

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

Tuskegee University

Administered 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
Tuskegee University - Program Information

Program Approval & Accreditation

Programs Are Approved **Yes**

Programs Are Accredited **Yes**

Number of Class B Certificates Earned

1

Number of Class A Certificates Earned

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 specific area

Program Approval & Accreditation

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	Yes

Number of Class B Certificates Earned

1

Nationally Recognized Programs

Class B	No programs recognized
---------	------------------------

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

1

Nationally Recognized Programs

Class B	No programs recognized
---------	------------------------

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

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Class B Certificates Earned

1

Nationally Recognized Programs

Class B	No programs recognized
---------	------------------------

Educator Preparation Institutional Report Card
 Performance on Required Content Knowledge and Pedagogy
 Tuskegee University - Class B - edTPA

* - 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 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	*	*	*	*	*	*	*

Program Approval & Accreditation

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	Yes

Number of Class B Certificates Earned

1

Nationally Recognized Programs

Class B	No programs recognized
---------	------------------------

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - 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 specific area

Program Approval & Accreditation

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	Yes

Number of Class A Certificates Earned

--

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 specific area

Program Approval & Accreditation

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	Yes

Number of Class A Certificates Earned

--

Nationally Recognized Programs

Class A	No programs recognized
---------	------------------------

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - 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 specific area

Program Approval & Accreditation

<i>Programs Are Approved</i>	Yes
<i>Programs Are Accredited</i>	Yes

Number of Class A Certificates Earned

--

Nationally Recognized Programs

Class A	No programs recognized
---------	------------------------

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
None - Alternative Class A - edTPA

* - 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>	Yes

Number of Class A Certificates Earned

--

Nationally Recognized Programs

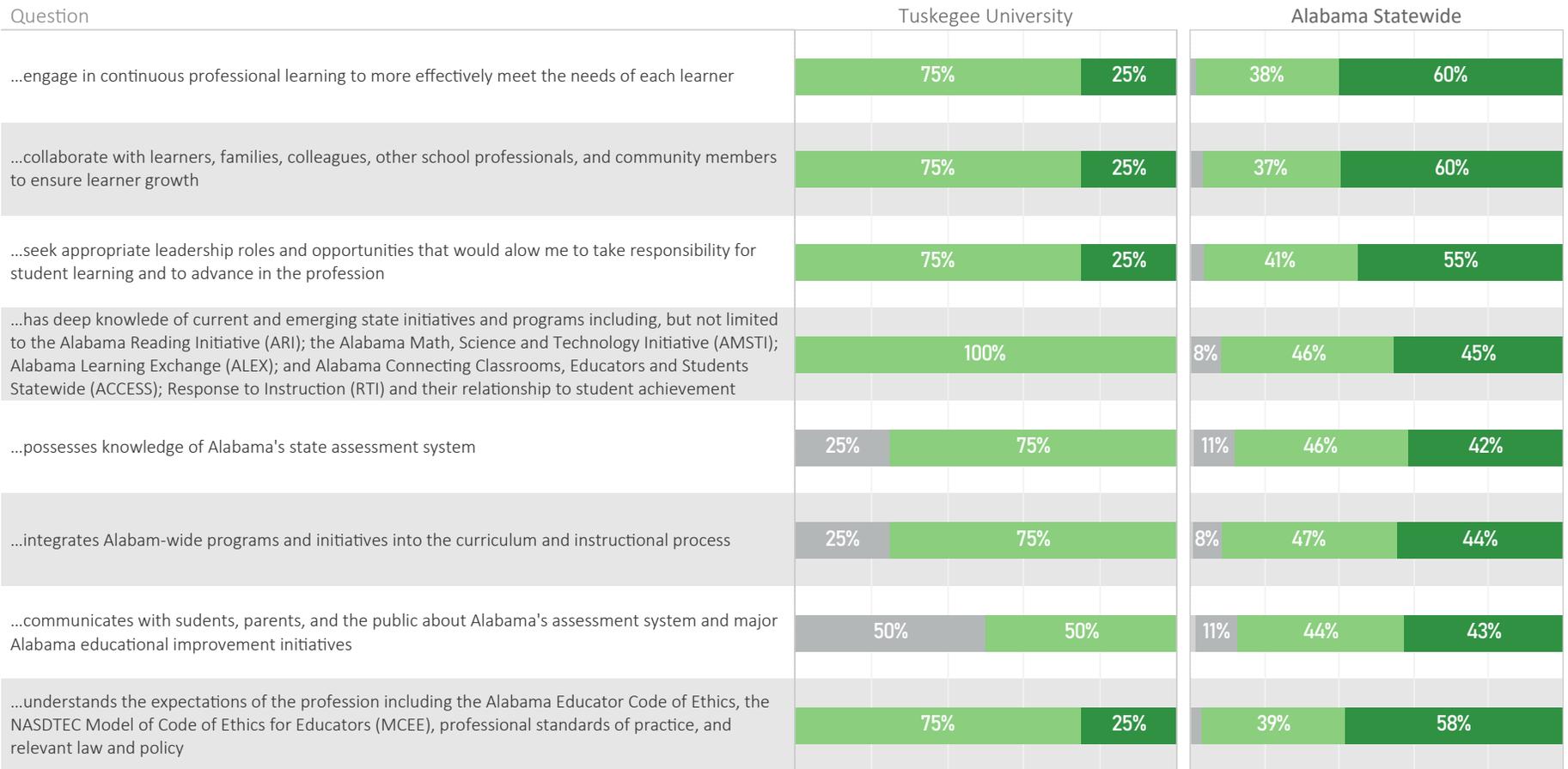
Class A	No programs recognized
---------	------------------------

