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

University of West Alabama

Administerd by the Alabama State Department of Education

September 2019

Report Card and Survey Information

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 University of West Alabama - Program Information

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Class B Certificates Earned	Number of Class A Certificates Earned
66	48

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 University of West Alabama - 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	Percent Passed	Number Passed	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Early Childhood Education		25	25	100%	n	0%	n	0%
Larry Crindriood Education	Larry Crindriood Education	23		10076		078		078
Elementary Education	Elementary Education	23	23	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	7	7	100%	0	0%	0	0%

Program Approval & Accreditation	Number of Class B Certificates Earned	Nationally Recognized Programs			
Programs Are Approved Yes	66	Class B No programs recognized			
Programs Are Accredited Yes					

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

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	25	23	92%	1	4%	1	4%
	Teaching of Reading	25	21	84%	2	8%	2	8%
Elementary Education	Multiple Subjects: Reading	23	19	83%	1	4%	3	13%
	Teaching of Reading	23	19	83%	1	4%	3	13%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/Application	7	6	86%	1	14%	0	0%
	Multiple Subjects: Reading	7	3	43%	3	43%	1	14%

Program Approval & Accreditation	Number of Class B Certificates Earned	Nationally Recognized Programs			
Programs Are Approved Yes	66	Class B No programs recognized			
Programs Are Accredited Yes					

^{* -} Information not reported for less than five test takers

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University of West Alabama - Class B - NOT IN ED Praxis Content Tests

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	Multiple Subjects: Mathematics	23	20	87%	1	4%	2	9%
	Multiple Subjects: Science	23	15	65%	5	22%	3	13%
	Multiple Subjects: Social Studies	23	17	74%	6	26%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education - Multip.	. Multiple Subjects: Mathematics	7	6	86%	1	14%	0	0%
Special Education - Multip.	. Multiple Subjects: Science	7	5	71%	2	29%	0	0%
Special Education - Multip.	. Multiple Subjects: Social Studies	7	4	57%	2	29%	1	14%

Program Approval & Accreditation	Number of Class B Certificates Earned	Nationally Recognized Programs			
Programs Are Approved Yes	66	Class B No programs recognized			
Programs Are Accredited Yes					

^{* -} Information not reported for less than five test takers

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University of West Alabama - Class B - edTPA

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

Subject	Subtest	Number of Test Takers	Number Passed	Percent Passed	Number Passed	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
	Career & Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood	*	*	*	*	*	*	*
Elementary Education	Elementary	6	6	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	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class B Certificates Earned	Nationally Recognized Programs			
Programs Are Approved Yes	66	Class B No programs recognized			
Programs Are Accredited Yes					

^{* -} Information not reported for less than five test takers

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

University of West Alabama - Alternative Class A - Principles of Teaching and Learning

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

		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
Early Childhood Education	Early Childhood Education	8	7	88%	1	12%	0	0%
Elementary Education	Elementary Education	8	8	100%	0	0%	0	0%
English Language Arts	English Language Arts	5	5	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	7	5	72%	1	14%	1	14%
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	5	4	80%	0	0%	1	20%
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class A Certificates Earned	Nationally Recognized Programs				
Programs Are Approved Yes	48	Class A No programs recognized				
Programs Are Accredited Yes						

^{* -} Information not reported for less than five test takers

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

University of West Alabama - Alternative Class A - IN ED Praxis Content Tests

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	8	5	62%	3	38%	0	0%
	Teaching of Reading	7	6	75%	0	0%	2	25%
Elementary Education	Multiple Subjects: Reading	8	7	88%	0	0%	1	12%
	Teaching of Reading	8	7	88%	0	0%	1	12%
Health/Physical Education	Health/Physical Education	7	7	100%	0	0%	0	0%
Special Education	Core Knowledge/Application	*	*	*	*	*	*	*
	Multiple Subjects: Reading	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class A Certificates Earned	Nationally Recognized Programs				
Programs Are Approved Yes	48	Class A No programs recognized				
Programs Are Accredited Yes						

^{* -} Information not reported for less than five test takers

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

University of West Alabama - Alternative Class A - NOT IN ED Praxis Content Tests

