

**STATE OF ALABAMA  
DEPARTMENT OF EDUCATION**

**Teacher Preparation Program Performance Profile For 2007-2008:  
The University of Alabama**

**Joseph B. Morton, State Superintendent of Education**

# Teacher Preparation Program Performance Profile - The University of Alabama

	Grade
<b>Quality Indicator 1: Pre-teaching Experiences in Elementary/Secondary Schools (15% total grade)</b>	<b>A</b>
<i>Colleges and universities were graded on the quality of experiences and the number of hours that prospective teachers were required to spend in elementary/secondary classrooms before their internship or student teaching experience. To receive a grade of "A," institutions had to require at least 201 hours and meet four criteria.</i>	
Hours required prior to the full semester of student teaching (5%)	A
Research-based indicators of high quality pre-teaching experiences (10%)	A
	Grade
<b>Quality Indicator 2: Partnerships with Alabama Elementary/Secondary Schools (15% total grade)</b>	<b>A</b>
<i>Colleges and universities were graded on their partnerships with local elementary-secondary schools. To receive a grade of "A," colleges and universities had to document at least four accepted activities.</i>	
Existence of documented partnership activities with Alabama elementary/secondary schools (15%)	A
	Grade
<b>Quality Indicator 3: Alabama Prospective Teacher Testing Program (25% total grade)</b>	<b>A</b>
<i>Colleges and universities were graded on the success rate of their graduates on basic skills tests and content knowledge tests. To receive a grade of "A," 95% of colleges' and universities' graduates had to receive passing test scores.</i>	
Basic Skills Test - Pass rate for each program and for institution (5%)	A
Praxis II (content knowledge) Test - Pass rate for each program and for colleges and universities (20%)	A
	Grade
<b>Quality Indicator 4: On-the-Job Performance (45% total grade)</b>	<b>A</b>
<i>Colleges and universities were graded on three items: on-the-job performance, employers' ratings of preparation programs, new teacher rating of preparation programs. For a college or university to receive a grade of "A" for the first item, assessment of on-the-job performance of their graduates, 95% of colleges' or universities' graduates had to earn a passing score. For a college or university to receive a grade of "A" for the second item, how employers rated the preparation programs, more than 80% of employers had to indicate that they were very satisfied with the preparation programs. For a college or university to receive a grade of "A" for the third item, how new teachers rated their preparation programs, more than 80% of new graduates had to indicate that they were very satisfied with the preparation program.</i>	
Professional Education Personnel Evaluation Program (PEPE) Scores (35%)	A
New teacher/instructional support/administrator satisfaction survey (5%)	A
Local school systems' satisfaction survey (5%)	A
	Grade
<b>Overall Grade for Quality Indicators</b>	<b>A</b>

Grade on a 4.0 Scale:                      A = 3.50 to 4.0                      B = 3.00 to 3.49                      C = 2.50 to 2.99                      D = 2.00 to 2.49                      F = below 2.00

# Teacher Preparation Program Performance Profile - The University of Alabama

## Alabama Prospective Teacher Testing Program: Pass Rate on the Basic Skills Assessments and Praxis II Assessments

Teacher Education Program	Percent Passed Basic Skills Assessments		Percent Passed Praxis II Assessments	
	%	Letter	%	Letter
Career Technical Education	100 % (1)	A	100 % (1)	A
School counseling	100 % (1)	A	100 % (1)	A
Early Childhood & Elementary Education	-	-	-	-
Elementary Education	100 % (62)	A	100 % (62)	A
English language arts, English for speakers of other languages, and reading specialist	100 % (6)	A	100 % (6)	A
Fine arts (dance, choral music, instrumental music, theatre, and visual arts)	100 % (15)	A	100 % (15)	A
Instructional leadership / Educational administration	100 % (2)	A	100 % (2)	A
Languages other than English	-	-	-	-
Library-media specialist	-	-	-	-
Mathematics	100 % (5)	A	100 % (5)	A
Physical education, health education, and driver and traffic safety education	-	-	-	-
School psychometry, and school psychology	-	-	-	-
Sciences	100 % (4)	A	100 % (4)	A
Social sciences	100 % (8)	A	100 % (8)	A
Special Education	100 % (10)	A	100 % (10)	A
Speech Pathologist	-	-	-	-

The University of Alabama's Letter Grade for Basic Skills Assessments: A

The University of Alabama's Letter Grade for Praxis II Assessments: A

## Professional Education Personnel Evaluation (PEPE)

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 the teacher preparation programs at The University of Alabama which had graduates evaluated through the PEPE system.

