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 Montevallo

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 Montevallo - Program Information

Program Approval & Accreditation

Programs Are ApprovedYesPrograms Are AccreditedYes

Number of Class B Certificates Earned	Number of Cl	ass A Certificates Earned
72		21

Nationally Recognized Programs

Class B	Family and Consumer Science	American Association for Family and Consumer Science
	Music Education	National Association for Schools of Music
Class A	Family and Consumer Science	American Association for Family and Consumer Science
Class AA	School Counselor	Council for Accreditation of Counseling and Related Educational Progr

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

Programs Are ApprovedYesPrograms Are AccreditedYes

Nationally Recognized Programs

Class B	Family and Consumer Science	American Association for Family and Consumer Science
	Music Education	National Association for Schools of Music

Number of Class B Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University Of Montevallo - 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 program i	n the specifiec area			Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed
Test Heading	Subtest	Number of Test Takers	Number Passed After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	After Three or more Attempts	After Three or more Attempts
Career and Technical Education	Career and Technical Education	0	O O	0%	0	0%	0	0%
Elementary Education	Multiple Subjects: Mathematics	46	36	78%	0	0%	10	22%
	Multiple Subjects: Science	46	34	74%	0	0%	12	26%
	Multiple Subjects: Social Studies	46	34	74%	0	0%	12	26%
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	16	11	69%	0	0%	5	31%
	Multiple Subjects: Science	16	12	75%	0	0%	4	25%
	Multiple Subjects: Social Studies	16	12	75%	0	0%	4	25%

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are Approved Yes Programs Are Accredited Yes Class B American Association for Family and Consumer Science Family and Consumer Science Music Education National Association for Schools of Music

Number of Class B Certificates Earned

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

X - Either an inactive program or no program	- 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
Elementary Education	Multiple Subjects: Reading	35	25	71%	1	3%	9	26%
	Teaching of Reading	44	25	57%	2	5%	17	39%
Special Education	Core Knowledge/ Application	22	21	95%	0	0%	1	5%
	Multiple Subjects: Reading	11	8	73%	0	0%	3	27%

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are Approved Yes Programs Are Accredited Yes Class B American Association for Family and Consumer Science Family and Consumer Science Music Education National Association for Schools of Music

Number of Class B Certificates Earned

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

* - Information not reported for less than five test takers

X - Either an inactive program or no program	n 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
Career and Technical Education	Career and Technical Education	*	*	*	*	*	*	*
Elementary Education	Elementary Education	46	46	100%	0	0%	0	0%
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Special Education	Special Education	6	6	100%	0	0%	0	0%

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class B Family and Consumer Science American Association for Family and Consumer Science Music Education National Association for Schools of Music

Number of Class B Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University Of Montevallo - Alternative Master's - Principles of Teaching and Learning

* - Information not reported for less than five test takers
V Fither an inactive preasant or no preasant in the specifics area

English Language Arts	English Language Arts	*	*	*	*	*	*	*
Test Heading	Subtest	Takers	After One Attempt	Attempt	Attempts	Attempts	more Attempts	more Attempts
	act Handing Subtact	Number of Test	Number Passed	After One	After Two	After Two	After Three or	After Three or
X - Either an inactive program or i	no program in the specifiec area			Percent Passed	Number Passed	Percent Passed	Number Passed	Percent Passed

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are ApprovedYesPrograms Are AccreditedYes

Class A Family and Consumer Science

mer Science American Association for Family and Consumer Science

Number of Class A Certificates Earned

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

* - Information not reported for less than five test takers

X - Either an inactive program or no pr	ogram 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: Reading	*	*	*	*	*	*	*
	Teaching of Reading	*	*	*	*	*	*	*
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*
	Multiple Subjects: Reading	*	*	*	*	*	*	*

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are Approved Yes Programs Are Accredited Yes

Class A Family and Consumer Science American Association for Family and Consumer Science

Number of Class A Certificates Earned

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

X - Either an inactive program or no program	n in the specifiec area				Number Passed	Percent Passed	Number Passed	Percent Passed
Test Heading	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	After Two Attempts	After Two Attempts	After Three or more Attempts	After Three or more Attempts
Career and Technical Education	Career and Technical Education	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	5	5	100%	0	0%	0	0%
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	5	5	100%	0	0%	0	0%
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are Approved Yes Programs Are Accredited Yes

American Association for Family and Consumer Science Class A Family and Consumer Science

Number of Class A Certificates Earned

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University Of Montevallo - 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			Percent Passed	Number Passed	Percent Passed	Number Passed	
		Number of Test	After One	After One	After Two	After Two	After Three or	After Three or
Test Heading	Subtest	Takers	Attempt	Attempt	Attempts	Attempts	more Attempts	more Attempts
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	5	5	100%	0	0%	0	0%
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	5	5	100%	0	0%	0	0%
Special Education	Special Education	*	*	*	*	*	*	*

