

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 Mobile

Administered by the
Alabama State Department of Education

September 2022

Report Card 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. Prior to September 1, 2018, assessment requirements included a written test of pedagogical knowledge, Principles of Learning and Teaching (PLT), and a Praxis content test specific to the teaching field or subject for which certification is sought. Effective September 1, 2018, edTPA, a performance assessment, replaced the PLT. 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 2017-2018 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 Mobile - Program Information

Program Approval & Accreditation

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	No

Number of Class B Certificates Earned

27

Number of Class A Certificates Earned

1

Nationally Recognized Programs

Class B	No programs recognized
Class A	No programs recognized

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Bachelor's - Principles of Teaching and Learning

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

Program Approval & Accreditation

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	No

Nationally Recognized Programs

Class B	No programs recognized
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Number of Class B Certificates Earned

27

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
 University Of Mobile - Bachelor's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers
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Test Heading	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three or more Attempts	Percent Passed After Three or more Attempts
Elementary Education	Multiple Subjects: Mathematics	7	7	100%	0	0%	0	0%
	Multiple Subjects: Science	7	6	86%	0	0%	1	14%
	Multiple Subjects: Social Studies	7	6	86%	0	0%	1	14%
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	No

Nationally Recognized Programs

Class B	No programs recognized
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Number of Class B Certificates Earned

27

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
 University Of Mobile - Bachelor's - IN ED Praxis Content Tests

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Test Heading	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three or more Attempts	Percent Passed After Three or more Attempts
Early Childhood Education	Early Childhood Education	12	11	92%	0	0%	1	8%
	Teaching Reading	12	10	83%	0	0%	2	17%
Elementary Education	Multiple Subjects: Reading	7	5	71%	0	0%	2	29%
	Teaching of Reading	7	5	71%	1	14%	1	14%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved **Yes**
 Programs Are Accredited **No**

Nationally Recognized Programs

Class B No programs recognized

Number of Class B Certificates Earned

27

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
 University Of Mobile - Bachelor's - edTPA

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Test Heading	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three or more Attempts	Percent Passed After Three or more Attempts
Early Childhood Education	Early Childhood Education	7	7	100%	0	0%	0	0%
Elementary Education	Elementary Education	7	7	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	No

Nationally Recognized Programs

Class B	No programs recognized
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Number of Class B Certificates Earned

27

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Alternative Master's - Principles of Teaching and Learning

* - Information not reported for less than five test takers
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Program Approval & Accreditation

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	No

Nationally Recognized Programs

Class A	No programs recognized
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Number of Class A Certificates Earned

1

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
 University Of Mobile - Alternative Master's - IN ED Praxis Content Tests

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Test Heading	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three or more Attempts	Percent Passed After Three or more Attempts
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
	Teaching Reading	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	No

Nationally Recognized Programs

Class A	No programs recognized
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Number of Class A Certificates Earned

1

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Alternative Master's - NOT IN ED Praxis Content Tests

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

Program Approval & Accreditation

Programs Are Approved **Yes**

Programs Are Accredited **No**

Nationally Recognized Programs

Class A No programs recognized

Number of Class A Certificates Earned

1

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
 University Of Mobile - Alternative Master's - edTPA

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Test Heading	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three or more Attempts	Percent Passed After Three or more Attempts
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	No

Nationally Recognized Programs

Class A	No programs recognized
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Number of Class A Certificates Earned

