

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

Tuskegee University

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
Tuskegee University - Class B - Principles of Teaching and Learning

Program Approval & Accreditation

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

Number of Certificates Earned

16

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	Elementary Education	13	13	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*

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

Program Approval & Accreditation

Programs Are Approved Yes
 Programs Are Accredited Yes

Number of Certificates Earned

16

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: Reading	12	12	100%	0	0%	1	8%
	Teaching of Reading	13	11	85%	1	8%	1	8%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*

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

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Certificates Earned

16

Nationally Recognized Programs

No programs recognized

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 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	13	9	69%	3	23%	1	8%
	Multiple Subjects: Science	13	10	77%	2	15%	1	8%
	Multiple Subjects: Social Studies	13	8	62%	4	31%	1	8%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*

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

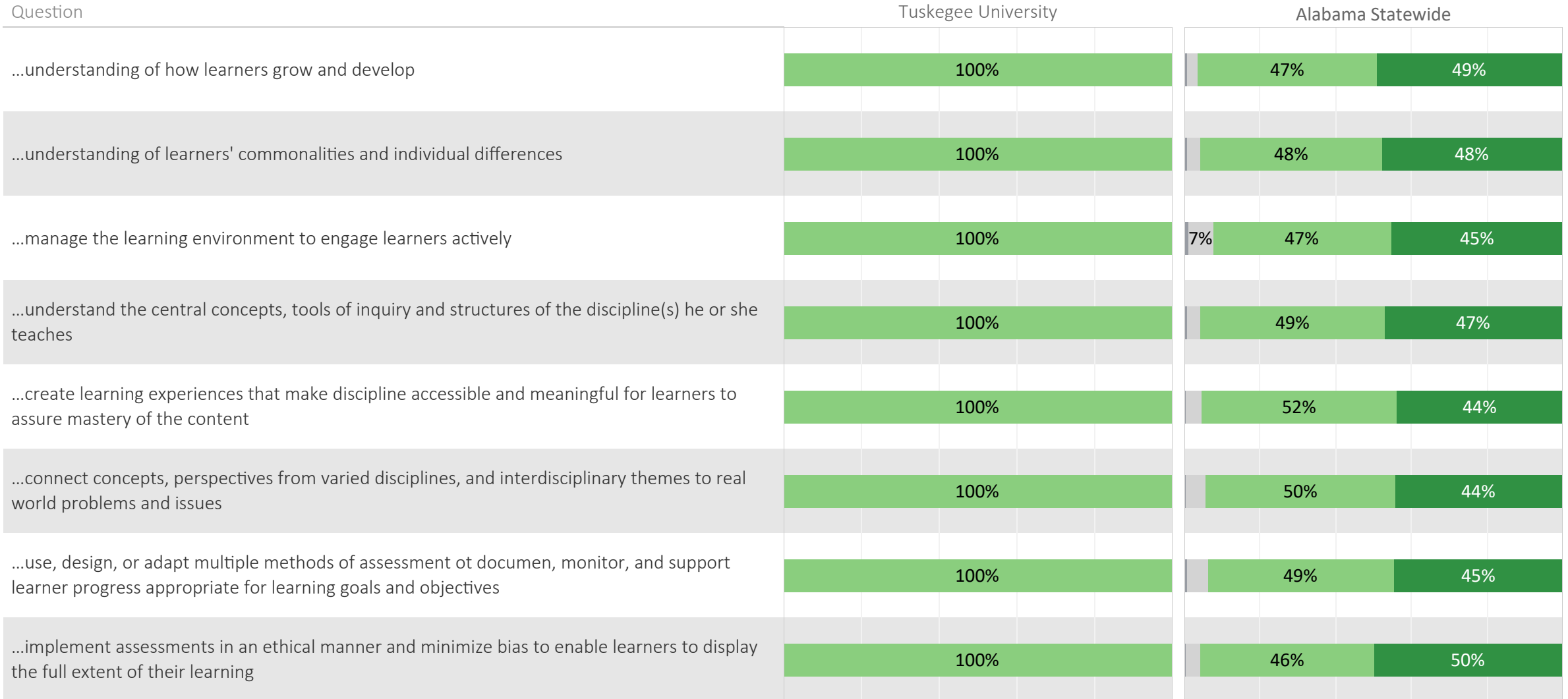
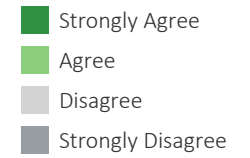
Number of Certificates Earned

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
Tuskegee University - Teacher Responses

