# Educator Preparation Institutional Report Card for Performance on Required Content Knowledge and Pedagogy Tests

and

Responses to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

for

Tuskegee University

Administered by the Alabama State Department of Education

September 2023

# **Report Card and Survey Information**

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy

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 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.

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

Historically:

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.

Currently:

Data provided in this report include a summary of survey categories and the percentage of first and second year teachers who strongly agreed, agreed, disagreed that their program prepared them to teach successfully. The data also provide the percentage of employers who rated their first and second year teachers as teacher leader, effective teacher, or ineffective teacher.

### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Tuskegee University - Program Information

# Program Approval & Accreditation

School Program Status

Tuskegee University Accredited Pending
Tuskegee University Approved Yes

### Total # of Certificates Earned

Program	Total Earned
Class A	0
Class B	7
Total	7

Program	Concentration	Recognized by	
Class A	No programs recognized	Not Applicable	
Class B	No programs recognized	Not Applicable	

Performance on Required Content Knowledge and Pedagogy

### **Tuskegee University -Bachelor's - Principle of Teaching and Learning**

• - Information not reported for less than five test takers

Test Heading	Subtest	Total Test	Passed After					
		Takers	1 Attempt	1 Attempt %	2 Attempts	2 Attempts	3+	3+ Attempts
						%	Attempts	%

# Nationally Recognized Programs

Program Concentration Recognized by

# Program Approval & Accreditation Program Status

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

# Program Approval & Accreditation

Program Status Accredited Pending Approved Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %		Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Multiple Subjects: Mathematics	6	5	83 %	0	0 %	1	17 %
Elementary Education	Multiple Subjects: Science	6	5	83 %	1	17 %	0	0 %
Elementary Education	Multiple Subjects: Social Studies	6	6	100 %	0	0 %	0	0 %

Program	Concentration	Recognized by
Class B	No programs recognized	Not Applicable

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

# Program Approval & Accreditation

Program Status Accredited Pending Approved Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %		Passed After 2 Attempts %		Passed After 3+ Attempts %
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
Elementary Education	Teaching of Reading	6	4	67 %	0	0 %	2	33 %
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class B	No programs recognized	Not Applicable

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

• - Information not reported for less than five test takers

# Program Approval & Accreditation

Program	Status
Accredited	Pending
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %				Passed After 3+ Attempts %
Elementary Education	Elementary Education	6	6	100 %	0	0 %	0	0 %
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class B	No programs recognized	Not Applicable

Performance on Required Content Knowledge and Pedagogy

# Tuskegee University-Master's - Principle of Teaching and Learning

• - Information not reported for less than five test takers

Test Heading	Subtest	Total Test	Passed After					
		Takers	1 Attempt	1 Attempt %	2 Attempts	2 Attempts	3+	3+ Attempts
						%	Attempts	%

# Nationally Recognized Programs

Program Concentration Recognized by

# Program Approval & Accreditation

Program Status

Performance on Required Content Knowledge and Pedagogy

Tuskegee University -Master's - NOT IN ED Praxis Content Tests

• - Information not reported for less than five test takers

Test Heading	Subtest	<b>Total Test</b>	Passed After					
		Takers	1 Attempt	1 Attempt %	2 Attempts	2 Attempts	3+	3+ Attempts
						%	Attempts	%

# Nationally Recognized Programs

Program	Concentration	Recognized by
Class A	No programs recognized	Not Applicable

# Program Approval & Accreditation

Program Status Accredited Pending

Approved Yes

Performance on Required Content Knowledge and Pedagogy
Tuskegee University - Master's - IN ED Praxis Content Tests

• - Information not reported for less than five test takers

Test Heading Subtest Total	Test Passed After	Passed After	Passed After	Passed After	Passed After	Passed After
Takers	1 Attempt	1 Attempt %	•	2 Attempts %	3+ Attempts	

# Nationally Recognized Programs

Program	Concentration	Recognized by
Class A	No programs recognized	Not Applicable

# Program Approval & Accreditation

Program Status Accredited Pending Approved Yes

Performance on Required Content Knowledge and Pedagogy

Tuskegee University -Master's - edTPA

• - Information not reported for less than five test takers

Test Heading	Subtest	Total Test	Passed After					
		Takers	1 Attempt	1 Attempt %	2 Attempts	2 Attempts	3+	3+ Attempts
						%	Attempts	%

# Nationally Recognized Programs

Program	Concentration	Recognized by
Class A	No programs recognized	Not Applicable

