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 at Birmingham

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, 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.

Section I: Certificates Issued

Program Approval & Accreditation	ccedited/App	proved Status	Total # of Certif Program Sum of	
The University of Alabama at Birmingham A	ccredited	Yes	Class A	42
The University of Alabama at Birmingham A		Yes	Class B	76
The oniversity of Addanta at Dimingham - A	ppioved	105	Total	118
Nationally Recognized Programs Concentration		Recognized by		
English for Speakers of Other Language	es Class A	International Association of Tea	achers of English to Speaker	rs of Other Languag

English for Speakers of Other Languages	Class A	International Association of Teachers of English to Speakers of Other Languages
Music Education	Class A	National Association for Schools of Music
Music Education	Class B	National Association for Schools of Music
School Counselor	Class A	Council for Accreditation of Counseling and Related Educational Programs
Visual Arts	Class A	National Association of Schools of Art and Design

Section II: Assessment Pass Rates

Performance on Required Content Knowledge and Pedagogy

The University of Alabama at Birmingham - Bachelor's - Principle of Learning and Teaching

* - Information not reported for less than five test takers

of Class B Certificates Earned

76

Program Approval & Accreditation

Accedited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading Sub	otest	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 at Birmingham - Bachelor's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class B Certificates Earned

76

Program Approval & Accreditation

Accedited/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	39	28	72%	7	18%	4	10%
Elementary Education	Multiple Subjects: Science	40	27	68%	9	23%	4	10%
Elementary Education	Multiple Subjects: Social Studies	40	26	65%	9	23%	5	13%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	9	7	78%	0	0%	2	22%
Social Studies	Social Studies	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

The University of Alabama at Birmingham - Bachelor's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class B Certificates Earned

76

Program Approval & Accreditation

Accedited/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	14	13	93%	0	0%	1	7%
Early Childhood Education	Teaching Reading	11	9	82%	1	9%	1	9%
Elementary Education	Multiple Subjects: Reading	7	6	86%	0	0%	1	14%
Elementary Education	Teaching of Reading	25	22	88%	2	8%	1	4%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

The University of Alabama at Birmingham - Bachelor's - Foundations of Reading

* - Information not reported for less than five test takers

of Class B Certificates Earned

Program Approval & Accreditation

Accedited/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	18	16	89%	1	6%	1	6%

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

The University of Alabama at Birmingham - Bachelor's - edTPA

* - Information not reported for less than five test takers

of Class B Certificates Earned

76

Program Approval & Accreditation

Accedited/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	13	13	100%	0	0%	0	0%
Elementary Education	Elementary Education	39	38	97%	1	3%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	9	9	100%	0	0%	0	0%
Social Studies	Social Studies	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

The University of Alabama at Birmingham- Master's - Principle of Learning and Teaching

* - Information not reported for less than five test takers

of Class A Certificates Earned

42

Program Approval & Accreditation

Accedited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading Subte	st 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 %

Program	Concentration	Recognized by
Class A	English for Speakers of Other Languages	International Association of Teachers of English to Speakers of Other Languages
Class A	Music Education	National Association for Schools of Music
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs
Class A	Visual Arts	National Association of Schools of Art and Design

Performance on Required Content Knowledge and Pedagogy

The University of Alabama at Birmingham - Master's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class A Certificates Earned

42

Program Approval & Accreditation

Accedited/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 for Speakers of Other Languages	English for Speakers of Other Languages	10	10	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Languages Other than English	Languages Other than English	*	*	*	*	*	*	*
Mathematics	Mathematics	5	3	60%	0	0%	2	40%
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	6	5	83%	1	17%	0	0%
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	English for Speakers of Other Languages	International Association of Teachers of English to Speakers of Other Languages
Class A	Music Education	National Association for Schools of Music
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs
Class A	Visual Arts	National Association of Schools of Art and Design

Performance on Required Content Knowledge and Pedagogy

The University of Alabama at Birmingham - Master's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class A Certificates Earned

42

Program Approval	& Accreditation
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Accedited/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	*	*	*	*	*	*	*
Special Education	Core Knowledge/ Application	5	5	100%	0	0%	0	0%
Special Education	Early Childhood Education	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Reading	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	English for Speakers of Other Languages	International Association of Teachers of English to Speakers of Other Languages
Class A	Music Education	National Association for Schools of Music
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs
Class A	Visual Arts	National Association of Schools of Art and Design

Performance on Required Content Knowledge and Pedagogy

The University of Alabama at Birmingham - Master's - Foundations of Reading

* - Information not reported for less than five test takers

of Class A Certificates Earned

4	2	
4	2	

Program Approval & Accreditation

Accedited/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 %
Foundations of Reading	Foundations of Reading	*	*	*	*	*	*	*

Program	Concentration	Recognized by
Class A	English for Speakers of Other Languages	International Association of Teachers of English to Speakers of Other Languages
Class A	Music Education	National Association for Schools of Music
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs
Class A	Visual Arts	National Association of Schools of Art and Design

Performance on Required Content Knowledge and Pedagogy

The University of Alabama at Birmingham - Master's - edTPA

* - Information not reported for less than five test takers

of Class A Certificates Earned

42

Program Approval & Accreditation

Accedited/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	*	*	*	*	*	*	*
English for Speakers of Other Languages	English for Speakers of Other Languages	10	10	100%	0	0%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	5	5	100%	0	0%	0	0%
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	6	6	100%	0	0%	0	0%
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	5	4	80%	1	20%	0	0%