Teacher Education Program	Number of Graduates in the PEPE System	Graduates Scoring Benchmark or >		Program Grades	
		No.	%	Letter	Points
Career Technical Education	1	1	100.00 %	A	4
School counseling	1	1	100.00 %	A	4
Early Childhood & Elementary Education					
Elementary Education	62	62	100.00 %	A	4
English language arts, English for speakers of other languages, and reading specialist	6	6	100.00 %	A	4
Fine arts (dance, choral music, instrumental music, theatre, and visual arts)	15	15	100.00 %	A	4
Instructional leadership / Educational administration	2	2	100.00 %	A	4
Languages other than English					
Library-media specialist					
Mathematics	5	5	100.00 %	A	4
Physical education, health education, and driver and traffic safety education					
School psychometry, and school psychology					
Sciences	4	4	100.00 %	A	4
Social sciences	8	8	100.00 %	A	4
Special Education	10	9	90.00 %	B	3
Speech Pathologist					

The University of Alabama's Letter Grade for PEPE: A

Program Grades for PEPE: No action is required of an institution that receives a program grade of A, B, or C.

The State Superintendent of Education will recommend that the State Board Of Education (SBE) rescind approval of a program that receives a grade of D for two consecutive years, a grade of F for two consecutive years, or a combination of a D and an F for two consecutive years.

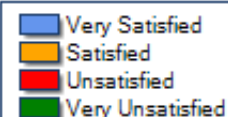
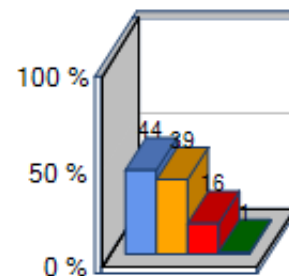
Institution's Grade for PEPE: No action is required if a unit's grade is A or B. If the unit receives a grade of C, D, or F, the unit must develop and submit an improvement plan to the State Superintendent and notify all candidates admitted to the targeted program(s). The State Superintendent will recommend that the State Board of Education rescind approval of an institution's programs if (1) an institution receives a grade of D for two consecutive years, a grade of F for two consecutive years, or a combination of a grade of D and a grade of F for two consecutive years, or (2) a unit grade of C, D, or F is not raised to at least a B within two scholastic years after the unit's plan is implemented.

## New Teacher Satisfaction

Recent graduates of The University of Alabama's teacher preparation programs were asked to indicate their level of satisfaction with the preparation received. This table reflects answers by percentage.

The University of Alabama - Area	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
1. Overall preparation	64% (7)	36% (4)	0% (0)	0% (0)
2. Preparation to work well with all students	36% (4)	45% (5)	18% (2)	0% (0)
3. Preparation in acknowledging and understanding the importance of reading, as appropriate for your subject/grade level	45% (5)	55% (6)	0% (0)	0% (0)
4. Preparation for using strategies to improve reading comprehension appropriate to your subject/grade	36% (4)	55% (6)	9% (1)	0% (0)
5. Preparation for recognizing and referring student with special needs	27% (3)	45% (5)	27% (3)	0% (0)
6. Preparation for working well with exceptional/special needs students in inclusive settings	27% (3)	36% (4)	27% (3)	10% (1)
7. Preparation for using technology appropriately to improve instruction	27% (3)	45% (5)	27% (3)	0% (0)
8. Preparation for using technology for record keeping and other management purposes	45% (5)	18% (2)	36% (4)	0% (0)
9. Preparation in your content knowledge	73% (8)	18% (2)	9% (1)	0% (0)
10. Preparation in pedagogical and professional knowledge	55% (6)	27% (3)	18% (2)	0% (0)
11. Preparation in pedagogical and professional skills necessary to help all students learn	45% (5)	36% (4)	18% (2)	0% (0)
12. Preparation in pedagogical and professional dispositions necessary to help all students learn (Professional dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth.)	45% (5)	55% (6)	0% (0)	0% (0)

