# 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 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

Tuskegee University - Program Information

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Class B Certificates Earned	Number of Class A Certificates Earned
3	0

#### 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

* _	<b>Information</b>	not	renorted	for less	than	five	test	takers

3

Program Approval & Accreditation	Nationally F	Recognized Programs
Programs Are Approved Yes	Class B	No programs recognized
Programs Are Accredited Yes		

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

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Tuskegee University - Bachelor's - IN ED Praxis Content Tests

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

Number of Class B Certificates Earned

3

X - Eitner an inactive program o	r no program in the specifiec area			Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed
		Number of Test	Number Passed				After Three or	
Test Heading	Subtest		After One Attempt		Attempts		more Attempts	

		THAITIDG! OF TOOL	14dillibel I dobed	AILCI OIIC	ALC: IVVO	AITCI IVVO	Arter Triree or	ALC: ITII CC OI	
Test Heading	Subtest	Takers	After One Attempt	Attempt	Attempts	Attempts	more Attempts	more Attempts	
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*	
	Teaching of Reading	*	*	*	*	*	*	*	

Program Approval & Accreditation	Nationally Recognized Programs
Programs Are Approved Yes	Class B No programs recognized
Programs Are Accredited Yes	

#### Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

#### Tuskegee University - Bachelor's - NOT IN ED Praxis Content Tests

\* - Information not reported for less than five test takers

Number of Class B Certificates Earned 3

X - Either an inactive program or no program in the specifiec are	Χ-	Either an	inactive	program	or no	program	in	the specifiec area
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X - Either an inactive program or no p	rogram in the specifiec area			Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed
		Number of Test	Number Passed	After One	After Two	After Two	After Three or	After Three or
Test Heading	Subtest	Takers	After One Attempt	Attempt	Attempts	Attempts	more Attempts	more Attempts
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation	Nationally Recognized Programs
Programs Are Approved Yes	Class B No programs recognized
Programs Are Accredited Yes	

### Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

Tuskegee University - Bachelor's - edTPA

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

Elementary Education	Elementary Education	*	*	*	*	*	*	*
Test Heading	Subtest	Takers	After One Attempt	Attempt	Attempts	Attempts	more Attempts	more Attempts
		Number of Test	Number Passed	After One	After Two	After Two	After Three or	After Three or
X - Either an inactive program or no	program in the specifiec area			Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed

Program Approval & Accreditation	Nationally Recognized Programs	
Programs Are Approved Yes	Class B No programs recognized	
Programs Are Accredited Yes		
Number of Class B Certificates Earned		
3		

### Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

None - Alternative Master's - Principles of Teaching and Learning

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

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

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

k _	Information	not reported	for loce than	five test tak	orc

Programs Are Approved Yes Class A No programs recognized
Programs Are Accredited Yes
Programs Are Accredited Yes
Number of Class A Certificates Earned

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

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy None - Alternative Master's - NOT IN ED Praxis Content Tests

- Information				

Program Approval & Accredit	tation	Nationally R	Recognized Programs
Programs Are Approved	Yes	Class A	No programs recognized
Programs Are Accredited	Yes		
lumber of Class A Certificate	es Earned		
uniber of class A certificate			

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

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

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

Tuskegee University - Teacher Responses



Question	Tuskegee University	Alabama Stat	ewide
understanding of how learners grow and develop	100%	48%	48%
understanding of learners' commonalities and individual differences	100%	45%	48%
manage the learning environment to engage learners actively	100%	47%	45%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	100%	50%	45%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	100%	49%	45%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	100%	50%	43%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	100%	51%	44%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	100%	48%	49%
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	50% 50%	47%	48%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	100%	49%	48%

