



Alabama A & M University
Alternative, IHE-based Report AY 2019-20
Alabama



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

100654

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

4900 Meridian Street N

CITY

Huntsville

STATE

Alabama



ZIP

35811

SALUTATION

Dr.



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Lena

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(\$205(a)(C))**

THIS PAGE INCLUDES:

>> [List of Programs](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

List of Programs

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|----------|---|-----------------|--------|
| 13.121 | Early Childhood Education | PG | |
| 13.1202 | Elementary Education | PG | |
| 13.1 | Special Education | PG | |
| 13.1322 | Teacher Education - Biology | PG | |
| 13.1305 | Teacher Education - English/Language Arts | PG | |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | PG | |
| 13.1316 | Teacher Education - General Science | PG | |
| 13.1311 | Teacher Education - Mathematics | PG | |
| 13.1312 | Teacher Education - Music | PG | |
| 13.1314 | Teacher Education - Physical Education and Coaching | PG | |
| 13.1318 | Teacher Education - Social Studies | PG | |

Total number of teacher preparation programs:

11

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- ☐ Yes
- ☒ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

| Element | Admission | Completion |
|---|--|--|
| Transcript | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Background check | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum SAT score | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum basic skills test score | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s) | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Essay or personal statement | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |

| Element | Admission | Completion |
|-------------------------------|--|--|
| Interview | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Other Specify: <div></div> | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

☒ Yes

☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

| Element | Admission | Completion |
|---|---|---|
| Transcript | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Background check | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s) | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Essay or personal statement | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

| Element | Admission | Completion |
|---|---|---|
| Interview | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Other Specify: <div>Via by Watermark, Application to Educator Preparation Program, edTPA, Philosop...</div> | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3.25

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3.25

4. Please provide any additional information about the information provided above:

The Grade Point Average (GPA) requirements are posted on the website, included in the Admission, Retention, and Completion policies provided to candidates throughout the year, posted in the handbooks, provided in the Graduate Catalog, and discussed with the candidates during their advising sessions. Candidates are required to meet with advisors at least once a semester and the GPA requirements are discussed. The Center for Educator Preparation and Certification Services monitors the GPA of the candidates every semester. If the GPA of a candidate drops below the requirement of 3.25, the candidate has one semester to increase the GPA to the requirement before being council out of the program. A conference is held with the candidate and the Dispositions Committee. During the Dispositions Committee meeting, an action plan is developed that includes strategies for success for the candidate.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes

☐ No

If yes, provide the next two responses. If no, leave them blank.

| Programs with student teaching models (most traditional programs) | |
|--|----------------|
| Number of clock hours of supervised clinical experience required prior to student teaching | <div>219</div> |
| Number of clock hours required for student teaching | <div>640</div> |

You have programs with the teacher of record model, but "clock hours of supervised clinical experience required prior to teaching as the teacher of record" and "years required for teaching as the teacher of record" are 0. Please correct the data, or confirm.

☒ I confirm that there are 0 hours required

Are there programs in which candidates are the teacher of record?

☒ Yes

☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

0

Number of years required for teaching as the teacher of record in a classroom

0

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

8

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

1

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

46

Number of students in supervised clinical experience during this academic year

61

Please provide any additional information about or descriptions of the supervised clinical experiences:

The clinical experiences for the 2019-2020 academic year included substitute assignments for the field experiences for spring 2020 because of the COVID19 pandemic. The fall semester was a typical schedule and in the spring starting in March, candidates transferred to virtual teaching experiences from face-to-face. These substitutions required candidates to complete the same number of clock hours and experiences in the field. The Educator Preparation Provider approved Class A Alternative checklists include courses that teach research and provides a theoretical base that guides the connection of theory with practice for the clinical experiences. The courses align with the Alabama Core Teaching Standards (ACTS), specific content, and national standards of each program. The Alabama State Department of Education and the University have approved the program checklist for each program. The field experiences co-constructed by faculty, school partners, and professional staff members include real-life opportunities and 21st-century knowledge and skills to help develop effective teachers. The Field Experiences Advisory Council meets once a year to discuss the data results and to recommend revisions or changes to the field experiences. Following these activities and procedures, the Educator Preparation Provider can ensure there is coherence across academic components of the preparation and clinical requirements. This process over the years led to the field experiences being more closely aligned with the foundation courses and all methods courses. The instructors of the methods courses serve as field experience supervisors and observe the candidates in the field at least twice each semester. The Field Experiences Advisory Council also has a responsibility to revise the Internship and Field Experience Handbooks. The collaborative activities between the Educator Preparation Provider and partners ensure that both parties assume some degree of accountability for candidate outcomes. The sharing of accountability begins with the co-construction and development of assessment documents inclusive of their partnering to establish the reliability and validity of the assessment instruments. In addition to the shared responsibilities for the outcomes based on assessments, partners sharing of accountability for candidate outcome as required in every facet of the program, from admission to persistence to graduation, and ultimately, obtaining certification. Criteria for selection of both school-based and clinical faculty are mutually agreed upon, as noted in the Memorandum of Agreement signed by both parties. To prepare for their roles as clinical faculty, those selected must attend an orientation training session. This orientation provides face-to-face or online training of the handbook and the assessments to be completed by the cooperating teacher. The Field Experiences Clinical Model provides evidence of the depth, breadth, scope, and sequence of the clinical experiences for candidates. To ensure diverse experiences for all candidates regardless of program, the Office of Field Experiences and School Partnerships implemented a system for placing, monitoring, and tracking the placements of each candidate using the Candidates Total Diversity Hours Tracking Audit Form. Candidates are required to complete 100 hours of diverse experiences in public schools. The Educator Preparation Provider place candidates in the schools based on the following criteria: 1) area of certification, 2) grade appropriate to his/her certification, 3) class with exceptional students, 4) class with learners of socioeconomic diversity, 5) class of race and diverse gender populations, and a 6) school with a technology initiative. The Educator Preparation Provider monitors the diversity of schools to ensure candidates have diverse school placements using the School District Partners Diversity Characteristics results. This form includes the demographics of the school districts. The clinical experience prepares candidates to work with all students. The coherence experiences occur to ensure there is an alignment of experiences between the courses and content. For example, all candidates will engage in experiences with exceptional and English Language Learners. While enrolled in SPE 501, Introduction to the Study of Exceptional Children course, candidates complete 43 clock hours of field experiences. Similarly, candidates will engage in field experiences along content lines during transition phase three, called the "Pre-clinical" experience. Another example is if the methods course is for mathematics, the candidate will be assigned to a teacher in the school teaching mathematics and will engage learners in several mathematics lessons that are appropriate to the subject and level of certification. The Educator Preparation Provider ensures the clinical experiences are of sufficient duration to allow candidates to meet all expected outcomes for the experiences while in the field. The candidates practice and use the knowledge and skills learned in coursework, identify and use