### Overall Satisfaction Summary



## New Instructional Support Satisfaction

Recent graduates of The University of Alabama's instructional Support preparation programs for school counselor, library-media specialist, school psychometrist, and school psychologist were asked to indicate their level of satisfaction with the preparation received. This table reflects answers by percentage.

The University of Alabama - Area	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
No data are available for this survey.				

No data are available for this survey.

\*\*\*\*\* No Data \*\*\*\*\*

### Overall Satisfaction Summary



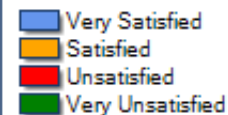
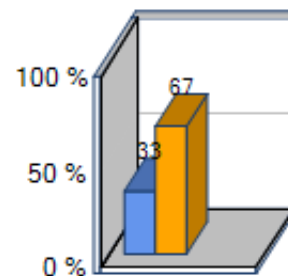
# Teacher Preparation Program Performance Profile - The University of Alabama

## New Administrators Satisfaction

Recent graduates of The University of Alabama's educational administration preparation programs were asked to indicate their level of satisfaction with the preparation received. This table reflects answers by percentage.

The University of Alabama - Area	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
1. Overall preparation	0% (0)	100% (1)	0% (0)	0% (0)
2. Preparation to work well with all students	0% (0)	100% (1)	0% (0)	0% (0)
3. Preparation to work well with all teachers and staff	0% (0)	100% (1)	0% (0)	0% (0)
4. Preparation to make decisions based on what is best for students	0% (0)	100% (1)	0% (0)	0% (0)
5. Preparation to use technology appropriately in the performance of their duties	0% (0)	100% (1)	0% (0)	0% (0)
6. Preparation in content knowledge necessary to help all students learn	0% (0)	100% (1)	0% (0)	0% (0)
7. Preparation in pedagogical and professional knowledge necessary to help all students learn	100% (1)	0% (0)	0% (0)	0% (0)
8. Preparation in pedagogical and professional skills necessary to help all students learn	100% (1)	0% (0)	0% (0)	0% (0)
9. Preparation in content knowledge necessary to help all students learn (Professional dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth.)	100% (1)	0% (0)	0% (0)	0% (0)

### Overall Satisfaction Summary



## Grade

### The University of Alabama's letter grade for new teachers, instructional support, and administrator satisfaction level

**A**

Grade on a 4.0 Scale:

A = 3.25 to 4.0

B = 2.75 to 3.24

C = 2.25 to 2.74

D = 1.75 to 2.24

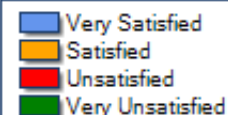
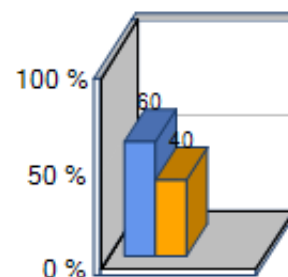
F = below 1.75

### Local School Systems' Satisfaction with Teachers from The University of Alabama

Administrators were asked to consider new teachers they employed who graduated from The University of Alabama and indicate their level of satisfaction with how those new teachers performed in several areas. This table reflects answers by percentage.

