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

University of West Alabama

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 University of West Alabama - Program Information

Program Approval & Accreditation

School	Program	Status
University of West Alabama	Accredited	Yes
University of West Alabama	Approved	Yes

Total # of Certificates Earned

Program	Total Earned
Class A	135
Class B	111
Total	246

Program	Concentration	Recognized by
Class A	Early Childhood Education	National Association for the Education of Young Children
Class B	Early Childhood Education	National Association for the Education of Young Children

Performance on Required Content Knowledge and Pedagogy

University of West Alabama -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 University of West Alabama -Bachelor's - NOT IN ED Praxis Content Tests

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status Accredited Yes Approved Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Multiple Subjects: Mathematics	41	37	90 %	3	7 %	1	2 %
Elementary Education	Multiple Subjects: Science	41	33	80 %	6	15 %	2	5 %
Elementary Education	Multiple Subjects: Social Studies	41	30	73 %	10	24 %	1	2 %
Mathematics	Mathematics	*	*	*	*	*	*	*
Social Studies		*	*		*		*	*
Special Education		17	15	88 %	1	6 %	1	6 %
Special Education	Multiple Subjects: Science	17	16	94 %	1	6 %	0	0 %
Special Education	Multiple Subjects: Social Studies	17	14	82 %	2	12 %	1	6 %

Program	Concentration	Recognized by
Class B	Early Childhood Education	National Association for the Education of Young Children

Performance on Required Content Knowledge and Pedagogy
University of West Alabama -Bachelor's - IN ED Praxis Content Tests

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status Accredited Yes Approved Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Early Childhood Education	Early Childhood Education	33	33	100 %	0	0 %	0	0 %
Early Childhood Education	Teaching Reading	33	23	70 %	7	21 %	3	9 %
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
	Teaching of Reading	41	30	73 %	8	20 %	3	7 %
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
	Core Knowledge/ Application	17	17	100 %	0	0 %	0	0 %
Special Education	Multiple Subjects: Reading	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class B	Early Childhood Education	National Association for the Education of Young Children

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University of West Alabama-Bachelor's - edTPA

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt		Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Elementary Education	Elementary Education	41	38	93 %	3	7 %	0	0 %
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
	Mathematics	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
	Special Education	14	12	86 %	0	0 %	2	14 %

Program	Concentration	Recognized by
Class B	Early Childhood Education	National Association for the Education of Young Children

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University of West Alabama-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 University of West Alabama - Master's - NOT IN ED Praxis Content Tests

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status Accredited Yes Approved Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Multiple Subjects: Mathematics	35	32	91 %	2	6 %	1	3 %
Elementary Education	Multiple Subjects: Science	35	34	97 %	0	0 %	1	3 %
Elementary Education	Multiple Subjects: Social Studies	35	34	97 %	0	0 %	1	3 %
	English Language Arts	17	17	100 %	0	0 %	0	0 %
Mathematics	Mathematics	15	9	60 %	4	27 %	2	13 %
	Sciences	13	13	100 %	0	0 %	0	0 %
Social Studies	Social Studies	13	10	77 %	2	15 %	1	8 %
	Multiple Subjects: Mathematics	5	5	100 %	0	0 %	0	0 %
Special Education	Multiple Subjects: Science	5	4	80 %	1	20 %	0	0 %
	Multiple Subjects: Social Studies	5	3	60 %	2	40 %	0	0 %

Program	Concentration	Recognized by
Class A	Early Childhood Education	National Association for the Education of Young Children

Performance on Required Content Knowledge and Pedagogy

University of West Alabama - Master's - IN ED Praxis Content Tests

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status

Accredited Yes

Approved Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Early Childhood Education	Early Childhood Education	18	18	100 %	0	0 %	0	0 %
Early Childhood Education	Teaching Reading	18	17	94 %	1	6 %	0	0 %
Elementary Education	Multiple Subjects: Reading	34	31	91 %	0	0 %	3	9 %
	Teaching of Reading	35	31	89 %	3	9 %	1	3 %
Health/Physical Education	Health/Physical Education	6	6	100 %	0	0 %	0	0 %
	Core Knowledge/ Application	14	14	100 %	0	0 %	0	0 %
Special Education	Multiple Subjects: Reading	5	4	80 %	0	0 %	1	20 %

