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

Alabama A&M University

Administerd by the Alabama State Department of Education

September 2019

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. Prior to September 1, 2018, assessment requirements included a written test of pedagogical knowledge, Principles of Learning and Teaching (PLT), and a 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.

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 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. 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 Alabama A&M University - Program Information

 Program Approval & Accreditation

 Programs Are Approved
 Yes

 Programs Are Accredited
 Yes

 Number of Class B Certificates Earned
 Number of Class A Certificates Earned

 9
 15

Nationally Recognized Programs

Class B Family and Consumer Science Education American Association of Family & Consumer Sciences

Alabama A&M University, 2

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama A&M University - Class B - Principles of Teaching and Learning

* - Information not reported for less than five test takers

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

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Career & Technical Educa	Career & Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Number of Class B Certificates Earned

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

9

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama A&M University - Class B - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

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

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

Program Approval & Accreditation

Number of Class B Certificates Earned

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

9

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama A&M University - Class B - 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 specifiec area

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Career & Technical Educa	Career & Technical Education	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education - Multip	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Special Education - Multip	Multiple Subjects: Science	*	*	*	*	*	*	*
Special Education - Multip	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Number of Class B Certificates Earned

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

9

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama A&M University - Class B - edTPA

* - Information not reported for less than five test takers

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

		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	Number Passed After Three+	Percent Passed After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Career & Technical Educa	Career & Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood	*	*	*	*	*	*	*
Elementary Education	Elementary	*	*	*	*	*	*	*
Languages Other Than En	World Language	*	*	*	*	*	*	*
Middle School Mathemat	Mathematics	*	*	*	*	*	*	*
Performing Arts Education	Performing Arts/Visual Arts	*	*	*	*	*	*	*
Secondary English Langug	English Language Arts	*	*	*	*	*	*	*
Secondary General Social	Geography/History/General Soci	*	*	*	*	*	*	*
Secondary Health Educati	Health Education	*	*	*	*	*	*	*
Secondary Mathematics	Mathematics	*	*	*	*	*	*	*
Secondary Physical Educa	Physical Education	*	*	*	*	*	*	*
Secondary Science	Biology/Chemistry/General Scien	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Number of Class B Certificates Earned
9

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

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

Alabama A&M University - Alternative Class A - Principles of Teaching and Learning

* - Information not reported for less than five test takers

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

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Career & Technical Educa	Career & Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Number of Class A Certificates Earned
15

Nationally Recognized Programs

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama A&M University - Alternative Class A - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

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

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

Program Approval & Accreditation

Number of Class A Certificates Earned
15

Nationally Recognized Programs

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama A&M University - Alternative Class A - 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 specifiec area

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Career & Technical Educa	Career & Technical Education	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education - Multip	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Special Education - Multip	Multiple Subjects: Science	*	*	*	*	*	*	
Special Education - Multip	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Number of Class A Certificates Earned
15

Nationally Recognized Programs

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama A&M University - Alternative Class A - edTPA

* - Information not reported for less than five test takers

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

Cultivat	C. http://	Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	Number Passed After Three+	Percent Passed After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Career & Technical Educa	Career & Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood	*	*	*	*	*	*	*
Elementary Education	Elementary	*	*	*	*	*	*	*
English for Speakers of Ot	English as an Additional Language	*	*	*	*	*	*	*
Languages Other Than En	World Language	*	*	*	*	*	*	*
Performing Arts Education	Performing Arts/Visual Arts	*	*	*	*	*	*	*
Secondary English Langug	English Language Arts	*	*	*	*	*	*	*
Secondary General Social	Geography/History/General Soci	*	*	*	*	*	*	*
Secondary Health Educati	Health Education	*	*	*	*	*	*	*
Secondary Mathematics	Mathematics	*	*	*	*	*	*	*
Secondary Physical Educa	Physical Education	*	*	*	*	*	*	*
Secondary Science	Biology/Chemistry/General Scien	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Number of Class A Certificates Earned
15

Nationally Recognized Programs

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education Alabama A&M University - Teacher Response



Question	Alabama A&N	1 University	Alabama St	atewide
understanding of how learners grow and develop	53%	42%	53%	43%
understanding of learners' commonalities and individual differences	47%	47%	52%	42%
manage the learning environment to engage learners actively	53%	42%	7% 52%	39%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	47%	47%	54%	42%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	58%	37%	54%	40%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	47%	47%	54%	39%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	53%	42%	53%	41%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	42%	53%	52%	45%