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

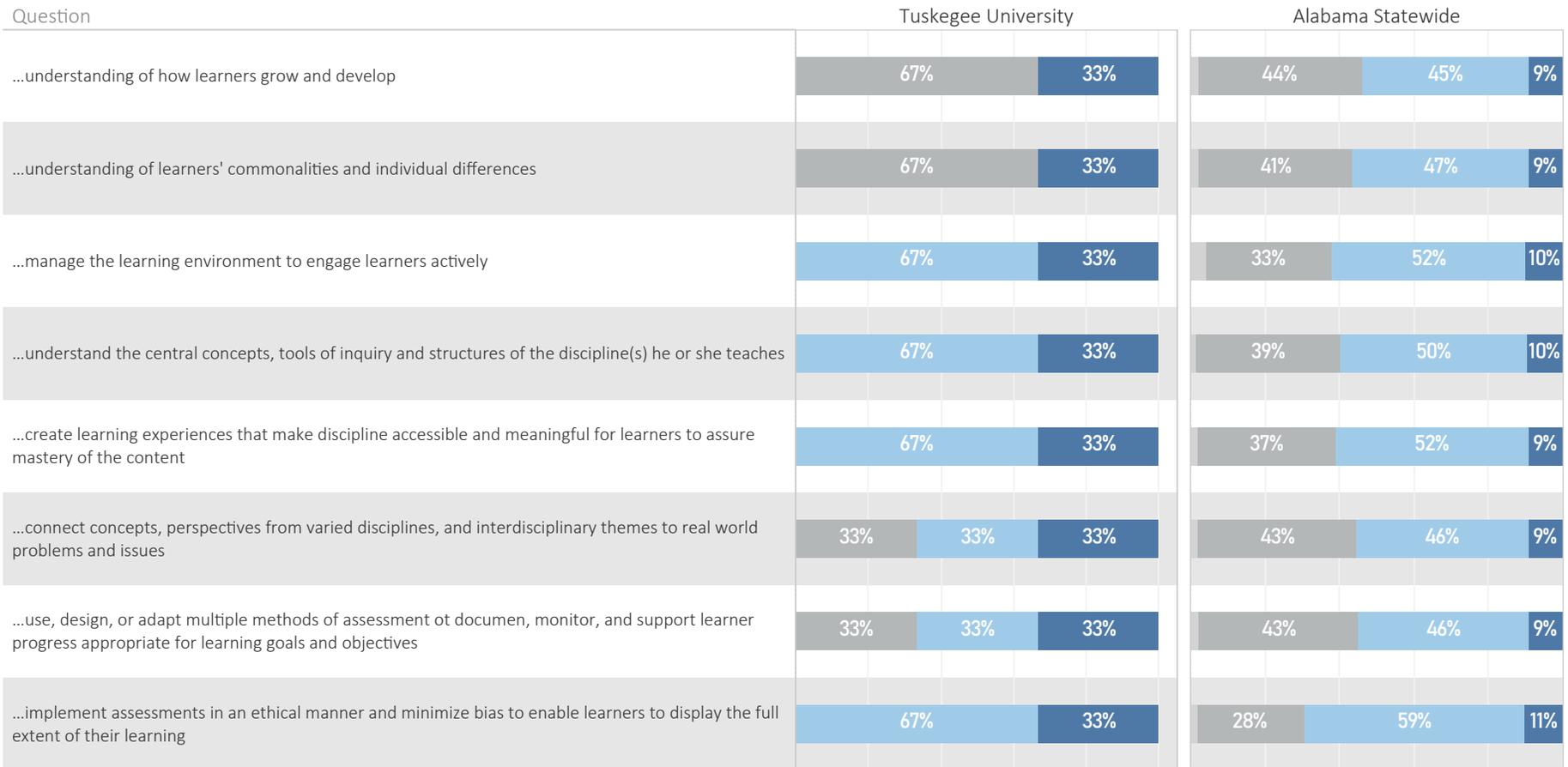


Question	Tuskegee University		Alabama Statewide	
...plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	75%	25%	35%	63%
...understand and use a variety of instructional strategies and make learning accessible to all learners	75%	25%	34%	65%
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	75%	25%	37%	61%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	75%	25%	36%	61%
...practice the profession in an ethical manner	75%	25%	26%	73%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	100%		34%	65%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	75%	25%	36%	62%
...use assessment to engage learners in their own growth	75%	25%	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	75%	25%	38%	60%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	75%	25%	37%	61%

