



**STATE OF ALABAMA  
DEPARTMENT OF EDUCATION  
Teacher Preparation Program Performance Profile:  
University of Alabama at Birmingham**

**Ed Richardson, State Superintendent of Education**

## Teacher Preparation Program Performance Profile

### Quality Indicators

#### Indicator 1: Teacher Preparation Program Students.

Teacher preparation programs are designed to admit qualified students and prepare them to become effective teachers. Each college and university has a number of programs that prepare students to become teachers. The graduates of these programs are graded using a set of standards called the Alabama Professional Education Personnel Evaluation (PEPE) program. This table shows how many of the teacher preparation programs at University of Alabama at Birmingham's school of education meet the PEPE standards. *Clear* means a program meets PEPE requirements. *Caution* means improvement is needed. *Alert* indicates there are significant problems that need to be corrected.

#### A. PEPE Results (for official status programs ONLY).

<b>Total Number Approved Programs</b>	21							
Status	Number of Programs	Clear		Caution		Alert		Grade *
		Number	Percent	Number	Percent	Number	Percent	
<b>Official Status Declared</b>	13	13	100.00%	0	0.00%	0	0.00%	A
<b>Insufficient Data for Official Status</b>	3	3	100.00%	0	0.00%	0	0.00%	N/A

\* Scale: A=95% OF PROGRAMS CLEAR, B=90% OF PROGRAMS CLEAR, C=85% OF PROGRAMS CLEAR, D=80% OF PROGRAMS CLEAR, F=BELOW 80% OF PROGRAMS CLEAR

Programs no longer approved by the state Department of Education.	Alert Programs.	Caution Programs.
English		
Political Science		
Specific Learning Disabilities		

#### B. Pass Rate on Teacher Test (to be determined).

#### C. Subject Matter Preparation.

<b>Do all secondary and all-grade (P-12) teaching fields require a major or the equivalent of a major in the academic discipline (at least 30 Semester hours)?</b>	Yes
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#### D. Local School System's Satisfaction with Teachers from University of Alabama at Birmingham.

Administrators were asked to consider new teachers they employed who graduated from University of Alabama at Birmingham and indicate their satisfaction with how those new teachers performed in several different areas.

Area	Percent Very Satisfied	Percent Satisfied	Percent Unsatisfied	Percent Very Unsatisfied
Overall preparation	44%	49%	8%	0%
Works well with all students	44%	54%	3%	0%
Uses strategies for improvement of reading comprehension appropriate to his/her subject and/or grade level	31%	56%	13%	0%
Recognizes and refers students with special needs	41%	51%	8%	0%
Works well with exceptional/special needs students in inclusive settings	33%	54%	13%	0%
Uses technology appropriately to improve instruction	36%	46%	18%	0%
Uses technology for record keeping and other management purposes	41%	49%	10%	0%

#### E. Grade Point Requirements for Teachers Prepared by the Institution.

This table shows the minimum grade point average (GPA) that is required to be admitted to the teacher preparation program and the institution as a whole. It also shows the GPA required to remain in the teacher preparation program versus the GPA required to remain a student in the institution. Finally, the table shows the difference (if any) between the GPA required to graduate from the teacher preparation program and from the institution at large. (Some institutions are under a judge's order (*a Consent Decree*) and have not been allowed to raise GPA requirements.)

<b>This is a Consent Decree institution.</b>	No	
	Teacher Preparation Program	Institution
Admission	2.50	N/A
Retention	2.50	2.00
Completion	2.50	2.00

#### F. Local School System's Satisfaction with Instructional Support Personnel Prepared by University of Alabama at Birmingham.

Administrators were asked to consider new administrators, counselors and library/media specialists they employ who graduated from University of Alabama at Birmingham and indicate their satisfaction with how those new instructional support personnel performed in several different areas.

Area	Percent Very Satisfied	Percent Satisfied	Percent Unsatisfied	Percent Very Unsatisfied
Overall preparation	44%	56%	0%	0%
Works well with all students	67%	33%	0%	0%
Works well with all teachers and staff	67%	22%	11%	0%
Makes decisions based on what is best for students	67%	22%	11%	0%
Uses technology appropriately in the performance of duties	78%	22%	0%	0%

#### G. Grade Point Requirements for Instructional Support Personnel.

This table shows the minimum grade point average (GPA) that is required to be admitted to the instructional support program and the graduate school as a whole. It also shows the GPA required to remain in the instructional support program versus the GPA required to remain a student in the graduate school. Finally, the table shows the difference (if any) between the GPA required to graduate from the instructional support program and from the graduate school at large.

