

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

and

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

for

Miles College

Administered by the
Alabama State Department of Education

September 2018

Report and Survey Information

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy Tests

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. Current assessment requirements include a written test of pedagogical knowledge (Principles of Learning and Teaching) and a Praxis content test specific to the teaching field or subject for which certification is sought. No exceptions are made with regard to these requirements.

Responses to the First-Year Teacher Survey created by the

Alabama Association of Colleges for Teacher Education

Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to first-year teachers who, during the 2016-2017 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. Data provided in this report include a summary of survey categories and the percentage of first-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-year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher.

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
Miles College - Class B - Principles of Teaching and Learning

Program Approval & Accreditation

Programs Are Approved Yes
Programs Are Accredited Yes

Number of Certificates Earned

12

Nationally Recognized Programs

No programs recognized

* - Information not reported for less than five test takers
 X - Either an inactive program or no program in the specific area

Subject	Subtest	Number of Test Takers	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After
			One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Elementary Education	Elementary Education	6	6	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
Miles College - Class B - IN ED Praxis Content Tests

Program Approval & Accreditation

Programs Are Approved Yes
Programs Are Accredited Yes

Number of Certificates Earned

12

Nationally Recognized Programs

No programs recognized

* - Information not reported for less than five test takers
 X - Either an inactive program or no program in the specific area

Subject	Subtest	Number of Test Takers	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After
			One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
	Teaching of Reading	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Reading	5	5	100%	0	0%	0	0%
	Teaching of Reading	6	5	83%	1	17%	0	0%

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
Miles College - Class B - NOT IN ED Praxis Content Tests

Program Approval & Accreditation

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	Yes

Number of Certificates Earned

12

Nationally Recognized Programs

No programs recognized

* - Information not reported for less than five test takers
 X - Either an inactive program or no program in the specific area

Subject	Subtest	Number of Test Takers	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After
			One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Elementary Education	Multiple Subjects: Mathematics	5	3	60%	0	0%	2	40%
	Multiple Subjects: Science	5	3	60%	2	40%	0	0%
	Multiple Subjects: Social Studies	5	4	80%	1	20%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Class A - Principles of Teaching and Learning

Program Approval & Accreditation

Programs Are Approved Yes
Programs Are Accredited Yes

Number of Certificates Earned

Nationally Recognized Programs

No programs recognized

* - Information not reported for less than five test takers
X - Either an inactive program or no program in the specific area

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Class A - IN ED Praxis Content Tests

Program Approval & Accreditation

Programs Are Approved Yes
Programs Are Accredited Yes

Number of Certificates Earned

Nationally Recognized Programs

No programs recognized

* - Information not reported for less than five test takers
X - Either an inactive program or no program in the specific area