American Association for Family and Consumer Science

Program Approval & Accreditation

Nationally Recognized Programs

Programs Are Approved Yes

Class A Family and Consumer Science

Programs Are Accredited Yes

Number of Class A Certificates Earned



Question		University of I	Montevallo	Alabama Statewide			
understanding of how learners grow and develop	8%	42%	48%		47%	48%	
understanding of learners' commonalities and individual differences		50%	44%		47%	46%	
manage the learning environment to engage learners actively	10%	44%	40%	9%	46%	43%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches		52%	48%		49%	45%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	8%	44%	46%		48%	44%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues		48%	42%		52%	41%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progre appropriate for learning goals and objectives	SS	54%	42%	7%	48%	44%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning		46%	52%		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		46%	46%		45%	47%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners		46%	52%		46%	49%	

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



Question	University of Montevallo				Alabama Statewide		
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	13%	35%	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		44%	46%		49%	44%	
practice the profession in an ethical manner	355	6	65%		35%	63%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	4	40%	58%		39%	59%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	12%	48%	40%		45%	48%	
use assessment to engage learners in their own growth		48%	44%	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	12%	44%	42%		51%	42%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learner to meet individual learning needs	^{'S} 10%	40%	48%		46%	46%	
engage in continuous professional learning to more effectively meet the needs of each learner	12%	46%	42%		50%	45%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	8%	40%	48%	7%	47%	45%	

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



Question	University of Montevallo			1	wide	
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	15%	42%	40%	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.	17%	42%	37%	13%	47%	37%
possesses knowledge of Alabama's state assessment system	15%	44%	38%	21%	47%	30%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	19%	42%	35%	16%	52%	31%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	8% 19%	42%	31%	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.		44%	48%	8%	49%	42%

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

Teacher Leader Effective Teacher Emerging Teacher Ineffective Teacher

University of Montevallo Alabama Statewide Question ...understanding of how learners grow and develop ...understanding of learners' commonalities and individual differences 48% ...manage the learning environment to engage learners actively ...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches 56% ...create learning experiences that make discipline accessible and meaningful for learners to assure 52% 48% mastery of the content ...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world 52% problems and issues ...use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress 48% 43% appropriate for learning goals and objectives ...implement assessments in an ethical manner and minimize bias to enable learners to display the full 59% extent of their learning ...plan instruction based on information from formative abd summative assessments as well as other 45% 59% sources and systematically adjust plans to meet each student's learning needs 56% ...understand and use a variety of intrsuctional strategies and make learning accessible to all learners

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

Teacher Leader

Effective Teacher

Emerging Teacher

Question	University	of Montevallo	Alabama Statewide			
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	44%	48%	46%	46%		
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	48%	48%	45%	45%		
practice the profession in an ethical manner	30%	63% <mark>7</mark> %	23%	63% 11%		
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	33%	59%	32%	56% <mark>7</mark> %		
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	52%	41%	50%	42%		
use assessment to engage learners in their own growth	59%	33%	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	56%	33% 7%	51%	40%		
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	37%	56%	38%	50% <mark>6</mark> %		
engage in continuous professional learning to more effectively meet the needs of each learner	41%	56%	37%	55%		
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	41%	48% 7%	39%	50% 6%		

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

Teacher Leader Effective Teacher Emerging Teacher

Question	University of	Montevallo	Alabama Statewide		
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	56%	37%	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.	63%	30%	58%	34%	
possesses knowledge of Alabama's state assessment system	41%	56%	50%	43%	
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	48%	48%	48%	45%	
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	59%	30% 7%	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.	44%	48%	42%	50%	

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

Teacher Leader Emerging Teacher Effective Teacher

Ineffective Teacher

Strongly Agree Agree

Disagree Strongly Disagree

Question	Employer	Response	Teacher Response		
understanding of how learners grow and develop	48%	48%	8% 42%	48%	
understanding of learners' commonalities and individual differences	48%	48%	50%	44%	
manage the learning environment to engage learners actively	11% 30%	56%	10% 44%	40%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	41%	56%	52%	48%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	44%	52%	8% 44%	46%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	41%	52%	48%	42%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	48%	48%	54%	42%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	37%	63%	46%	52%	
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	37%	59%	46%	46%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	37%	56%	46%	52%	

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

Teacher Leader Effective Teacher

Emerging Teacher Ineffective Teacher

Strongly Agree

Disagree Strongly Disagree

Question	Employe	r Response	Teacher Response		
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	44%	48%	13% 35%	50%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	48%	48%	44%	46%	
practice the profession in an ethical manner	30%	63% <mark>7</mark> %	35%	65%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	33%	59%	40%	58%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	52%	41%	12% 48%	40%	
use assessment to engage learners in their own growth	59%	33%	48%	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	56%	33% 7%	12% 44%	42%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	37%	56%	10% 40%	48%	
engage in continuous professional learning to more effectively meet the needs of each learner	41%	56%	12% 46%	42%	
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	41%	48% 7%	8% 40%	48%	

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

 Teacher Leader
 Emerging Teacher
 Strongly Agree
 Disagree

 Effective Teacher
 Ineffective Teacher
 Agree
 Strongly Disagree

Question	Employer R	Teacher Response			
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	56%	37%	15%	42%	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 Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement.	63%	30%	17%	42%	37%
possesses knowledge of Alabama's state assessment system	41%	56%	15%	44%	38%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	48%	48%	19%	42%	35%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	59%	30% 7%	8% 19%	42%	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.	44%	48%	4	4%	48%