

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

The University of Alabama at Birmingham

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
 The University of Alabama at Birmingham - Class B - Principles of Teaching and Learning

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Certificates Earned

83

Nationally Recognized Programs

Music Education	National Association for Schools of Music
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* - 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	18	18	100%	0	0%	0	0%
Elementary Education	Elementary Education	17	17	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	5	5	100%	0	0%	0	0%
Languages Other Than En..	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	7	7	100%	0	0%	0	0%
Special Education	Special Education	*	*	*	*	*	*	*

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
 The University of Alabama at Birmingham - Class B - IN ED Praxis Content Tests

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Certificates Earned

83

Nationally Recognized Programs

Music Education	National Association for Schools of Music
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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	30	28	93%	2	7%	0	0%
	Teaching of Reading	31	31	100%	0	0%	0	0%
Elementary Education	Multiple Subjects: Reading	27	23	85%	3	11%	1	4%
	Teaching of Reading	30	30	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	5	5	100%	0	0%	0	0%
Special Education	Core Knowledge/Application	*	*	*	*	*	*	*
	Early Childhood Education	X	X	X	X	X	X	X
	Multiple Subjects: Reading	*	*	*	*	*	*	*

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
 The University of Alabama at Birmingham - Class B - NOT IN ED Praxis Content Tests

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Certificates Earned

83

Nationally Recognized Programs

Music Education	National Association for Schools of Music
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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	27	18	67%	2	7%	7	26%
	Multiple Subjects: Science	27	21	78%	5	19%	0	0%
	Multiple Subjects: Social Studies	27	23	85%	4	15%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Languages Other Than En..	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	7	6	86%	0	0%	1	14%
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
 The University of Alabama at Birmingham - Class A - Principles of Teaching and Learning

Program Approval & Accreditation

Programs Are Approved Yes
Programs Are Accredited Yes

Number of Certificates Earned

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Nationally Recognized Programs

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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
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	13	12	92%	1	8%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Languages Other Than En..	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	6	6	100%	0	0%	0	0%
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	6	6	100%	0	0%	0	0%
Social Studies	Social Studies	10	10	100%	0	0%	0	0%
Special Education	Special Education	16	15	94%	1	6%	0	0%

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
 The University of Alabama at Birmingham - Class A - IN ED Praxis Content Tests

Program Approval & Accreditation

Number of Certificates Earned

Nationally Recognized Programs

Programs Are Approved Yes

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Programs Are Accredited Yes

* - Information not reported for less than five test takers
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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	6	6	100%	0	0%	0	0%
	Teaching of Reading	7	7	100%	0	0%	0	0%
Elementary Education	Multiple Subjects: Reading	6	5	83%	1	17%	0	0%
	Teaching of Reading	7	7	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/Application	16	15	94%	1	6%	0	0%
	Early Childhood Education	7	7	100%	0	0%	0	0%
	Multiple Subjects: Reading	5	5	100%	0	0%	0	0%

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
 The University of Alabama at Birmingham - Class A - NOT IN ED Praxis Content Tests