strategies that maximize learning and achievement so that they might begin to feel comfortable and competent in identifying their growth impact, learning, and achievement of those they teach. Candidates begin field experiences at the Pre-entry and Entry transition phases, and the clinical internship is the last phase. During their matriculation through these transition phases, the candidates complete the following: 50 hours (Pre-entry/Entry) and 14 hours for the opening and closing of the school, 155 hours of Pre-clinical, and 640 hours at the Clinical Phase. The Field Experience Clinical Model provides a sequence of coursework where the candidates are required to develop skills sequentially to demonstrate their level of proficiency or competency on the required components of the assessments. The candidates demonstrate their effectiveness through critical assessments unique to the program and shared throughout the EPP. The slate of assessments required of all candidates includes content knowledge, pedagogy, dispositions, the effect on learning, planning for instruction, technology, diversity, and ethics. The assessment instruments include technology, diversity, and ethics criteria. The focus throughout the Educator Preparation Program is the matter of impressing upon candidates the importance of demonstrating his/her effect on student learning and development. More recently, during the fall 2018 academic year, the Alabama State Department of Education adopted the edTPA assessment. Candidates are required to collaborate with the cooperating teacher to teach a learning segment to provide evidence that they are ready to teach based on the edTPA portfolio specific to their content area. Candidates must pass the exam with the cut score set by the State. The process is another means for candidates to demonstrate that they are developing proficiency and competence in planning, instructing, and assessing P-12 learning during their clinical experiences. Within the Educator Preparation Provider's Quality Assurance System, multiple assessments have been designed or selected to have candidates demonstrate knowledge, skills, and dispositions. These assessments selected as a result of literature searches suggest that these areas are vital for professional educators to have a positive effect on the learning and development of P-12 learners.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

| 2019-20 Total | |
|--------------------------------------|----|
| Total Number of Individuals Enrolled | 34 |
| Subset of Program Completers | 12 |

| Gender | Total Enrolled | Subset of Program Completers |
|---|----------------|------------------------------|
| Male | 8 | 2 |
| Female | 26 | 10 |
| Non-Binary/Other | 0 | 0 |
| No Gender Reported | 0 | 0 |
| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 30 | 9 |
| Hispanic/Latino of any race | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 |
| White | 4 | 3 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|----------------------------|----------------|------------------------------|
| Two or more races | <div>0</div> | <div>0</div> |
| No Race/Ethnicity Reported | <div>0</div> | <div>0</div> |

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

THIS PAGE INCLUDES:

>> [Teachers Prepared by Subject Area](#)

>> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(§205\(b\)\(1\)\(H\)\)](#)

What are CIP Codes?

☐

No teachers prepared in academic year 2019-20

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

| CIP Code | Subject Area | Number Prepared |
|----------|--|-----------------|
| 13.10 | Teacher Education - Special Education | <div>1</div> |
| 13.1202 | Teacher Education - Elementary Education | <div>2</div> |

| CIP Code | Subject Area | Number Prepared |
|----------|--|--------------------------------|
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text" value="0"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text" value="1"/> |
| 13.1301 | Teacher Education - Agriculture | <input type="text" value="0"/> |
| 13.1302 | Teacher Education - Art | <input type="text" value="0"/> |
| 13.1303 | Teacher Education - Business | <input type="text" value="0"/> |
| 13.1305 | Teacher Education - English/Language Arts | <input type="text" value="0"/> |
| 13.1306 | Teacher Education - Foreign Language | <input type="text" value="0"/> |
| 13.1307 | Teacher Education - Health | <input type="text" value="0"/> |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | <input type="text" value="0"/> |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | <input type="text" value="0"/> |
| 13.1311 | Teacher Education - Mathematics | <input type="text" value="1"/> |
| 13.1312 | Teacher Education - Music | <input type="text" value="0"/> |
| 13.1314 | Teacher Education - Physical Education and Coaching | <input type="text" value="5"/> |
| 13.1315 | Teacher Education - Reading | <input type="text" value="0"/> |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | <input type="text" value="0"/> |
| 13.1317 | Teacher Education - Social Science | <input type="text" value="0"/> |
| 13.1318 | Teacher Education - Social Studies | <input type="text" value="0"/> |
| 13.1320 | Teacher Education - Trade and Industrial | <input type="text" value="0"/> |
| 13.1321 | Teacher Education - Computer Science | <input type="text" value="0"/> |
| 13.1322 | Teacher Education - Biology | <input type="text" value="2"/> |
| 13.1323 | Teacher Education - Chemistry | <input type="text" value="0"/> |
| 13.1324 | Teacher Education - Drama and Dance | <input type="text" value="0"/> |
| 13.1328 | Teacher Education - History | <input type="text" value="0"/> |
| 13.1329 | Teacher Education - Physics | <input type="text" value="0"/> |
| 13.1331 | Teacher Education - Speech | <input type="text" value="0"/> |