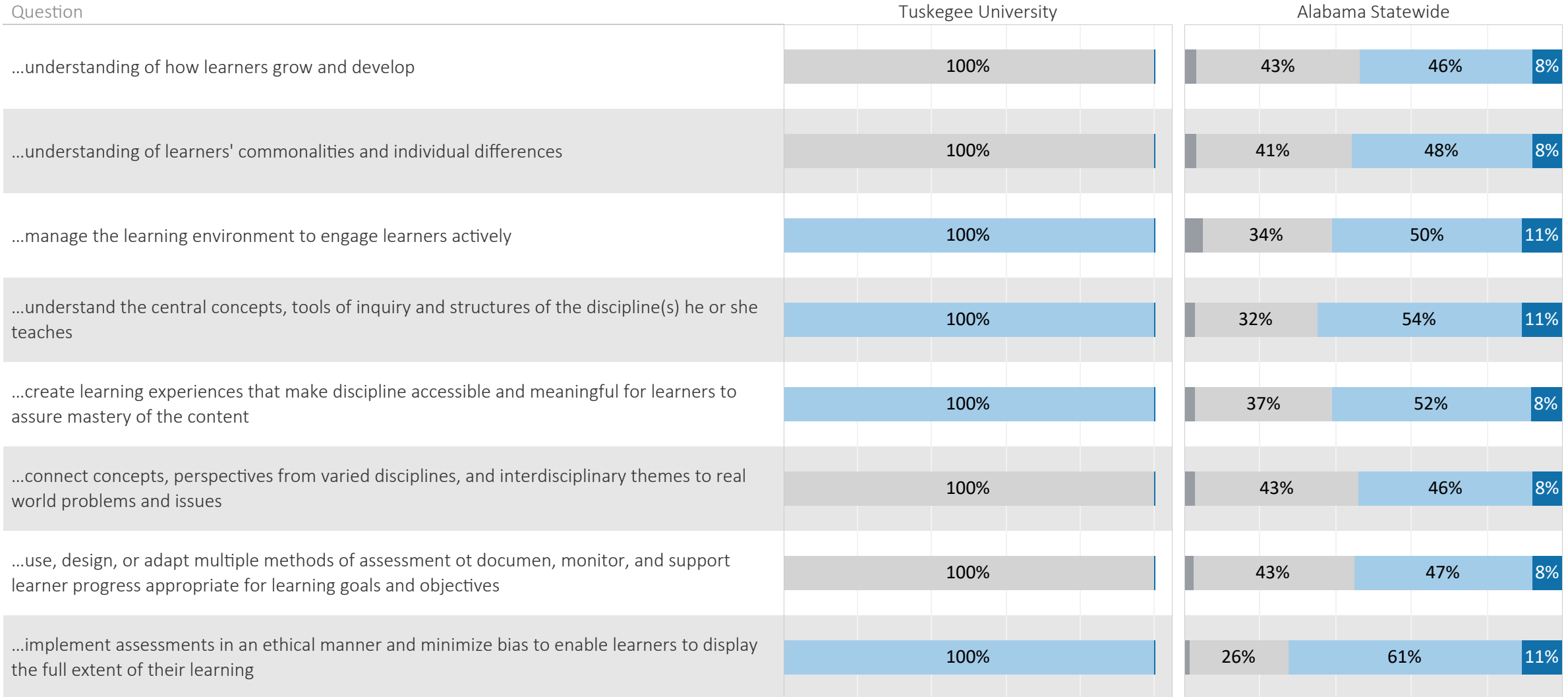


Question	Tuskegee University	Alabama Statewide
...plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	100%	48% 49%
...understand and use a variety of instructional strategies and make learning accessible to all learners	100%	46% 51%
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	100%	47% 49%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	100%	51% 45%
...practice the profession in an ethical manner	67% 33%	33% 66%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	67% 33%	39% 59%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	100%	48% 49%
...use assessment to engage learners in their own growth	100%	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	100%	52% 43%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	100%	46% 49%

Question	Tuskegee University	Alabama Statewide
...engage in continuous professional learning to more effectively meet the needs of each learner	100%	45% 52%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	100%	46% 49%
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	100%	48% 46%

Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Tuskegee University - 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	Tuskegee University	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	100%	40% 49% 8%
...understand and use a variety of instructional strategies and make learning accessible to all learners	100%	32% 54% 12%
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	100%	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	100%	39% 49% 9%
...practice the profession in an ethical manner	100%	12% 67% 20%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	100%	30% 54% 13%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	100%	41% 47% 9%
...use assessment to engage learners in their own growth	100%	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	100%	40% 47% 10%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	100%	32% 54% 11%

Question	Tuskegee University	Alabama Statewide
...engage in continuous professional learning to more effectively meet the needs of each learner	100%	29% 58% 10%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	100%	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	100%	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..	100%	54% 35%
...possesses knowledge of Alabama's state assessment system	100%	47% 44% 7%
...integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	100%	47% 44%
...communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	100%	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.	100%	26% 60% 12%

Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Tuskegee University - Employer and Teacher 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
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Question	Employer Response	Teacher Responses
...understanding of how learners grow and develop	100%	100%
...understanding of learners' commonalities and individual differences	100%	100%
...manage the learning environment to engage learners actively	100%	100%
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	100%	100%
...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	100%	100%
...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	100%	100%
...use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives	100%	100%
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	100%	100%

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	100%	100%
...understand and use a variety of instructional strategies and make learning accessible to all learners	100%	100%
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	100%	100%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	100%	100%
...practice the profession in an ethical manner	100%	67% 33%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	100%	67% 33%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	100%	100%
...use assessment to engage learners in their own growth	100%	100%
...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	100%	100%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	100%	100%

Question	Employer Response					Teacher Responses				
...engage in continuous professional learning to more effectively meet the needs of each learner	100%					100%				
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	100%					100%				
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	100%					100%				