	Х	Х	Х	Х	Х	Х
	Multiple Subjects: Reading	Х	Х	Х	Х	Х	Х	Х

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama in Huntsville - Class A - NOT IN ED Praxis Content Tests

Program Approval & Accre	ditation	Number of Certificates Earned
Programs Are Approved	Yes	9

Nationally Recognized Programs

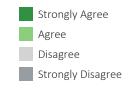
Programs Are Accredited Yes

\* - Information not reported for less than five test takers

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

X - Either an inactive program	or no program in the specifiec area							
			Number Passed After	Percent Passed After	Number Passed After	Percent Passed After	Number Passed After	Percent Passed Afte
Subject	Subtest	Number of Test Takers	One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Elementary Education	Multiple Subjects: Mathematics	Х	Х	Х	Х	Х	Х	Х
	Multiple Subjects: Science	Х	Х	Х	Х	Х	Х	Х
	Multiple Subjects: Social Studies	Х	Х	Х	Х	Х	Х	Х
English Language Arts	English Language Arts	Х	Х	Х	Х	Х	Х	Х
Languages Other Than En	Languages Other Than English	Х	Х	Х	Х	Х	Х	Х
Mathematics	Mathematics	Х	Х	Х	Х	Х	Х	Х
Performing Arts	Performing Arts	Х	Х	Х	Х	Х	Х	Х
Sciences	Sciences	Х	Х	Х	Х	Х	Х	Х
Social Studies	Social Studies	Х	Х	Х	Х	Х	Х	Х
Special Education	Multiple Subjects: Mathematics	Х	Х	Х	Х	Х	Х	Х
	Multiple Subjects: Science	Х	Х	Х	Х	Х	Х	Х
	Multiple Subjects: Social Studies	Х	Х	Х	Х	Х	Х	Х

#### Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education The University of Alabama in Huntsville - Teacher Responses



Question	The University of	Alabama in Huntsville	Alabama S	tatewide
understanding of how learners grow and develop	33%	67%	47%	49%
understanding of learners' commonalities and individual differences	33%	67%	48%	48%
manage the learning environment to engage learners actively	13% 40%	47%	7% 47%	45%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	40%	53%	49%	47%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	60%	40%	52%	44%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	60%	40%	50%	44%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	67%	33%	49%	45%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	53%	47%	46%	50%

Question	The University of Ala	bama in Huntsville	Alabama	Statewide
plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	43%	57%	48%	499
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	50%	43%	46%	519
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	53%	40%	47%	499
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	67%	27%	51%	45
practice the profession in an ethical manner	60%	40%	33%	66%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	60%	40%	39%	59%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	67%	33%	48%	49
use assessment to engage learners in their own growth	60%	33%	49%	46
select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills	60%	33%	52%	4
plan instruction by collaborating with cooleagues, specialists, community resources, families and learners to meet individual learning needs	73%	27%	46%	499

49%

51%

49%

49%

46%

43%

49%

Question	The University of Alabam	na in Huntsville	Alabama Statewide		
engage in continuous professional learning to more effectively meet the needs of each learner	80%	20%	45%	52%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	60%	40%	46%	49%	
seek appropriate leadership roles and opportunities that would alow me to take responsibility	67%	27%	48%	46%	
for student learning and to advance in the profession		2770	1370	1070	

#### Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education The University of Alabama in Huntsville - Employer Responses

Teacher Leader - Models and collaborates to improve the classroom and beyond

Effective - Demonstrates compentency and independence

Emerging - Demonstrates a need for support

Ineffective - Demonstrates a need for remediation

Question	The University of Alabama in Huntsville Alabama Statewide						
understanding of how learners grow and develop	7%	64%	5 <b>1</b> 4	% 14%	43%	46%	8%
understanding of learners' commonalities and individual differences	7%	36%	43%	14%	41%	48%	8%
manage the learning environment to engage learners actively	7%	43%	36%	14%	34%	50%	11%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches		43%	50%	7%	32%	54%	11%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	7%	43%	36%	14%	37%	52%	8%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues		50%	43%	7%	43%	46%	8%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	7%	43%	43%	7%	43%	47%	8%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	7% 7%		79%	7%	26%	61%	11%

Question	The University	of Alabama in Huntsville	Alaba	ama Statewide		
plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	57%	29% 14%	40%	49%	8%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	43%	43% 14%	32%	54%	12%	
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	43%	43% 14%	40%	49%	8%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	7% 43%	50%	39%	49%	9%	
practice the profession in an ethical manner	64%	ő 29%	12%	67%	20%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	7% 36%	50% 7%	30%	54%	13%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	7% 36%	50% 7%	41%	47%	9%	
use assessment to engage learners in their own growth	7% 29%	50% 14%	38%	51%	9%	
select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills	57%	29% 14%	40%	47%	10%	
plan instruction by collaborating with cooleagues, specialists, community resources, families and learners to meet individual learning needs	7% 43%	36% 14%	32%	54%	11%	

Question	The Un	iversity of Alabam	na in Huntsville		Alabama Statewide			
engage in continuous professional learning to more effectively meet the needs of each learner	29%	64%	%	29%		58%	10%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	36%	50%	6 14%	31%		53%	12%	
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession		71%	14% 14%	40	%	46	% 10%	
has deep knowlede of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Edu.	•	64%	21% 14%		54%		35%	
possesses knowledge of Alabama's state assessment system	7%	57%	21% 14%	4	7%	2	14% <mark>7%</mark>	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	8%	62%	23% 8%	4	7%	4	44%	
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	7%	71%	14% 7%		52%		36%	
understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy.	14%	64%	21%	26%		60%	12%	

#### Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education The University of Alabama in Huntsville - Employer and Teacher Responses

	Effe Eme	cher Leader - N ctive - Demons erging - Demon fective - Demo	trates com strates a ne nstrates a n	pentency and eed for suppo eed for rem	d independen ort			Agree Disagre Strong	y Agree ee y Disagree
		Emplo	yer Resp	onse			Teach	er Responses	
	7%	64%	0	149	% 14%	339	%	67%	
	7%	36%	2	43%	14%	339	%	67%	
	7%	43%		36%	14%	13%	40%		47%
e or she	4	43%		50%	7%		40%	5	3%
rs to	7%	43%		36%	14%		60%		40%
o real		50%		43%	7%		60%		40%
port	7%	43%		43%	7%		67%		33%
display	7% <mark>7%</mark>		79%		7%		53%		47%

Question

...understanding of how learners grow and develop

...understanding of learners' commonalities and individual differences

...manage the learning environment to engage learners actively

...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches

...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content

...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to rea world problems and issues

...use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives

...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning

Question	Emplo	oyer Response	Teacher Responses		
plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	57%	29% 14%	43%	57%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	43%	43% 14%	50%	43%	
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	43%	43% 14%	53%	40%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	7% 43%	50%	67%	27%	
practice the profession in an ethical manner	649	% 29%	60%	40%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	7% 36%	50% 7%	60%	40%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	7% 36%	50% 7%	67%	33%	
use assessment to engage learners in their own growth	7% 29%	50% 14%	60%	33%	
select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills	57%	29% 14%	60%	33%	
plan instruction by collaborating with cooleagues, specialists, community resources, families and learners to meet individual learning needs	7% 43%	36% 14%	73%	27%	

Question	Emp	oyer Response	Teacher Responses		
engage in continuous professional learning to more effectively meet the needs of each learner	29%	64%	7%	80%	20%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	36%	50%	14%	60%	40%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	71%	1	14%	67%	27%