The University of Alabama - Area	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
1. Overall preparation	60% (6)	40% (4)	0% (0)	0% (0)
2. Demonstrating the ability to work well with all students	70% (7)	30% (3)	0% (0)	0% (0)
3. Demonstrating an understanding of the importance of reading appropriate to their subjects and/or grade levels	60% (6)	40% (4)	0% (0)	0% (0)
4. Demonstrating the ability to use strategies for the improvement of reading comprehension appropriate to their subjects and/or grade levels	60% (6)	40% (4)	0% (0)	0% (0)
5. Demonstrating the ability to recognize and refer students with special needs	50% (5)	50% (5)	0% (0)	0% (0)
6. Demonstrating the ability to work well with exceptional/special needs students in inclusive settings	60% (6)	40% (4)	0% (0)	0% (0)
7. Demonstrating the ability to use technology appropriately to improve instruction	50% (5)	50% (5)	0% (0)	0% (0)
8. Demonstrating the ability to use technology for record keeping and other management purposes	80% (8)	20% (2)	0% (0)	0% (0)
9. Demonstrating content knowledge necessary to help all students learn	50% (5)	50% (5)	0% (0)	0% (0)
10. Demonstrating pedagogical and professional knowledge necessary to help all students learn	60% (6)	40% (4)	0% (0)	0% (0)
11. Demonstrating pedagogical and professional skills necessary to help all students learn	60% (6)	40% (4)	0% (0)	0% (0)
12. Demonstrating pedagogical and professional dispositions necessary to help all students learn (Professional dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth.)	60% (6)	40% (4)	0% (0)	0% (0)

### Overall Satisfaction Summary

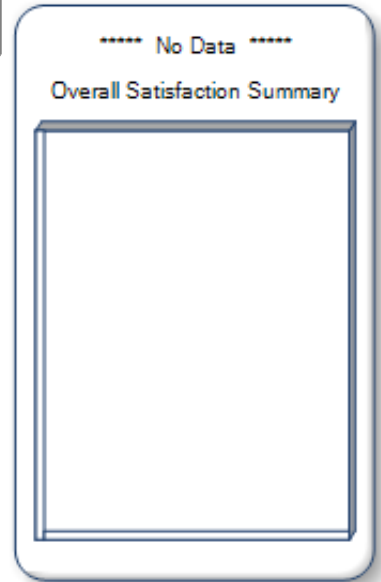


## Local School Systems' Satisfaction with Instructional Support Personnel from The University of Alabama

Administrators were asked to consider new school counselor, library-media specialist, school psychometrist, and school psychologist they employed who graduated from The University of Alabama and indicate their level of satisfaction with how those new Instructional Support personnel performed in several areas. This table reflects answers by percentage.

The University of Alabama - Area	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
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No data are available for this survey.

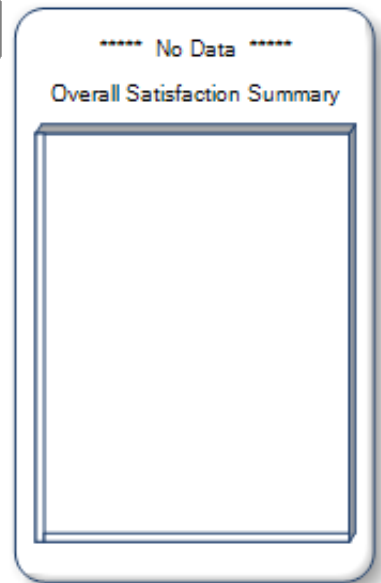


## Local School Systems' Satisfaction with Education Administrators Prepared by The University of Alabama

Superintendents were asked to consider new education administrators they employed who graduated from The University of Alabama and indicated their level of satisfaction with how those new administrators performed in several areas. This table reflects answers by percentage.

The University of Alabama - Area	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
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No data are available for this survey.



Grade

**The University of Alabama's letter grade for local schools systems' satisfaction level** **A**

Grade on a 4.0 Scale:                      A = 3.25 to 4.0                      B = 2.75 to 3.24                      C = 2.25 to 2.74                      D = 1.75 to 2.24                      F = below 1.75

