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

Faulkner University

Administerd by the
Alabama State Department of Education

September 2020

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

Faulkner University - Program Information

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class B Certificates Earned

7

Number of Class A Certificates Earned

2

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 - Class B - Principles of Teaching and Learning

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

Program Approval & Accreditation	
Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class B Certificates Earned
7

Nationally Recognized Programs	
Class B	No programs recognized

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

Faulkner University - Class B - IN ED Praxis Content Tests

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

Subject	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+ Attempts	Percent Passed After Three+ Attempts
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
	Teaching of Reading	*	*	*	*	*	*	*

Program Approval & Accreditation	
Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class B Certificates Earned
7

Nationally Recognized Programs	
Class B	No programs recognized

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

Faulkner University - Class B - NOT IN ED Praxis Content Tests

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

Subject	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+ Attempts	Percent Passed After Three+ Attempts
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class B Certificates Earned

7

Nationally Recognized Programs

Class B	No programs recognized

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

Faulkner University - Class B - edTPA

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

Subject	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+ Attempts	Percent Passed After Three+ Attempts
Elementary Education	Elementary Education	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class B Certificates Earned

7

Nationally Recognized Programs

Class B	No programs recognized

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

Faulkner University - Alternative Class A - Principles of Teaching and Learning

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

Subject	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+ Attempts	Percent Passed After Three+ Attempts
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*

Program Approval & Accreditation	
Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class A Certificates Earned
2

Nationally Recognized Programs	
Class A	No programs recognized

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

None - Alternative Class A - IN ED Praxis Content Tests

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

Program Approval & Accreditation	
Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class A Certificates Earned
2

Nationally Recognized Programs	
Class A	No programs recognized

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

Faulkner University - Alternative Class A - NOT IN ED Praxis Content Tests

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

Subject	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+ Attempts	Percent Passed After Three+ Attempts
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class A Certificates Earned

2

Nationally Recognized Programs

Class A	No programs recognized

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

Faulkner University - Alternative Class A - edTPA

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

Subject	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+ Attempts	Percent Passed After Three+ Attempts
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

