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

and

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

for

The University of Alabama at Huntsville

Administered by the Alabama State Department of Education

September 2023

Report Card and Survey Information

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

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. Prior to September 1, 2018, assessment requirements included a written test of pedagogical knowledge, Principles of Learning and Teaching (PLT), and Praxis content test specific to the teaching field or subject for which certification is sought. Effective September 1, 2018, edTPA, a performance assessment, replaced the PLT. No exceptions are made with regard to these requirements.

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

Historically:

Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to first-year teachers who, during the 2017-2018 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.

Currently:

Data provided in this report include a summary of survey categories and the percentage of first and second 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 and second 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 at Huntsville - Program Information**

Program Approval & Accreditation								
School	Program	Status						
The University of Alabama in Huntsville	Accredited	Yes						
The University of Alabama in Huntsville	Approved	Yes						

Total # of Certificates Earned									
Program	Total Earned								
Class A	3								
Class B	20								
Total	23								

Program	Concentration	Recognized by
Class A	Music Education	National Association for Schools of Music
Class B	Music Education	National Association for Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama at Huntsville -Bachelor's - Principle of Teaching and Learning

• - Information not reported for less than five test takers

Program Approval & Accreditation Program Status

Test Heading Sub	test Total Test	Passed After	Passed After	Passed After	Passed After	Passed After	Passed After
	Takers	1 Attempt	1 Attempt %	2 Attempts	2 Attempts %	3+ Attempts	· ·

Nationally Recognized Programs

Concentration Recognized by Program

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **The University of Alabama at Huntsville -Bachelor's - NOT IN ED Praxis Content Tests**

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status

Accredited Yes

Approved Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Nationally Recogi

Program Concentration

Recognized by

Class B Music Education

National Association for Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **The University of Alabama at Huntsville -Bachelor's - IN ED Praxis Content Tests**

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status

Accredited Yes

Approved Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Early Childhood Education	Teaching Reading	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
Elementary Education	Teaching of Reading	*	*	*	*	*	*	*
Special Education	Core Knowledge/ Application	5	5	100 %	0	0 %	0	0 %
Special Education	Early Childhood Education	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class B	Music Education	National Association for Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **The University of Alabama at Huntsville-Bachelor's - edTPA**

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status

Accredited Yes

Approved Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class B	Music Education	National Association for Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama at Huntsville-Master's - Principle of Teaching and Learning

• - Information not reported for less than five test takers

Test Heading Sul	btest Total To	est Passed After	Passed After				
	Takers	1 Attempt	1 Attempt %				3+ Attempts
					%	Attempts	%

Program Approval & Accreditation

Program Status

Nationally Recognized Programs

Program Concentration Recognized by

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **The University of Alabama at Huntsville -Master's - NOT IN ED Praxis Content Tests**

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status Accredited Yes Approved Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %		Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*

Nationally Recognized Programs

ProgramConcentrationRecognized byClass AMusic EducationNational Association for Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama at Huntsville -Master's - IN ED Praxis Content Tests

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status Accredited Yes Approved Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %			Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
Elementary Education	Teaching of Reading	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	Music Education	National Association for Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **The University of Alabama at Huntsville-Master's - edTPA**

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status Accredited Yes

Approved Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %			Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Elementary Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	Music Education	National Association for Schools of Music

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education The University of Alabama at Huntsville - Teacher Response

...plan instruction by collaborating with colleagues, specialists, communitycollaborate with learners, families, colleagues, other school professionals,... ...collaborate with others to build a positive learning climate marked by res... ...communicates with sudents, parents, and the public about Alabama's ass... ...connect concepts, perspectives from varied disciplines, and interdisciplin... ... create learning experiences that make discipline accessible and meaningf... ...encourage learners to develop deep understanding of content areas, ma... ...engage in continuous professional learning to more effectively meet theengage learners in critical thinking, creativity, collaboration, and commun... 6% ...has deep knowlede of current and emerging state initiatives and progra... ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabam-wide programs and initiatives into the curriculum and... ...manage the learning environment to engage learners actively ...plan instruction based on information from formative abd summative ass...

Questions

...possesses knowledge of Alabama's state assessment system ...practice the profession in an ethical manner ...seek appropriate leadership roles and opportunities that would alow me ...

...select, create, and sequence learning experiences and performance tasksunderstand and use a variety of intrsuctional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di... ... understanding of how learners grow and develop

...understanding of learners' commonalities and individual differences

... understands the expectations of the profession including the Alabama E... ... use assessment to engage learners in their own growth

... use evidence to continually evaluate the effects of my decisions on other... ... use, design, or adapt multiple methods of assessment ot documen, moni...