Program	Concentration	Recognized by
Class A	English for Speakers of Other Languages	International Association of Teachers of English to Speakers of Other Languages
Class A	Music Education	National Association for Schools of Music
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs
Class A	Visual Arts	National Association of Schools of Art and Design

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 at Birmingham - Teacher Response

The University of Alabama at...

ly Agree

103

respondents

Alabama	Statew	ide	respondents
Strongly Disagree	Disagree	Agree	Strongly Agree

1507

48%		47%	
	48%	47%	
	42%	56%	
18%	47%	33%	
	49%	44%	
	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%	
	51%	43%	
	52%	43%	
	47%	49%	
	50%	45%	
	48%	47%	
7%	48%	45%	
	48%	47%	
	51%	45%	
	49%	46%	
	47%	49%	
6	50%	10	

	Strongly Dis				
6%	49%		43%		
10%	45%	42%			
	51%		44%		
6%	32%	37%	25%		
14%	48%	36%			
7%	52%		39%		
7%	49%		42%		
8%	51%		39%		
12%	43%		44%		
<mark>5%</mark> 2	1%	42%	32%		
6%	51%		41%		
	29%		25%		
11%	50%		35%		
8%	52%		38%		
<mark>5%</mark>	25%	49%	21%		
	37%		59%		
9%	55%		34%		
12%	51%		35%		
9%	49%		41%		
7%	51%		40%		
0.0/	47%	43%			
9%					
16%	48%)	35%		
16% 8%	48% 50%		35% 41%		
16% 8% 9%	48% 50% 55%		35% 41% 33%		
16% 8% 9% 7%	48% 50% 55% 55%		35% 41% 33% 36%		
16% 8% 9%	48% 50% 55%		35% 41% 33%		

0%

...plan instruction by collaborating with colleagues, specialists, communitycollaborate with learners, families, colleagues, other school professionals,... ...collaborate with others to build a positive learning climate marked by res... ...communicates with sudents, 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 theengage learners in critical thinking, creativity, collaboration, and commun... ...has deep knowlede 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 abd 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 alow meselect, create, and sequence learning experiences and performance tasksunderstand and use a variety of intsructional 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 ot documen, moni... ...understanding of how learners grow and develop

100% 0%

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

The University of Alabama at Birmingham - Employer Response

University of Alabama at Birmingham ● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader ...plan instruction by collaborating with colleagues, specialists, community ...

20%

0%

...collaborate with learners, families, colleagues, other school professionals,... ...collaborate with others to build a positive learning climate marked by res... ...communicates with sudents, 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 theengage learners in critical thinking, creativity, collaboration, and commun... ...has deep knowlede 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...

Questions

...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 tasksunderstand 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...

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

50%

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

33%	53%	10%
34%	52%	10%
27%	55%	15%
45%	42%	7%
41%	49%	8%
38%	48%	9%
40%	48%	9%
32%	56%	10%
46%	42%	8%
48%	41%	5 7%
31%	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%	52%	9%
42%	46%	8%
35%	53%	9%
40%	47%	8%
39%	48%	9%
40%	47%	8%
)%	50%	1

100%

51

respondents

0%

804

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education The University of Alabama at Birmingham - Employer and Teacher Resp

-	mployer Response	51		
E	respondents			
●Ineffective Teacher ●Emerging Teacher ●Effective Teacher ●Teacher Leader				
34%	52%	10%		
35%	51%	10%		
27%	55%	14%		

...plan instruction by collaborating with colleagues, specialists, communitycollaborate with learners, families, colleagues, other school professionals,... ...collaborate with others to build a positive learning climate marked by res... ...communicates with sudents, 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 theengage learners in critical thinking, creativity, collaboration, and commun... ...has deep knowlede 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...

10)%	10% 45%			42%		
14%	6	51%				44%	
	7%		32%		37%		2
7%		14%		48%		36%	
9%		7%	52%			39%	
	3%	7%	49%			42%	
	10%		51%			39%	
	7%	12%		43%		44	4%
	6%	2	1%	۷	12%		329
	%			51%		Z	41%
	7%		29%		42%		2
	_	11%		50%			35%
	1% N/	8%		52%			38%
	9%		25%		49%		
	7%		37%			59%	
18%		9%		55%			34%
	1%	12%	51%			35%	
	7%	9%	49%			41%	
9	%	7%	51%			40%	
9	9%	9%	47%			43%	
8	3%	16%	48%			35%	
8	3%	8%	50%			41%	
8	3%	9%	55%			339	
8%		7%	55%			36%	
8	3%	8%		50%		2	41%

46% 42% 39% 47% 41% 47% 33% 47% 49% 31% 57% 43% 36% 39% 47% 44% 42% 43% 38% 37% 43% 36% 41% 40% 41% 50%

20%

0%

100% 0%

50%

100%

103

respondents

43%

42%

36%

32%

35%

34%

35%

35%

33%

25%

21%

25%

Teacher Response

49%

Strongly Disagree Disagree Agree Strongly Agree