# Program Approval & Accreditation

Program Status

Accredited Pending

Approved Yes

<5 respondents

Alabama State Wide 1829 respondents

44%

41%

40%

41%

45%

42%

38%

39%

38%

41%

46%

46%

45%

42%

44%

42%

43%

42%

31%

28%

48%

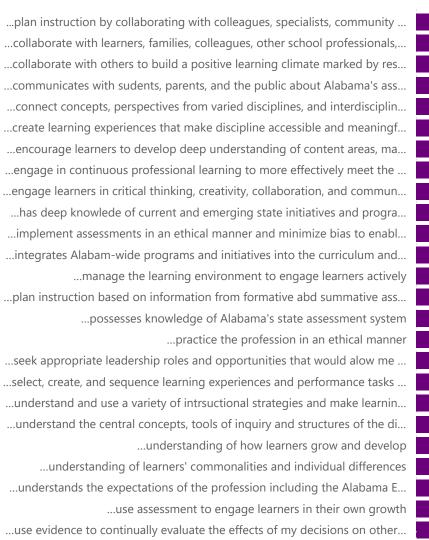
47%

46%

29%

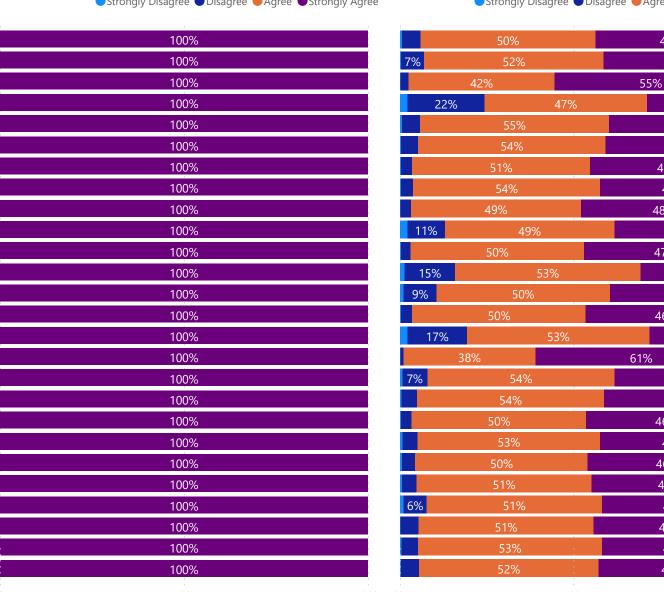






...use, design, or adapt multiple methods of assessment ot documen, moni...

Questions



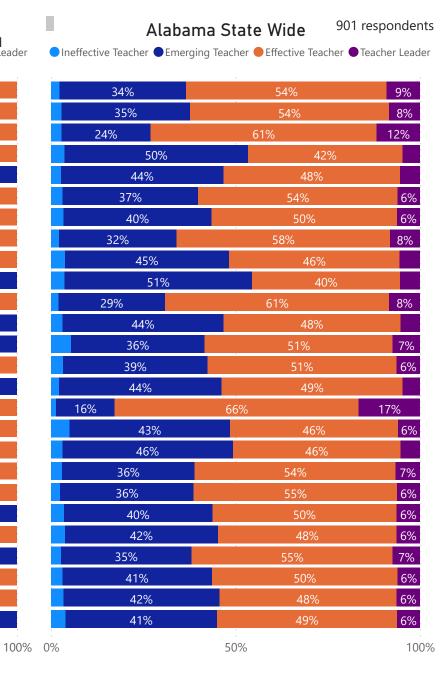
● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader ...plan instruction by collaborating with colleagues, specialists, community ... ...collaborate with learners, families, colleagues, other school professionals,... ...collaborate with others to build a positive learning climate marked by res... ...communicates with sudents, parents, and the public about Alabama's ass... ...connect concepts, perspectives from varied disciplines, and interdisciplin... 100% ...create learning experiences that make discipline accessible and meaningf... ...encourage learners to develop deep understanding of content areas, ma... ...engage in continuous professional learning to more effectively meet the ... ...engage learners in critical thinking, creativity, collaboration, and commun... ...has deep knowlede of current and emerging state initiatives and progra... 100% ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabam-wide programs and initiatives into the curriculum and... 100% ...manage the learning environment to engage learners actively 100% ...plan instruction based on information from formative abd summative ass... ...possesses knowledge of Alabama's state assessment system 100% ...practice the profession in an ethical manner ...seek appropriate leadership roles and opportunities that would alow me ... ...select, create, and sequence learning experiences and performance tasks ... ...understand and use a variety of intrsuctional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di... ...understanding of how learners grow and develop 100% ...understanding of learners' commonalities and individual differences ...understands the expectations of the profession including the Alabama E... 100% ...use assessment to engage learners in their own growth ...use evidence to continually evaluate the effects of my decisions on other... ...use, design, or adapt multiple methods of assessment ot documen, moni... 100%

0%

Tuskegee University

50%

<5



# **Employer Response**

## Teacher Response

