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 2021

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
Faulkner University - Program Information

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class B Certificates Earned

9

Number of Class A Certificates Earned

3

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 - Bachelor's - Principles of Teaching and Learning

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Nationally Recognized Programs

Class B	No programs recognized

Number of Class B Certificates Earned

9

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Faulkner University - Bachelor's - 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

Test Heading	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 or more Attempts	Percent Passed After Three or more Attempts
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
	Teaching of Reading	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Nationally Recognized Programs

Class B	No programs recognized

Number of Class B Certificates Earned

9

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Faulkner University - Bachelor's - 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

Test Heading	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 or more Attempts	Percent Passed After Three or more Attempts
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Nationally Recognized Programs

Class B	No programs recognized

Number of Class B Certificates Earned

9

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Faulkner University - Bachelor's - edTPA

* - Information not reported for less than five test takers
X - Either an inactive program or no program in the specifiec area

Test Heading	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 or more Attempts	Percent Passed After Three or more Attempts
Elementary Education	Elementary Education	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Nationally Recognized Programs

Class B	No programs recognized

Number of Class B Certificates Earned

9

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Alternative Master's - 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

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Nationally Recognized Programs

Class A	No programs recognized

Number of Class A Certificates Earned

3

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Alternative Master's - IN ED Praxis Content Tests

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Nationally Recognized Programs

Class A	No programs recognized

Number of Class A Certificates Earned

3

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Faulkner University - Alternative Master's - NOT IN ED Praxis Content Tests

Test Heading	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 or more Attempts	Percent Passed After Three or more Attempts
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Nationally Recognized Programs

Class A	No programs recognized

Number of Class A Certificates Earned

3

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Faulkner University - Alternative Master's - edTPA

Test Heading	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 or more Attempts	Percent Passed After Three or more Attempts
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Nationally Recognized Programs

Class A	No programs recognized

Number of Class A Certificates Earned

3

Alabama Association of Colleges for Teacher Education

Faulkner University - Teacher Responses

Legend: Strongly Agree | Agree | Disagree | Strongly Disagree

Question	Faulkner University		Alabama Statewide	
...understanding of how learners grow and develop	33% (Agree)	67% (Strongly Agree)	48% (Agree)	48% (Strongly Agree)
...understanding of learners' commonalities and individual differences	17% (Disagree) / 17% (Agree)	67% (Strongly Agree)	45% (Agree)	48% (Strongly Agree)
...manage the learning environment to engage learners actively	50% (Agree)	50% (Strongly Agree)	47% (Agree)	45% (Strongly Agree)
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	17% (Agree)	83% (Strongly Agree)	50% (Agree)	45% (Strongly Agree)
...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	17% (Agree)	83% (Strongly Agree)	49% (Agree)	45% (Strongly Agree)
...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	17% (Agree)	83% (Strongly Agree)	50% (Agree)	43% (Strongly Agree)
...use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	17% (Agree)	83% (Strongly Agree)	51% (Agree)	44% (Strongly Agree)
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	17% (Disagree) / 17% (Agree)	67% (Strongly Agree)	48% (Agree)	49% (Strongly Agree)
...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	17% (Agree)	83% (Strongly Agree)	47% (Agree)	48% (Strongly Agree)
...understand and use a variety of intrsuctional strategies and make learning accessible to all learners	33% (Agree)	67% (Strongly Agree)	49% (Agree)	48% (Strongly Agree)

Alabama Association of Colleges for Teacher Education
Faulkner University - Teacher Responses

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

Question	Faulkner University	Alabama Statewide
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	17% / 17% / 67%	48% / 47%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	17% / 17% / 67%	49% / 46%
...practice the profession in an ethical manner	17% / 83%	38% / 62%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	33% / 67%	40% / 57%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	33% / 67%	46% / 49%
...use assessment to engage learners in their own growth	33% / 67%	48% / 46%
...select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills	33% / 67%	52% / 42%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	33% / 67%	46% / 47%
...engage in continuous professional learning to more effectively meet the needs of each learner	17% / 33% / 50%	48% / 48%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	33% / 67%	47% / 46%

