# 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

Faulkner 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 Faulkner University - Program Information

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class B Certificates Earned	Number of Class A Certificates Earned
19	2

#### Nationally Recognized Programs

Class B	No programs recognized
Class A	No programs recognized

## Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Faulkner 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
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Elementary Education	Elementary Education	16	16	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Class B

#### Program Approval & Accreditation

Number of Class B Certificates Earned
19

Nationally Recognized Programs

No programs recognized

# Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Faulkner 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	16	14	88%	2	12%	0	0%
	Teaching of Reading	16	15	94%	0	0%	1	6%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*

#### Program Approval & Accreditation

Number of Class B Certificates Earned

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

19

Class B No programs recognized

# Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Faulkner 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
Elementary Education	Multiple Subjects: Mathematics	16	16	100%	0	0%	0	0%
	Multiple Subjects: Science	16	14	88%	2	12%	0	0%
	Multiple Subjects: Social Studies	16	14	88%	1	6%	1	6%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Class B

#### Program Approval & Accreditation

Number of Class B Certificates Earned
19

Nationally Recognized Programs

No programs recognized

## Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Faulkner 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	13	13	100%	0	0%	0	0%
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	*	*	*	*	*	*	*

Class B

Program Approval & Accreditation

Number of Class B Certificates Earned
19

Nationally Recognized Programs

No programs recognized

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

#### Program Approval & Accreditation

Number of Class A Certificates Earned
2

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class A No programs recognized

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

Class A

#### Program Approval & Accreditation

Number of Class A Certificates Earned
2

Nationally Recognized Programs

No programs recognized

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

#### Program Approval & Accreditation

Number of Class A Certificates Earned
2

Nationally Recognized Programs

No programs recognized

Programs Are ApprovedYesPrograms Are AccreditedYes

Class A

Faulkner University,

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

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 Education	*	*	*	*	*	*	*
Early Childhood	*	*	*	*	*	*	*
Elementary	*	*	*	*	*	*	*
English as an Additional Language	*	*	*	*	*	*	*
World Language	*	*	*	*	*	*	*
Performing Arts/Visual Arts	*	*	*	*	*	*	*
English Language Arts	*	*	*	*	*	*	*
Geography/History/General Soci	*	*	*	*	*	*	*
Health Education	*	*	*	*	*	*	*
Mathematics	*	*	*	*	*	*	*
Physical Education	*	*	*	*	*	*	*
Biology/Chemistry/General Scien	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*
	Career & Technical Education Early Childhood Elementary English as an Additional Language World Language Performing Arts/Visual Arts English Language Arts Geography/History/General Soci Health Education Mathematics Physical Education Biology/Chemistry/General Scien	SubtestTakersCareer & Technical Education*Early Childhood*Elementary*English as an Additional Language*World Language*Performing Arts/Visual Arts*English Language Arts*Geography/History/General Soci*Health Education*Mathematics*Physical Education*Biology/Chemistry/General Scien*	SubtestTakersAfter One AttemptCareer & Technical Education**Early Childhood**Elementary**English as an Additional Language**World Language**Performing Arts/Visual Arts**English Language Arts**Geography/History/General Soci**Mathematics**Physical Education**Biology/Chemistry/General Scien**	SubtestTakersAfter One AttemptAfter One AttemptCareer & Technical Education***Early Childhood***Elementary***English as an Additional Language***World Language***Performing Arts/Visual Arts***English Language Arts***Geography/History/General Soci***Mathematics***Physical Education***Biology/Chemistry/General Scien***	SubtestTakersAfter One AttemptAfter One AttemptAfter Two AttemptsCareer & Technical Education****Early Childhood****Elementary*****English as an Additional Language*****World Language******Performing Arts/Visual Arts*****English Language Arts******Geography/History/General Soci******Physical Education*******Biology/Chemistry/General Scien*******	SubtestTakersAfter One AttemptAfter Two AttemptsAfter Two AttemptsAfter Two AttemptsCareer & Technical Education*****Early Childhood*****Elementary******Inglish as an Additional Language*****World Language******Performing Arts/Visual Arts*****Geography/History/General Soci*****Health Education******Physical Education******Biology/Chemistry/General Scient.******	Number of Test SubtestNumber PassedNumber PassedNumber PassedPercent PassedAfter Three- AtternosSubtestTakers******Career & Technical Education*******Early Childhood*********Elementary***