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: Mathematics	8	6	75%	2	25%	0	0%
	Multiple Subjects: Science	8	7	88%	1	12%	0	0%
	Multiple Subjects: Social Studies	8	7	88%	1	12%	0	0%
English Language Arts	English Language Arts	5	4	80%	1	20%	0	0%
Mathematics	Mathematics	5	2	40%	1	20%	2	40%
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	5	3	60%	0	0%	2	40%
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	Nationally Recognized Programs				
Programs Are Approved Yes	48	Class A No programs recognized				
Programs Are Accredited Yes						

^{* -} Information not reported for less than five test takers

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

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
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	*	*	*	*	*	*	*

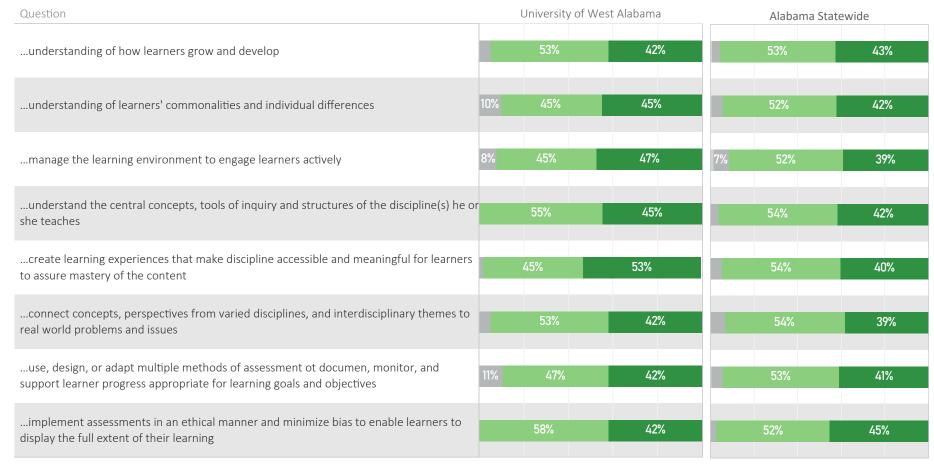
Program Approval & Accreditation	Number of Class A Certificates Earned	Nationally Recognized Programs
Programs Are Approved Yes	48	Class A No programs recognized
Programs Are Accredited Yes		

^{* -} Information not reported for less than five test takers

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

University of West Alabama - Teacher Response



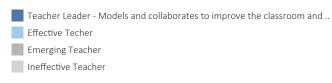


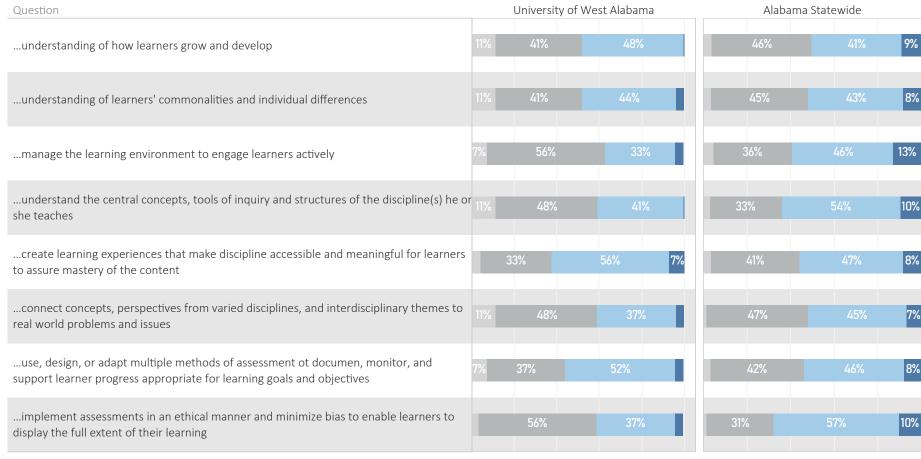
Question	University of	West Alabama	Alabama Statewide		
plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	53%	42%	53%	43%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	47%	47%	50%	47%	
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	45%	52%	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%	44%	55%	41%	
practice the profession in an ethical manner	37%	63%	38%	62%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	42%	53%	43%	54%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	55%	42%	49%	46%	
use assessment to engage learners in their own growth	53%	44%	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	47%	47%	55%	39%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	47%	45%	51%	44%	

Question		University of We	st Alabama		Alabama State	wide
engage in continuous professional learning to more effectively meet the needs of each learner		55%	45%		50%	47%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.		47%	50%		51%	44%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession		47%	47%		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.	8%	53%	39%	14%	48%	37%
possesses knowledge of Alabama's state assessment system	11%	55%	32%	18%	51%	29%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	11%	61%	28%	13%	56%	29%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	11%	55%	32%	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.		50%	45%	8%	53%	39%