Alabama Association of Colleges for Teacher Education
Faulkner University - Teacher Responses

	Strongly Agree	Disagree
	Agree	Strongly Disagree

Question	Faulkner University	Alabama Statewide
...seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	17% / 33% / 50%	49% / 44%
...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.	17% / 33% / 50%	14% / 46% / 37%
...possesses knowledge of Alabama's state assessment system	33% / 33% / 33%	20% / 48% / 29%
...integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	33% / 17% / 50%	15% / 52% / 32%
...communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	33% / 67%	20% / 44% / 31%
...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% / 17% / 67%	8% / 47% / 44%

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

Legend: Teacher Leader | Emerging Teacher | Effective Teacher | Ineffective Teacher

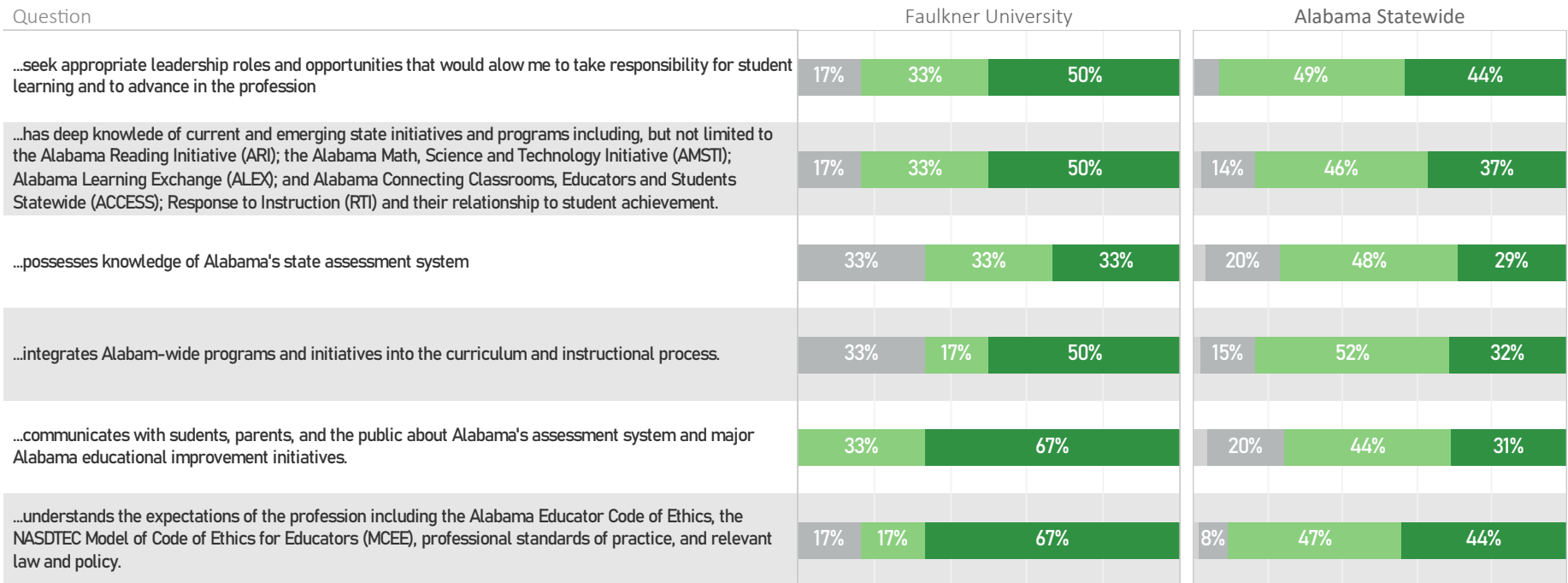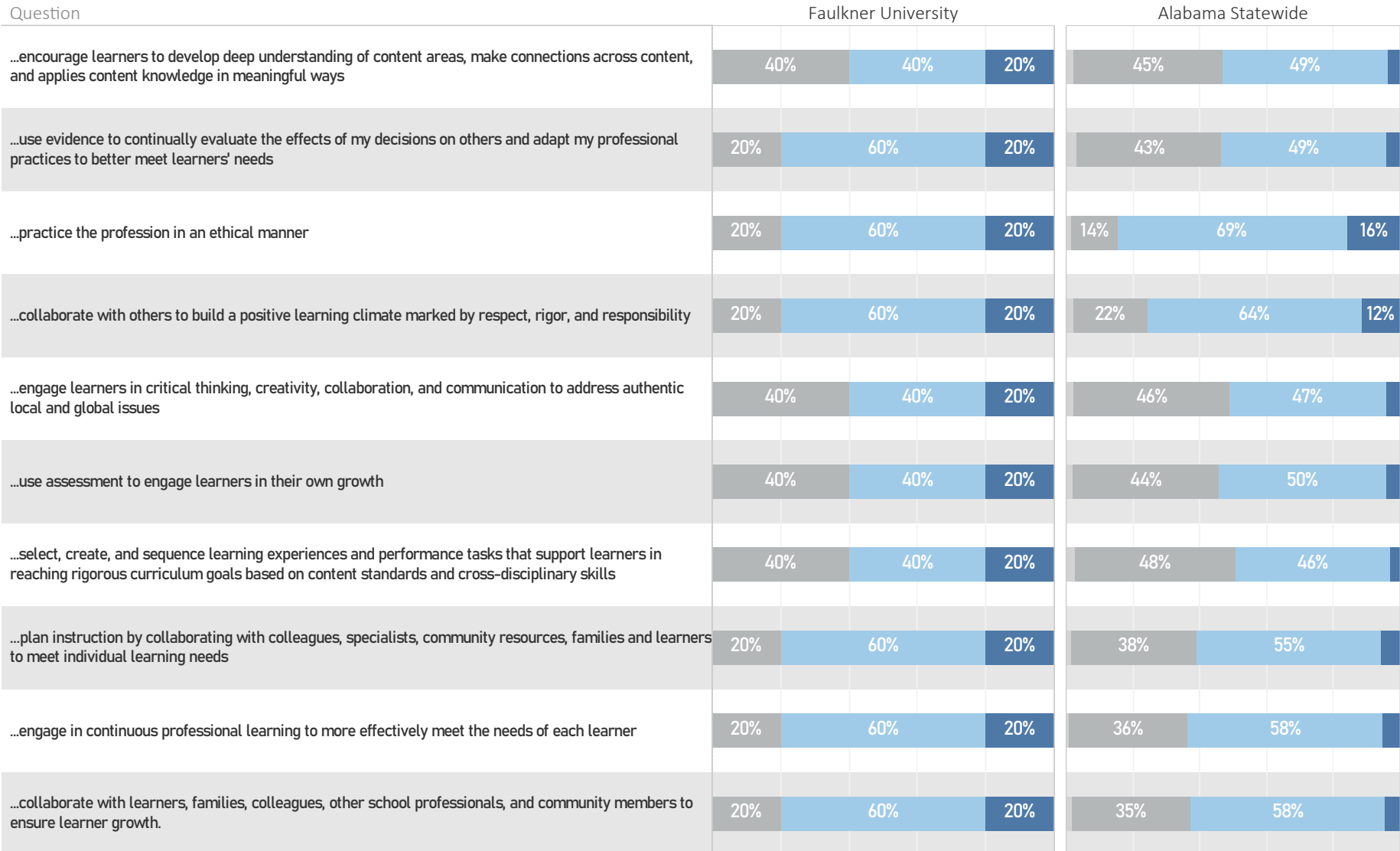| Question	Faulkner University			Alabama Statewide		
...understanding of how learners grow and develop	40%	60%		44%	50%	
...understanding of learners' commonalities and individual differences	40%	60%		44%	49%	
...manage the learning environment to engage learners actively	20%	60%	20%	33%	55%	8%
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	20%	60%	20%	36%	58%	
...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	20%	60%	20%	37%	54%	6%
...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	20%	60%	20%	45%	48%	
...use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	40%	40%	20%	46%	48%	
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	20%	60%	20%	28%	64%	6%
...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	40%	40%	20%	44%	49%	
...understand and use a variety of intrsuctional strategies and make learning accessible to all learners	40%	40%	20%	37%	55%	