| CIP Code | Subject Area | Number Prepared |
|----------|--|--------------------------------|
| 13.1337 | Teacher Education - Earth Science | <input type="text" value="0"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text" value="0"/> |
| 13.99 | Education - Other Specify: <input type="text"/> | <input type="text" value="0"/> |

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

| CIP Code | Academic Major | Number Prepared |
|----------|--|--------------------------------|
| 13.10 | Teacher Education - Special Education | <input type="text" value="1"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text" value="2"/> |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text" value="0"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text" value="1"/> |
| 13.1301 | Teacher Education - Agriculture | <input type="text" value="0"/> |
| 13.1302 | Teacher Education - Art | <input type="text" value="0"/> |
| 13.1303 | Teacher Education - Business | <input type="text" value="0"/> |
| 13.1305 | Teacher Education - English/Language Arts | <input type="text" value="0"/> |
| 13.1306 | Teacher Education - Foreign Language | <input type="text" value="0"/> |
| 13.1307 | Teacher Education - Health | <input type="text" value="0"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|--|--------------------------------|
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | <input type="text" value="0"/> |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | <input type="text" value="0"/> |
| 13.1311 | Teacher Education - Mathematics | <input type="text" value="1"/> |
| 13.1312 | Teacher Education - Music | <input type="text" value="0"/> |
| 13.1314 | Teacher Education - Physical Education and Coaching | <input type="text" value="5"/> |
| 13.1315 | Teacher Education - Reading | <input type="text" value="0"/> |
| 13.1316 | Teacher Education - General Science | <input type="text" value="0"/> |
| 13.1317 | Teacher Education - Social Science | <input type="text" value="0"/> |
| 13.1318 | Teacher Education - Social Studies | <input type="text" value="0"/> |
| 13.1320 | Teacher Education - Trade and Industrial | <input type="text" value="0"/> |
| 13.1321 | Teacher Education - Computer Science | <input type="text" value="0"/> |
| 13.1322 | Teacher Education - Biology | <input type="text" value="2"/> |
| 13.1323 | Teacher Education - Chemistry | <input type="text" value="0"/> |
| 13.1324 | Teacher Education - Drama and Dance | <input type="text" value="0"/> |
| 13.1328 | Teacher Education - History | <input type="text" value="0"/> |
| 13.1329 | Teacher Education - Physics | <input type="text" value="0"/> |
| 13.1331 | Teacher Education - Speech | <input type="text" value="0"/> |
| 13.1337 | Teacher Education - Earth Science | <input type="text" value="0"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text" value="0"/> |
| 13.99 | Education - Other Specify: <input type="text"/> | <input type="text" value="0"/> |
| 01 | Agriculture | <input type="text" value="0"/> |
| 03 | Natural Resources and Conservation | <input type="text" value="0"/> |
| 05 | Area, Ethnic, Cultural, and Gender Studies | <input type="text" value="0"/> |
| 09 | Communication or Journalism | <input type="text" value="0"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|--|--------------------------------|
| 11 | Computer and Information Sciences | <input type="text" value="0"/> |
| 12 | Personal and Culinary Services | <input type="text" value="0"/> |
| 14 | Engineering | <input type="text" value="0"/> |
| 16 | Foreign Languages, Literatures, and Linguistics | <input type="text" value="0"/> |
| 19 | Family and Consumer Sciences/Human Sciences | <input type="text" value="0"/> |
| 21 | Technology Education/Industrial Arts | <input type="text" value="0"/> |
| 22 | Legal Professions and Studies | <input type="text" value="0"/> |
| 23 | English Language/Literature | <input type="text" value="0"/> |
| 24 | Liberal Arts/Humanities | <input type="text" value="0"/> |
| 25 | Library Science | <input type="text" value="0"/> |
| 26 | Biological and Biomedical Sciences | <input type="text" value="0"/> |
| 27 | Mathematics and Statistics | <input type="text" value="0"/> |
| 30 | Multi/Interdisciplinary Studies | <input type="text" value="0"/> |
| 38 | Philosophy and Religious Studies | <input type="text" value="0"/> |
| 40 | Physical Sciences | <input type="text" value="0"/> |
| 41 | Science Technologies/Technicians | <input type="text" value="0"/> |
| 42 | Psychology | <input type="text" value="0"/> |
| 44 | Public Administration and Social Service Professions | <input type="text" value="0"/> |
| 45 | Social Sciences | <input type="text" value="0"/> |
| 46 | Construction | <input type="text" value="0"/> |
| 47 | Mechanic and Repair Technologies | <input type="text" value="0"/> |
| 50 | Visual and Performing Arts | <input type="text" value="0"/> |
| 51 | Health Professions and Related Clinical Sciences | <input type="text" value="0"/> |
| 52 | Business/Management/Marketing | <input type="text" value="0"/> |
| 54 | History | <input type="text" value="0"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|-------------------------------|-----------------|
| 99 | Other Specify: <div></div> | 0 <div></div> |

