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 Mobile

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 University of Mobile - Program Information

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedNo

 Number of Class B Certificates Earned
 Number of Class A Certificates Earned

 27
 1

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 AccreditedNo

Class B No programs recognized

Number of Class B Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University Of Mobile - 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

X - Either an inactive program or no pro Test Heading	gram in the specifiec area	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	7	7	100%	0	0%	0	0%
	Multiple Subjects: Science	7	6	86%	0	0%	1	14%
	Multiple Subjects: Social Studies	7	6	86%	0	0%	1	14%
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are Approved Yes Programs Are Accredited No

Class B No programs recognized

Number of Class B Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University Of Mobile - 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	
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X - Either an inactive program or no program 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
Early Childhood Education	Early Childhood Education	12	11	92%	0	0%	1	8%
	Teaching Reading	12	10	83%	0	0%	2	17%
Elementary Education	Multiple Subjects: Reading	7	5	71%	0	0%	2	29%
	Teaching of Reading	7	5	71%	1	14%	1	14%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are Approved Yes Programs Are Accredited No

No programs recognized Class B

Number of Class B Certificates Earned

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

* - Information not reported for less than five test takers

X - Either an inactive program or no program in t	he 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
Early Childhood Education	Early Childhood Education	7	7	100%	0	0%	0	0%
Elementary Education	Elementary Education	7	7	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedNo

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 AccreditedNo

Class A No programs recognized

Number of Class A Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University Of Mobile - Alternative Master's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

X - Either an inactive program or no pro	gram 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
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
	Teaching Reading	*	*	*	*	*	*	*

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedNo

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

No programs recognized

Programs Are ApprovedYesPrograms Are AccreditedNo

Class A

Number of Class A Certificates Earned

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

* - Information not reported for less than five test takers

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

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedNo

Class A No programs recognized

Number of Class A Certificates Earned

Strongly Agree	Disagree
Agree	Strongly Disagree

Question	University	of Mobile	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	50%	50%	7% 48%	44%			
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	50%	50%	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	50%	50%	45%	47%			
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	50%	50%	46%	49%			

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



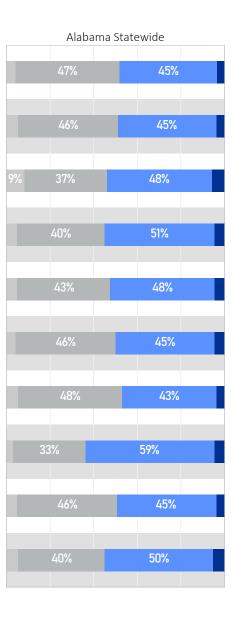
Question	Univers	ity of Mobile	Alabama	Statewide
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	50%	50%	46%	48%
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	25%	75%	49%	44%
practice the profession in an ethical manner	25%	75%	35%	63%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	25%	75%	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	50%	50%	7% <mark>49%</mark>	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	50%	50%	46%	46%
engage in continuous professional learning to more effectively meet the needs of each learner	50%	50%	50%	45%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	50%	50%	7% 47%	45%

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



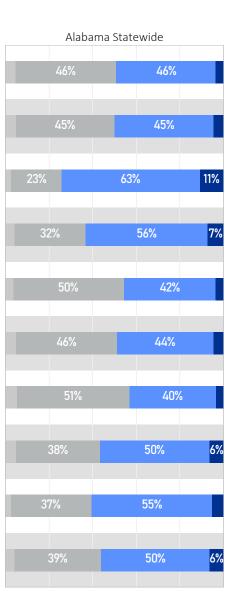
Question		Unive	ersity of N	1obile		Alabama Statewi			/ide	
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession		50%		50%		9%	48%		42%	
has deep knowlede of current and emerging state initiatives and programs 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.		75	%		25%	13%	47%		37%	
possesses knowledge of Alabama's state assessment system	25%		50%		25%	21%		47%	30)%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.		50%		50%		16%	5/	2%	31%	%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	25%	25	%	50%		20%		46%	309	%
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%	25	%	50%		8%	49%		42%	

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education None - None

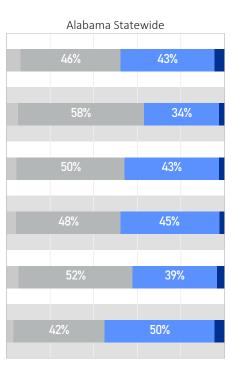


University of Mobile, 14

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education None - None



Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education None - None



Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education None - Employer and Teacher Responses





Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education None - Employer and Teacher Responses





University of Mobile, 18

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education None - Employer and Teacher Responses