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

Legend:
- Teacher Leader
- Effective Teacher
- Emerging Teacher
- Ineffective Teacher

Question	Faulkner University			Alabama Statewide		
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	40%	40%	20%	45%	49%	
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	20%	60%	20%	43%	49%	
...practice the profession in an ethical manner	20%	60%	20%	14%	69%	16%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	20%	60%	20%	22%	64%	12%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	40%	40%	20%	46%	47%	
...use assessment to engage learners in their own growth	40%	40%	20%	44%	50%	
...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%	40%	20%	48%	46%	
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	20%	60%	20%	38%	55%	
...engage in continuous professional learning to more effectively meet the needs of each learner	20%	60%	20%	36%	58%	
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	20%	60%	20%	35%	58%	

Alabama Association of Colleges for Teacher Education

Faulkner University - Employer Responses

	Teacher Leader	Emerging Teacher
	Effective Teacher	Ineffective Teacher

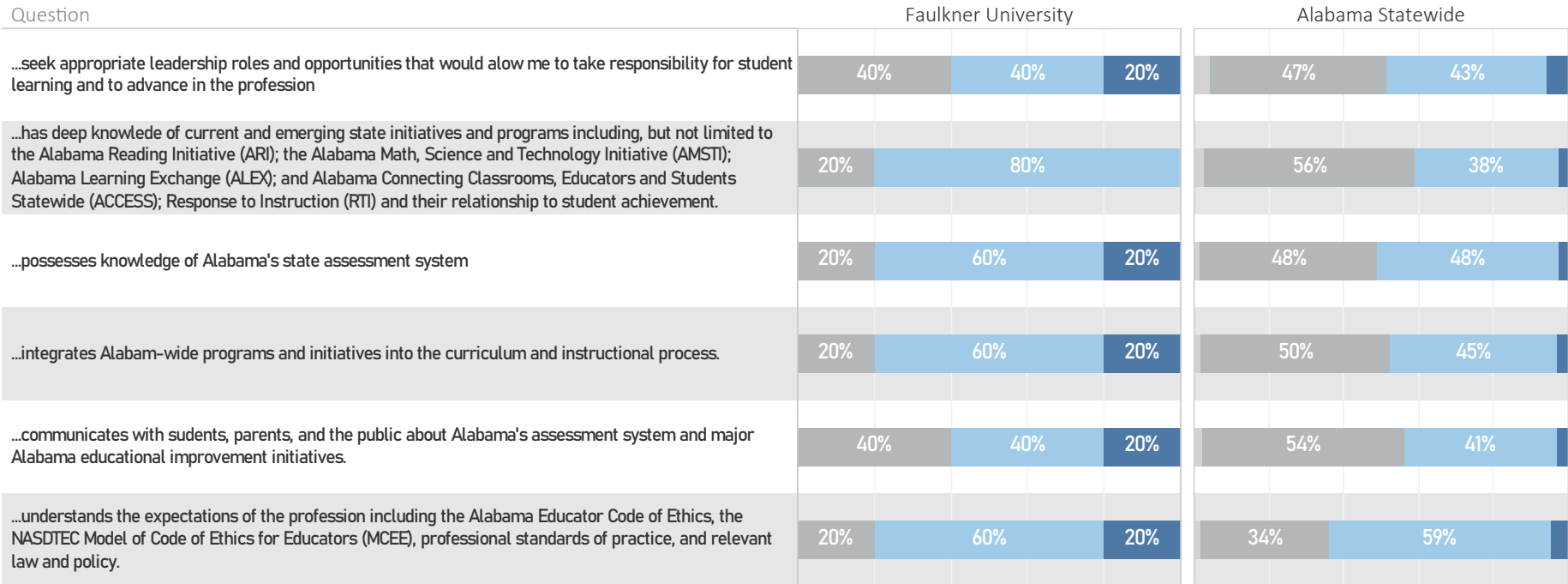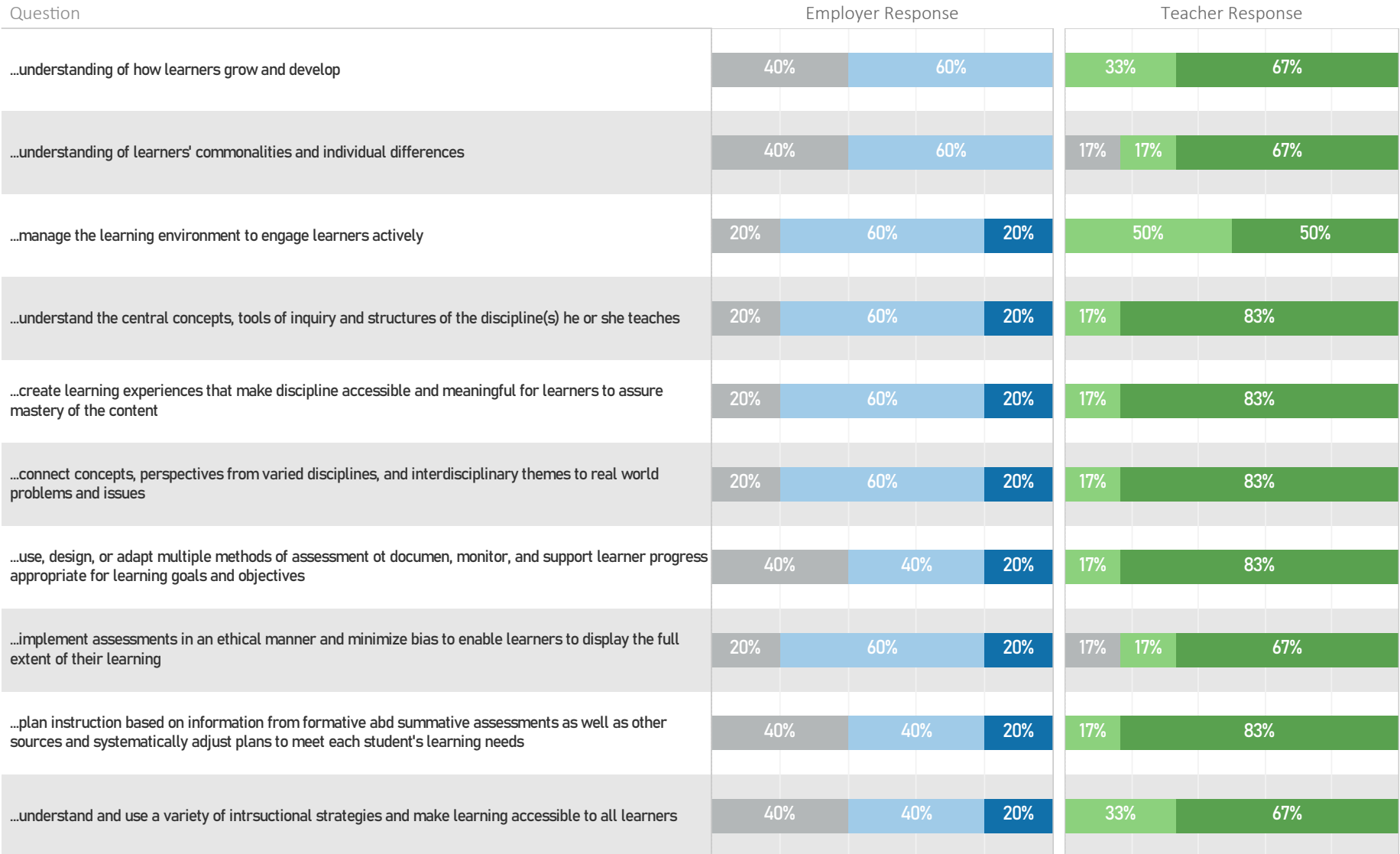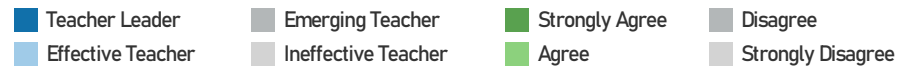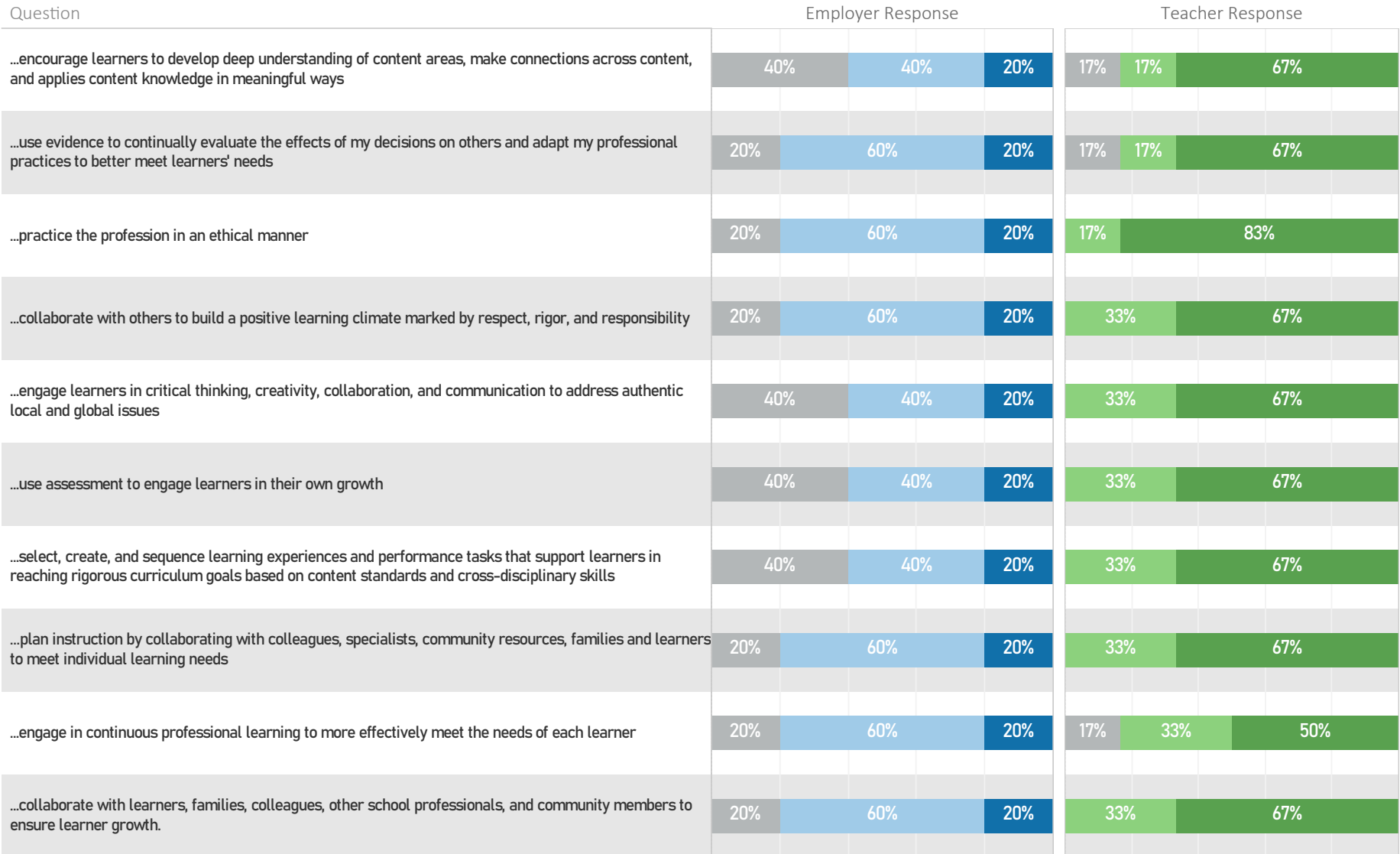| Question	Faulkner University	Alabama Statewide
...seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	40% / 40% / 20%	47% / 43%
...has deep knowlede of current and emerging state initiatives and programs 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.	20% / 80%	56% / 38%
...possesses knowledge of Alabama's state assessment system	20% / 60% / 20%	48% / 48%
...integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	20% / 60% / 20%	50% / 45%
...communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	40% / 40% / 20%	54% / 41%
...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.	20% / 60% / 20%	34% / 59%

