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 Mobile

Administered by the Alabama State Department of Education

September 2024

Disclaimer:

Section I: Certificates Issued

The candidates presented as completers represent individuals who completed a program within the past 60 calendar months that applied for and received their professional certificate within the 2022-2023 academic year.

Section II: Assessment Pass Rates

The test takers in this section are those individuals who completed assessments during the 2022-2023 academic year. These individuals may be completers who were recommended for certification during this period; however, they may still be currently enrolled candidates in programs. The individuals listed as certified are not necessarily the same individuals listed in this section.

Section III: Survey Results

The program completers who did this survey are a part of the Alabama Teacher Mentoring Program (ATMP). The completers self-identify. They may be individuals who completed programs within any timeframe. The only requirement is that these individuals have less than two years of professional teaching experience.

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, adPraxis, 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, or strongly 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, emerging teacher, or ineffective teacher.

Section I: Certificates Issued

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **University of Mobile - Program Information**

Program Approval College	& Accreditation Accredited/Approved	Status
University of Mobile		Yes
University of Mobile		Yes
Nationally Re	cognized Programs	;

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

Section II: Assessment Pass Rates

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University of Mobile - Bachelor's - Principle of Learning and Teaching

* - Information not reported for less than five test takers

of Class B Certificates Earned

41

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest

		After 1	Passed After 2	After 2		Passed After 3+
	Attempt	Attempts %	Attempts	Attempts %	Attempts %	Attempts

Nationally Recognized Programs

Program Concentration Recognized by

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

of Class B Certificates Earned

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Multiple Subjects: Mathematics	10	10	100%	0	0%	0	0%
Elementary Education	Multiple Subjects: Science	10	6	60%	2	20%	2	20%
Elementary Education	Multiple Subjects: Social Studies	10	9	90%	0	0%	1	10%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	5	4	80%	0	0%	1	20%
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration

Recognized by

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

of Class B Certificates Earned

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Early Childhood Education	Early Childhood Education	10	9	90%	0	0%	1	10%
Early Childhood Education	Teaching Reading	6	5	83%	1	17%	0	0%
Elementary Education	Teaching of Reading	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	6	6	100%	0	0%	0	0%
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Reco

Recognized by

Performance on Required Content Knowledge and Pedagogy

University of Mobile - Bachelor's - Foundations of Reading

* - Information not reported for less than five test takers

# of Class B	Certificates	Earned
	certificates	Lannea

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Т	

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	After 1	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Foundations of Reading	Foundations of Reading	11	11	100%	0	0%	0	0%

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

University of Mobile - Bachelor's - edTPA

* - Information not reported for less than five test takers

of Class B Certificates Earned

41

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Early Childhood Education	Early Childhood Education	5	5	100%	0	0%	0	0%
Elementary Education	Elementary Education	10	10	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	8	8	100%	0	0%	0	0%
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	5	5	100%	0	0%	0	0%
Special Education	Special Education	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

University of Mobile - Master's - Principle of Learning and Teaching

* - Information not reported for less than five test takers

of Class A Certificates Earned

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

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

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

University of Mobile - Master's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class A Certificates Earned

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

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

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

University of Mobile - Master's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class A Certificates Earned

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Early Childhood Education	Teaching Reading	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

University of Mobile - Master's - Foundations of Reading

* - Information not reported for less than five test takers

# of Class A Certificat	tes Farned

Program Approval & Accreditation Accredited/Approved Status

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Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Foundations of Reading	Foundations of Reading	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy University of Mobile - Master's - edTPA * - Information not reported for less than five test takers					# of C	lass A Certif	ned	Program Approval & Accreditation Accredited/Approved Status		
	i less than five lest takers					Z	₽		Accredited Approved	Yes Yes
Test Heading	Subtest	Total Test Takers	Passed After 1	Passed After 1	Passed After 2	Passed After 2	Passed After 3+	Passed After 3	, pproved	

Early Childhood Education Early Childhood Education * * * * * * *

Nationally Recognized Programs

Program Concentration

Class A No programs recognized Not Applicable

Recognized by

Section III: Survey Results

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education **University of Mobile - 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 students, 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 knowledge of current and emerging state initiatives and progra... ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabama-wide programs and initiatives into the curriculum and... ...manage the learning environment to engage learners actively

...plan instruction based on information from formative and 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 allow meselect, create, and sequence learning experiences and performance tasks understand and use a variety of instructional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di... ...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 1 ... use evidence to continually evaluate the effects of my decisions on other...

