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 at Birmingham

Administerd by the Alabama State Department of Education

September 2020

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 The University of Alabama at Birmingham - Program Information

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class B Certificates Earned	

144

Number of Class A Certificates Earned

Nationally Recognized Programs

Class B	Music Education	National Association for Schools of Music
	Visual Arts	National Association of Schools of Art and Design
Class A	English for Speakers of Other Languages	International Association of Teachers of English to Sepakers of Other
	School Counselor	Council for Accreditation of Counseling and Related Educational Progr
Class AA	Music Education	National Association for Schools of Music

Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - 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	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class B Certificates Earned	Nationally F	Recognized Programs	
Programs Are Approved Yes	144	Class B	Music Education	National Association for Schools of Music
Programs Are Accredited Yes			Visual Arts	National Association of Schools of Art and Design

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - 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

		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
Early Childhood Education	Early Childhood Education	28	28	100%	0	0%	0	0%
	Teaching Reading	28	28	100%	0	0%	0	0%
Elementary Education	Multiple Subjects: Reading	69	59	86%	7	10%	3	4%
	Teaching of Reading	69	69	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	7	7	100%	0	0%	0	0%

Class B

Number of Class B Certificates Earned

144

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Music EducationNational Association for Schools of MusicVisual ArtsNational Association of Schools of Art and Design

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

The University of Alabama at Birmingham - 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	69	63	91%	5	7%	1	1%
	Multiple Subjects: Science	69	58	84%	10	14%	1	1%
	Multiple Subjects: Social Studies	69	62	90%	4	6%	3	4%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	13	11	85%	2	15%	0	0%
Performing Arts	Performing Arts	6	6	100%	0	0%	0	0%
Sciences	Sciences	11	10	91%	0	0%	1	9%
Social Studies	Social Studies	8	7	88%	0	0%	1	13%

Program Approval & Accreditation

Number of Class B Certificates Earned
144

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B Music Education National Association for Schools of Music Visual Arts National Association of Schools of Art and Design

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - 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
Elementary Education	Elementary Education	68	66	97%	2	3%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	7	6	86%	0	0%	1	14%
Mathematics	Mathematics	12	12	100%	0	0%	0	0%
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	10	10	100%	0	0%	0	0%
Social Studies	Social Studies	7	7	100%	0	0%	0	0%

Program Approval & Accreditation

Number of Class B Certificates Earned

144

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

 Class B
 Music Education
 National Association for Schools of Music

 Visual Arts
 National Association of Schools of Art and Design

Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - 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
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class A Certificates Earned	Nationally Recognized Programs	

Programs Are ApprovedYesPrograms Are AccreditedYes

109

Class A English for Speakers of Other Langua.. International Association of Teachers of English to .. School Counselor Council for Accreditation of Counseling and Relate..

Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - 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	9	9	100%	0	0%	0	0%
	Teaching Reading	9	9	100%	0	0%	0	0%
Elementary Education	Multiple Subjects: Reading	12	9	75%	2	17%	1	8%
	Teaching of Reading	12	12	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/ Application	26	26	100%	0	0%	0	0%
	Early Childhood Education	13	12	92%	1	8%	0	0%
	Multiple Subjects: Reading	12	11	92%	1	8%	0	0%

Program Approval & Accreditation

Number of Class A Certificates Earned
109

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class AEnglish for Speakers of Other Langua..International Association of Teachers of English to ..School CounselorCouncil for Accreditation of Counseling and Relate..

Performance on Required Content Knowledge and Pedagogy

The University of Alabama at Birmingham - 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	12	10	83%	1	8%	1	8%
	Multiple Subjects: Science	12	11	92%	0	0%	1	8%
	Multiple Subjects: Social Studies	12	11	92%	1	8%	0	0%
English for Speakers of Ot	English for Speakers of Other La	*	*	*	*	*	*	*
English Language Arts	English Language Arts	9	8	89%	1	11%	0	0%
Languages Other than En	Languages Other than English	*	*	*	*	*	*	*
Mathematics	Mathematics	7	4	57%	2	29%	1	14%
Performing Arts	Performing Arts	7	5	71%	1	14%	1	14%
Sciences	Sciences	9	8	89%	1	11%	0	0%
Social Studies	Social Studies	11	10	91%	1	9%	0	0%
Special Education	Multiple Subjects: Mathematics	12	10	83%	2	17%	0	0%
	Multiple Subjects: Science	12	10	83%	2	17%	0	0%
	Multiple Subjects: Social Studies	12	11	92%	1	8%	0	0%

Program Approval & Accreditation

Number of Class A Certificates Earned
109

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

 Class A
 English for Speakers of Other Langua.. International Association of Teachers of English to ..