Program	Concentration	Recognized by				
Class A	Early Childhood Education	National Association for the Education of Young Children				

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University of West Alabama-Master's - edTPA

• - Information not reported for less than five test takers

Program Approval & Accreditation

Program Status Accredited Yes Approved Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Early Childhood Education	Early Childhood Education	9	9	100 %	0	0 %	0	0 %
Elementary Education	Elementary Education	35	34	97 %	1	3 %	0	0 %
English Language Arts	English Language Arts	17	17	100 %	0	0 %	0	0 %
Health/Physical Education	Health/Physical Education	6	6	100 %	0	0 %	0	0 %
Mathematics	Mathematics	15	11	73 %	4	27 %	0	0 %
Sciences	Sciences	13	12	92 %	1	8 %	0	0 %
Social Studies	Social Studies	13	13	100 %	0	0 %	0	0 %
Special Education	Special Education	14	12	86 %	0	0 %	2	14 %

Program	Concentration	Recognized by				
Class A	Early Childhood Education	National Association for the Education of Young Children				

...plan instruction by collaborating with colleagues, specialists, communitycollaborate 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... ...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 theengage learners in critical thinking, creativity, collaboration, and commun... ...has deep knowlede of current and emerging state initiatives and progra... ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabam-wide programs and initiatives into the curriculum and... ...manage the learning environment to engage learners actively ...plan instruction based on information from formative abd summative ass... ...possesses knowledge of Alabama's state assessment system ...practice the profession in an ethical manner ...seek appropriate leadership roles and opportunities that would alow me ...

...understanding of how learners grow and develop ...understanding of learners' commonalities and individual differences ...understands the expectations of the profession including the Alabama E... ...use assessment to engage learners in their own growth

...select, create, and sequence learning experiences and performance tasks ...

...understand and use a variety of intrsuctional strategies and make learnin...

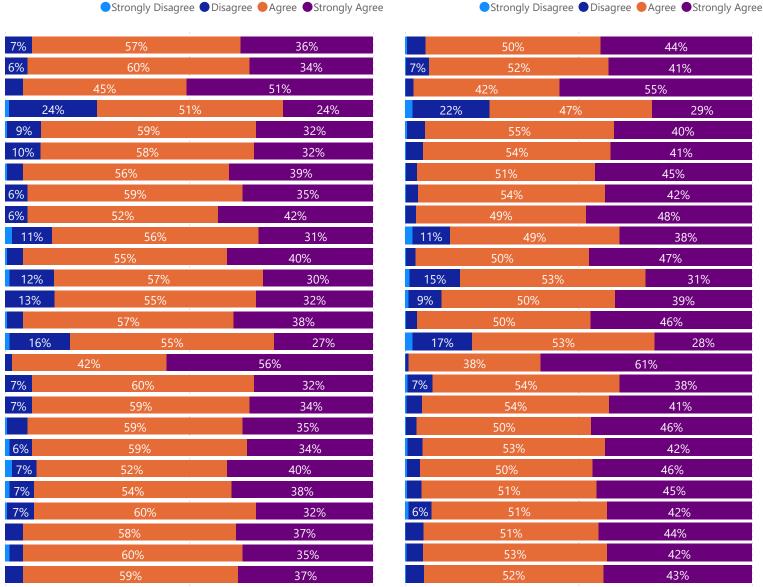
...understand the central concepts, tools of inquiry and structures of the di...

...use evidence to continually evaluate the effects of my decisions on other... ...use, design, or adapt multiple methods of assessment ot documen, moni...

University of West Alabama 164 respondents Strongly Disagree Disagree Agree Strongly Agree