Class A

Program Approval & Accreditation

Number of Class A Certificates Earned
2

Nationally Recognized Programs

No programs recognized

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



Question	Faulkner University	Alabama Sta	Alabama Statewide		
understanding of how learners grow and develop	100%	53%	43%		
understanding of learners' commonalities and individual differences	100%	52%	42%		
manage the learning environment to engage learners actively	100%	7% 52%	39%		
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	100%	54%	42%		
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	100%	54%	40%		
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	100%	54%	39%		
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	100%	53%	41%		
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	100%	52%	45%		

Question	Faulkner University	Alabama S	tatewide
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	100%	53%	43%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	100%	50%	47%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	83%	52%	44%
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	100%	55%	41%
practice the profession in an ethical manner	100%	38%	62%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	83%	43%	54%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	100%	49%	46%
use assessment to engage learners in their own growth	100%	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	100%	55%	39%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	100%	51%	44%

Question		Faulkner University		Alabama State	ewide
engage in continuous professional learning to more effectively meet the needs of each learner		100%		50%	47%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.		100%		51%	44%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession		100%		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	17%	83%	14%	48%	37%
possesses knowledge of Alabama's state assessment system	17%	83%	18%	51%	29%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	17%	83%	13%	56%	29%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	17%	83%	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.	17%	83%	8%	53%	39%

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

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

Effective Techer

Emerging Teacher

Ineffective Teacher

Question	Faulkner University		Alabam		
understanding of how learners grow and develop	40%	60%	46%	41%	9%
understanding of learners' commonalities and individual differences	60%	40%	45%	43%	8%
manage the learning environment to engage learners actively	80%	20%	36%	46%	13%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	60%	40%	33%	54%	10%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	80%	20%	41%	47%	8%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	60%	40%	47%	45%	7%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	40%	60%	42%	46%	8%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	40%	60%	31%	57%	10%

Question	Faulkner University		Alaba		
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	60%	40%	53%	33%	10%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	60%	40%	37%	48%	12%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	80%	20%	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	60%	40%	43%	45%	9%
practice the profession in an ethical manner	80%	20%	14%	66%	18%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	40%	60%	32%	54%	11%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	60%	20% 20%	44%	42%	11%
use assessment to engage learners in their own growth	80%	20%	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	40%	60%	40%	47%	9%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	40%	60%	37%	50%	11%

Question	Faulkner University					Alabama Statewide				
engage in continuous professional learning to more effectively meet the needs of each learner	4	)%		60%		34%	54%	9%		
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.		8	)%		20%	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		60%		40%		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		)%		60%		56%	34%			
possesses knowledge of Alabama's state assessment system		60%		40	%	47%	43%	8%		
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	41	)%		60%		49%	41%	7%		
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	20%		60%		20%	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.		60%		40	%	33%	55%	11%		

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education Faulkner University - Employer and Teacher Responses	Teacher Leader - Mod Effective Techer Emerging Teacher Ineffective Teacher	lels and collaborates to improve th	classroom and Strongly Agree Agree Disagree Strongly Disagree		
Question	Employer	Response	Teacher Response		
understanding of how learners grow and develop	40%	60%	100%		
understanding of learners' commonalities and individual differences	60%	40%	100%		
manage the learning environment to engage learners actively	80%	20%	100%		
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	60%	40%	100%		
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	80%	20%	100%		
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	60%	40%	100%		
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	40%	60%	100%		
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	40%	60%	100%		

Question	Employer Re	esponse	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	60%	40%	100%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	60%	40%	100%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	80%	20%	17% 83%
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	60%	40%	100%
practice the profession in an ethical manner	80%	20%	100%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	40%	60%	17% 83%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	60%	20% 20%	100%
use assessment to engage learners in their own growth	80%	20%	100%
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	40%	60%	100%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	40%	60%	100%

Question	Employer Response				Teacher Response			
engage in continuous professional learning to more effectively meet the needs of each learner	4(	40%		60%			100%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	80%			20%			100%	
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession		60%		40%		100%		
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		40%		60%		17%	83%	
possesses knowledge of Alabama's state assessment system		60%		60% 40%		17%	83%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	4(	40%		% 60%		17%	83%	
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	20%		60%		20%	17%	83%	
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.		60%		4(	)%	17%	83%	