... use, design, or adapt multiple methods of assessment to document, moni... ...understanding of how learners grow and develop

0%

	9 respondents			
Strc	ongly Disa	igree 🔵 Disagree 🛑 Agree 🌘	Strongly Agree	
44%		56%		
22%		78%		
33%		67%		
56%		44%		18%
44%		56%		
44%		56%		
33%		67%		
44%		56%		
33%		67%		
11%	56%		33%	13%
33%		67%		
11%	56%		33%	13%
44%		56%		6%
44%	10/	56%		
67	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		33%	15%
33%		67%		
44%		56%		
33% 33%		67% 67%		
33%		56%		
33%		67%		
33%		67%		7%
11% 22%		67%		-7 70
44%		56%		
33%		67%		
22%		78%		

50%

0

Alabama Statewide respondents Strongly Disagree Disagree Agree Strongly Agree

1507

	48%	47% 47%			
	48%				
	42%	56%			
18%	47%	33%			
	49%	44% 43% 47%			
	52%				
	49%				
	50%	46% 49% 40% 50% 35%			
	46%				
13%	45%				
	47%				
13%	50%				
6%	48%	44%			
	47%	48%			
15%	50%	34%			
	38%	61%			
	51%	43% 43% 49% 45% 47% 45%			
	52%				
	47%				
	50%				
	48%				
7%	48%				
	48%	47%			
	51%	45%			
	49%	46%			
	47%	49%			
,	50%	100			
	5078	100			

Question

100% 0%

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education **University of Mobile - Employer Response**

Ineffective Teacher

34%

35%

36%

38%

37%

36% 41%

33%

31%

20%

0%

27%

	of Mobile g Teacher ● Effective Teacher (5 respondents		oama Statewide	804 respondent
					· Teacher Lea
4%	52%	10%	33%	53%	10%
5%	51%	10%	34%	52%	10%
	55%	14%	27%	55%	15%
46%	41%	7%	45%	42%	7%
42%	48%	7%	41%	49%	8%
39%	47%	9%	38%	48%	9%
41%	47%	8%	40%	48%	9%
%	55%	10%	32%	56%	10%
47%	41%	7%	46%	42%	8%
49%	40%	6%	48%	41%	7%
, D	57%	9%	31%	57%	10%
43%	46%	7%	42%	47%	7%
36%	50%	9%	35%	51%	10%
39%	47%	9%	38%	48%	9%
44%	46%	7%	43%	47%	7%
	61%	18%	19%	61%	18%
42%	43%	9%	41%	44%	10%
43%	45%	7%	42%	46%	8%
38%	48%	9%	37%	49%	10%
7%	51%	9%	36%	52%	9%
43%	45%	8%	42%	46%	8%
5%	52%	8%	35%	53%	9%
41%	46%	8%	40%	47%	8%
40%	48%	8%	39%	48%	9%
41%	46%	8%	40%	47%	8%
	50%	100% 09	%	50%	100%

...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 students, 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... 5 ...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 knowledge of current and emerging state initiatives and progra... 5% ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabama-wide programs and initiatives into the curriculum an... ...manage the learning environment to engage learners actively 5% ...plans instruction based on information from formative and summative as... ...possesses knowledge of Alabama's state assessment system ...practice the profession in an ethical manner

...seek appropriate leadership roles and opportunities that would allow me... ...select, create, and sequence learning experiences and performance tasksunderstand and use a variety of instructional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di... ...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...

Questions

...use, design, or adapts multiple methods of assessment to document, mo...

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

...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 students, 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 knowledge of current and emerging state initiatives and progra... ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabama-wide programs and initiatives into the curriculum an... ...manage the learning environment to engage learners actively ...plans instruction based on information from formative and summative as...

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...seek appropriate leadership roles and opportunities that would allow me... ...select, create, and sequence learning experiences and performance tasks understand and use a variety of instructional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di... ...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 adapts multiple methods of assessment to document, mo...

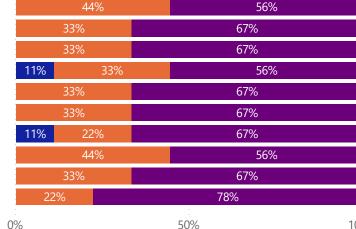
0%

Ineffective Teacher Emerging Teacher Effective Teacher Teacher Leader 34% 10% 35% 10% 27% 14% 46% 42% 39% 47% 41% 47% 33% 10% 7% 47% 6% 49% 9% 31% 57% 7% 43% 9% 36% 9% 39% 47% 7% 44% 20% 18% 9% 42% 7% 43% 9% 38% 9% 37% 8% 43% 8% 36% 8% 41% 40% 8% 8% 41%

50%

Employer Response

Teacher Response respondents Strongly Disagree Disagree Strongly Agree 56% 22% 78% 67% 44% 56% 56% 67% 56% 67% 11% 33% 67% 11% 33% 56% 56% 67% 33% 67% 56% 67%



100% 0%

5

respondents

9