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(§205\(a\)\(1\)\(A\)\(iii\); §206\(b\)\)](#)

Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
- Yes

No
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
- Yes

No
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
- Yes

No

Program does not prepare special education teachers
4. Prospective general education teachers are prepared to provide instruction to students with disabilities.
- Yes

No
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.
- Yes

No
6. Prospective general education teachers are prepared to provide instruction to students from low-income families.
- Yes

No
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
- Yes

No
8. Describe your institution’s most successful strategies in meeting the assurances listed above:

The EPP is committed to a strong and vibrant education preparation program ensuring that candidates develop a deep understanding of the critical concepts and principles of their discipline and use discipline-specific practices to advance the learning of P-12 students toward attainment of college-and-career-readiness standards. The EPP's commitment is demonstrated in the details of the Quality Assurance System (QAS) and the Conceptual Framework. The QAS is an integrated and comprehensive system designed to assess candidate success and program effectiveness. The key assessments presented in the QAS are aligned with the EPP's Conceptual Framework, InTASC Model Core Teaching Standards, Council for the Accreditation of Educator Preparation (CAEP) standards, and the International Society for Technology Ed (ISTE) standards. The EPP's assessment system includes multiple assessments at multiple transition phases from internal and external sources. The EPP utilizes both proprietary and EPP-created instruments for the assessments to measure the progress of the candidates. Course syllabi, assignment templates, key assessments (directions and scoring guides), and field experiences are intentionally aligned with InTASC standards. All four of the InTASC categories are addressed

with multiple indicators across the four categories. Completers meet or exceed standards at the acceptable level as identified on each assessment instrument and become eligible for certification at the end of the program. Recruitment strategies target the critical fields for the state of Alabama and the region. In our foundations' courses, students are asked to investigate certification and licensure requirements for the state where they live. Clinical placements are made and performance is assessed to ensure candidates are able to work with diverse students in diverse settings; including students with disabilities. The EPP places our interns and we meet with district personnel to ensure candidates are aware of the instructional needs of those district schools and the activities of these schools. As part of the design for our program, all candidates are required to have experience in the field working with diverse students including those with exceptionalities. In addition to experiences with the P-12 students of these groups, all candidates must satisfy course work requirements and must be rated 3 "meets expectations" or above. proficient using our adopted assessment instruments for diversity that include diversity elements.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)

[>> Review Current Year's Goal \(2020-21\)](#)

[>> Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The Educator Preparation Provider will increase the Mathematics Secondary Education program participants by one unconditional admitted candidate for the 2019 - 2020 academic year.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

The Alabama State Board of Education no longer requires the Praxis Core in mathematics, reading, and writing for unconditional admissions into a program. The candidates can currently move from the pre-entry transition phase in the mathematics secondary education program to the entry-level within two semesters of taking education courses to qualify for unconditional admissions. The Praxis Core was a barrier stopping candidates from progressing through the program. To offset the cost of attending, the AAMU Robert Noyce Teacher Scholarship Program has supported several candidates through the program. The AAMU Noyce Teacher Scholarship Program is a program funded by the National Science Foundation (NSF); the program provides scholarship funding to undergraduate mathematics juniors, and seniors interested in earning teacher certification and working in high-needs school districts upon completion. The scholarship funds up to \$9,000.00 per academic semester for two years. One objective of the grant was to provide funding and tutoring sessions for the Praxis Content Mathematics exams. The tutoring sessions were planned during the day, at night, and on the weekends to accommodate the schedules of the candidates. The EPP has a Diversity, Recruitment, & Retention Plan that outlines goals and support services to retain high-quality candidates from diverse backgrounds and populations. The EPP has two goals that relate and align with the mathematics secondary education program. Goal one: To support our school partners with teacher shortages. The EPP's school partners have identified and communicated their teacher shortage needs, including a shortage of teachers in mathematics. The EPP has partnered with the local school districts to discuss the school districts' shortage areas and has started conversations about how we can increase the number of mathematics teachers. One teacher or administrator from each local school district serves on the Diversity, Recruitment, and Retention Plan Committee. The second

goal and strategy that aligns with the increase of mathematics secondary education teachers are for the EPP to increase the number of minority African American teachers in the classroom. The goal is to recruit, train, and induct minority male undergraduate students who express an interest in teaching students within Alabama's public P-12 schools. The M.A.L.E. Initiative scholarship provides tuition assistance for undergraduate juniors and seniors. Mentors have been assigned to monitor the progress of the candidates and to provide tutoring when needed. The candidates meet once a month to discuss their progress through the program.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Lesson Learned: When the Alabama State Board of Education removed the Praxis Core Exam as a requirement for unconditional admissions into the Educator Preparation Program, the number of teacher applicants for admissions have increased within the one-year time frame. The EPP has learned that removing the Praxis Core Exam has increased the interest of noneducation students on campus to become teachers.

