

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

and

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

for

Oakwood University

Administered by the
Alabama State Department of Education

September 2023

Report Card and Survey Information

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

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 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.

*Response to the First & Second Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education*

Historically:

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.

Currently:

Data provided in this report include a summary of survey categories and the percentage of first and second 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 and second year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher.

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Oakwood University - Program Information

Program Approval & Accreditation

School	Program	Status
Oakwood University	Accredited	Yes
Oakwood University	Approved	Yes

Total # of Certificates Earned

Program	Total Earned
Class A	0
Class B	3
Total	3

Nationally Recognized Programs

Program	Concentration	Recognized by
Class A	No programs recognized	Not Applicable
Class B	No programs recognized	Not Applicable

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
Oakwood University -Bachelor's - Principle of Teaching and Learning

Program Approval & Accreditation
 Program Status

• - Information not reported for less than five test takers

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
--------------	---------	-------------------	------------------------	--------------------------	-------------------------	---------------------------	--------------------------	----------------------------

Nationally Recognized Programs

Program	Concentration	Recognized by
---------	---------------	---------------

• - Information not reported for less than five test takers

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

• - Information not reported for less than five test takers

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
Elementary Education	Teaching of Reading	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

• - Information not reported for less than five test takers

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Elementary Education	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Nationally Recognized Programs

Program	Concentration	Recognized by
---------	---------------	---------------

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Oakwood University-Master's - Principle of Teaching and Learning

Program Approval & Accreditation

Program Status

• - Information not reported for less than five test takers

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
--------------	---------	-------------------	------------------------	--------------------------	-------------------------	---------------------------	--------------------------	----------------------------

Nationally Recognized Programs

Program	Concentration	Recognized by
---------	---------------	---------------

• - Information not reported for less than five test takers

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
--------------	---------	-------------------	------------------------	--------------------------	-------------------------	---------------------------	--------------------------	----------------------------

Nationally Recognized Programs

Program	Concentration	Recognized by
---------	---------------	---------------

• - Information not reported for less than five test takers

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
--------------	---------	-------------------	------------------------	--------------------------	-------------------------	---------------------------	--------------------------	----------------------------

Nationally Recognized Programs

Program	Concentration	Recognized by
---------	---------------	---------------

• - Information not reported for less than five test takers

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
--------------	---------	-------------------	------------------------	--------------------------	-------------------------	---------------------------	--------------------------	----------------------------

Nationally Recognized Programs

Program	Concentration	Recognized by
---------	---------------	---------------

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education
Oakwood University - Teacher Response

Questions

- ...plan instruction by collaborating with colleagues, specialists, community ...
- ...collaborate with learners, families, colleagues, other school professionals,...
- ...collaborate with others to build a positive learning climate marked by res...
- ...communicates with students, parents, and the public about Alabama's ass...
- ...connect concepts, perspectives from varied disciplines, and interdisciplin...
- ...create learning experiences that make discipline accessible and meaningf...
- ...encourage learners to develop deep understanding of content areas, ma...
- ...engage in continuous professional learning to more effectively meet the ...
- ...engage learners in critical thinking, creativity, collaboration, and commun...
- ...has deep knowledge of current and emerging state initiatives and progra...
- ...implement assessments in an ethical manner and minimize bias to enabl...
- ...integrates Alabam-wide programs and initiatives into the curriculum and...
- ...manage the learning environment to engage learners actively
- ...plan instruction based on information from formative and summative ass...
- ...possesses knowledge of Alabama's state assessment system
- ...practice the profession in an ethical manner
- ...seek appropriate leadership roles and opportunities that would allow me ...
- ...select, create, and sequence learning experiences and performance tasks ...
- ...understand and use a variety of instructional strategies and make learnin...
- ...understand the central concepts, tools of inquiry and structures of the di...
- ...understanding of how learners grow and develop
- ...understanding of learners' commonalities and individual differences
- ...understands the expectations of the profession including the Alabama E...
- ...use assessment to engage learners in their own growth
- ...use evidence to continually evaluate the effects of my decisions on other...
- ...use, design, or adapt multiple methods of assessment of document, moni...