	Instructional Support Program		Institution	
	Master	Sixth-Year *	Master	Sixth-Year
Admission	3.00	3.00	3.00	3.00
Retention	3.00	3.00	3.00	3.00
Completion	3.00	3.00	3.00	3.00

\* Or equivalent since completion of an Education Specialist degree is not required of sixth-year certification.

## Teacher Preparation Program Performance Profile

### Indicator 2: Teacher Preparation Program (Baccalaureate and Fifth-Year).

The following tables show whether the teacher preparation program at University of Alabama at Birmingham follows the recommended practices for practical, in-classroom experience for student teachers. The state internship (student teaching) requirement is 12 weeks.

#### A. Clinical Experiences. (7 hours = one day; 35 hours = one full-time employment week)

Length of Full-Time Teacher Internship	Weeks
Early Childhood/Elementary Programs	15.00
Secondary Programs	15.00
Programs That Span All Grades (art, dance, music, physical education, etc.)	15.00

Length of All Other Clinical Experiences	Weeks
Early Childhood/Elementary Programs	16.00
Secondary Programs	10.00
Programs That Span All Grades	10.00

Length of Clinical Experiences and Internship	Weeks	Grade *
Early Childhood/Elementary Programs	31.00	A
Secondary Programs	25.00	A
Programs That Span All Grades	25.00	A

\* Scale: A=at least 24 weeks; B=at least 18 weeks; C=at least 12 weeks; D=at least 6 weeks; F=fewer than 6 weeks

#### B. Intern Supervision.

It is important that full-time instructors supervise student teachers. This table shows what the percentage is.

Total Number of Student Teachers or Teacher Interns During 2001-2002	193
Percentage of Teacher Interns Supervised by Full-time Faculty	29%

#### C. Faculty/Student Ratio for Intern Supervision.

The State Department of Education recommends no more than 18 student teachers be supervised by any one full-time instructor. This table indicates whether that recommendation is met.

Intern to faculty teacher ratio is no more than 18 interns or no more than 4.5 interns per three semester hour course assignment	Yes
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#### D. Graduate Satisfaction.

Recent graduates of University of Alabama at Birmingham's teacher preparation program were asked if they were satisfied with the training they received. This table reflects their answers by percentage.

Area	Percent Very Satisfied	Percent Satisfied	Percent Unsatisfied	Percent Very Unsatisfied
Overall preparation	27%	69%	4%	0%
Working well with all students	27%	44%	29%	0%
Acknowledging the importance of reading in my subject and/or grade level	56%	44%	0%	0%
Using strategies for the improvement of reading comprehension appropriate to my subject and/or grade level	35%	52%	13%	0%
Recognizing and referring students with special needs	21%	44%	31%	4%
Working well with exceptional/special needs students in inclusive settings	19%	44%	33%	4%
Using technology appropriately to improve instruction	33%	44%	23%	0%
Using technology for record keeping and other management purposes	21%	52%	25%	2%

#### E. Rate of Placement.

Total number of graduates for 2001-2002	200
Percent of graduates that were not located	0%
Percent of graduates that were located	100%
Percent of graduates teaching	100%
Percent of graduates enrolled in graduate school, opting not to teach, refusing a teaching position, refusing to relocate to take a position, etc.	0%
Percent of graduates not able to secure a teaching position	0%

#### F. Professional Accreditation/Affiliation (In addition to being approved by the Alabama State Board of Education).

Is the teacher preparation program accredited by the National Council for Accreditation of Teacher Education?	Yes
Does the program have membership in the American Association of Colleges for Teacher Education?	Yes

#### G. Here is a list of the organizations that have accredited University of Alabama at Birmingham's Teacher Preparation Program.