 School Counselor
 Council for Accreditation of Counseling and Relate..

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy The University of Alabama at Birmingham - 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

Subject Elementary Education	Subtest Elementary Education	Number of Test Takers 12	Number Passed After One Attempt 12	Percent Passed After One Attempt 100%	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts 0%
English for Speakers of Ot	1	*	*	*	*	*	*	*
English Language Arts	English Language Arts	9	9	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	6	6	100%	0	0%	0	0%
Performing Arts	Performing Arts	7	7	100%	0	0%	0	0%
Sciences	Sciences	9	9	100%	0	0%	0	0%
Social Studies	Social Studies	11	11	100%	0	0%	0	0%
Special Education	Special Education	25	24	96%	0	0%	1	4%

Program Approval & Accreditation

Number of Class A Certificates Earned
109

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

 Class A
 English for Speakers of Other Langua.. International Association of Teachers of English to ..

 School Counselor
 Council for Accreditation of Counseling and Relate..

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education **The University of Alabama at Birmingham - Teacher Response**



Question	The University of	Alabama at Birmingham	Alabama Statewide		
understanding of how learners grow and develop	32%	64%	37%	61%	
understanding of learners' commonalities and individual differences	32%	66%	36%	62%	
manage the learning environment to engage learners actively	36%	59%	39%	58%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	32%	66%	41%	58%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	32%	66%	41%	58%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	41%	58%	42%	56%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	31%	66%	41%	57%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	32%	66%	34%	65%	

Question	The University o	of Alabama at Birmingham	Alabar	na Statewide
plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	31%	68%	35%	63%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	27%	71%	34%	65%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	32%	66%	37%	61%
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	29%	69%	36%	61%
practice the profession in an ethical manner	19%	80%	26%	73%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	25%	73%	34%	65%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	24%	75%	36%	62%
use assessment to engage learners in their own growth	29%	69%	37%	61%
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	37%	61%	38%	60%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	27%	68%	37%	61%
			Strongly Agr	

Strongly Agree Agree Disagree Strongly Disagree

Question	The Ur	niversity of Ala	abama at Birmingham		Alabama S	tatewide
engage in continuous professional learning to more effectively meet the needs of each learner	25	5%	69%		38%	60%
collaborate with learners, families, colleagues, other school professionals, and community members o ensure learner growth	25	5%	69%		37%	60%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for tudent learning and to advance in the profession	7% 2	24%	68%		41%	55%
has deep knowlede of current and emerging state initiatives and programs including, but not limited o the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); labama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students tatewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement	14%	37%	47%	8%	46%	45%
possesses knowledge of Alabama's state assessment system	10%	39%	47%	11%	46%	42%
ntegrates Alabam-wide programs and initiatives into the curriculum and instructional process		41%	51%	8%	47%	44%
communicates with sudents, parents, and the public about Alabama's assessment system and major abama educational improvement initiatives	8%	34%	56%	11%	44%	43%
understands the expectations of the profession including the Alabama Educator Code of Ethics, the ASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and elevant law and policy		31%	63%		39%	58%

Strongly Agree

Disagree Strongly Disagree Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education **The University of Alabama at Birmingham - Employers**

Teacher Leader Effective Teacher

acher Ir

Emerging Teacher

Question	The University	of Alabama at Bi	rmingham	Alabam	na Statewide	
understanding of how learners grow and develop	35%	45%	20%	44%	45%	9%
understanding of learners' commonalities and individual differences	30%	55%	15%	41%	47%	9%
manage the learning environment to engage learners actively	20%	65%	15%	33%	52%	10%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	35%	45%	20%	39%	50%	10%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	35%	55%	10%	37%	52%	9%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	25%	60%	15%	43%	46%	9%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	50%	35%	15%	43%	46%	9%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning		75%	15%	28%	59%	11%