0%

Oakwood University

● Strongly Disagree ● Disagree ● Agree ● Strongly Agree

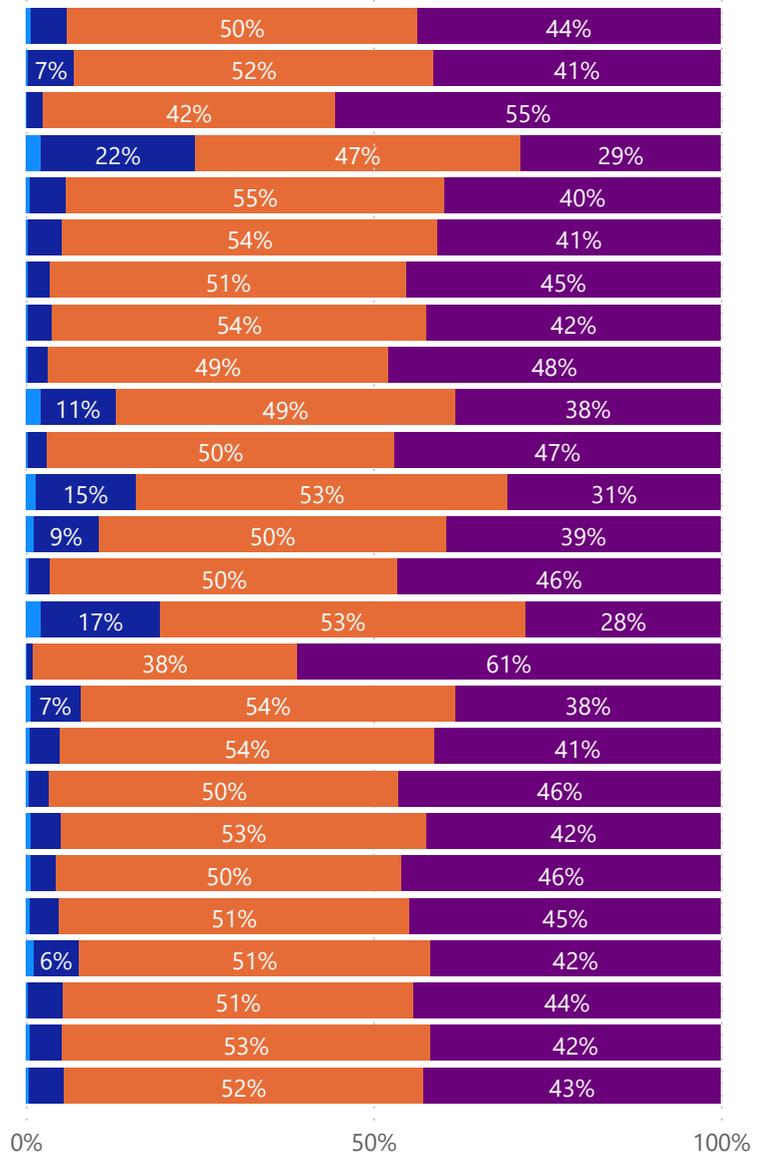
No Data

50%

Alabama State Wide

1829 respondents

● Strongly Disagree ● Disagree ● Agree ● Strongly Agree



0%

50%

100%

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education
Oakwood University - Employer Response