6. Provide any additional comments, exceptions and explanations below:

The Department of Teacher Education and Leadership works collaboratively with the Mathematics Departments on campus to recruit, co-construct assessments, and assignments, agree upon program admission and completion requirements, and design curriculum. The Mathematics Department faculty have worked closely with the Department of Teacher Education and Leadership to agree upon the Alabama State Department of Education Program Checklist for mathematics. The math program checklist has been approved and renewed for an additional seven years. The initial Alternative 5th-Year Class A Mathematics Secondary Education Program is also CAEP approved.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The Educator Preparation Provider will increase the Mathematics Secondary Education program participants by two candidates for the 2020-2021 academic year.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The Educator Preparation Provider will increase the Mathematics Secondary Education program participants by two candidates for the 2021-2022 academic year.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)

[>> Review Current Year's Goal \(2020-21\)](#)

[>> Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The Educator Preparation Provider will increase the Science Programs' participants by three unconditional admitted candidates for the 2019-2020 academic year.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

The Alabama State Board of Education no longer requires the Praxis Core in mathematics, reading, and writing for unconditional admissions into a program. The candidates can currently move from the entry-level courses to the methods transition phase in the Science Secondary Education Alternative 5th Year Program to the entry-level within two semesters of taking education courses to qualify for unconditional admissions. The Praxis Core was a barrier stopping candidates from progressing through the program. The EPP has a Diversity, Recruitment, & Retention Plan that outlines goals and support services to retain high-quality candidates from diverse backgrounds and populations. The EPP has two goals that relate and align with science. Goal one: To support our school partners with teacher shortages. Our school partners have identified and communicated their teacher shortage needs, including a shortage of teachers in all science areas (biology and general science). The EPP has partnered with the local school districts to discuss the school districts' shortage areas and has started conversations about how we can increase the number of science teachers. One teacher or administrator from each local school district serves on the Diversity, Recruitment, and Retention Plan committee. The second goal and strategy that aligns with the increase of science teachers are for the EPP to increase the number of minority African American teachers in the classroom. The goal is to recruit, train, and induct minority male initial graduate students who express an interest in teaching students within Alabama's public P-12 schools. The M.A.L.E. Initiative scholarship provides tuition assistance for graduate candidates.. Mentors have been assigned to monitor the progress of the candidates and to provide tutoring when needed. The candidates meet once a month to discuss their progress through the program.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Lesson Learned: When the Alabama State Board of Education removed the Praxis Core Exam as a requirement for unconditional admissions into the Educator Preparation Program, the number of teacher applicants for admissions have increased within the one-year time frame. The EPP has learned that removing the Praxis Core Exam has increased the interest of noneducation students on campus to become teachers.

6. Provide any additional comments, exceptions and explanations below:

The Department of Teacher Education and Leadership works collaboratively with all science departments on campus to recruit, co-construct assessments and assignments, agree upon program admission and completion requirements, and design curriculum. The different science departments have worked closely with the Department of Teacher Education and Leadership to agree upon the Alabama State Department of Education Program Checklist for Biology and General Science programs. The program checklists have been approved and renewed for an additional seven years by the Alabama State Board of Education. The initial Class A Alternative Programs in Science Secondary Education are also CAEP approved.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The Educator Preparation Provider will increase the Science Programs' participants by two unconditional admitted candidates for the 2020-2021 academic year.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The Educator Preparation Provider will increase the Science Programs' participants by two unconditional admitted candidates for the 2021-2022 academic year.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)

[>> Review Current Year's Goal \(2020-21\)](#)

[>> Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The Educator Preparation Provider will increase the Special Education participants by 2 unconditional admitted candidates for the 2019-2020 academic year.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

The Alabama State Board of Education no longer requires the Praxis Core in mathematics, reading, and writing for unconditional admission into a program. The candidates can currently move from the entry transition phase in the Collaborative Special Education K-6 & 6-12 programs to the methods level within two semesters of taking education courses to qualify for unconditional admissions. The Praxis Core was a barrier stopping candidates from progressing through the Class A - Alternative Program. The EPP has a Diversity, Recruitment, & Retention Plan that outlines goals and support services to retain high-quality candidates from diverse backgrounds and populations. The EPP has two goals that relate and align with collaborative special education. Goal one: To support the EPP's school partners with teacher shortages. Our school partners have identified and communicated their teacher shortage needs, including a shortage of teachers in collaborative special education K-6 and 6-12. The EPP has partnered with the local school districts to discuss the school districts' shortage areas and has started conversations about increasing the number of collaborative special education teachers. One teacher or administrator from each local school district serves on the Diversity, Recruitment, and Retention Plan committee. The second goal and strategy that aligns with the increase of collaborative special education teachers are for the EPP to increase the number of minority African American teachers in the classroom. The goal is to recruit, train, and induct minority male students who express an interest in teaching students within Alabama's public P-12 schools. The M.A.L.E. Initiative scholarship provides tuition assistance to the candidates. Mentors have been assigned to monitor the progress of the candidates and to provide tutoring when needed. The candidates meet once a month to discuss their progress through the program.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Lesson Learned: When the Alabama State Board of Education removed the Praxis Core Exam as a requirement for unconditional admissions into the Educator Preparation Program, the number of teacher applicants for admissions have increased within the one-year time frame. The EPP has learned that removing the Praxis Core Exam has increased the interest of noneducation students on campus to become teachers.