Question	The University	/ of Alabama at B	irmingham	Alab	ama Statewide	
plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	30%	55%	15%	39%	49%	9%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	35%	50%	15%	35%	51%	11%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	35%	50%	15%	43%	47%	8%
use evidence to continually evaluate the effects of his/her decisions on others and adapt my professional practices to better meet learners' needs	35%	50%	15%	37%	51%	9%
practice the profession in an ethical manner	15%	70%	15%	18%	64%	17%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	/ 20%	65%	15%	32%	53%	13%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	25%	65%	10%	41%	47%	10%
use assessment to engage learners in their own growth	50%	30%	20%	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	35%	50%	15%	42%	46%	9%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	25%	50%	25%	32%	55%	10%
	Teacher Leac Effective Tea		ging Teacher ctive Teacher			

The University of Alabama at Birmingham, 1

Question	The Universit	y of Alabama at Birr	ningham	Alabam	na Statewide	
engage in continuous professional learning to more effectively meet the needs of each learner	25%	65%	10%	32%	56%	10%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	15%	70%	15%	29%	58%	10%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	35%	45%	20%	42%	45%	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, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement	65%	6 15%	20%	55%	36%	7%
possesses knowledge of Alabama's state assessment system	50%	35%	15%	51%	42%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	40%	40%	20%	45%	45%	7%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	40%	45%	15%	48%	43%	7%
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	35%	50%	15%	35%	54%	10%

Teacher LeaderEmerging TeacherEffective TeacherIneffective Teach..

Responses to the First-Year Teacher Survey created by the

Alabama Association of Colleges for Teacher Education

The University of Alabama at Birmingham - Employer and Teacher Responses

Teacher Leader Effective Teacher

Emerging Teacher Ineffective Teacher Strongly Agree

Disagree Strongly Disagree

Question		ployer Response			
				Teach	er Response
understanding of how learners grow and develop	35%	45%	20%	32%	64%
				3270	04/0
understanding of learners' commonalities and individual differences	30%	55%	15%		
				32%	66%
manage the learning environment to engage learners actively	20%	65%	15%		
				36%	59%
	25%	/ 50/	20%		
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches.	35%	45%	20%	32%	66%
.create learning experiences that make discipline accessible and meaningful for learners to assure nastery of the content	35% 55% 10%		10%		
nastery of the content				32%	66%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world					
roblems and issues	25%	60%	15%	41%	58%
				4170	50%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner	50%	35%	15%		
rogress appropriate for learning goals and objectives			1070	31%	66%
implement assessments in an ethical manner and minimize bias to enable learners to display the full stent of their learning	10%	75%	15%		
Active of their rearring				32%	66%

Question	Emplo	oyer Response		Teacher	Response
plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	30%	55%	15%	31%	68%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	35%	50%	15%	27%	71%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	35%	50%	15%	32%	66%
use evidence to continually evaluate the effects of his/her decisions on others and adapt my professional practices to better meet learners' needs	35%	50%	15%	29%	69%
practice the profession in an ethical manner	15%	70%	15%	19%	80%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	20%	65%	15%	25%	73%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	25%	65%	10%	24%	75%
use assessment to engage learners in their own growth	50%	30%	20%	29%	69%
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	35%	50%	15%	37%	61%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	25%	50%	25%	27%	68%
	Teacher Leader Effective Teache	r Emergir		Strongly Agree	Disagree Strongly Disagree

Question	Emplo	oyer Response		Teacher I	Response
engage in continuous professional learning to more effectively meet the needs of each learner	25%	65%	10%	25%	69%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	15%	70%	15%	25%	69%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	35%	45%	20%	7% 24%	68%
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, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement	65%	15%	20%	14% 37%	47%
possesses knowledge of Alabama's state assessment system	50%	35%	15%	10% 39%	47%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	40%	40%	20%	41%	51%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	40%	45%	15%	8% 34%	56%
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	35%	50%	15%	31%	63%
	Teacher Leader Effective Teacher	Emerging Teache		Strongly Agree Agree	Disagree Strongly Disagree