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

None - Class A - NOT IN ED Praxis Content Tests

Program Approval & Accreditation

Programs Are Approved Yes

Programs Are Accredited Yes

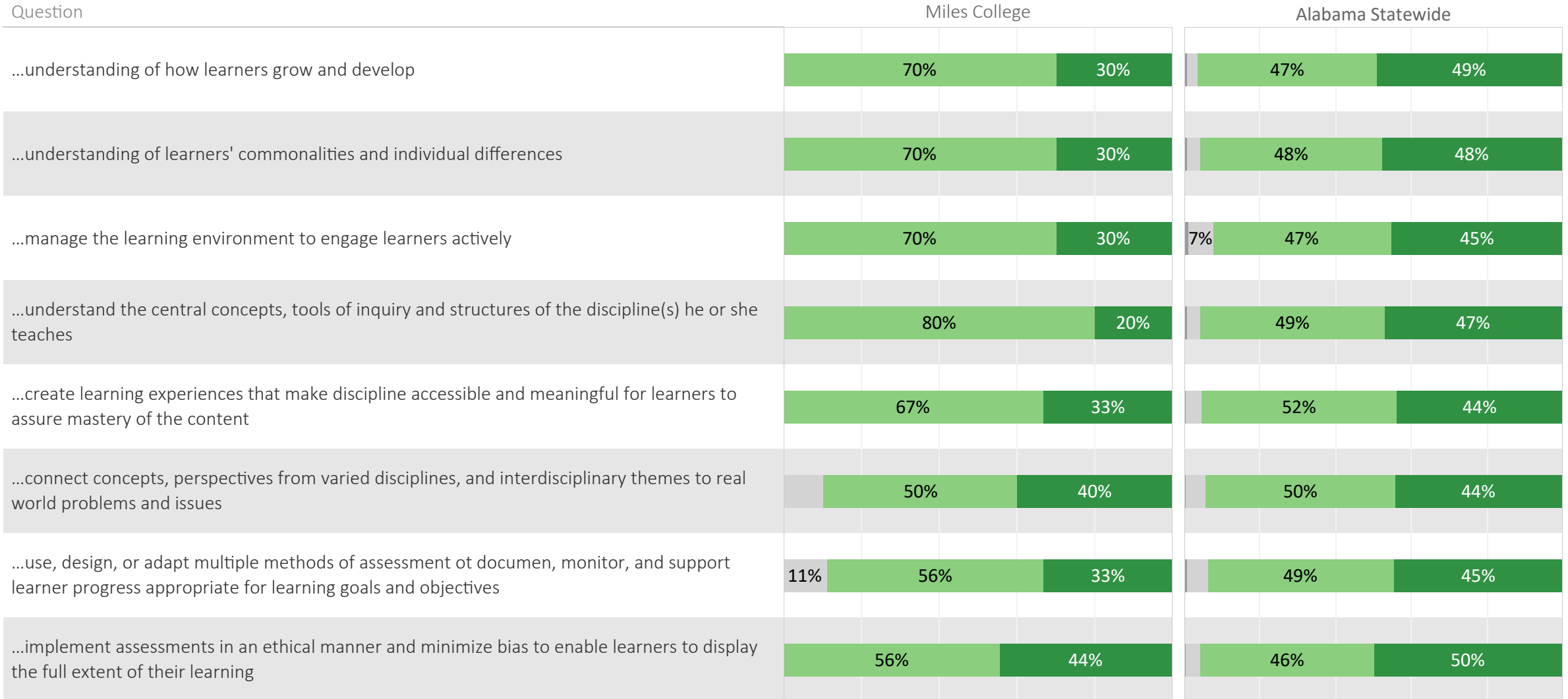
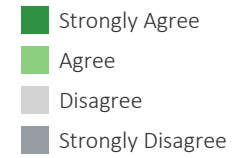
Number of Certificates Earned

Nationally Recognized Programs

No programs recognized

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X - Either an inactive program or no program in the specific area

Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Miles College - Teacher Responses