6. Provide any additional comments, exceptions and explanations below:

The Department of Teacher Education and Leadership works collaboratively with all education programs in the department to recruit, co-construct assessments, and assignments, agree upon program admission and completion requirements, and design curriculum. The program checklists have been approved and renewed for an additional seven years. The initial collaborative special education K-6 and 6-12 programs are also CAEP approved until 2024.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The Educator Preparation Provider will increase the Special Education participants by 2 unconditional admitted candidates for the 2020-2021 academic year.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The Educator Preparation Provider will increase the Special Education participants by 2 unconditional admitted candidates for the 2021-2022 academic year.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ☐ Yes
☒ No

10. Describe your goal.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19 | 1 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20 | 2 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18 | 4 | | | |
| ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2019-20 | 1 | | | |
| ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2018-19 | 3 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2017-18 | 1 | | | |
| TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2019-20 | 1 | | | |
| TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2018-19 | 2 | | | |
| TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19 | 2 | | | |
| TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20 | 5 | | | |
| TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19 | 1 | | | |
| TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19 | 2 | | | |
| TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19 | 2 | | | |
| TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20 | 1 | | | |
| TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20 | 2 | | | |
| TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20 | 1 | | | |
| TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19 | 4 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students | 4 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20 | 2 | | | |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19 | 3 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) | |
|---|---------------------------|-------------------------|----------------------------|---------------------|--|
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18 | 1 | | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students | 3 | | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20 | 2 | | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19 | 3 | | | | |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18 | 1 | | | | |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students | 3 | | | | |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20 | 2 | | | | |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2018-19 | 3 | | | | |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2017-18 | 1 | | | | |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students | 3 | | | | |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20 | 2 | | | | |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19 | 2 | | | | |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18 | 1 | | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students | 1 | | | | |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19 | 2 | | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18 | 3 | | | |
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18 | 1 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20 | 1 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19 | 4 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18 | 2 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19 | 3 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18 | 2 | | | |
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20 | 5 | | | |
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19 | 1 | | | |
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18 | 2 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19 | 5 | | | |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18 | 17 | 166 | 17 | 100 |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20 | 2 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19 | 2 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18 | 5 | | | |
| ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2019-20 | 1 | | | |
| ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19 | 3 | | | |
| ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18 | 1 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 3 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19 | 2 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18 | 4 | | | |
| ETS5204 -TEACHING READING Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2019-20 | 3 | | | |
| ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2018-19 | 3 | | | |
| ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2017-18 | 2 | | | |
| ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) Other enrolled students | 2 | | | |

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2019-20 | 12 | 12 | 100 |
| All program completers, 2018-19 | 20 | 20 | 100 |
| All program completers, 2017-18 | 22 | 22 | 100 |

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. [\(§205\(a\)\(1\)\(D\), §205\(a\)\(1\)\(E\)\)](#)

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☒ State
- ☒ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

b. use technology effectively to collect data to improve teaching and learning

- ☒ Yes
- ☐ No

c. use technology effectively to manage data to improve teaching and learning

- ☒ Yes
- ☐ No

d. use technology effectively to analyze data to improve teaching and learning

- ☒ Yes
- ☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The EPP ensures candidates model & apply technology standards as they design, implement, & assess learning experiences to engage students, improve learning & enrich professional practice. During Spring 2020, the EPP added an additional requirements for candidates to become Google Level -1 Certified. The EPP revised the technology requirements to prepare candidates to teach in a virtual environment. The EPP also incorporated additional field experiences using online observations for candidates to observe and reflect upon National Board Certified Teachers using an online training program. All candidates take, as a pre-requisite for admission to the educator education program, FED 529 Computer-Based Instructional Technology. That course trains them on how to use technological resources in instruction. Students then have another opportunity to use this knowledge in their methods courses. Students are assessed during their micro-teaching experiences in these classes on how effectively they integrate technology into their lesson plans and the teaching of a lesson and/or unit. Consistent with the widespread use of technology in monitoring student progress and using data to enhance instruction and improve student learning, we partner with surrounding school districts to ensure that graduates are familiar and proficient in this area. Candidates complete assignments using technology in their method courses during the field experiences. Candidates have the opportunity to teach and to work with students to manage, assess, and teach using various technology digital media, and social tools. During the field experiences, candidates are required to give a pre-test and post-test assessment. When they collect the data, they are required to use EXCEL Spreadsheet capabilities to report and analyze the data. They then describe what the analysis of the data would mean for whatever follow-up is deemed

appropriate. During the internship seminar, candidates train side-by-side with classroom teachers for technology in motion workshops. Candidates are assessed with the internship rubrics that are aligned to the INTASC and ISTE standards. The Cooperating Teacher and the university clinical faculty score the rubrics that include technology elements. Candidates are required to provide artifacts of their work for the INTASC TWS portfolio.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

