### 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

The University of Alabama in Huntsville

Administered by the Alabama State Department of Education

September 2024

#### **Disclaimer:**

Section I: Certificates Issued

The candidates presented as completers represent individuals who completed a program within the past 60 calendar months that applied for and received their professional certificate within the 2022-2023 academic year.

Section II: Assessment Pass Rates

The test takers in this section are those individuals who completed assessments during the 2022-2023 academic year. These individuals may be completers who were recommended for certification during this period; however, they may still be currently enrolled candidates in programs. The individuals listed as certified are not necessarily the same individuals listed in this section.

Section III: Survey Results

The program completers who did this survey are a part of the Alabama Teacher Mentoring Program (ATMP). The completers self-identify. They may be individuals who completed programs within any timeframe. The only requirement is that these individuals have less than two years of professional teaching experience.

### **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, adPraxis, 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.

# **Section I: Certificates Issued**

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **The University of Alabama in Huntsville - Program Information** 

Program Approval & Accreditation College Ac	credited/Approvec	Status	Total # of Certifica Program Sum of To	
The University of Alabama in Huntsville Act	credited	Yes	Class A	17
The University of Alabama in Huntsville Ap	proved	Yes	Class B	20
			Total	37
Nationally Recognized Programs	5			
Concentration	Program Rec	ognized by		

Music Education	Class A	National Association for Schools of Music
Music Education	Class B	National Association for Schools of Music

## **Section II: Assessment Pass Rates**

Performance on Required Content Knowledge and Pedagogy

### The University of Alabama in Huntsville - Bachelor's - Principle of Learning and Teaching

\* - Information not reported for less than five test takers

# of Class B Certificates Earned

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test	Heading	Subtest	

 	Passed After 1	Passed After 2		Passed After 3	Passed After 3+
Attempt	Attempts %	Attempts	Attempts %	Attempts %	Attempts

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

The University of Alabama in Huntsville - Bachelor's - NOT IN ED Praxis Content Tests

\* - Information not reported for less than five test takers

### # of Class B Certificates Earned

20

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Multiple Subjects: Mathematics	6	6	100%	0	0%	0	0%
Elementary Education	Multiple Subjects: Science	6	3	50%	3	50%	0	0%
Elementary Education	Multiple Subjects: Social Studies	6	4	67%	2	33%	0	0%
English Language Arts	English Language Arts	6	6	100%	0	0%	0	0%
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

### The University of Alabama in Huntsville - Bachelor's - IN ED Praxis Content Tests

\* - Information not reported for less than five test takers

### # of Class B Certificates Earned

20

### Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Early Childhood Education	Teaching Reading	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
Elementary Education	Teaching of Reading	5	3	60%	1	20%	1	20%
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*
Special Education	Early Childhood Education	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

### The University of Alabama in Huntsville - Bachelor's - Foundations of Reading

\* - Information not reported for less than five test takers

# of Class B Certificates Earned

20

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	After 1	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Foundations of Reading	Foundations of Reading	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

The University of Alabama in Huntsville - Bachelor's - edTPA

\* - Information not reported for less than five test takers

# of Class B Certificates Earned

### 20

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Elementary Education	Elementary Education	6	6	100%	0	0%	0	0%
English Language Arts	English Language Arts	6	6	100%	0	0%	0	0%
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

The University of Alabama in Huntsville - Master's - Principle of Learning and Teaching

\* - Information not reported for less than five test takers

# of Class A Certificates Earned

Program Approval & Accreditation Accredited/Approved Status

.7

Accredited		Yes	
Approved	Yes		

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

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

### The University of Alabama in Huntsville- Master's - NOT IN ED Praxis Content Tests

\* - Information not reported for less than five test takers

### # of Class A Certificates Earned

17

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	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	*	*	*	*	*	*	*
English Language Arts	English Language Arts	5	5	100%	0	0%	0	0%
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

The University of Alabama in Huntsville - Master's - IN ED Praxis Content Tests

\* - Information not reported for less than five test takers

# of Class A Certificates Earned

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	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

Performance on Required Content Knowledge and Pedagogy

### The University of Alabama in Huntsville - Master's - Foundations of Reading

\* - Information not reported for less than five test takers

# of Class A Certificates Earned

### Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

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

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

The University of Alabama in Huntsville - Master's - edTPA

\* - Information not reported for less than five test takers

### # of Class A Certificates Earned

Program Approval & Accreditation Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	5	5	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

# **Section III: Survey Results**

### Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education The University of Alabama in Huntsville - Teacher Response

26

The University of Alabama in Huntsville respondents

Strongly Disagree Disagree Strongly Agree

Alabama	Statewide	respondents
Strongly Disagree	Disagree Agree	Strongly Agree

1507

	48%	47%		
-	48%	47%		
	42%	56%		
18%	47%	33% 44%		
	49%			
	52%	43%		
	49%	47%		
	50%	46%		
	46%	49%		
13%	45%	40%		
	47%	50%		
13%	50%	35%		
6%	48%	44%		
	47%	48%		
15%	50%	34%		
	38%	61% 43%		
	51%			
	52%	43%		
	47%	49%		
	50%	45%		
48%		47%		
7%	48%	45%		
	48%	47%		
	51%	45%		
	49%	46%		
	47%	49%		
: %	50%	1009		

