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

Tuskegee University

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 Tuskegee University - Program Information

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class B Certificates Earned

Number of Class A Certificates Earned

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 None - 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

Program Approval & Accreditation

Number of Class B Certificates Earned

Nationally Recognized Programs

Class B

No programs recognized

Programs Are ApprovedYesPrograms Are AccreditedYes

Tuskegee University,

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

							Number Passed	Percent Passed
		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	After Three+	After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
	Teaching of Reading	*	*	*	*	*	*	*

Class B

Program Approval & Accreditation

Number of Class B Certificates Earned

Nationally Recognized Programs

No programs recognized

Programs Are ApprovedYesPrograms Are AccreditedYes

Tuskegee University, 4

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Tuskegee 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	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Class B

Program Approval & Accreditation

Number of Class B Certificates Earned

Nationally Recognized Programs

No programs recognized

Programs Are ApprovedYesPrograms Are AccreditedYes

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

Elementary Education	Elementary Education	*	*	*	*	*	*	*
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	After Three+	After Three+
							Number Passed	Percent Passed

Class B

Program Approval & Accreditation

Number of Class B Certificates Earned

Nationally Recognized Programs

No programs recognized

Programs Are ApprovedYesPrograms Are AccreditedYes

Tuskegee University,

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - 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

Program Approval & Accreditation

Number of Class A Certificates Earned

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - 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

Program Approval & Accreditation

Number of Class A Certificates Earned

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - 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

Program Approval & Accreditation

Number of Class A Certificates Earned

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - 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

Program Approval & Accreditation

Number of Class A Certificates Earned

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes



Question	Tuskegee Univer	a Statewide		
understanding of how learners grow and develop	75%	25%	37%	61%
understanding of learners' commonalities and individual differences	75%	25%	36%	62%
manage the learning environment to engage learners actively	75%	25%	39%	58%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	75%	25%	41%	58%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	75%	25%	41%	58%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	75%	25%	42%	56%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	75%	25%	41%	57%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	75%	25%	34%	65%

Question	Tuskegee Univer	sity	Alabama 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	75%	25%	35%	63%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	75%	25%	34%	65%	
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	75%	25%	37%	61%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	75%	25%	36%	61%	
practice the profession in an ethical manner	75%	25%	26%	73%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	100%		34%	65%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	75%	25%	36%	62%	
use assessment to engage learners in their own growth	75%	25%	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	75%	25%	38%	60%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	75%	25%	37%	61%	
			Strongly Agr	ee Disagree	

Strongly Disagree

Agree

Question		Tuskeg	gee Uni	versity		1	Alabama Statewide			
engage in continuous professional learning to more effectively meet the needs of each learner		75%			25%		38%	60%		
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth		75%			25%		37%	60%		
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession		75%			25%		41%	55%		
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			100%			8%	46%	45%		
possesses knowledge of Alabama's state assessment system	25%			75%		11%	46%	42%		
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	25%			75%		8%	47%	44%		
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives		50%		50%	6	11%	44%	43%		
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		75%			25%		39%	58%		
							Strongly Agree Agree	Disagree Strongly Disagree		

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

Teacher Leader Effective Teacher

Emerging Teacher

Ineffective Teacher

Tuskegee U	niversity	Alabama Statewide			
67%	33%	44%	45%	9%	
67%	33%	41%	47%	9%	
67%	33%	33%	52%	10%	
67%	33%	39%	50%	10%	
67%	33%	37%	52%	9%	
33% 33%	33%	43%	46%	9%	
33% 33%	33%	43%	46%	9%	
67%	33%	28%	59%	11%	
	67% 67% 67% 67% 67% 67% 67% 67% 67% 67%	67% 33% 67% 33% 67% 33% 67% 33% 67% 33% 67% 33% 67% 33% 67% 33% 33% 33% 33% 33% 33% 33% 33% 33%	67% 33% 44% 67% 33% 41% 67% 33% 33% 67% 33% 33% 67% 33% 33% 67% 33% 33% 67% 33% 37% 33% 33% 33% 33% 33% 43% 33% 33% 33%	67% 33% 67% 33% 67% 33% 67% 33% 67% 33% 33% 33% 57% 33% 33% 33% 50% 33% 33% 33% 33% 33% 33% 33% 33% 33%	

Question	Tusk	egee Univ	versity	Alab	Alabama 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	67%		33%	39%	49%	9%		
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	67%		33%	35%	51%	11%		
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	67%		33%	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	67%		33%	37%	51%	9%		
practice the profession in an ethical manner	67%		33%	18%	64%	17%		
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility		100%		32%	53%	13%		
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	33%	33%	33%	41%	47%	10%		
use assessment to engage learners in their own growth	33%	33%	33%	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	67%		33%	42%	46%	9%		
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	67%		33%	32%	55%	10%		
	Teacher Leade Effective Teach		Emerging Teacher Ineffective Teacher					

Question	Τι	iskegee Ur	niversity	Alabam	a Statewide	
engage in continuous professional learning to more effectively meet the needs of each learner	33%	33%	33%	32%	56%	10%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	33%	33%	33%	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	67	%	33%	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	33%	33%	33%	55%	36%	7%
possesses knowledge of Alabama's state assessment system	33%		67%	51%	42%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	33%		67%	45%	45%	7%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	67	%	33%	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	67		33%	35%	54%	10%
	Teacher Lea	der E	merging Teacher			

Effective Teacher Ineffective Teach..

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

Teacher Leader Effective Teacher Emerging Teacher Ineffective Teacher

Strongly Agree

Disagree Strongly Disagree

Question	Empl	oyer Respons	e	Teacher Response		
understanding of how learners grow and develop	67%		33%	75%	25%	
understanding of learners' commonalities and individual differences	67%		33%	75%	25%	
manage the learning environment to engage learners actively	67%		33%	75%	25%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	67%		33%	75%	25%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	67%		33%	75%	25%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	33%	33%	33%	75%	25%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	33%	33%	33%	75%	25%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	67%		33%	75%	25%	

Question	Employe	er Response	Teacher Respo	nse
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	67%	33%	75%	25%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	67%	33%	75%	25%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	67%	33%	75%	25%
use evidence to continually evaluate the effects of his/her decisions on others and adapt my professional practices to better meet learners' needs	67%	33%	75%	25%
practice the profession in an ethical manner	67%	33%	75%	25%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	1	00%	100%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	33%	33% 33%	75%	25%
use assessment to engage learners in their own growth	33%	33% 33%	75%	25%
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	67%	33%	75%	25%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	67%	33%	75%	25%
	Teacher Leader Effective Teacher	Emerging Teacher		Disagree Strongly Disagree

Question	Employer Response			Teacher Response		
engage in continuous professional learning to more effectively meet the needs of each learner	33%	33%	33%	75%		25%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	33%	33%	33%	75%		25%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	67	%	33%	75%		25%
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	33%	33%	33%	100%		
possesses knowledge of Alabama's state assessment system	33%	6	7%	25% 75%		
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	33%	6	7%	25%	75%	
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	67% 33%		50% 5		50%	
inderstands the expectations of the profession including the Alabama Educator Code of Ethics, the SDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and evant law and policy	67	%	33%	75%		25%
	Teacher Leade		ing Teacher tive Teacher	Strongly Agr Agree		agree ongly Disagree