The activities that prepare the general education teachers to teach students with disabilities effectively include the following: The EPP uses the term "all" students to reference P-12 student diversity. The term which defines individual & group differences is similar to InTASC definitions: 1) Individual differences (e.g., personality, interests, learning modalities, & life experiences), & 2) Group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, & socio-economic background). 2) Candidates demonstrate skills & the commitment that afford all P-12 students access to rigorous college- & career-ready standards. For diversity, several indicators suggest that the EPP's candidates & completers understand & apply appropriate instructional strategies relative to student needs. The Alabama State Department of Education adopted the InTASC and Alabama Core Teaching (ACTS) Standards in 2013. The standards include criteria for what beginning teachers should know and be able to do. The EPP has aligned all courses for each program with these standards. The standards include indicators that relate to preparing all education teachers to teach students with disabilities effectively. All key assessments used to evaluate the candidates in the program include the standards specific to the course. Candidates are required to earn a score of "3-Meets expectations" on all elements of the assessment instrument that include measuring their knowledge, skills, and dispositions to teach students with disabilities. If a candidate does not meet the expectations, a remedial session is planned with the instructor of the course. The EPP has a dedicated course for supporting students with disabilities. Candidates in all programs are required to take SPE 501 Introduction to the Study of Exceptional Children for three credit hours. During this course, candidates are introduced and made aware of laws and the definitions that relate to special education. The course also emphasizes the needs of students with disabilities. The EPP provides fieldwork and student teaching opportunities that allow general education teachers to interact with students with disabilities and to help the candidate understand the details of writing and implementing an IEP. While candidates are in this course, they are required to complete 43 clock hours of field experiences and with exceptional learners in a P-12 school or a daycare center for early childhood education majors. While completing these field experiences the EPP requires the candidates to demonstrate an understanding of how to meet the needs of each student in the class. The candidates interview teachers and work with small groups of students with disabilities while at the school. Alabama requires that all teachers and administrators in the State complete training in the Lee-vs-Macon strategies, so the EPP provides a seminar during a course that is required for all candidates in all programs. The candidates learn the knowledge and skills needed to differentiate in the classroom to meet the needs of all students. The Opening and Closing assignment as part of the field experiences, require candidates to spend time in the classroom observing the learning environment of the class as it relates to materials and teaching strategies for students with disabilities. The candidates during both school visits, interview the classroom teachers about the rules and routines they have in place that relates to meeting the needs of the class. The opening of school is seven clock hours and the closing of the school year is seven. Candidates complete 150 clock hours of field experiences while taking program-specific method courses. In the methods courses the candidates are exploring strategies and demonstrating in the field they have the knowledge, skills, and dispositions to have an effect on student learning with disabilities. The EPP requires all candidates to take reading and math courses. Early Childhood, Elementary, and Collaborative programs require nine credit hours of reading, and all subject content programs in secondary education and P-12 education are required to take a 3-hour reading course. Candidates in the reading courses explore and apply the strategies of thinking, listening, reading, writing, speaking, viewing, and visual representation to teaching students with disabilities. Field experience activities and assignments are aligned to the standards/courses to give the candidates the opportunity to demonstrate the strategies learned in a P-12 teaching environment. The courses explore in detail how to differentiate instruction for various situations, materials, and ideas. The candidates develop age-appropriate lesson plans to use in the schools during the class. Candidates are taught to be reflective thinkers of the lessons they have taught. They learn to administer informal and formal assessments to measure student growth. Collaborating with colleagues and community agencies is also emphasized during the class discussions. The internship is another opportunity for the candidates to observe a classroom teacher in an inclusive environment, learn more about the process and procedures in place at schools for developing IEP documents, participate in an IEP meeting as permitted by the guardians, and teach students with disabilities.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Candidates participate as members of individual education program teams in the school districts where they are assigned for field experiences and the Internship. The EPP provides field experiences and student teaching opportunities that allow general education teachers to interact with and

understand the IEP process. During a professional studies course and for the methods courses the candidates are in schools completing 219 clock hours. It is during that time the mentor or cooperating teachers are encouraged to allow the candidates to participate in IEP meetings with permission from the guardians or parents of a student. The candidates support the classroom teachers in developing the students' profiles for the IEP and also help with conducting informal assessments. Participating in an IEP meeting is very limited for our candidates during their clinical experiences. In most situations, the candidates are assigned to supervise the class as the general education teacher attends the IEP meetings.

c. Effectively teach students who are limited English proficient.

Candidates complete clinical experiences in schools where students who are English proficient attend. The EPP monitors the demographics of the school districts and the schools. The Alabama State Department of Education also adopted the InTASC and the Alabama Core Teaching Standards (ACTS) in 2013. The standards include criteria for what beginning teachers should know and be able to do. The EPP has aligned all courses for each program with these standards. The standards include indicators that relate to preparing all education teachers to teach students with limited English proficient effectively. All key assessments used to evaluate the candidates in the program include the standards specific to the course. Candidates are required to earn a score of "3-Meets expectations" on all elements of the assessment instrument that include measuring their knowledge, skills and dispositions to teach students who are limited English proficient. If a candidate does not meet the expectations, a remedial session is planned with the instructor of the course. The EPP has a dedicated course for supporting students with disabilities and limited English proficient. Candidates in all programs are required to take SPE 501 Introduction to the Study of Exceptional Children for three credit hours. During this course candidates are introduced and made aware of laws and the definitions that relate to English Language Learners. The EPP provides field experiences and student teaching opportunities that allow the candidates to interact with students who are limited English proficient and to help the candidate understand the strategies and materials needed to support the students. While candidates are in this course, they are required to complete 43 clock hours of field experiences in a P-12 school or a day care center for early childhood education majors. While completing these field experiences hours the EPP requires the candidates to demonstrate an understanding of how to meet the needs of each student in the class. The candidates interview teachers and work with small groups of students who are limited English speakers at the school. The candidates are required to complete the English Language Learner assignment for the course. Alabama requires that all teachers and administrators in the State complete training in the Lee-vs-Macon strategies, so the EPP provides a seminar during a course that is required for all candidates in all programs. The candidates learn the knowledge and skills needed to differentiate in the classroom to meet the needs of all students. The Opening and Closing assignment as part of the field experiences, require candidates to spend time in the classroom observing the learning environment of the class as it relates to materials and teaching strategies for students with limited English. The candidates during both school visits (14 clock hours), interview the classroom teachers about the rules and routines they have in place that relates to meeting the needs of the class. Candidates complete 155 clock hours of field experiences while taking program-specific method courses. The candidates are assigned to special education teachers in a public school. In the methods courses the candidates are exploring strategies and demonstrating in the field they have the knowledge, skills, and dispositions to have an effect on student learning. The EPP requires all candidates to take a reading course. Early Childhood, Elementary, and Collaborative programs require nine credit hours of reading and all subject content programs in secondary education and P-12 education are required to take a 3-hour credit hour course (SED 515 Reading in the Content Area). Candidates in the reading courses explore and apply the strategies of thinking, listening, reading, writing, speaking, viewing, and visual representation to teach students with limited English. A field experience assignment is aligned to the standards/courses to give the candidates the opportunity to demonstrate the strategies learned in a P-12 teaching environment. The courses explore in detail how to differentiate instruction for various situations, materials, and ideas. The candidates develop age-appropriate lesson plans to use in the schools during the class. Candidates are taught to be reflective thinkers of the lessons they have taught. They learn to administer informal and formal assessments to measure student growth. Collaborating with colleagues and community agencies is also emphasized during the class discussions. The internship (640 clock hours) is another opportunity for the candidates to observe a classroom teacher working with students who have limited English, learn more about the process and procedures in place at schools for English Language Learners, participate in an English Language Learners parent meetings as permitted by the guardians, and teach students who are limited English proficient.