0%

University of Alabama in Huntsville 16 respondents

Strongly Disagree Disagree Agree Strongly Agree

6% 25% 13% 19% 44% 13% 19% 19% 13% 38% 31% 81% 19% 31% 13% 19% 6% 44% 50% 13% 13% 69% 19% 31% 50% 38% 13% 50% 6% 6% 19% 13% 31% 38% 6% 31% 25% 25% 6% 19% 6% 38% 25% 38% 50%

1829 respondents Alabama State Wide

Strongly Disagree Disagree Agree Strongly Agree

	50%		44%		
7%	52%		41%		
	42%		55%		
22%		47%	29%		
	55%		40%		
	54%		41%		
	51%		45%		
	54%		42%		
	49%		48%		
11%	49%)	38%		
	50%		47%		
15%	Ľ	53%	31%		
9%	50%		39%		
	50%		46%		
17%		53%	28%		
	38%		61%		
7%	7% 54%		38%		
	54%		41%		
	50%		46%		
	53%		42%		
	50%		46%		
	51%		45%		
6%	51%		42%		
	51%		44%		
	53%		42%		
	52%		43%		
%		50%	1		

100% 0%

100%

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education **The University of Alabama at Huntsville - Employer Response**

University of Alabama in Huntsville 10 respondents

Alabama State Wide 901 respondents

● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader

● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader

	34%		54%		
	35%		54%	8%	
24%	6		61%	12%	
	50%		42%		
	44%		48%		
	37%		54%	6%	
	40%		50%	6%	
3	2%		58%	8%	
	45%		46%		
	51%)	40%		
29	%		61%	8%	
	44%		48%		
	36%		51%	7%	
	39%		51%	6%	
	44%		49%		
16%			66%	17%	
	43%		46%	6%	
	46%		46%		
	36%		54%	7%	
	36%		55%	6%	
	40%		50%	6%	
	42%		48%	6%	
	35%		55%	7%	
	41%		50%	6%	
	42%		48%	6%	
	41%		49%	6%	
6			50%	10	

20%			70%		10	
20%			80%			
10%		80	%		10	
4()%			60%		
4()%			60%		
30%			70)%		
30%			70)%		
10%			90%			
4()%			60%		
	50%			50%		
10%			90%			
	50%			40%	10	
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4(40%		60%			
30%			70)%		
10%		80	%		1(
	50%			50%		
30%			70)%		
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30%			70)%		
		50	%			

...plan instruction by collaborating with colleagues, specialists, communitycollaborate with learners, families, colleagues, other school professionals,... ...collaborate with others to build a positive learning climate marked by res... 1 ...communicates with sudents, parents, and the public about Alabama's ass... ...connect concepts, perspectives from varied disciplines, and interdisciplin... ...create learning experiences that make discipline accessible and meaningf... ...encourage learners to develop deep understanding of content areas, ma... ...engage in continuous professional learning to more effectively meet theengage learners in critical thinking, creativity, collaboration, and commun... ...has deep knowlede of current and emerging state initiatives and progra... ...implement assessments in an ethical manner and minimize bias to enabl... ...manage the learning environment to engage learners actively

...plan instruction based on information from formative abd summative ass... ...possesses knowledge of Alabama's state assessment system ...practice the profession in an ethical manner

...seek appropriate leadership roles and opportunities that would alow me ...
...select, create, and sequence learning experiences and performance tasks ...
...understand and use a variety of intrsuctional strategies and make learnin...
...understand the central concepts, tools of inquiry and structures of the di...
...understanding of how learners grow and develop

...understanding of learners' commonalities and individual differences ...understands the expectations of the profession including the Alabama E... ...use assessment to engage learners in their own growth

...use evidence to continually evaluate the effects of my decisions on other... ...use, design, or adapt multiple methods of assessment ot documen, moni...

100%

50%

0%

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education The University of Alabama at Huntsville - Employer and Teacher Respons

Employer Response

20%

20%

40% 40%

40%

50%

50%

50%

50%

50%

50%

30%

30%

30%

30%

30%

30%

30%

30%

0%

20%

40%

10%

10%

10%

● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader

Teacher Response

Strongly Disagree Disagree Agree Strongly Agree

6%	6%		63%				25%
	19%			69%			13%
		56%				44%	
13	%	19%		50%			19%
			88%				13%
		639	%			38%	1
•		6	9%			31	%
			81%				19%
6%			63%			31	%
6%	13%		63	%			19%
6%		44%			50)%	
6%	13%			69%			13%
6%	19%	, D	44%			31	%
		50%			50)%	
_	38	3%		509	%		13%
		50%		-	50)%	
6%	6%		69%				19%
13	%		56%			31	%
		639	%			38%	
6%			63%			31	%
			75%				25%
			75%				25%
6%			75%				19%
6%		5	6%			38%	
			75%				25%
		639	%			38%	
%			50)%			1(

plan instruction by collaborating with colleagues, specialists, community
collaborate with learners, families, colleagues, other school professionals,
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plan instruction based on information from formative abd summative ass
possesses knowledge of Alabama's state assessment system

...practice the profession in an ethical manner 10%

...seek appropriate leadership roles and opportunities that would alow meselect, create, and sequence learning experiences and performance tasksunderstand and use a variety of intrsuctional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di... 10% ...understanding of how learners grow and develop

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100%

10%

10%

10%

10%

50%

0%