

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

University of South Alabama

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  
 University of South Alabama - Class B - Principles of Teaching and Learning

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Certificates Earned

249
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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	20	20	100%	0	0%	0	0%
Elementary Education	Elementary Education	119	118	99%	1	1%	0	0%
English Language Arts	English Language Arts	15	12	80%	2	13%	1	7%
Health/Physical Education	Health/Physical Education	6	6	100%	0	0%	0	0%
Languages Other Than En..	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	8	8	100%	0	0%	0	0%
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	6	6	100%	0	0%	0	0%
Special Education	Special Education	72	70	97%	2	3%	0	0%

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

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Certificates Earned

249
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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	19	18	95%	1	5%	0	0%
	Teaching of Reading	20	17	85%	2	10%	1	5%
Elementary Education	Multiple Subjects: Reading	118	62	53%	33	28%	23	19%
	Teaching of Reading	119	98	82%	12	10%	9	8%
Health/Physical Education	Health/Physical Education	6	6	100%	0	0%	0	0%
Special Education	Core Knowledge/Application	72	72	100%	0	0%	0	0%
	Early Childhood Education	8	8	100%	0	0%	0	0%
	Multiple Subjects: Reading	72	38	53%	19	26%	15	21%

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

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Certificates Earned

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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	118	76	64%	27	23%	15	13%
	Multiple Subjects: Science	118	83	70%	14	12%	21	18%
	Multiple Subjects: Social Studies	118	83	70%	22	19%	13	11%
English Language Arts	English Language Arts	15	14	93%	1	7%	0	0%
Languages Other Than En..	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	6	4	67%	1	17%	1	17%
Special Education	Multiple Subjects: Mathematics	72	51	71%	13	18%	8	11%
	Multiple Subjects: Science	72	52	72%	12	17%	8	11%
	Multiple Subjects: Social Studies	72	53	74%	15	21%	4	6%

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

Program Approval & Accreditation

Programs Are Approved Yes  
 Programs Are Accredited Yes

Number of Certificates Earned

32

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	*	*	*	*	*	*	*
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	7	7	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	X	X	X	X	X	X	X
Languages Other Than En..	Languages Other Than English	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	11	11	100%	0	0%	0	0%

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

Program Approval & Accreditation

Programs Are Approved Yes  
 Programs Are Accredited Yes

Number of Certificates Earned

32

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	*	*	*	*	*	*	*
	Teaching of Reading	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
	Teaching of Reading	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	X	X	X	X	X	X	X
Special Education	Core Knowledge/Application	11	11	100%	0	0%	0	0%
	Early Childhood Education	X	X	X	X	X	X	X
	Multiple Subjects: Reading	9	8	89%	0	0%	1	11%

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

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Certificates Earned

32
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Nationally Recognized Programs