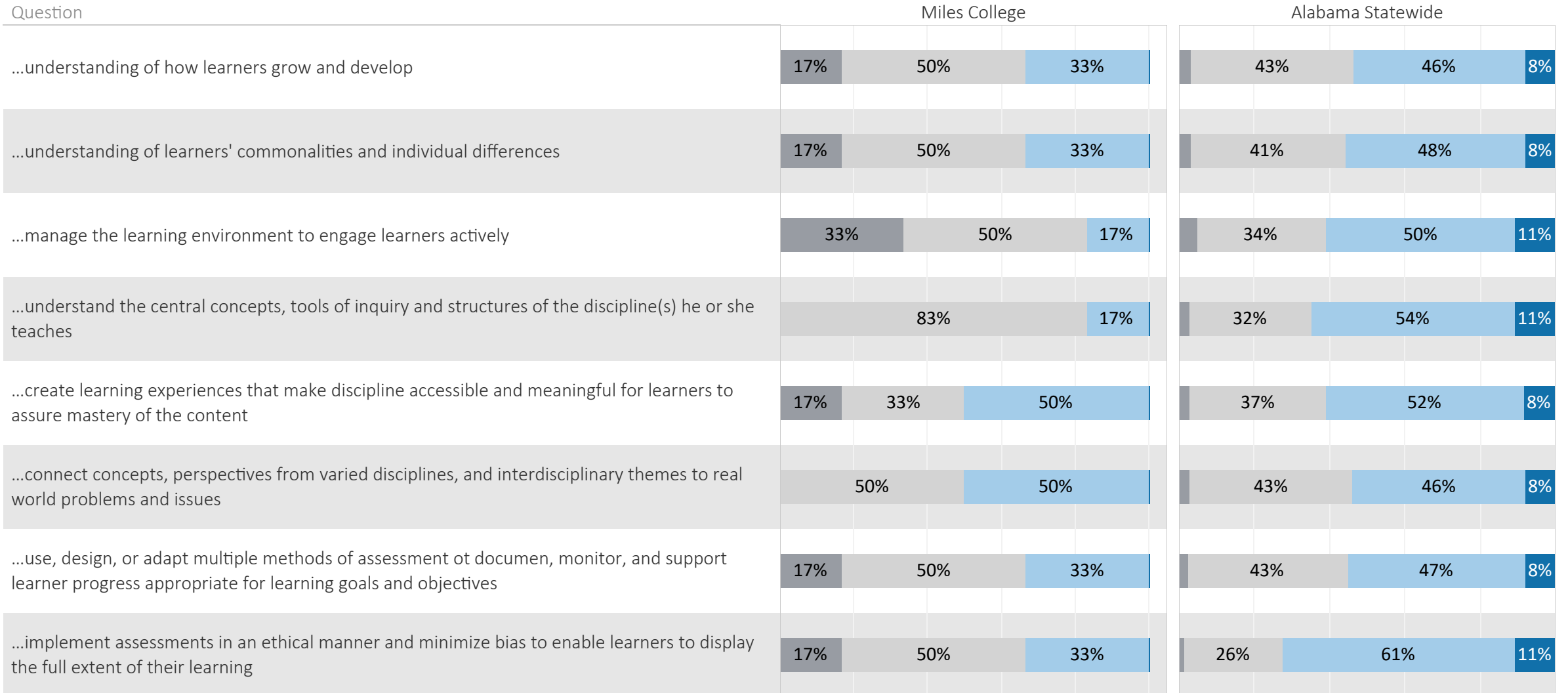


Question	Miles College		Alabama Statewide		
...plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	11%	67%	22%	48%	49%
...understand and use a variety of instructional strategies and make learning accessible to all learners		60%	40%	46%	51%
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways		60%	40%	47%	49%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs		80%	20%	51%	45%
...practice the profession in an ethical manner		40%	60%	33%	66%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility		50%	50%	39%	59%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues		70%	30%	48%	49%
...use assessment to engage learners in their own growth		60%	40%	49%	46%
...select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills		70%	30%	52%	43%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs		60%	40%	46%	49%

Question	Miles College				Alabama Statewide			
...engage in continuous professional learning to more effectively meet the needs of each learner	50%		50%		45%		52%	
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	60%		40%		46%		49%	
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	70%		30%		48%		46%	

Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Miles College - Employer Responses