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

Legend:
- Teacher Leader
- Effective Teacher
- Emerging Teacher
- Ineffective Teacher
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

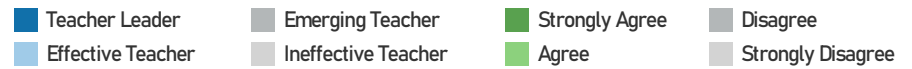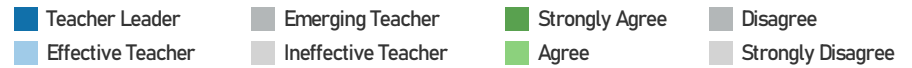| Question	Employer Response			Teacher Response		
...understanding of how learners grow and develop	40%	60%			33%	67%
...understanding of learners' commonalities and individual differences	40%	60%		17%	17%	67%
...manage the learning environment to engage learners actively	20%	60%	20%		50%	50%
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	20%	60%	20%		17%	83%
...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	20%	60%	20%		17%	83%
...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	20%	60%	20%		17%	83%
...use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	40%	40%	20%		17%	83%
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	20%	60%	20%	17%	17%	67%
...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	40%	40%	20%		17%	83%
...understand and use a variety of intrsuctional strategies and make learning accessible to all learners	40%	40%	20%		33%	67%

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

Legend:
- Teacher Leader
- Effective Teacher
- Emerging Teacher
- Ineffective Teacher
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Question	Employer Response			Teacher Response		
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	40%	40%	20%	17%	17%	67%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	20%	60%	20%	17%	17%	67%
...practice the profession in an ethical manner	20%	60%	20%	17%		83%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	20%	60%	20%		33%	67%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	40%	40%	20%		33%	67%
...use assessment to engage learners in their own growth	40%	40%	20%		33%	67%
...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%	40%	20%		33%	67%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	20%	60%	20%		33%	67%
...engage in continuous professional learning to more effectively meet the needs of each learner	20%	60%	20%	17%	33%	50%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	20%	60%	20%		33%	67%

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

Legend:
- Teacher Leader
- Effective Teacher
- Emerging Teacher
- Ineffective Teacher
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Question	Employer Response			Teacher Response		
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	40%	40%	20%	17%	33%	50%
...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.	20%	80%		17%	33%	50%
...possesses knowledge of Alabama's state assessment system	20%	60%	20%	33%	33%	33%
...integrates Alabam–wide programs and initiatives into the curriculum and instructional process.	20%	60%	20%	33%	17%	50%
...communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	40%	40%	20%		33%	67%
...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.	20%	60%	20%	17%	17%	67%