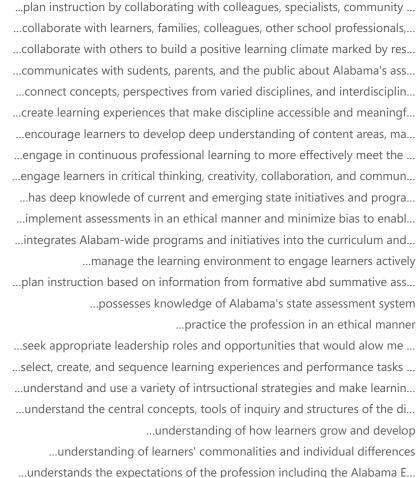
50%

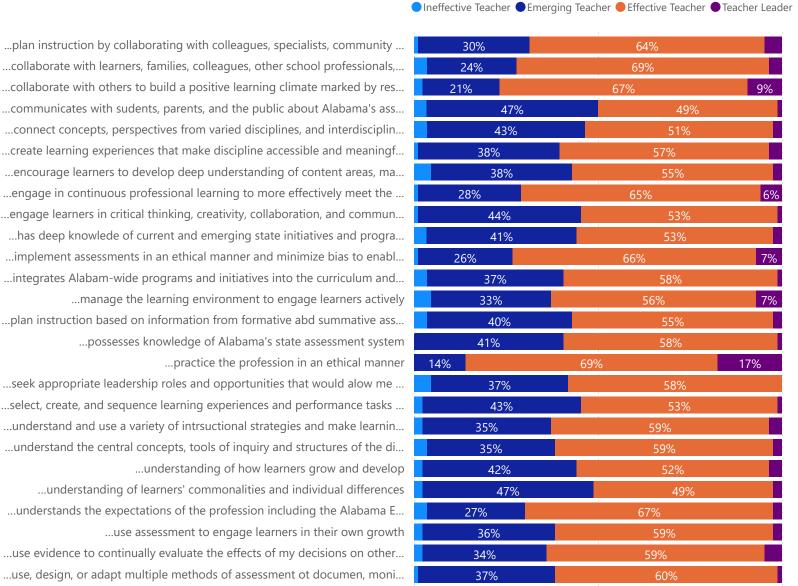
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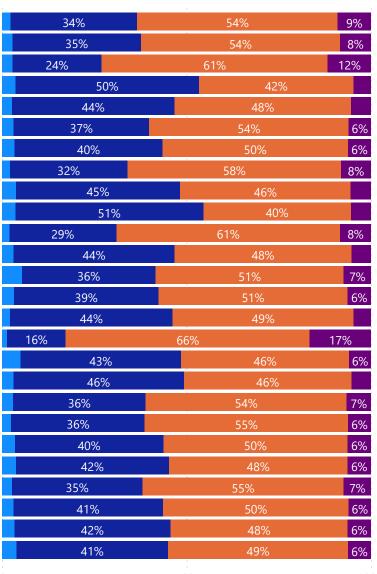
University of West Alabama 86 respondents



901 respondents







0%

Employer Response

30%

24%

28%

26%

27%

34%

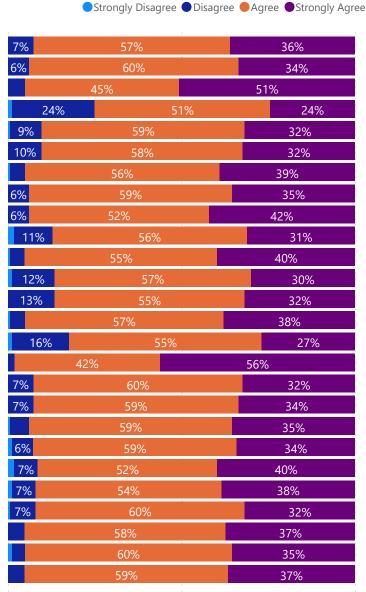
37%

14%

21%

■ Ineffective Teacher ■ Emerging Teacher ■ Effective Teacher ■ Teacher Leader 9% 67% 47% 43% 38% 57% 38% 6% 44% 41% 7% 37% 7% 33% 40% 41% 17% 37% 43% 35% 35% 52% 42% 47% 49% 67% 36%

Teacher Response



...plan instruction by collaborating with colleagues, specialists, communitycollaborate 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... ...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 theengage learners in critical thinking, creativity, collaboration, and commun... ...has deep knowlede of current and emerging state initiatives and progra... ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabam-wide programs and initiatives into the curriculum and... ...manage the learning environment to engage learners actively ...plan instruction based on information from formative abd summative ass... ...possesses knowledge of Alabama's state assessment system ...practice the profession in an ethical manner ...seek appropriate leadership roles and opportunities that would alow meselect, create, and sequence learning experiences and performance tasksunderstand 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 ...understanding of learners' commonalities and individual differences ...understands the expectations of the profession including the Alabama E... ...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...

0%

50%

100% 0%

50%

100%