Question	Alabama A&	M University	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	47%	48%	53%	43%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	53%	42%	50%	47%	
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	42%	53%	52%	44%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	53%	42%	55%	41%	
practice the profession in an ethical manner	32%	68%	38%	62%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	42%	58%	43%	54%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	47%	53%	49%	46%	
use assessment to engage learners in their own growth	47%	53%	53%	41%	
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	53%	42%	55%	39%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	47%	47%	51%	44%	

Question		Alabama A	&M University		Alabama Stat	ewide
engage in continuous professional learning to more effectively meet the needs of each learner		53%	47%		50%	47%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	10%	32%	58%		51%	44%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession		42%	53%		54%	40%
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 Connecti.		58%	32%	14%	48%	37%
possesses knowledge of Alabama's state assessment system	21%	37	% 37%	18%	51%	29%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	16%	5	3% 26%	13%	56%	29%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	21%	32%	42%	20%	50%	28%
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.		53%	42%	8%	53%	39%

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education Alabama A&M University - Employer Responses

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

Effective Techer

Emerging Teacher

Ineffective Teacher

Question	Alabama A&M Ur	Alabama Statewide			
understanding of how learners grow and develop	67%	33%	46%	41%	9%
understanding of learners' commonalities and individual differences	67%	33%	45%	43%	8%
manage the learning environment to engage learners actively	67%	33%	36%	46%	13%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	33% 33%	33%	33%	54%	10%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	67%	33%	41%	47%	8%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	33% 33%	33%	47%	45%	7%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	67%	33%	42%	46%	8%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	33% 33%	33%	31%	57%	10%

Question	Alabama A&M	University	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	67%	33%	53%	33%	10%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	67%	33%	37%	48%	12%	
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	67%	33%	43%	45%	9%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	67%	33%	43%	45%	9%	
practice the profession in an ethical manner	33% 33%	33%	14%	66%	18%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	67%	33%	32%	54%	11%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	33% 33%	33%	44%	42%	11%	
use assessment to engage learners in their own growth	67%	33%	41%	46%	11%	
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	33% 33%	33%	40%	47%	9%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	67%	33%	37%	50%	11%	

Question	Alabama A&M University			Alabama Statewide			
engage in continuous professional learning to more effectively meet the needs of each learner	33%	33%	33%	34%	54%	9%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	679	6	33%	37%	49%	11%	
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	67%	6	33%	43%	43%	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 Connecti	33%	33%	33%	56%	34%		
possesses knowledge of Alabama's state assessment system	67%	6	33%	47%	43%	8%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	67%		33%	49%	41%	7%	
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	33%	33%	33%	51%	38%	6%	
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.	33%	33%	33%	33%	55%	11%	

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education Alabama A&M University - Employer and Teacher Responses	 Teacher Leader - Models and collaborates to improve the classroom and Effective Techer Emerging Teacher Ineffective Teacher Employer Response 				e the classroom and	Strongly Agree Agree Disagree Strongly Disagree	
Question					Teacher Response		
understanding of how learners grow and develop		67%		33%	53%	42%	
understanding of learners' commonalities and individual differences		67%		33%	47%	47%	
manage the learning environment to engage learners actively		67%		33%	53%	42%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	33%		33%	33%	47%	47%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content		67%		33%	58%	37%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	33%		33%	33%	47%	47%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives		67%		33%	53%	42%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	33%		33%	33%	42%	53%	

Question	Employer Resp	onse	Teacher Response		
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	67%	33%	47%	48%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	67%	33%	53%	42%	
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	67%	33%	42%	53%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	67%	33%	53%	42%	
practice the profession in an ethical manner	33% 33%	33%	32%	68%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	67%	33%	42%	58%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	33% 33%	33%	47%	53%	
use assessment to engage learners in their own growth	67%	33%	47%	53%	
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	33% 33%	33%	53%	42%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	67%	33%	47%	47%	

Question	Employer Response			Teacher Response		
engage in continuous professional learning to more effectively meet the needs of each learner	33%	33%	33%	53%		47%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	67	%	33%	10% 32%		58%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	67	%	33%	42%		53%
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 Connecti	33%	33%	33%		58%	32%
possesses knowledge of Alabama's state assessment system	67	%	33%	21%	37%	37%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	679	%	33%	16%	53%	26%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	33%	33%	33%	21%	32%	42%
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.	33%	33%	33%	53	3%	42%