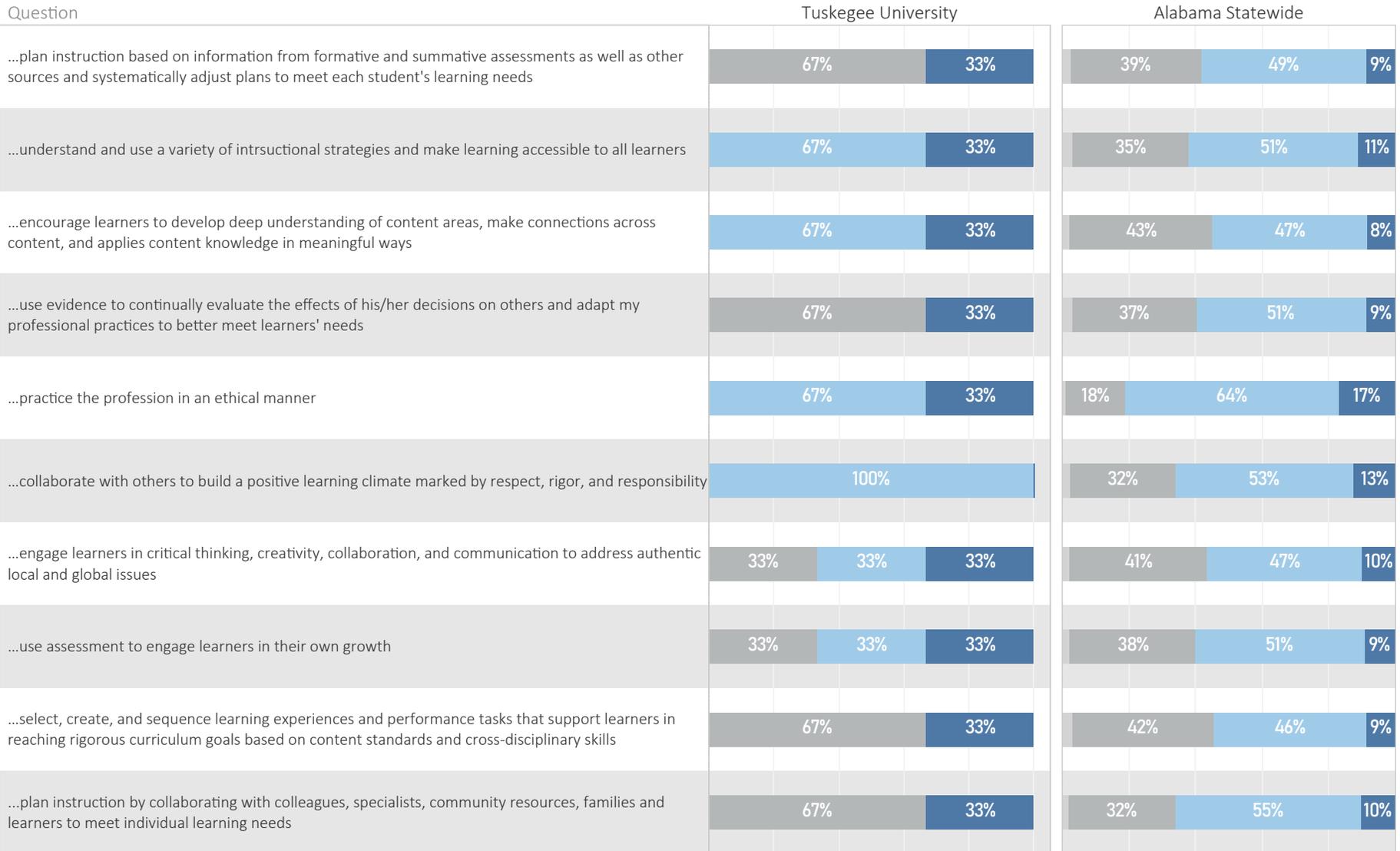




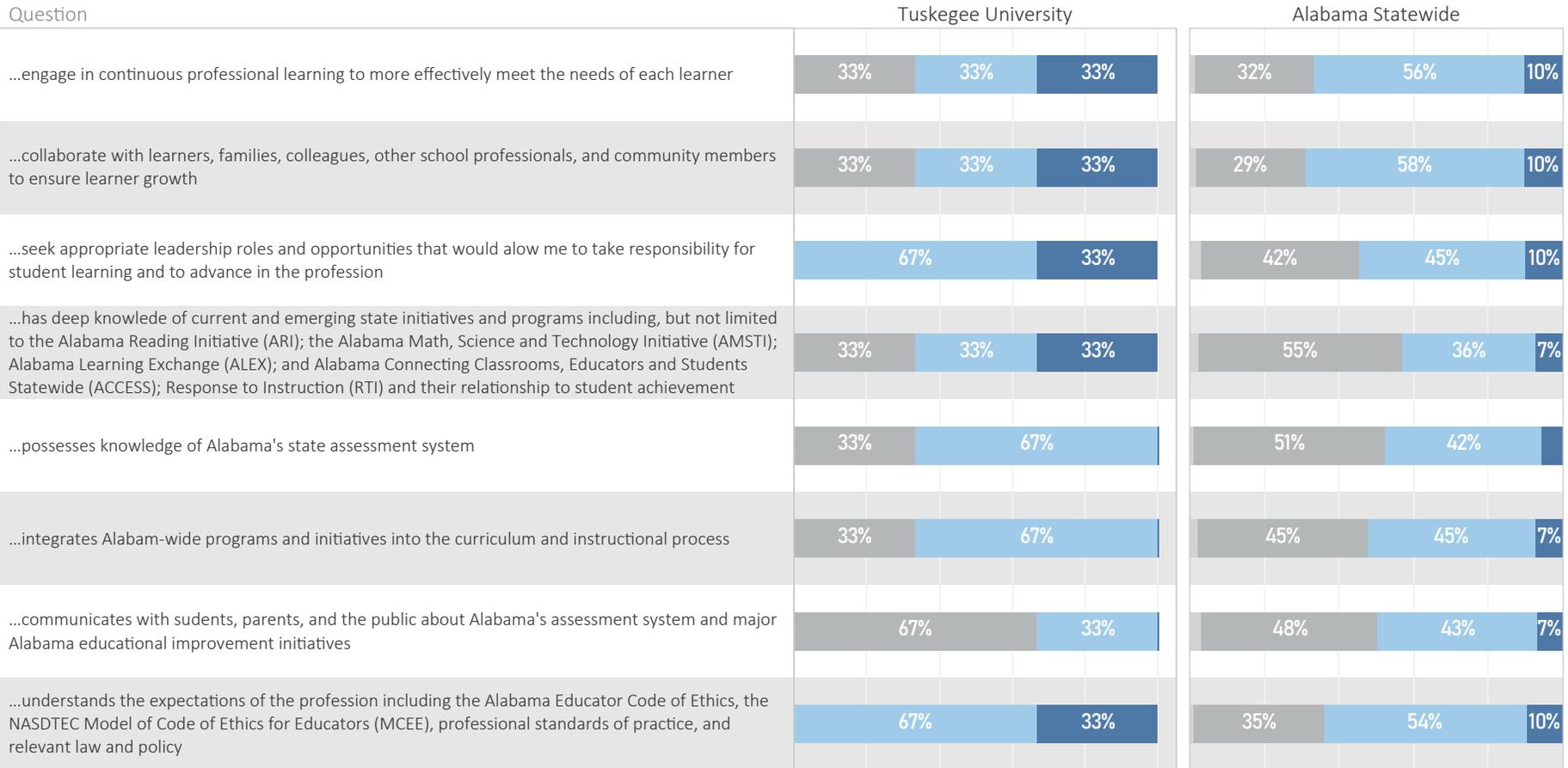
Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Tuskegee University - Employers