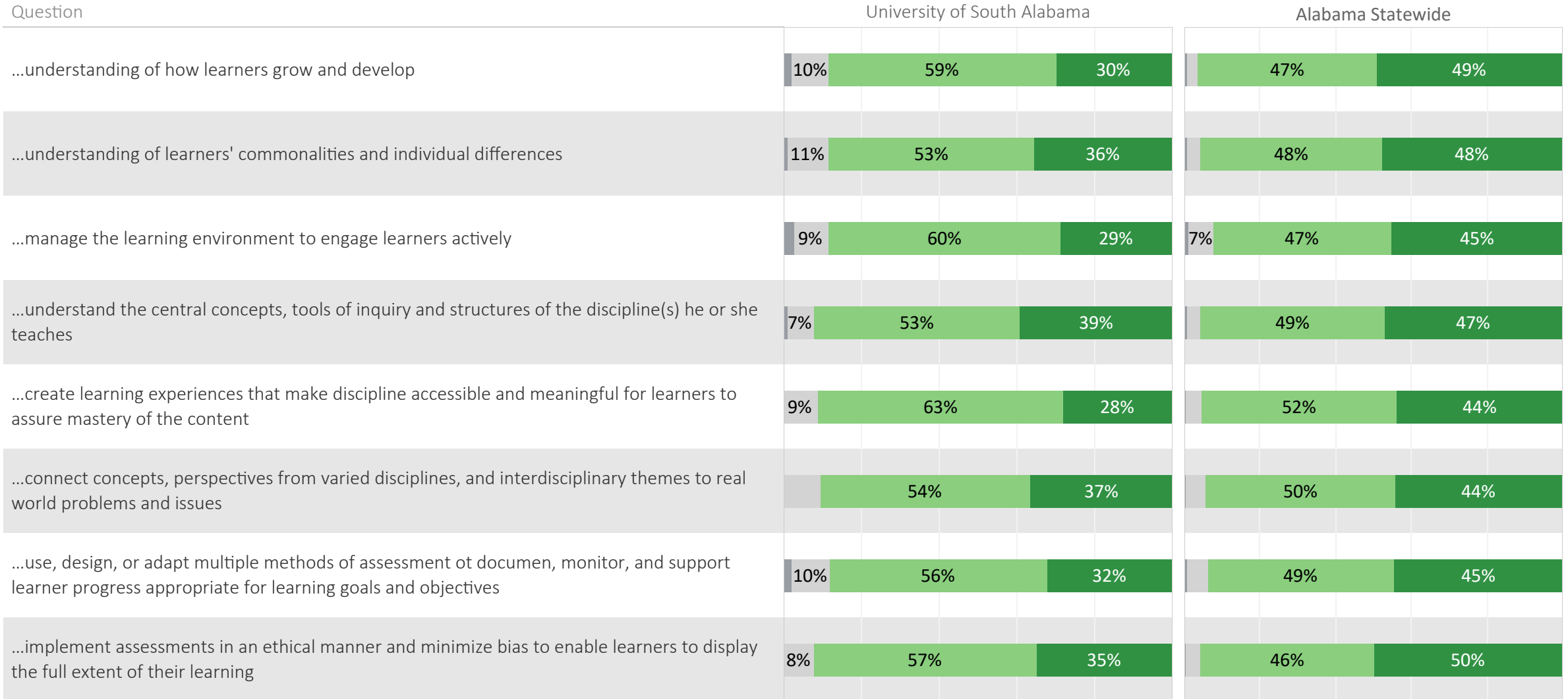
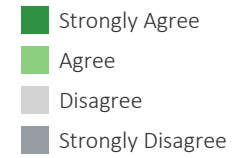
Music Education	National Association for Schools of Music
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Subject	Subtest	Number of Test Takers	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After
			One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	7	7	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	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	9	5	56%	1	11%	3	33%
	Multiple Subjects: Science	9	8	89%	0	0%	1	11%
	Multiple Subjects: Social Studies	9	7	78%	2	22%	0	0%