Program Approval & Accreditation

Number of Certificates Earned

Nationally Recognized Programs

Programs Are Approved Yes

Programs Are Accredited Yes

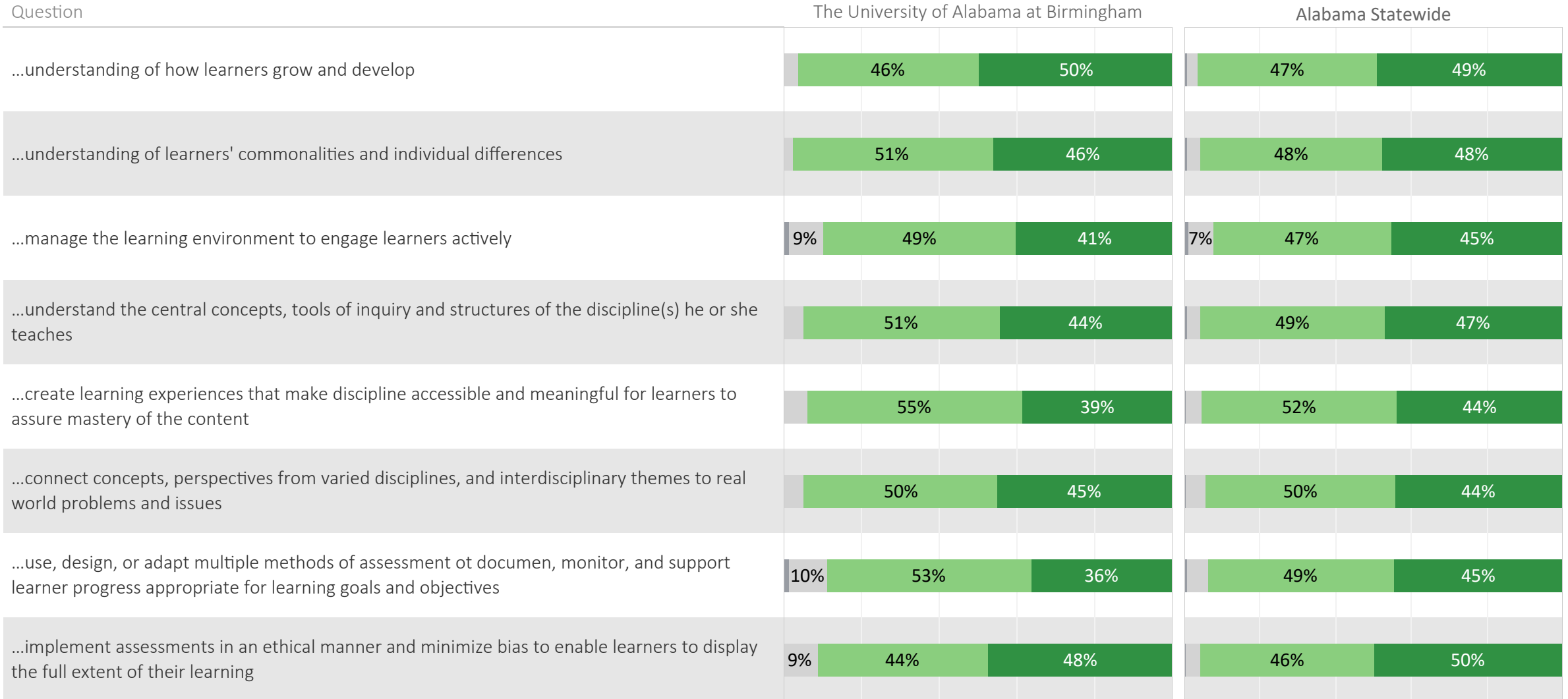
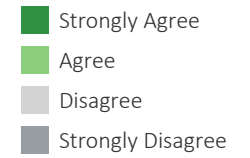
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* - Information not reported for less than five test takers

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	6	3	50%	1	17%	2	33%
	Multiple Subjects: Science	6	5	83%	1	17%	0	0%
	Multiple Subjects: Social Studies	6	6	100%	0	0%	0	0%
English Language Arts	English Language Arts	14	12	86%	2	14%	0	0%
Languages Other Than En..	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	6	6	100%	0	0%	0	0%
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	10	9	90%	1	10%	0	0%
Special Education	Multiple Subjects: Mathematics	5	2	40%	1	20%	2	40%
	Multiple Subjects: Science	5	5	100%	0	0%	0	0%
	Multiple Subjects: Social Studies	5	5	100%	0	0%	0	0%