Question

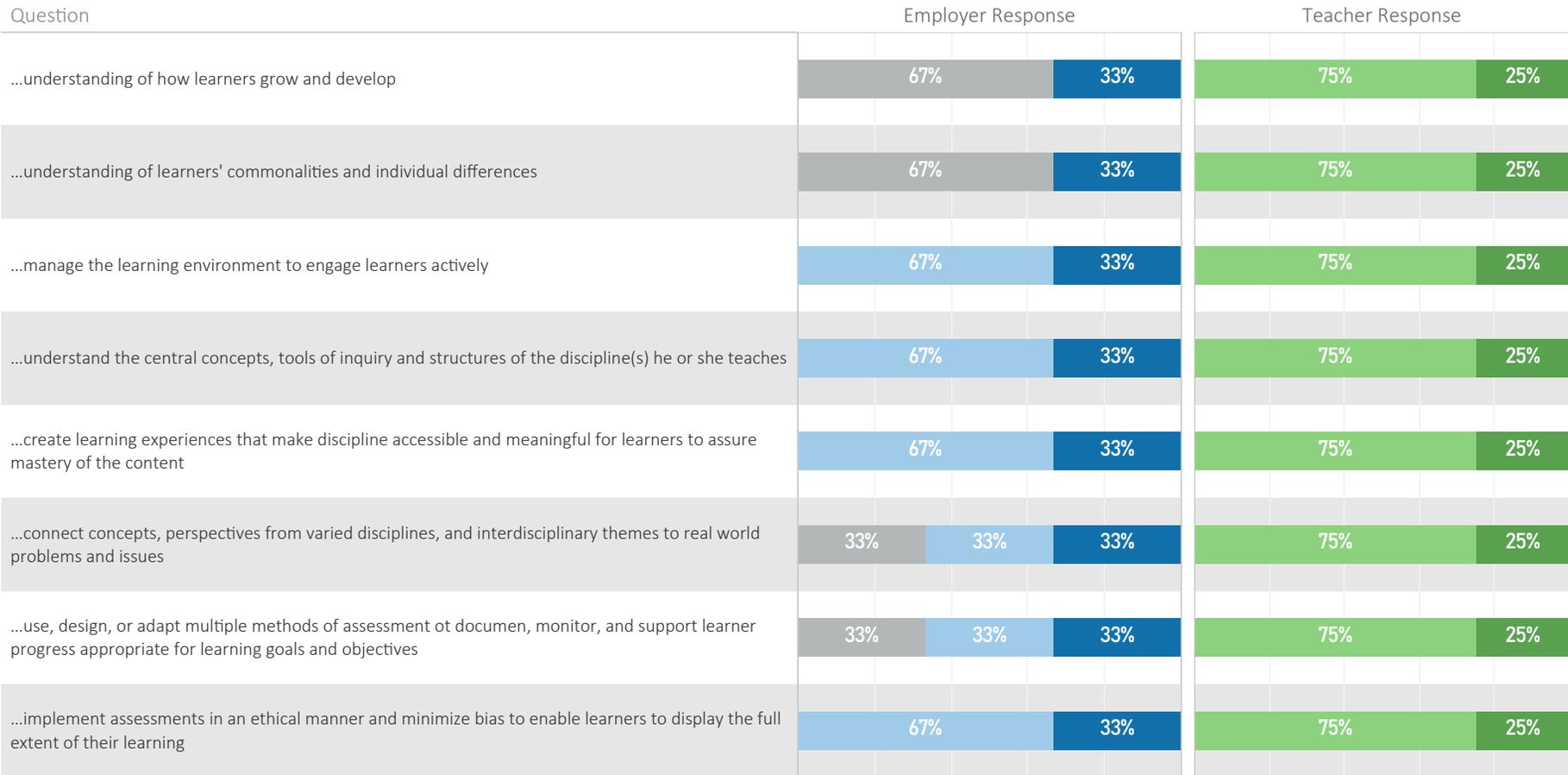
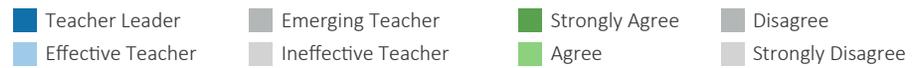