1

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



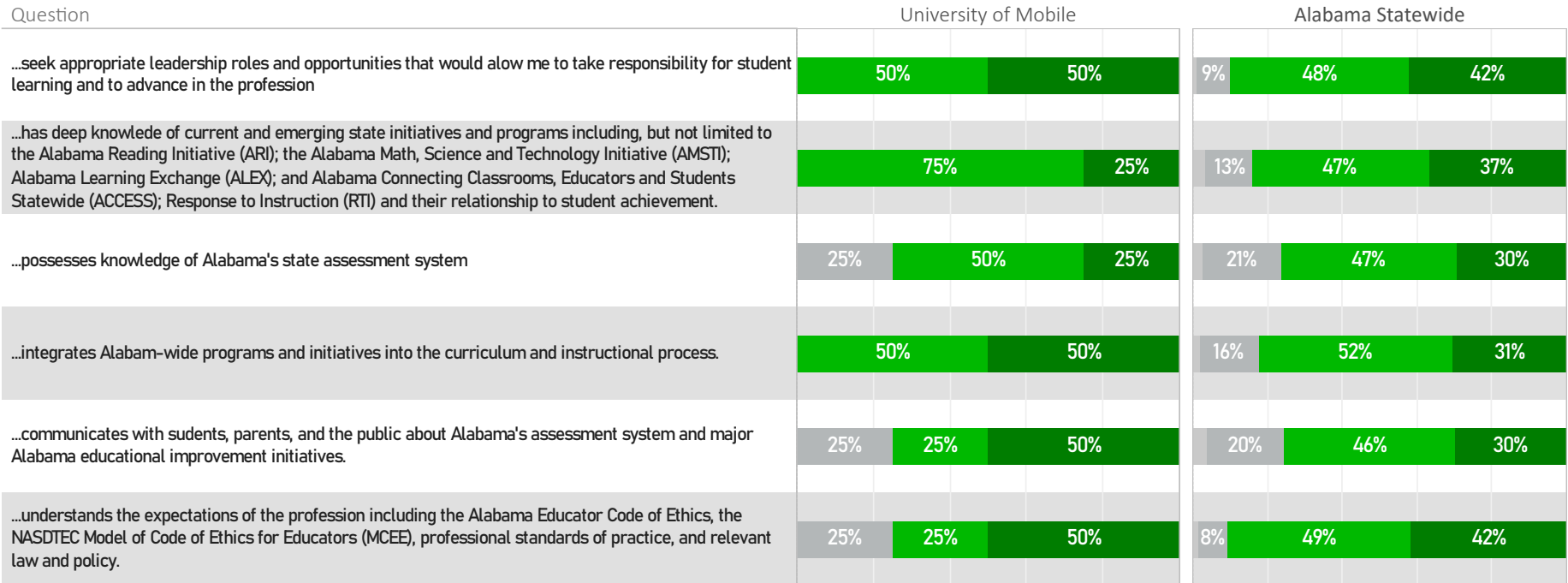
Question	University of Mobile		Alabama Statewide	
...understanding of how learners grow and develop	50%	50%	47%	48%
...understanding of learners' commonalities and individual differences	50%	50%	47%	46%
...manage the learning environment to engage learners actively	50%	50%	9%	43%
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	50%	50%	49%	45%
...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	50%	50%	48%	44%
...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	50%	50%	52%	41%
...use, design, or adapt multiple methods of assessment of documen, monitor, and support learner progress appropriate for learning goals and objectives	50%	50%	7%	44%
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	50%	50%	46%	48%
...plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	50%	50%	45%	47%
...understand and use a variety of intrsuctional strategies and make learning accessible to all learners	50%	50%	46%	49%