Southern Association of College and Schools  
National Association of Schools of Art and Design  
National Association of Schools of Music

## Teacher Preparation Program Performance Profile

### Indicator 3: Teacher Preparation Faculty.

It is important that the faculty members in each teacher preparation program are well prepared, credentialed, current, and experienced. The following tables give some indication of their qualifications and practices.

#### A. Experience.

Number of full-time faculty teaching required professional education courses	53
Number of Part-time faculty (not employed by college/university) teaching required professional education courses	49
Percent of these faculty members with 3 or more years of appropriate elementary and/or secondary school experience	78%

#### B. Public School Experiences.

Number of full-time faculty teaching required professional education courses	53
Percent of these faculty members working with elementary and/or secondary personnel in an ongoing, collaborative manner	71%

### Indicator 4: Collaboration with the Public Schools.

Teacher preparation programs should be heavily involved with the public schools not only in the context of appropriate placement of teacher interns, but in service to the school and its existing faculty as well. The following tables show the involvement of University of Alabama at Birmingham's teacher preparation program with area schools.

#### A. Clinical/Field Faculty Satisfaction.

This table shows how helpful P-12 clinical/field faculty thinks University of Alabama at Birmingham's teacher preparation program is in their schools.

Area	Percent Satisfied
Providing handbook(s) and other support materials	98%
Providing annual orientation/training sessions	95%
Preparing cooperating teachers to assess intern performance	96%
Communicating on a regular basis	96%

#### B. P-12 Personnel Involvement in Teacher Preparation Programs.

Local schools should be involved in helping Teacher Preparation Programs prepare their students for the classroom. This table points out how current teachers are involved in the process.

Are Elementary and Secondary Personnel Involved in :	Yes or No
Mentoring/supervision/clinical education?	Yes
Training/workshops/guest speaking?	Yes
Teaching and developing course(s)?	Yes
Participation on advisory councils, committees or special tasks?	Yes
Collaborating in research?	Yes
Assessing student work?	Yes

### Indicator 5: General Institutional Support.

Teacher preparation should be a central part of the University of Alabama at Birmingham's mission and strongly supported by the institution. The following tables reflect the commitment of University of Alabama at Birmingham to teacher education.

#### A. Support of Teacher Preparation Programs.

1. Cost per Student in Teacher Preparation Programs (2001-2002 total budget for the college/school/department of education, minus funds for non-teacher education programs, divided by the unduplicated number of students in teacher education programs): \$4,140.00
2. Cost per Student in Other Clinical Programs at Institution (2001-2002 total budget divided by the unduplicated number of students in the other programs): N/A

#### B. Arts and Sciences/Fine Arts Faculty Collaboration with Elementary and Secondary Schools.

Number of faculty members who teach courses above sophomore level which meet State Board of Education requirements	75
Percentage of these faculty who collaborated with primary and secondary personnel for at least five hours during 2001-2002	N/A

#### C. Salaries for Teacher Preparation Faculty. (including those who teach required professional education courses)

1. Assistant Professors with Doctorates First Employed for the 2001-2002 School Year:
  - a. Number of new faculty employed: 3
  - b. Average salary paid to new assistant professors for 9 months: \$43,000.00
  - c. Average years of teaching experience of new assistant professors: 8.00
  - d. Minimum salary if were to be employed as public school teachers in Alabama: \$45,104.00
2. Associate Professors with Doctorates First Employed for the 2001-2002 School Year:
  - a. Number of new faculty employed: 1
  - b. Average salary paid to new associate professors for 9 months: \$55,000.00
  - c. Average years of teaching experience of new associate professors: 28.00
  - d. Minimum salary if were to be employed as public school teachers in Alabama: \$48,832.00
3. Professors with Doctorates First Employed for the 2001-2002 School Year:
  - a. Number of new faculty employed: N/A
  - b. Average salary paid to new professors for 9 months: N/A
  - c. Average years of teaching experience of new professors: N/A
  - d. Minimum salary if were to be employed as public school teachers in Alabama: N/A
4. Comparison to Salaries Paid to Non-Teacher Education Faculty with Doctorates:
  - a. Education assistant professors received 96% of the average salary of assistant professors not employed in teacher education.
  - b. Education associate professors received 98% of the average salary of associate professors not employed in teacher education.
  - c. Education professors received N/A of the average salary of professors not employed in teacher education.