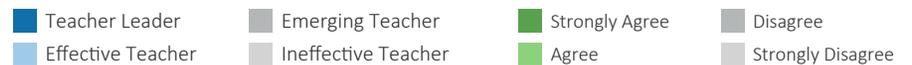
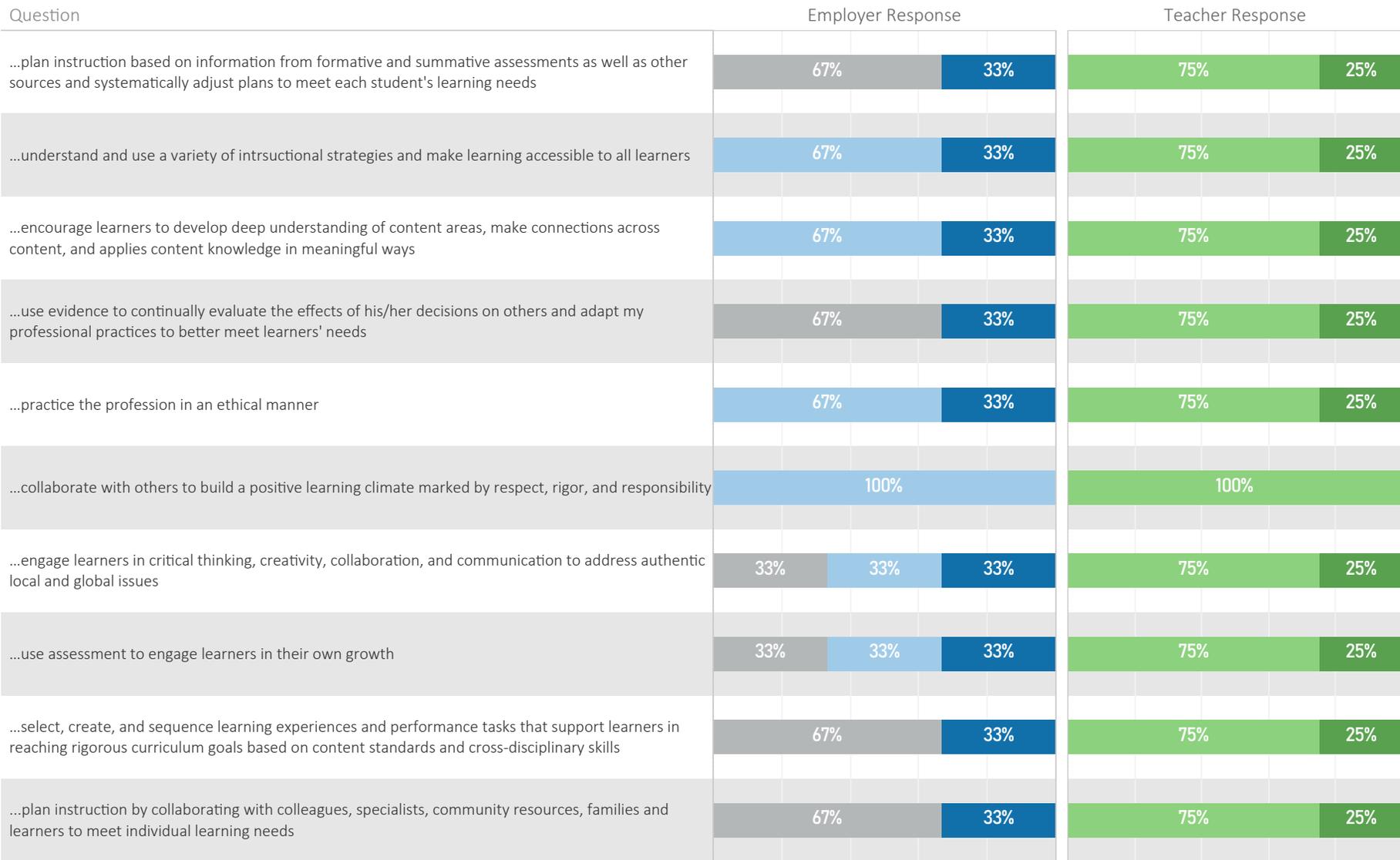
Question



■ 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
Tuskegee University - Employer and Teacher Responses





Question

Employer Response

Teacher Response