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

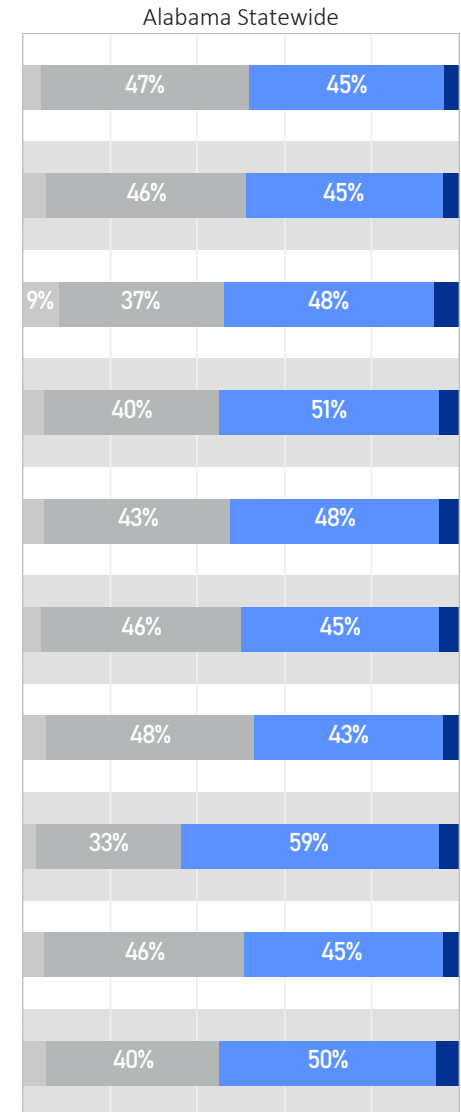


Question	University of Mobile				Alabama Statewide			
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	50%	50%			46%	48%		
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	25%	75%			49%	44%		
...practice the profession in an ethical manner	25%	75%			35%	63%		
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	25%	75%			39%	59%		
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	50%	50%			45%	48%		
...use assessment to engage learners in their own growth	50%	50%			7%	49%	43%	
...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	50%	50%			51%	42%		
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	50%	50%			46%	46%		
...engage in continuous professional learning to more effectively meet the needs of each learner	50%	50%			50%	45%		
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	50%	50%			7%	47%	45%	

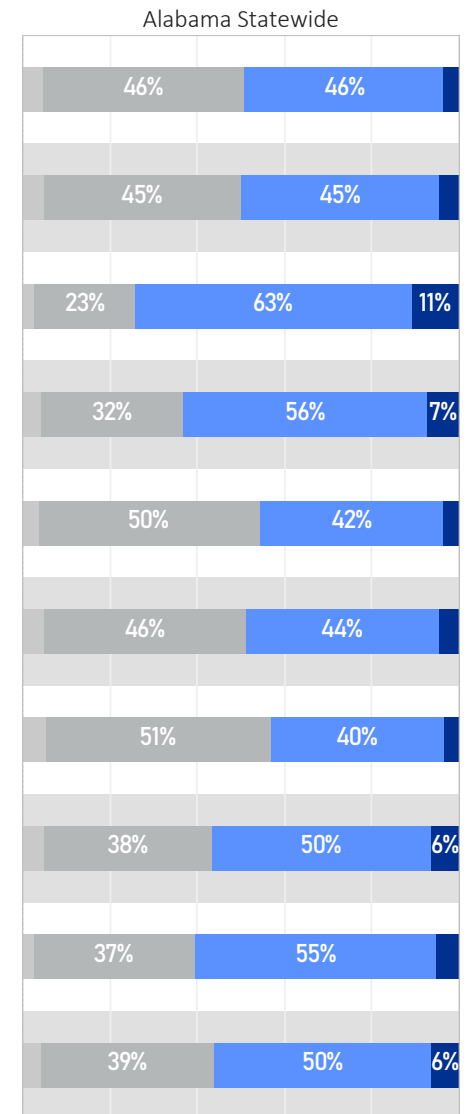
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Alabama Association of Colleges for Teacher Education
University of Mobile - Teacher Response



Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
None - None

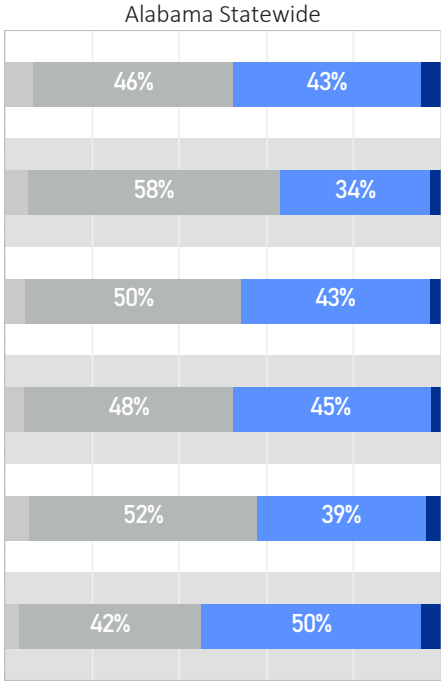


Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
None - None



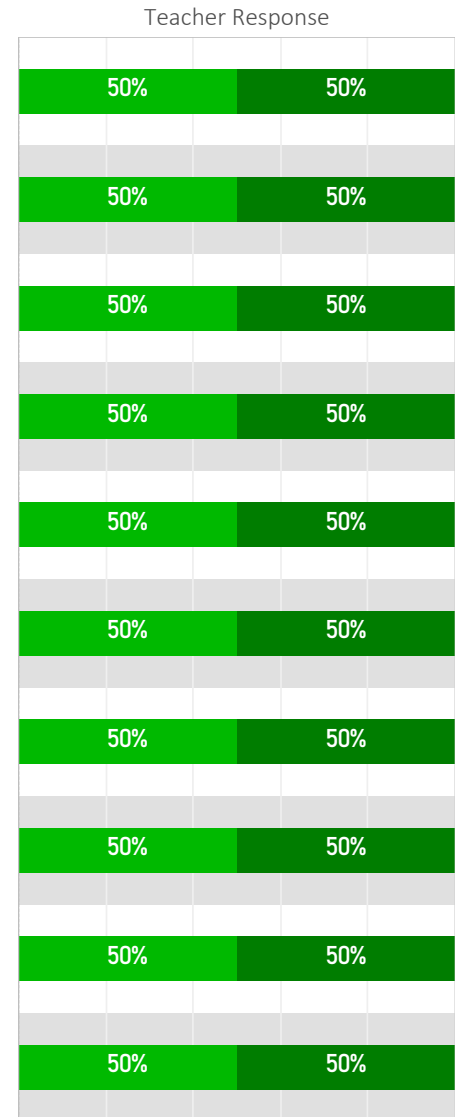
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None - None

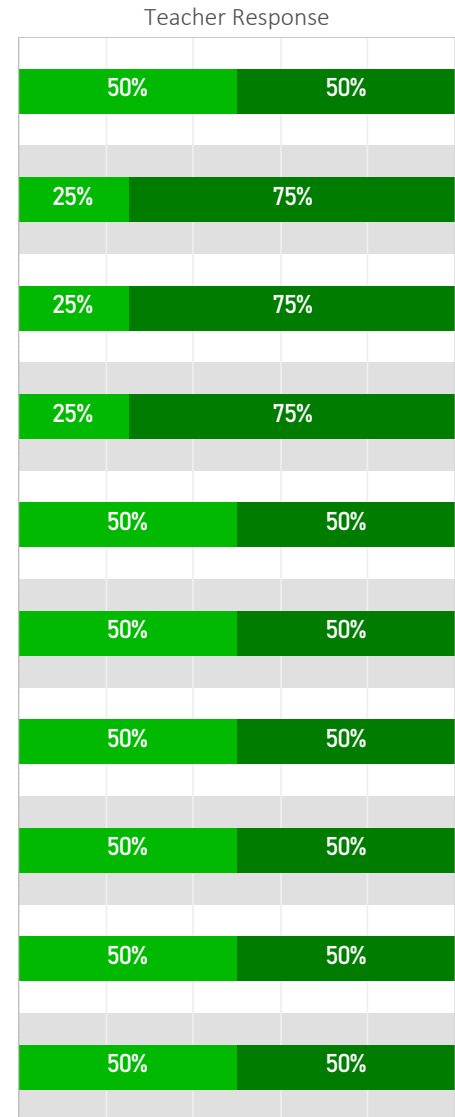


Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
None - Employer and Teacher Responses

Strongly Agree Disagree
Agree Strongly Disagree



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None - Employer and Teacher Responses



Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
None - Employer and Teacher Responses

■ Strongly Agree ■ Disagree
■ Agree ■ Strongly Disagree