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

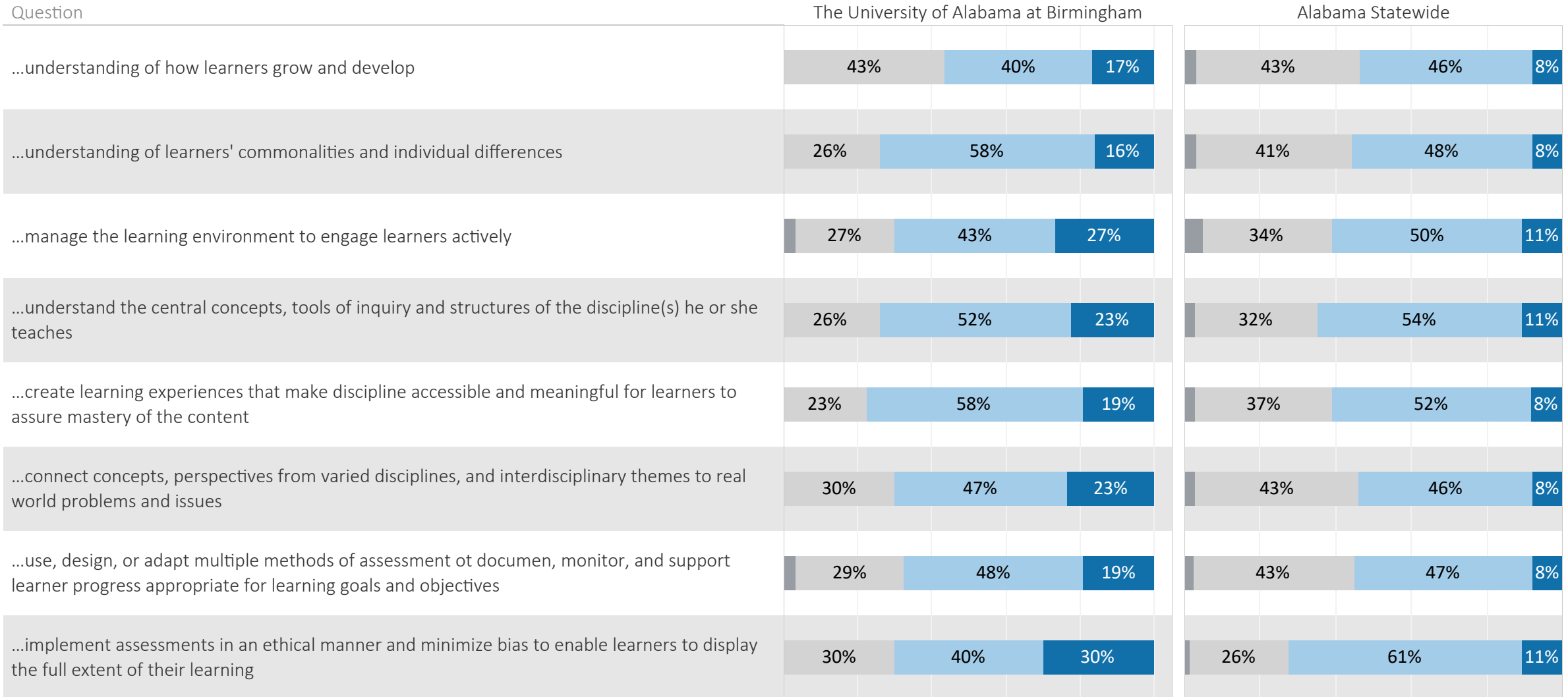


Question	The University of Alabama at Birmingham		Alabama Statewide	
...plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	44%	48%	48%	49%
...understand and use a variety of instructional strategies and make learning accessible to all learners	51%	46%	46%	51%
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	49%	46%	47%	49%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	51%	42%	51%	45%
...practice the profession in an ethical manner	30%	70%	33%	66%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	34%	62%	39%	59%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	43%	52%	48%	49%
...use assessment to engage learners in their own growth	48%	47%	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	58%	36%	52%	43%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	49%	44%	46%	49%

Question	The University of Alabama at Birmingham				Alabama Statewide			
...engage in continuous professional learning to more effectively meet the needs of each learner		49%	46%		45%	52%		
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	9%	53%	39%		46%	49%		
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession		53%	38%		48%	46%		

Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
The University of Alabama at Birmingham - Employer Responses