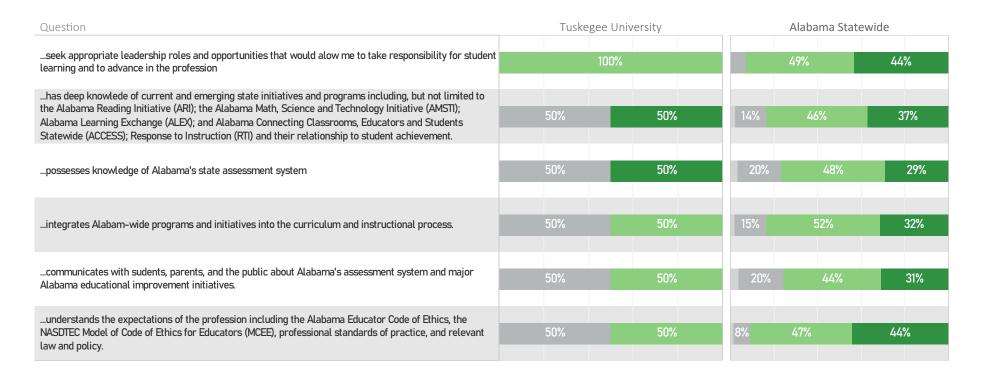
Tuskegee University - Teacher Responses





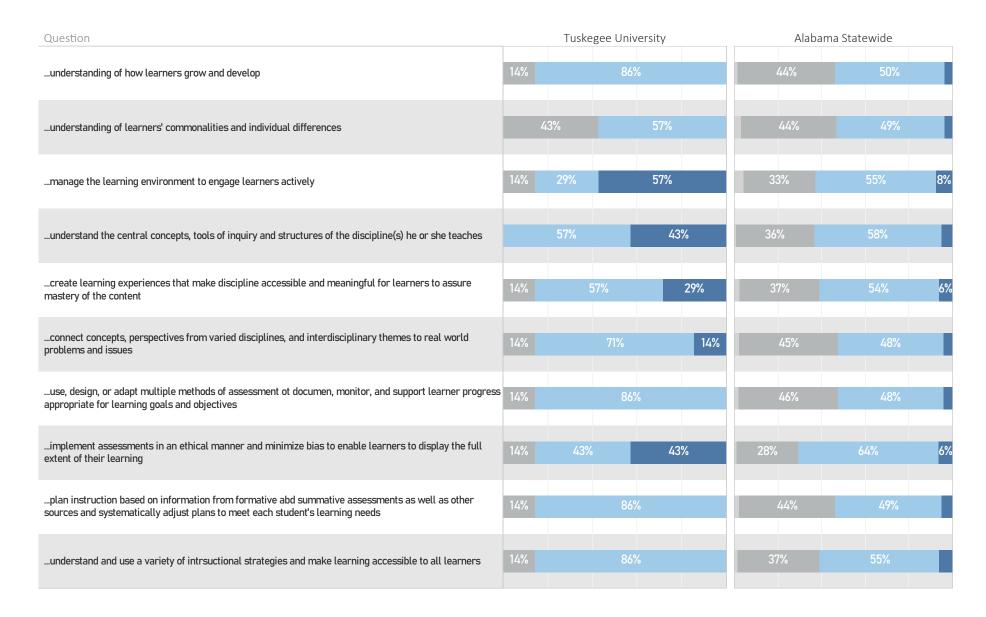
Tuskegee University - Teacher Responses





Tuskegee University - Employer Responses





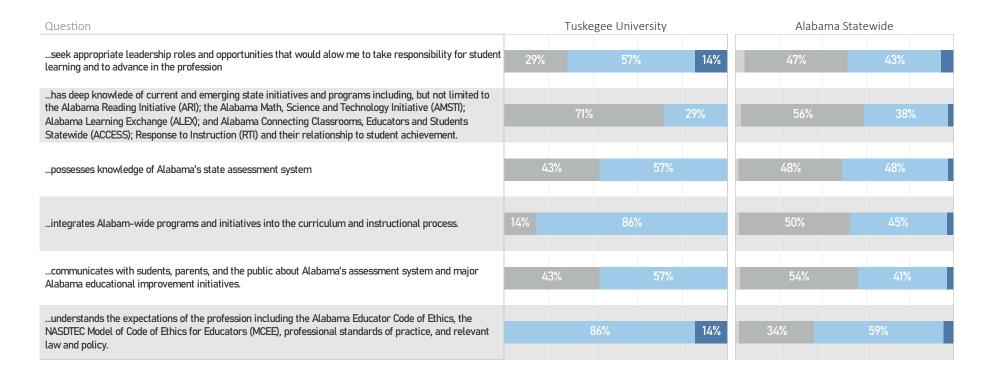
Tuskegee University - Employer Responses



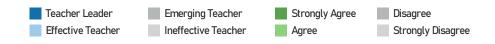


Tuskegee University - Employer Responses



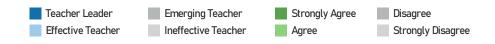


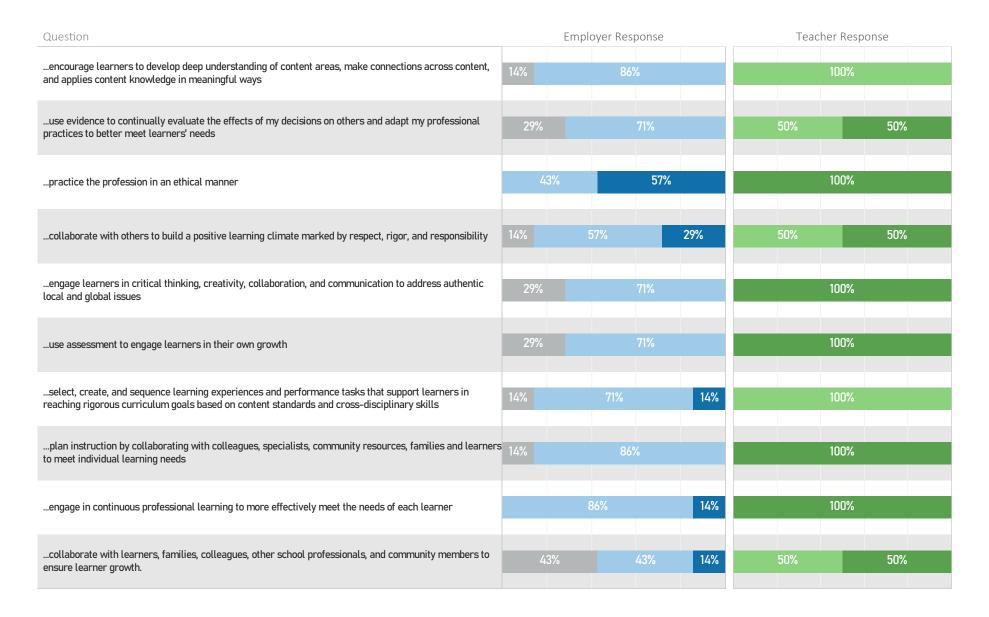
Tuskegee University - Employer and Teacher Responses





Tuskegee University - Employer and Teacher Responses





Tuskegee University - Employer and Teacher Responses