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

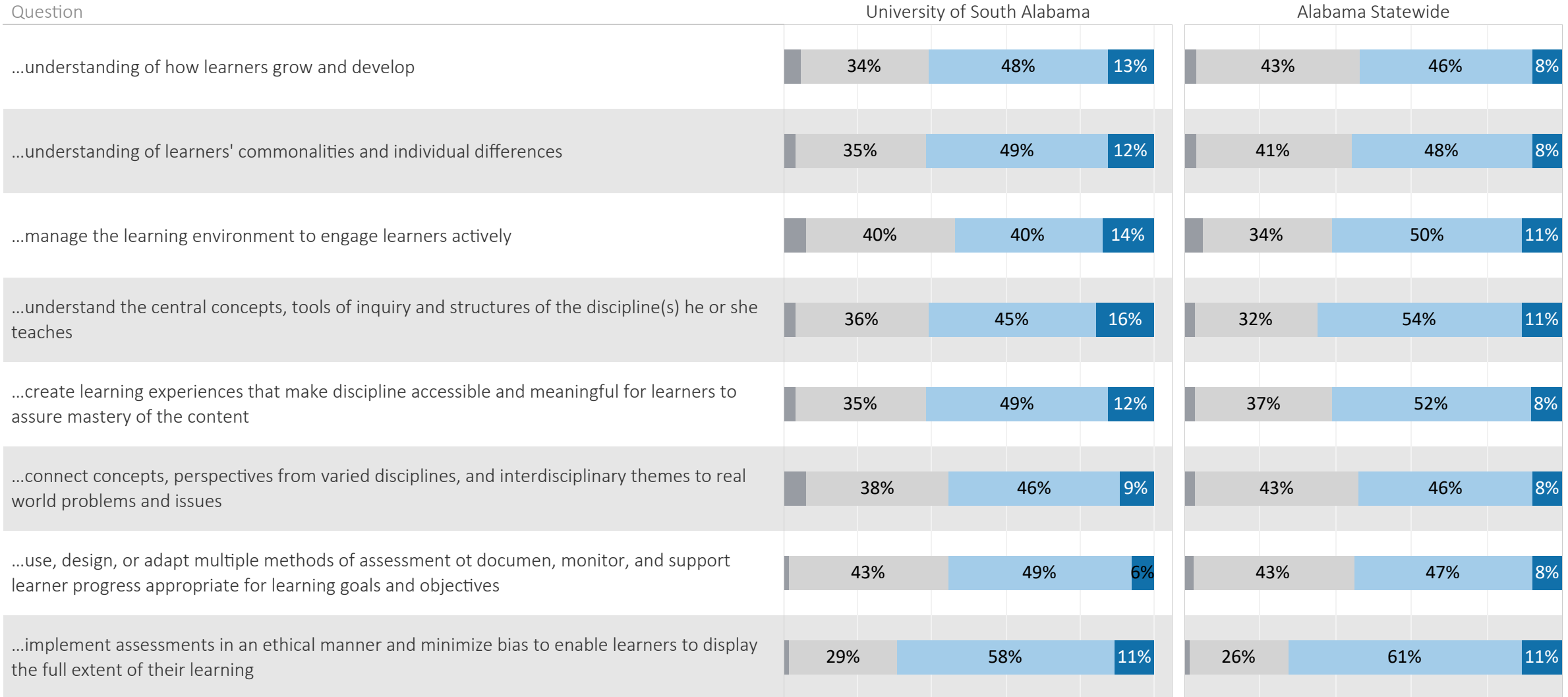


Question	University of South Alabama		Alabama Statewide	
...plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	64%	32%	48%	49%
...understand and use a variety of instructional strategies and make learning accessible to all learners	58%	37%	46%	51%
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	55%	38%	47%	49%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	64%	30%	51%	45%
...practice the profession in an ethical manner	46%	53%	33%	66%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	49%	48%	39%	59%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	55%	39%	48%	49%
...use assessment to engage learners in their own growth	8%	60%	32%	49%
...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	14%	56%	30%	52%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	55%	38%	46%	49%

Question	University of South Alabama				Alabama Statewide			
...engage in continuous professional learning to more effectively meet the needs of each learner		55%	40%		45%	52%		
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	8%	57%	35%		46%	49%		
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	13%	55%	33%		48%	46%		