Question

Oakwood University

● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader

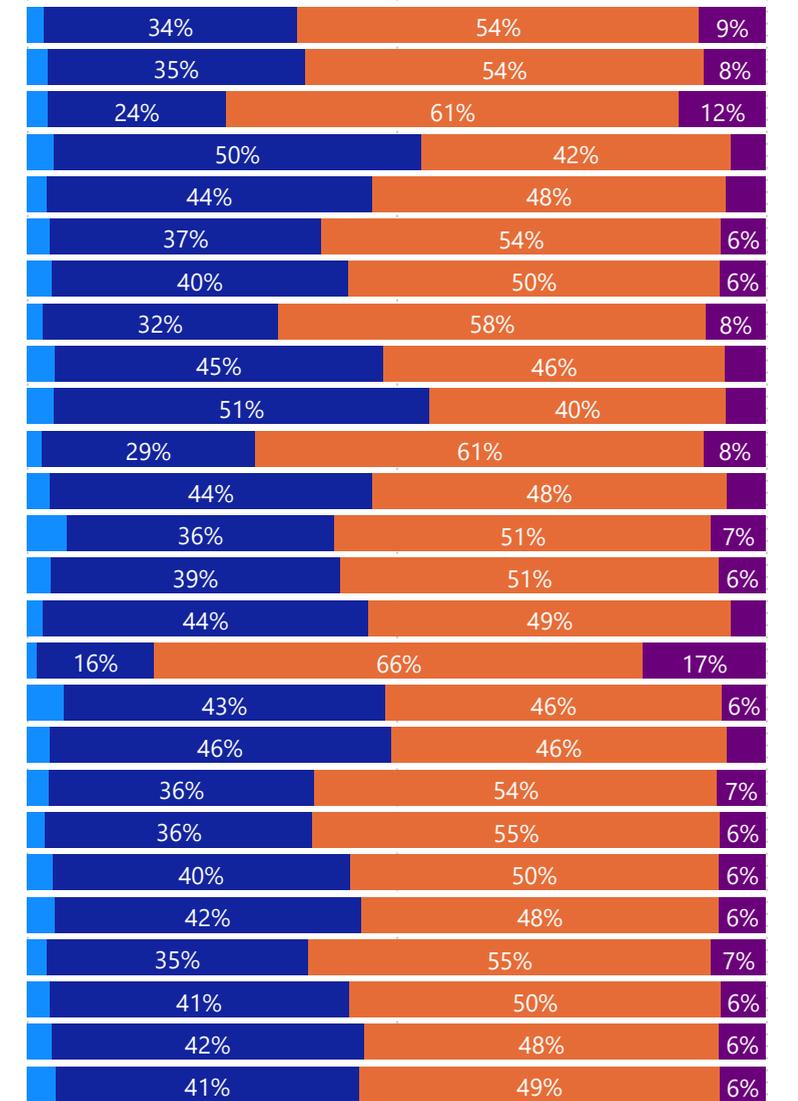
Alabama State Wide

901 respondents

● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader

- ...plan instruction by collaborating with colleagues, specialists, community ...
- ...collaborate with learners, families, colleagues, other school professionals,...
- ...collaborate with others to build a positive learning climate marked by res...
- ...communicates with students, parents, and the public about Alabama's ass...
- ...connect concepts, perspectives from varied disciplines, and interdisciplin...
- ...create learning experiences that make discipline accessible and meaningf...
- ...encourage learners to develop deep understanding of content areas, ma...
- ...engage in continuous professional learning to more effectively meet the ...
- ...engage learners in critical thinking, creativity, collaboration, and commun...
- ...has deep knowledge of current and emerging state initiatives and progra...
- ...implement assessments in an ethical manner and minimize bias to enabl...
- ...integrates Alabam-wide programs and initiatives into the curriculum and...
- ...manage the learning environment to engage learners actively
- ...plan instruction based on information from formative and summative ass...
- ...possesses knowledge of Alabama's state assessment system
- ...practice the profession in an ethical manner
- ...seek appropriate leadership roles and opportunities that would allow me ...
- ...select, create, and sequence learning experiences and performance tasks ...
- ...understand and use a variety of instructional strategies and make learnin...
- ...understand the central concepts, tools of inquiry and structures of the di...
- ...understanding of how learners grow and develop
- ...understanding of learners' commonalities and individual differences
- ...understands the expectations of the profession including the Alabama E...
- ...use assessment to engage learners in their own growth
- ...use evidence to continually evaluate the effects of my decisions on other...
- ...use, design, or adapt multiple methods of assessment of documents, moni...

No Data



0%

50%

100%

0%

50%

100%

Response to the First & Second Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Oakwood University - Employer and Teacher Responses

Employer Response

Teacher Response

● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader

● Strongly Disagree ● Disagree ● Agree ● Strongly Agree

Question

- ...plan instruction by collaborating with colleagues, specialists, community ...
- ...collaborate with learners, families, colleagues, other school professionals,...
- ...collaborate with others to build a positive learning climate marked by res...
- ...communicates with students, parents, and the public about Alabama's ass...
- ...connect concepts, perspectives from varied disciplines, and interdisciplin...
- ...create learning experiences that make discipline accessible and meaningf...
- ...encourage learners to develop deep understanding of content areas, ma...
- ...engage in continuous professional learning to more effectively meet the ...
- ...engage learners in critical thinking, creativity, collaboration, and commun...
- ...has deep knowledge of current and emerging state initiatives and progra...
- ...implement assessments in an ethical manner and minimize bias to enabl...
- ...integrates Alabam-wide programs and initiatives into the curriculum and...
- ...manage the learning environment to engage learners actively
- ...plan instruction based on information from formative and summative ass...
- ...possesses knowledge of Alabama's state assessment system
- ...practice the profession in an ethical manner
- ...seek appropriate leadership roles and opportunities that would allow me ...
- ...select, create, and sequence learning experiences and performance tasks ...
- ...understand and use a variety of instructional strategies and make learnin...
- ...understand the central concepts, tools of inquiry and structures of the di...
- ...understanding of how learners grow and develop
- ...understanding of learners' commonalities and individual differences
- ...understands the expectations of the profession including the Alabama E...
- ...use assessment to engage learners in their own growth
- ...use evidence to continually evaluate the effects of my decisions on other...
- ...use, design, or adapt multiple methods of assessment of documents, moni...

No Data

No Data

0%

50%

100% 0%

50%

100%