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

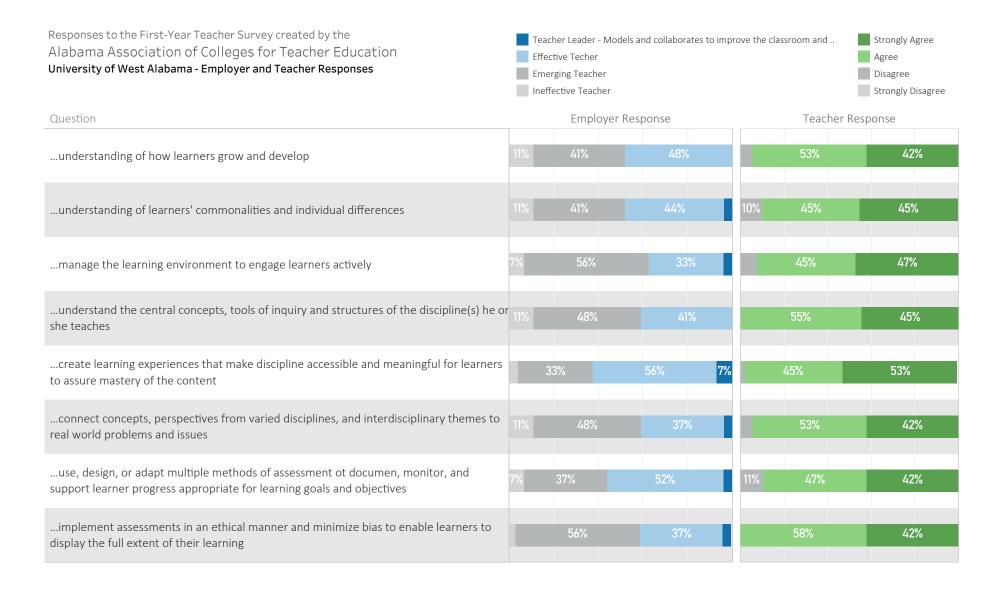
University of West Alabama - Employer Responses





University of West Alabama Alabama Statewide Question ...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 10% needs ...understand and use a variety of intrsuctional strategies and make learning accessible to 12% all learners ...encourage learners to develop deep understanding of content areas, make connections 9% across content, and applies content knowledge in meaningful ways ...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs 18% ...practice the profession in an ethical manner ...collaborate with others to build a positive learning climate marked by respect, rigor, and 11% responsibility ...engage learners in critical thinking, creativity, collaboration, and communication to 11% address authentic local and global issues 11% ...use assessment to engage learners in their own growth ...select, create, and sequence learning experiences and performance tasks that support 9% learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills ...plan instruction by collaborating with colleagues, specialists, community resources, 11% families and learners to meet individual learning needs

Question	Univers	sity of West Alabama	Alabama Statewide			
engage in continuous professional learning to more effectively meet the needs of each learner	44%	52%	34%	54%	9%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	48%	44%	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	8% 48%	44%	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.	63%	% 30%	56%	34%		
possesses knowledge of Alabama's state assessment system	7% 52%	37%	47%	43%	8%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	11% 48	% 37%	49%	41%	7%	
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	59%	37%	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.	52%	41%	33%	55%	11%	



Question		Employer Resp	oonse	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	7%	56%	37%	53%	42%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	8%	48%	44%	47%	47%	
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	7%	52%	37%	45%	52%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	7%	59%	30%	53%	44%	
practice the profession in an ethical manner	7%	48%	41%	37%	63%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	11%	44%	41%	42%	53%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	15%	44%	37%	55%	42%	
use assessment to engage learners in their own growth	11%	48%	41%	53%	44%	
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	14%	41%	41%	47%	47%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	7%	70%	19%	47%	45%	

Question	Employer Response				Teacher Response		
engage in continuous professional learning to more effectively meet the needs of each learner	44%		52%		55%	45%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	48	3%	44%		47%	50%	
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	8%	48%	44%		47%	47%	
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		63%	30%		53%	39%	
possesses knowledge of Alabama's state assessment system	7% 	52%	37%	11%	55%	32%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	11%	48%	37%	11%	61%	28%	
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	5	9%	37%	11%	55%	32%	
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.		2%	41%		50%	45%	