# Teacher Preparation Program Performance Profile - The University of Alabama

Detailed Grading Scale - The University of Alabama					
	Letter Grade for Category	Quality Points (on a 4.0 scale)	Quality Scale	Weight	Points
<b>Pre-teaching Experiences in Elementary/Secondary Schools (15%)</b>					
Average number of hours required beyond the full semester of student teaching (Alabama standards require a minimum of 150 hours of education-related experiences prior to student teaching)	A	4	A = 201 or more hours = 4 points B = 176 to 200 hours = 3 points C = 150 to 175 hours = 2 points	5%	0.20
Research-based indicators of high quality pre-teaching experiences. <ul style="list-style-type: none"> <li>• Elementary/secondary teacher involvement in developing and evaluating clinical programs</li> <li>• Sequenced and progressive development of professional knowledge and skills</li> <li>• Experience in diverse schools and with diverse students</li> <li>• Theory linked to practice in required written assignments</li> <li>• Methods courses that require engaged, extensive field experiences</li> <li>• Continuous on-site monitoring of required experiences by professors</li> </ul>	A	4	A = 4 or more indicators B = 3 indicators C = 2 indicators D = 1 indicators F = 0 indicators	10%	0.40
<b>Partnerships with Alabama Elementary/Secondary Schools (15%)</b>					
Documented partnership activities with Alabama elementary/secondary schools (excluding required experiences in the previous category) <ul style="list-style-type: none"> <li>• Elementary/secondary teachers teach professional education courses</li> <li>• Professional education courses taught in an elementary/secondary setting</li> <li>• Exemplary partnership(s) between college/university and elementary/secondary schools</li> <li>• Faculty service (TEP or Arts &amp; Sciences) to elementary/secondary schools</li> <li>• Support for low-performing schools or at-risk schools</li> <li>• Special efforts to recruit teachers for critical needs (special education, math, science, low-performing schools, high-poverty areas)</li> </ul>	A	4	A = 4 or more activities B = 3 activities C = 2 activities D = 1 activities F = 0 activities	15%	0.60
<b>Alabama Prospective Teacher Testing Program (25%)</b>					
Basic Skills Test--Pass rate for colleges and universities	A	4	A = 95 to 100% = 4 points B = 90 to 94% = 3 points C = 85 to 89% = 2 points D = 80 to 84% = 1 points F = 0 to 79% = 0 points	5%	0.20
Praxis II (content knowledge) Test--Pass rate for colleges and universities	A	4	A = 95 to 100% = 4 points B = 90 to 94% = 3 points C = 85 to 89% = 2 points D = 80 to 84% = 1 points F = 0 to 79% = 0 points	20%	0.80
<b>On the Job Performance (45%)</b>					
Professional Education Personnel Evaluation Program (PEPE) Scores--Pass rate for each program and for colleges and universities	A	4	A = 95 to 100% = 4 points B = 90 to 94% = 3 points C = 85 to 89% = 2 points D = 80 to 84% = 1 points F = 0 to 79% = 0 points	35%	1.40
New teacher/instructional support/administrator satisfaction survey	A	4	A = 3.25 to 4.00 = 4 points B = 2.75 to 3.24 = 3 points C = 2.25 to 2.74 = 2 points D = 1.75 to 2.24 = 1 points F = below 1.75 = 0 points	5%	0.20
Local school systems' satisfaction survey	A	4	A = 3.25 to 4.00 = 4 points B = 2.75 to 3.24 = 3 points C = 2.25 to 2.74 = 2 points D = 1.75 to 2.24 = 1 points F = below 1.75 = 0 points	5%	0.20
<b>Totals</b>	<b>A</b>			<b>100%</b>	<b>4.00</b>

Institution Grade on a 4.0 Scale:                      A = 3.50 to 4.0                      B = 3.00 to 3.49                      C = 2.50 to 2.99                      D = 2.00 to 2.49                      F = below 2.00

## Informational Items:

<u>GPA Information</u>	
Minimum GPA required to complete a major in Arts & Sciences:	2.0
Minimum GPA to complete an academic major in a Teacher Education Program:	2.75
<u>Number of Teachers Produced</u>	
Total number of graduates recommended for their first teacher certificate through this College/University during the reporting period:	171
<u>ACT / SAT Information</u>	
	<b>ACT Average</b> <b>SAT Average</b>
Average score of students admitted to teach education in this College/University	23.4                      n/a
Average score of students who completed teacher education in this College/University	23                      n/a