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

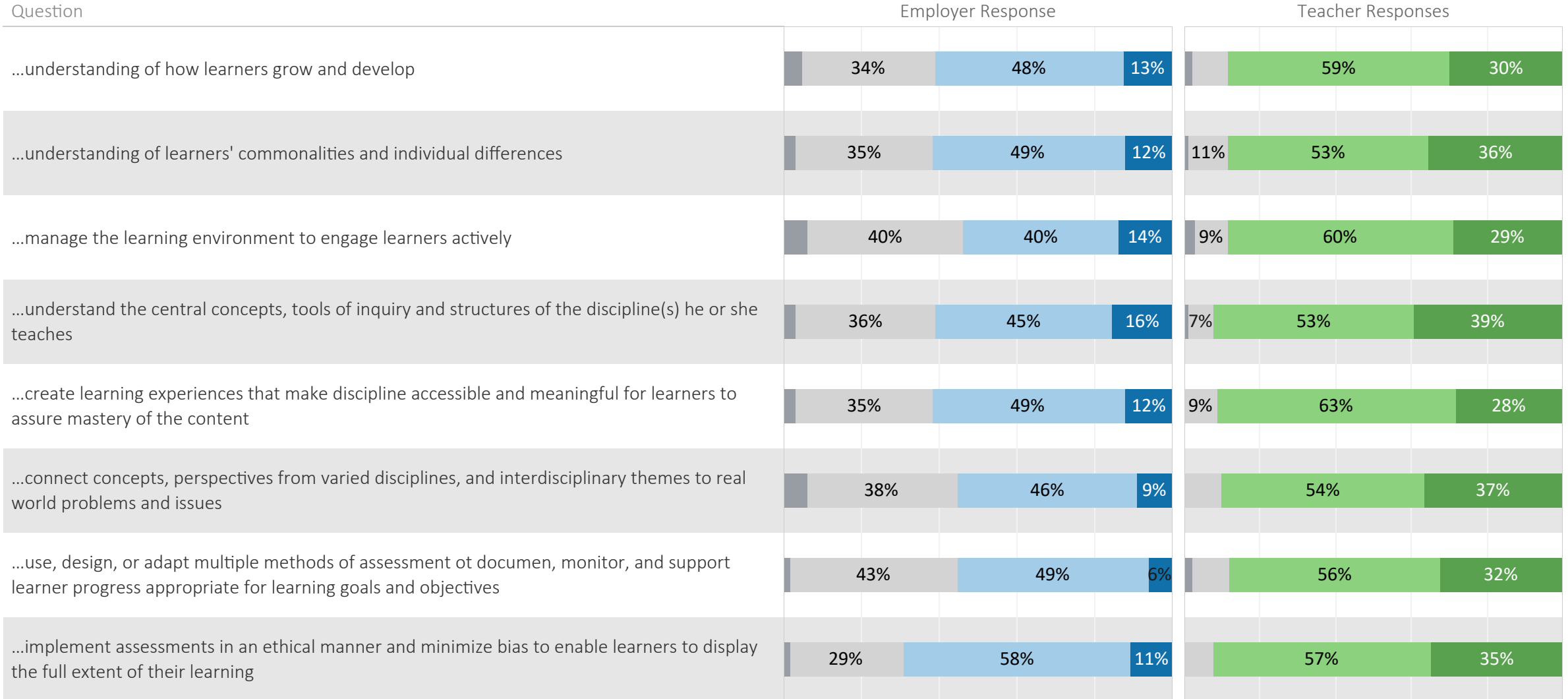
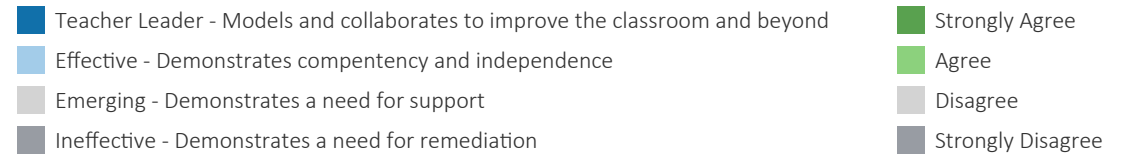
- Teacher Leader - Models and collaborates to improve the classroom and beyond
- Effective - Demonstrates competency and independence
- Emerging - Demonstrates a need for support
- Ineffective - Demonstrates a need for remediation



Question	University of South Alabama			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	43%	48%	6%	40%	49%	8%
...understand and use a variety of instructional strategies and make learning accessible to all learners	40%	45%	15%	32%	54%	12%
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	43%	43%	9%	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	32%	51%	11%	39%	49%	9%
...practice the profession in an ethical manner	15%	68%	17%	12%	67%	20%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	37%	51%	9%	30%	54%	13%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	46%	45%	8%	41%	47%	9%
...use assessment to engage learners in their own growth	48%	43%	9%	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	37%	49%	9%	40%	47%	10%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	38%	53%	8%	32%	54%	11%

Question	University of South Alabama			Alabama Statewide		
...engage in continuous professional learning to more effectively meet the needs of each learner	32%	52%	12%	29%	58%	10%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	42%	45%	11%	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	38%	46%	9%	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%	45%		54%	35%	
...possesses knowledge of Alabama's state assessment system	46%	43%	9%	47%	44%	7%
...integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	51%	35%	11%	47%	44%	
...communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	55%	35%		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.	22%	62%	15%	26%	60%	12%

Responses to the First-Year Teacher Survey created by the  
Alabama Association of Colleges for Teacher Education  
**University of South Alabama - 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	43%	48%	6%	64%	32%	
...understand and use a variety of instructional strategies and make learning accessible to all learners	40%	45%	15%	58%	37%	
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	43%	43%	9%	55%	38%	
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	32%	51%	11%	64%	30%	
...practice the profession in an ethical manner	15%	68%	17%	46%	53%	
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	37%	51%	9%	49%	48%	
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	46%	45%	8%	55%	39%	
...use assessment to engage learners in their own growth	48%	43%	9%	60%	32%	
...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	37%	49%	9%	14%	56%	30%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	38%	53%	8%	55%	38%	



Question	Employer Response			Teacher Responses		
...engage in continuous professional learning to more effectively meet the needs of each learner	32%	52%	12%	8%	55%	40%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	42%	45%	11%	8%	57%	35%
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	38%	46%	9%	13%	55%	33%