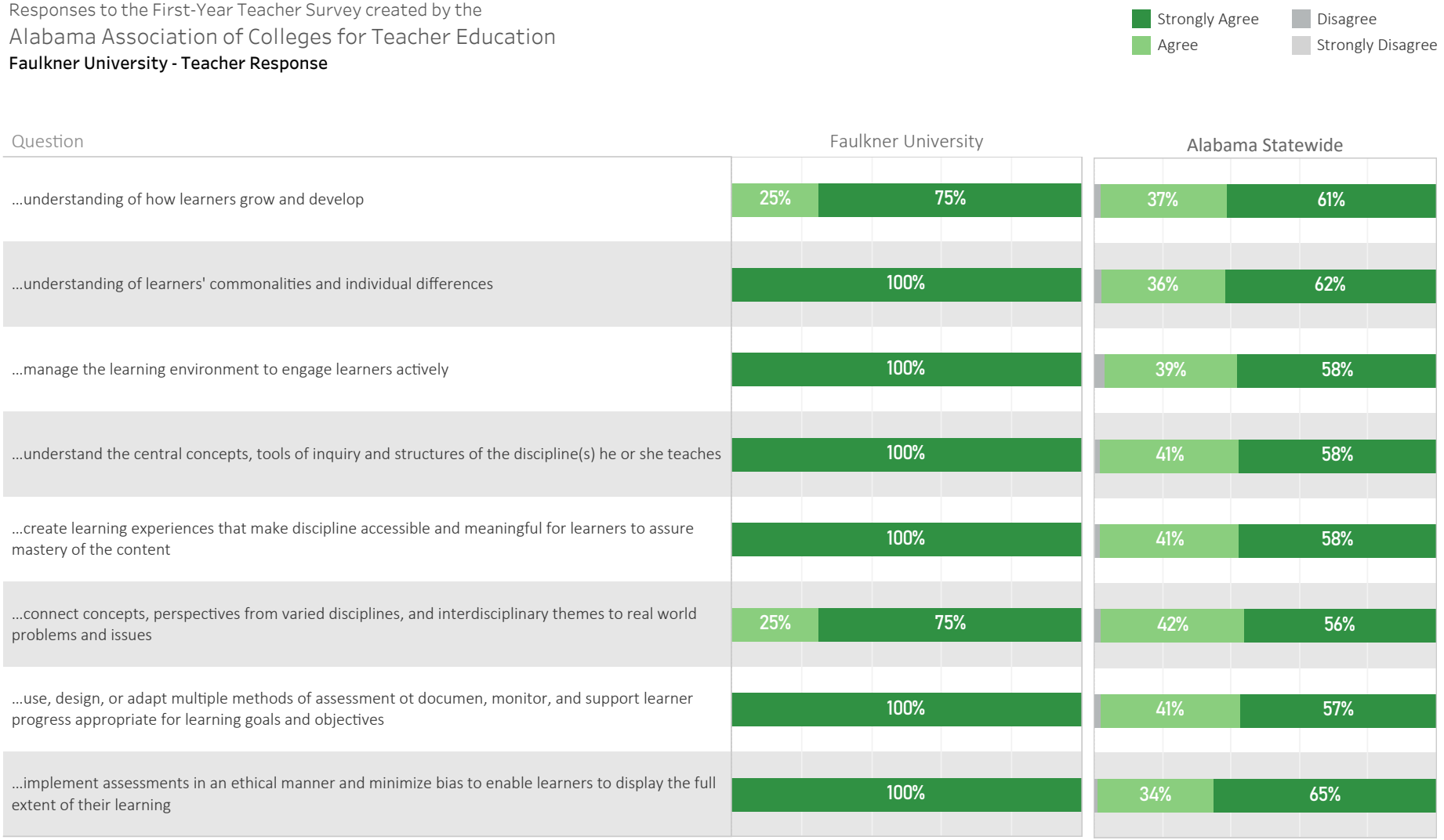
Number of Class A Certificates Earned

2

Nationally Recognized Programs

Class A	No programs recognized

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



Question
Faulkner 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%
35%
63%
...understand and use a variety of intrsuctional strategies and make learning accessible to all learners
25%
75%
34%
65%
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways
100%
37%
61%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs
25%
75%
36%
61%
...practice the profession in an ethical manner
100%
26%
73%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility
25%
75%
34%
65%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues
25%
75%
36%
62%
...use assessment to engage learners in their own growth
100%
37%
61%
...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%
38%
60%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs
100%
37%
61%
Strongly Agree
Agree
Disagree
Strongly Disagree

Question	Faulkner University	Alabama Statewide
...engage in continuous professional learning to more effectively meet the needs of each learner	25% / 75%	38% / 60%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	25% / 75%	37% / 60%
...seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	25% / 75%	41% / 55%
...has deep knowlede 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, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement	100%	8% / 46% / 45%
...possesses knowledge of Alabama's state assessment system	25% / 75%	11% / 46% / 42%
...integrates Alabam-wide programs and initiatives into the curriculum and instructional process	25% / 75%	8% / 47% / 44%
...communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	25% / 75%	11% / 44% / 43%
...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%	39% / 58%

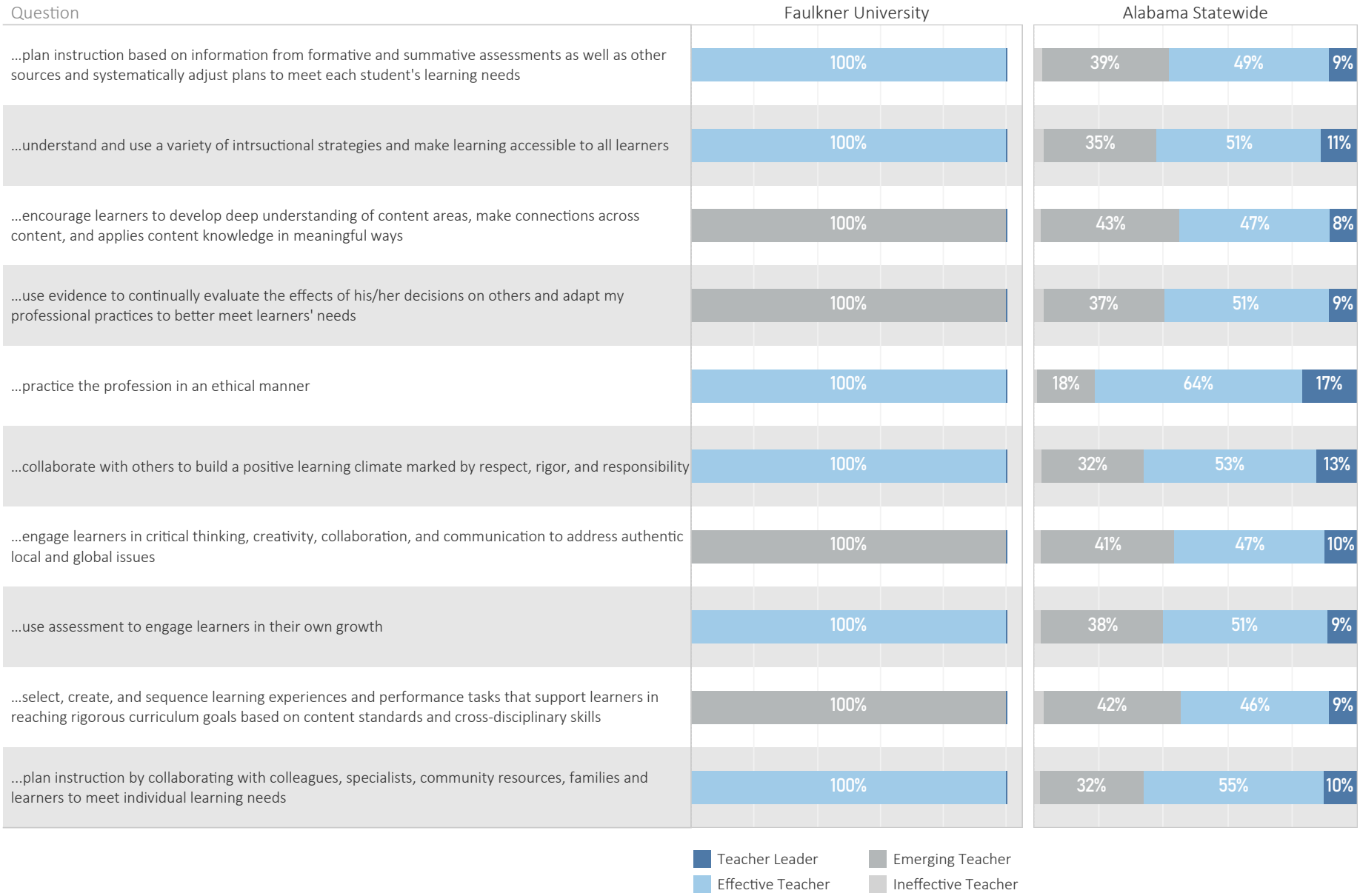
Strongly Agree
Agree
Disagree
Strongly Disagree