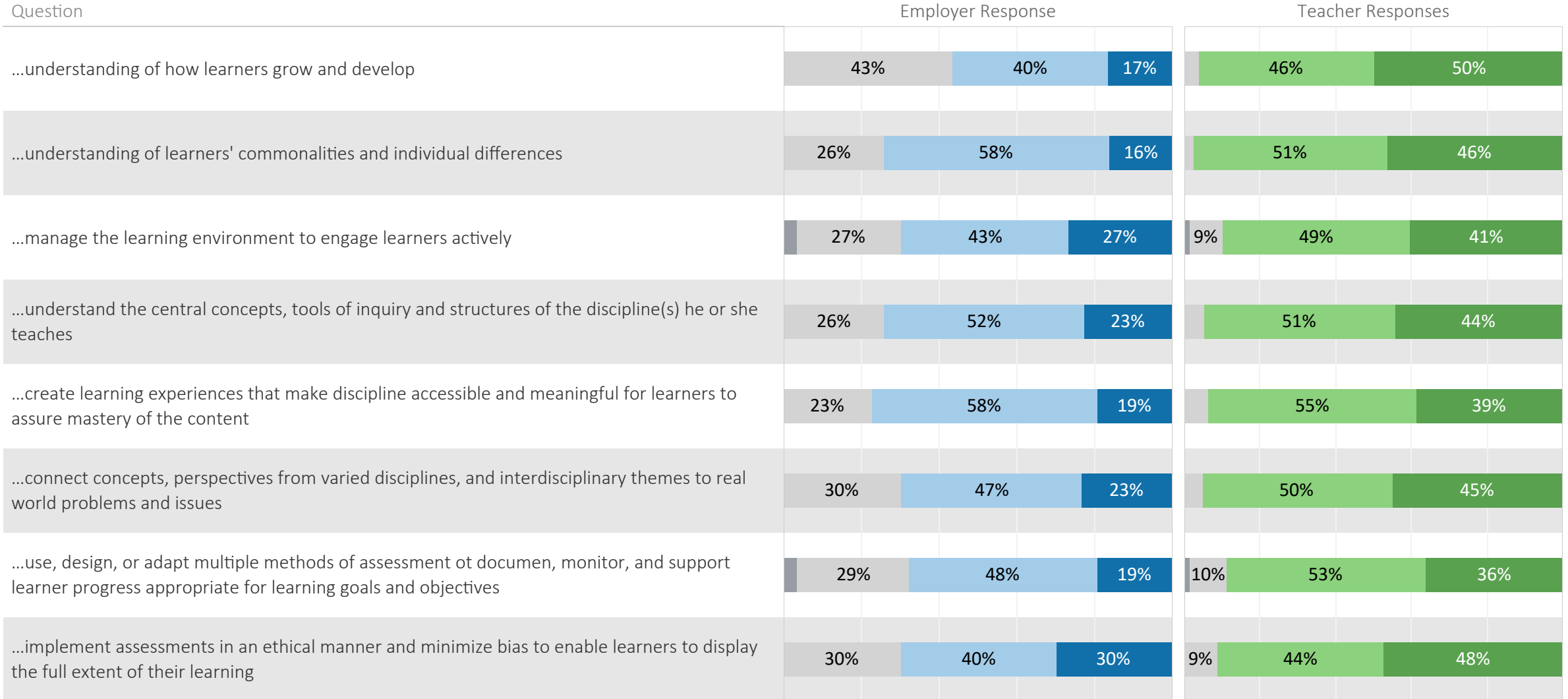
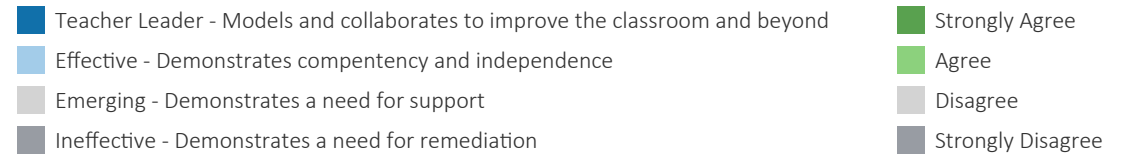
- Teacher Leader - Models and collaborates to improve the classroom and beyond
- Effective - Demonstrates competency and independence
- Emerging - Demonstrates a need for support
- Ineffective - Demonstrates a need for remediation



Question	The University of Alabama at Birmingham			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	32%	42%	23%	40%	49%	8%
...understand and use a variety of instructional strategies and make learning accessible to all learners	23%	33%	37%	32%	54%	12%
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	33%	43%	23%	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	35%	39%	26%	39%	49%	9%
...practice the profession in an ethical manner	13%	45%	42%	12%	67%	20%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	26%	39%	32%	30%	54%	13%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	32%	45%	19%	41%	47%	9%
...use assessment to engage learners in their own growth	29%	45%	26%	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	29%	58%	13%	40%	47%	10%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	19%	42%	32%	32%	54%	11%

Question	The University of Alabama at Birmingham			Alabama Statewide		
...engage in continuous professional learning to more effectively meet the needs of each learner	30%	53%	17%	29%	58%	10%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	32%	35%	32%	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	32%	39%	26%	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..	48%	32%	19%	54%	35%	
...possesses knowledge of Alabama's state assessment system	32%	48%	16%	47%	44%	7%
...integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	32%	48%	16%	47%	44%	
...communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	42%	42%	16%	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.	10%	63%	23%	26%	60%	12%

Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
The University of Alabama at Birmingham - 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	32%	42%	23%	44%	48%	
...understand and use a variety of instructional strategies and make learning accessible to all learners	7%	23%	33%	37%	51%	46%
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	33%	43%	23%	49%	46%	
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	35%	39%	26%	51%	42%	
...practice the profession in an ethical manner	13%	45%	42%	30%	70%	
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	26%	39%	32%	34%	62%	
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	32%	45%	19%	43%	52%	
...use assessment to engage learners in their own growth	29%	45%	26%	48%	47%	
...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	29%	58%	13%	58%	36%	
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	6%	19%	42%	32%	49%	44%

Question	Employer Response			Teacher Responses		
...engage in continuous professional learning to more effectively meet the needs of each learner	30%	53%	17%	9%	49%	46%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	32%	35%	32%	9%	53%	39%
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	32%	39%	26%	9%	53%	38%