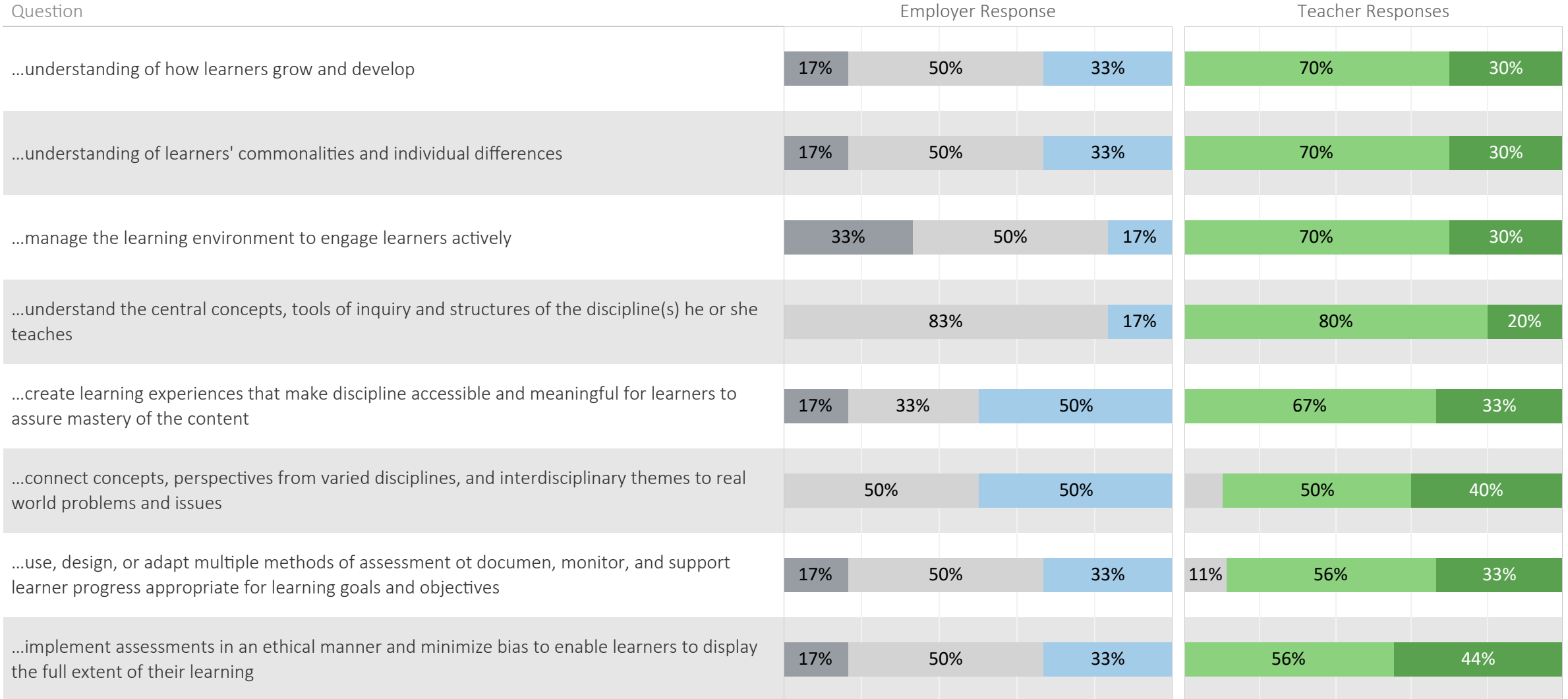
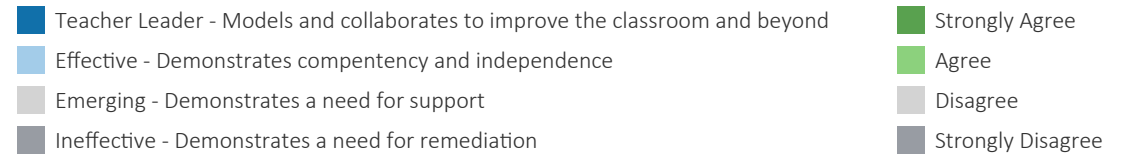
- Teacher Leader - Models and collaborates to improve the classroom and beyond
- Effective - Demonstrates competency and independence
- Emerging - Demonstrates a need for support
- Ineffective - Demonstrates a need for remediation



Question	Miles College			Alabama Statewide		
...plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	67%		33%	40%	49%	8%
...understand and use a variety of instructional strategies and make learning accessible to all learners	33%	33%	33%	32%	54%	12%
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	50%		50%	40%	49%	8%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	17%	50%	33%	39%	49%	9%
...practice the profession in an ethical manner	17%	17%	67%	12%	67%	20%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	33%	33%	33%	30%	54%	13%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	33%	50%	17%	41%	47%	9%
...use assessment to engage learners in their own growth	20%	60%	20%	38%	51%	9%
...select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills	17%	50%	33%	40%	47%	10%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	67%		33%	32%	54%	11%

Question	Miles College			Alabama Statewide		
...engage in continuous professional learning to more effectively meet the needs of each learner	33%	17%	50%	29%	58%	10%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	17%	50%	33%	31%	53%	12%
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	17%	33%	50%	40%	46%	10%
...has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Edu..	33%	67%		54%	35%	
...possesses knowledge of Alabama's state assessment system	17%	83%		47%	44%	7%
...integrates Alabam-wide programs and initiatives into the curriculum and instructional process.		67%	33%	47%	44%	
...communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	33%	33%	33%	52%	36%	
...understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy.	17%	33%	50%	26%	60%	12%

Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Miles College - Employer and Teacher Responses



Question	Employer Response			Teacher Responses		
...plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	67%		33%	11%	67%	22%
...understand and use a variety of instructional strategies and make learning accessible to all learners	33%	33%	33%	60%		40%
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	50%		50%	60%		40%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	17%	50%	33%	80%		20%
...practice the profession in an ethical manner	17%	17%	67%	40%		60%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	33%	33%	33%	50%		50%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	33%	50%	17%	70%		30%
...use assessment to engage learners in their own growth	20%	60%	20%	60%		40%
...select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills	17%	50%	33%	70%		30%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	67%		33%	60%		40%

Question	Employer Response			Teacher Responses	
...engage in continuous professional learning to more effectively meet the needs of each learner	33%	17%	50%	50%	50%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	17%	50%	33%	60%	40%
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	17%	33%	50%	70%	30%