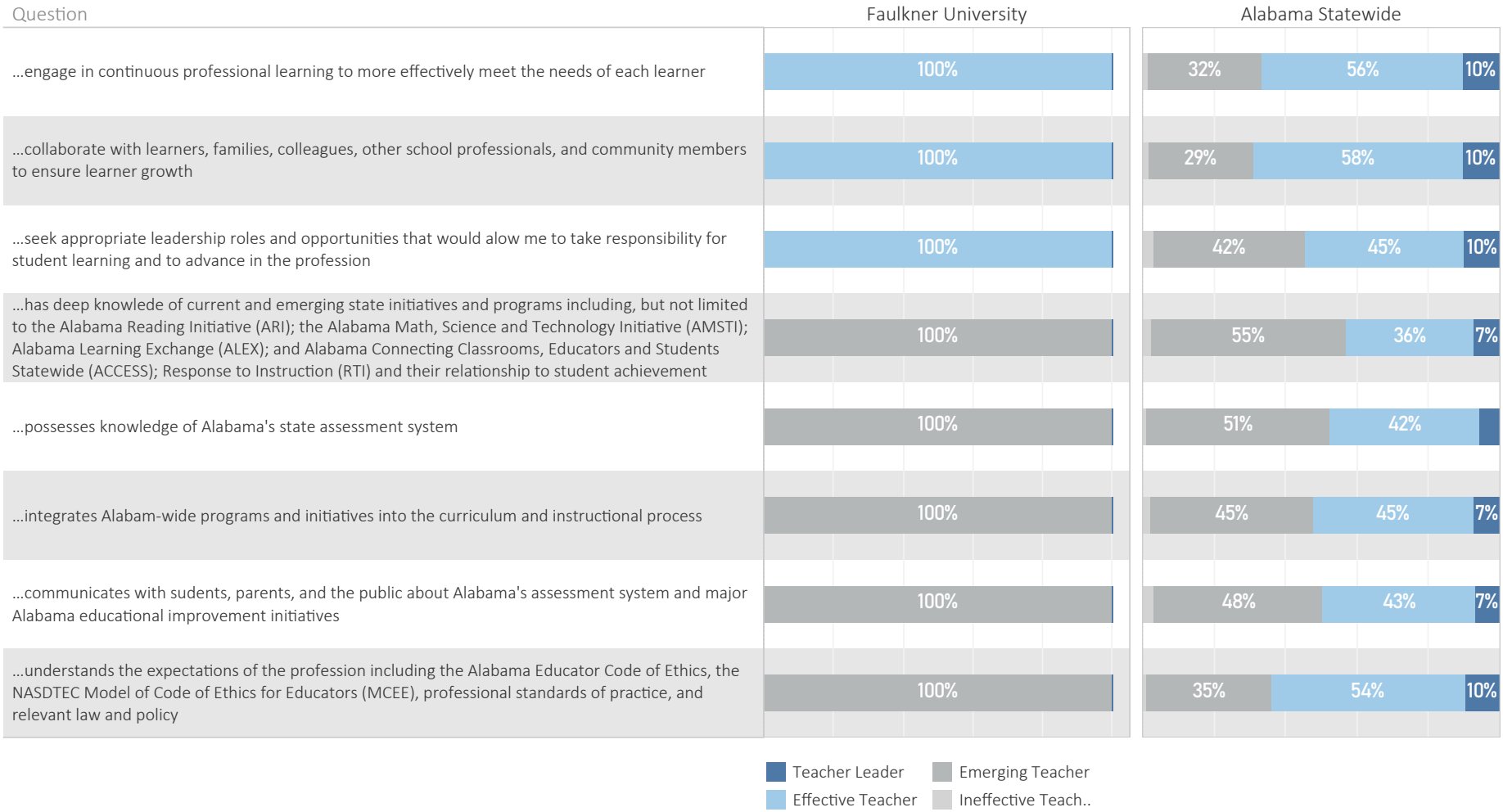
Responses to the First-Year Teacher Survey created by the

