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 2022

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

 0
 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

* - Information not reported for less than five test takers

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

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B No programs recognized

Number of Class B Certificates Earned

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

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B No programs recognized

Number of Class B Certificates Earned

0

Tuskegee University, 5

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

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B No programs recognized

Number of Class B Certificates Earned

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

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B No programs recognized

Number of Class B Certificates Earned

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

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class A No programs recognized

Number of Class A Certificates Earned

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

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class A No programs recognized

Number of Class A Certificates Earned

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

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class A No programs recognized

Number of Class A Certificates Earned

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

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class A No programs recognized

Number of Class A Certificates Earned



Question	Tuskege	e University	Alabama St	Alabama Statewide			
understanding of how learners grow and develop	50%	50%	47%	48%			
understanding of learners' commonalities and individual differences	50%	50%	47%	46%			
manage the learning environment to engage learners actively	50%	50%	9% 46%	43%			
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	50%	50%	49%	45%			
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	50%	50%	48%	44%			
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	50%	50%	52%	41%			
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	1	00%	7% 48%	44%			
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	1	00%	46%	48%			
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	1	00%	45%	47%			
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	1	00%	46%	49%			

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



Question	Tusl	Tuskegee University			Alabama Statewide			
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	50%		50%		46%	48%		
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs		100%			49%	44%		
practice the profession in an ethical manner		100%		3	35%	63%		
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility		100%			39%	59%		
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	50%		50%		45%	48%		
use assessment to engage learners in their own growth		100%		7%	49%	43%		
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	50%		50%		51%	42%		
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs		100%			46%	46%		
engage in continuous professional learning to more effectively meet the needs of each learner		100%			50%	45%		
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.		100%		7%	47%	45%		

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



Question	Tuskegee	University		Alabama Statev	tewide	
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	10	0%	9%	48%	42%	
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.	50%	50%	13%	47%	37%	
possesses knowledge of Alabama's state assessment system	50%	50%	21%	47%	30%	
integrates Alabama-wide programs and initiatives into the curriculum and instructional process.	50%	50%	16%	52%	31%	
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	50%	50%	20%	46%	30%	
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%	50%	8%	49%	42%	

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

Teacher Leader Effective Teacher Emerging Teacher

Question	Tuskegee	e University	Alabama Statewide		
understanding of how learners grow and develop	50%	50%	47%	45%	
understanding of learners' commonalities and individual differences	50%	50%	46%	45%	
manage the learning environment to engage learners actively	25%	75%	9% 37%	48%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	25% 25%	25% 25%	40%	51%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	25% 25%	50%	43%	48%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	25% 25%	25% 25%	46%	45%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	50%	50%	48%	43%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	50%	25% 25%	33%	59%	
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	25% 25%	50%	46%	45%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	25% 50	0% 25%	40%	50%	

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

Teacher Leader Emerging Teacher

Effective Teacher Ineffective Teacher

Question		Tuskegee Uni	iversity	Alabama Statewide			
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	Į	50%	50%	46%	46%		
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	25%	25% 2	25%	45%	45%		
practice the profession in an ethical manner		75%	25%	23%	63%	11%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	25%	50%	25%	32%	56%	7%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	25%	25%	50%	50%	42%		
use assessment to engage learners in their own growth	25%	25%	50%	46%	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	25%	25%	50%	51%	40%		
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	Ę	50%	50%	38%	50%	6%	
engage in continuous professional learning to more effectively meet the needs of each learner	25%	25%	50%	37%	55%		
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	25%	7	5%	39%	50%	6%	

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

Teacher Leader Effective Teacher Emerging Teacher Ineffective Teacher

Question		Tuskegee Unive	ersity	Alabama Statewide		
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	25%	25%	50%	46%	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.		75%	25%	58%	34%	
possesses knowledge of Alabama's state assessment system	25%	50%	25%	50%	43%	
integrates Alabama-wide programs and initiatives into the curriculum and instructional process.	25%	50%	25%	48%	45%	
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	25%	25%	50%	52%	39%	
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.	25%	75%	6	42%	50%	

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

Strongly Agree

Disagree Strongly Disagree

Question		Employer	Response	Teacher Response		
understanding of how learners grow and develop	Į	50%	5	0%	50%	50%
understanding of learners' commonalities and individual differences		50%	5	0%	50%	50%
manage the learning environment to engage learners actively	25%		75%		50%	50%
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	25%	25%	25%	25%	50%	50%
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	25%	25%	5	0%	50%	50%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	25%	25%	25%	25%	50%	50%
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives		50%	5	0%	100)%
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning		50%	25%	25%	100	1%
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	25%	25%	5	0%	100)%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	25%	50)%	25%	100	1%

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

er Strongly Agree

Disagree Strongly Disagree

Question		Employer R	esponse	Teacher Response		
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways		50%	50%	50%	50%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	25%	25%	25% 25%		100%	
practice the profession in an ethical manner		75%	25%		100%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	25%	50%	6 25%		100%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	25%	25%	50%	50%	50%	
use assessment to engage learners in their own growth	25%	25%	50%		100%	
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	25%	25%	50%	50%	50%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs		50%	50%		100%	
engage in continuous professional learning to more effectively meet the needs of each learner	25%	25%	50%		100%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	25%		75%		100%	

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		Employer Respon	se	Teacher F	Response
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	25%	25%	50%	100)%
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.		75%	25%	50%	50%
possesses knowledge of Alabama's state assessment system	25%	50%	25%	50%	50%
integrates Alabama-wide programs and initiatives into the curriculum and instructional process.	25%	50%	25%	50%	50%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	25%	25%	50%	50%	50%
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.	25%	75%		50%	50%