8%	31	%		62%	1
	31%			65%	,
	23%			77%	J
	31%		31	% 35%	J
8%	3	35%		58%	J
8%	27%	6		65%	J
	31%			69%	J
	27%			73%	J
	31%			65%	J
		38%		54%	J
	27%			69%	J
8%	12%		42%	38%	
		54%		46%	J
	23%			77%	1
8%	23% 15%		38%	77% 38%	
	15%		38%		
	15% 6	35%	38%	38%	
	15% 6		38%	88%	
129	15% 6 359		38%	88% 58%	
129	15% 6 3 35%	6	38%	38% 88% 58% 62%	
129	15% 6 3 359 12% 15	6	38%	38% 88% 58% 62% 69%	
129	15% 6 3 359 12% 15	6 5%	38%	38%   88%   58%   62%   69%   62%	
129	15% 6 3 359 12% 15	6 5% 38%	38%	38%     88%     58%     62%     69%     62%     54%	
129	15% 6 359 12% 15 38%	6 5% 38% 46%	38%	38% 88% 58% 62% 69% 62% 54% 50%	
129	15% 6 359 12% 15 38% 35%	6 5% 38% 46%	38%	38%     88%     58%     62%     69%     62%     54%     50%     65%	
3% 129 13 13 13 13 13 14 14 14 14 14 14 14 14 14 14 14 14 14	15% 6 359 12% 15 38% 35% 429	6 38% 46% 6	38%	38%     88%     58%     62%     69%     62%     54%     50%     65%     58%	

50%

...plan instruction by collaborating with colleagues, specialists, community ... 8 ...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 Alabama-wide programs and initiatives into the curriculum and... ...manage the learning environment to engage learners actively

Question

...plan instruction based on information from formative and summative ass... ...possesses knowledge of Alabama's state assessment system 8 ...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 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 to document, moni... ...understanding of how learners grow and develop

0%

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

The University of Alabama in Huntsville - Employer Response

	34%	52%	10%
	35%	51%	10%
	27%	55%	14%
5%	46%	4	1% 7%
	42%	48%	7%
<mark>%</mark>	39%	47%	9%
	41%	47%	8%
	33%	55%	10%
<mark>%</mark>	47%	4	1% 7%
<mark>%</mark>	49%	۷	10% 69
	31%	57%	9%
	43%	46%	6 7%
5%	36%	50%	9%
5%	39%	47%	9%
	44%	469	% 7%
2	.0%	61%	18%
5%	42%	43%	<b>9%</b>
<mark>%</mark>	43%	459	% 7%
	38%	48%	9%
	37%	51%	9%
	43%	45%	6 8%
	36%	52%	8%
%	41%	46%	8%
<mark>%</mark>	40%	48%	8%
<mark>%</mark>	41%	46%	8%

University of Alabama at Huntsville

...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 Alabama-wide programs and initiatives into the curriculum an... ...manage the learning environment to engage learners actively

...plans instruction based on information from formative and summative as... ...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 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 adapts multiple methods of assessment to document, mo...

Alabama Statewide respondents Ineffective Teac... Emerging Teac... Effective Teac... Teacher Lea...

804

	33%	53%	10%
	34%	52%	10%
27	7%	55%	15%
45% 41%		42%	7%
		49%	8%
	38%	48%	9%
	40%	48%	9%
3	2%	56%	10%
	46%	42%	8%
	48%	41%	7%
3	1%	57%	10%
	42%	47%	7%
	35%	51%	10%
	38%	48%	9%
	43%	47%	7%
19%		61%	18%
	41%	44%	10%
	42%	46%	8%
	37%	49%	10%
36% 42%		52%	9%
		46%	8%
	35%	53%	9%
	40%	47%	8%
	39%	48%	9%
	40%	47%	8%
		50%	10

100% 0%

13

respondents

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

#### 26 13 **Employer Response Teacher Response** respondents respondents Strongly Disagree Disagree Agree Strongly Agree Leader

8% 31%			62%		
31%		65%			
23%		77%			
319	6	į	31%	35%	
8% 35%			58%		
8% 27	7%	65%			
31%			69%		
27%		73%			
319	6		65%		
	38%			54%	
27%			69%		
8% 12%		42%		38%	
	54%			46%	
23%			7	7%	
8% 15%		38% 38%			
12%			88%		
	35%			58%	
	5%			62%	
	5%			69%	
38% 38% 46% 35%				62%	
				54%	
				50%	
				65%	
	2%			58%	
239				69%	
	88%			58%	
%		!	50%	10	

	34%	52%	10	%
	35%	51%	10	%
	27%	55%	14%	5
6%	46%	41%	7	7%
	42%	48%	7	7%
	39%	47%	9	%
	41%	47%	8	%
	33%	55%	10	%
	47%	41%	7	7%
	49%	40%	(	6%
	31%	57%	99	%
	43%	46%	7	7%
	36%	50%	9	%
	39%	47%	9	%
	44%	46%	7	7%
	20%	61%	18%	
6%	42%	43%	9	%
	43%	45%	7	7%
	38%	48%	99	%
	37%	51%	9	%
	43%	45%	8	3%
	36%	52%	8	%
	41%	46%	8	%
	40%	48%	8	%
	41%	46%	8	3%

...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... 6 ...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 Alabama-wide programs and initiatives into the curriculum an... ...manage the learning environment to engage learners actively

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... use, design, or adapts multiple methods of assessment to document, mo...

100%

)%