Alabama Association of Colleges for Teacher Education

Faulkner University - Employers

Question	Faulkner University	Alabama Statewide
…understanding of how learners grow and develop	100%	44% 45% 9%
…understanding of learners' commonalities and individual differences	100%	41% 47% 9%
…manage the learning environment to engage learners actively	100%	33% 52% 10%
…understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	100%	39% 50% 10%
…create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	100%	37% 52% 9%
…connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	100%	43% 46% 9%
…use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	100%	43% 46% 9%
…implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	100%	28% 59% 11%


Question
Faulkner 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%
39%
49%
9%
...understand and use a variety of intrsuctional strategies and make learning accessible to all learners
100%
35%
51%
11%
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways
100%
43%
47%
8%
...use evidence to continually evaluate the effects of his/her decisions on others and adapt my professional practices to better meet learners' needs
100%
37%
51%
9%
...practice the profession in an ethical manner
100%
18%
64%
17%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility
100%
32%
53%
13%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues
100%
41%
47%
10%
...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%
42%
46%
9%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs
100%
32%
55%
10%
Teacher Leader
Effective Teacher
Emerging Teacher
Ineffective Teacher


Question
Faulkner University
Alabama Statewide
...engage in continuous professional learning to more effectively meet the needs of each learner
100%
32%
56%
10%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth
100%
29%
58%
10%
...seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession
100%
42%
45%
10%
...has deep knowlede 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, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement
100%
55%
36%
7%
...possesses knowledge of Alabama's state assessment system
100%
51%
42%
...integrates Alabam-wide programs and initiatives into the curriculum and instructional process
100%
45%
45%
7%
...communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives
100%
48%
43%
7%
...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%
35%
54%
10%
Teacher Leader
Emerging Teacher
Effective Teacher
Ineffective Teach..

Responses to the First-Year Teacher Survey created by the

Alabama Association of Colleges for Teacher Education

Faulkner University - Employer and Teacher Responses

Teacher Leader | Emerging Teacher | Strongly Agree | Disagree
Effective Teacher | Ineffective Teacher | Agree | Strongly Disagree

Question	Employer Response	Teacher Response
…understanding of how learners grow and develop	100%	25% 75%
…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%	25% 75%
…use, design, or adapt multiple methods of assessment ot documen, 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 Response
…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 intrsuctional strategies and make learning accessible to all learners	100%	25% 75%
…encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	100%	100%
…use evidence to continually evaluate the effects of his/her decisions on others and adapt my professional practices to better meet learners' needs	100%	25% 75%
…practice the profession in an ethical manner	100%	100%
…collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	100%	25% 75%
…engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	100%	25% 75%
…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%

Teacher Leader
Effective Teacher
Emerging Teacher
Ineffective Teacher
Strongly Agree
Agree
Disagree
Strongly Disagree

Question	Employer Response	Teacher Response
…engage in continuous professional learning to more effectively meet the needs of each learner	100%	25% / 75%
…collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	100%	25% / 75%
…seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	100%	25% / 75%
…has deep knowlede 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, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement	100%	100%
…possesses knowledge of Alabama's state assessment system	100%	25% / 75%
…integrates Alabam-wide programs and initiatives into the curriculum and instructional process	100%	25% / 75%
…communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	100%	25% / 75%
…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%	100%

Teacher Leader
Effective Teacher
Emerging Teacher
Ineffective Teacher
Strongly Agree
Agree
Disagree
Strongly Disagree