2. Does your program prepare special education teachers?

- ☒ Yes
- ☐ No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

During the 2019-2020 academic year, the Collaborative Special Education Program faculty revised the IEP Course to include mock IEP meetings and field experiences in the schools so the candidates could gain additional experiences with writing IEPs and implementing the IEPs of the P-12 students in the classroom. The candidates majoring in special education K-6 and 6-12 participate in various activities throughout their programs. The candidates in the program complete SPE 501: Introduction to the Study of Exceptional Children as one of their first courses. The course is followed by teaching field courses specific to special education. The course titles include Application of child Development, Transitioning Students, Management of Classroom Behavior, Advanced Transitional Planning and Writing IEPs, Collaborative Consultation, Evaluation of Teaching and Learning, Foundations of Teaching Reading, and methods courses in Math, Science, Social Studies, and Reading. During the required 219 hours of field experience, the candidates observe, apply, and reflect upon their experiences to grow professionally. They participate as a member of the IEP team

(when permission is granted), attend Eligibility meetings, attend a Re-certification IEP meeting, interview a parent/guardians with a child with special needs, observe an adapted physical education class, use adapted technology equipment, interview a psychometric, and teach in an inclusive and self-contained classroom. The candidates join a professional organization to network, research for resources, and to learn from others in the same field. The internship which consists of 640 hours provides opportunities for the candidates to apply all the knowledge learned at a school teaching side by side with a special education teacher. The candidates start by observing, working with small groups, and then to larger groups of students (whole class). For professional development, the candidates are required to complete the Lee-vs-Macon seminar. During this seminar, the candidates learn additional strategies to differentiate instruction, use technology to differentiate the product, process, and content, and practice Response to Intervention (RTI) during the field experiences.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

The EPP provides field experiences and student teaching opportunities that allow special education pre-service teachers to interact with and understand the IEP process in a public school. During a professional studies course and for the methods courses the candidates are in schools completing 219 clock hours. It is during that time the mentor or cooperating teachers are encouraged to allow the candidates to participate in IEP meetings with permission from the guardians or parents of a student. The candidates support the special education teachers with developing the students' profiles for the IEP and also help with conducting informal assessments. Participating in an IEP meeting is very limited for the EPP's candidates during their clinical experiences. In most situations, the candidates are assigned to supervise the class as the special education teacher attends the IEP meetings. The EPP continues to work with the school districts to request additional experiences for the candidates to serve as members of the IEP team.

c. Effectively teach students who are limited English proficient.

The Alabama State Department of Education adopted the InTASC and the Alabama Core Teaching Standards (ACTS) in 2013. The standards include criteria for what beginning teachers should know and be able to do. The EPP has aligned all courses for each program with these standards. The standards include indicators that relate to preparing all education teachers to teach students with limited English proficient effectively. All key assessments used to evaluate the candidates in the program include the standards specific to the course. Candidates are required to earn a score of "3-Meets expectations" on all elements of the assessment instrument that include measuring their knowledge, skills and dispositions to teach students who are limited English proficient. If a candidate does not meet the expectations, a remedial session is planned with the instructor of the course. The EPP has a dedicated course for supporting students with disabilities and limited English proficient. Candidates in all programs are required to take SPE 501 Introduction to the Study of Exceptional Children for three credit hours. During this course, candidates are introduced and made aware of laws and the definitions that relate to English Language Learners. The EPP provides field experiences and student teaching opportunities that allow the candidates to interact with students who are limited English proficient and to help the candidate understand the strategies and materials needed to support the students. While candidates are in this course, they are required to complete 45 clock hours of field experiences in a P-12 school or in a daycare center for early childhood education majors. While completing these field experience hours the EPP requires the candidates to demonstrate an understanding of how to meet the needs of each student in the class. The candidates interview teachers and work with small groups of students who are limited English speakers at the school. The candidates are required to complete the English Language Learner assignment for the course. Alabama requires that all teachers and administrators in the State complete training in the Lee vs-Macon strategies, so the EPP provides a seminar during a course that is required for all candidates in all programs. The candidates learn the knowledge and skills needed to differentiate in the classroom to meet the needs of all students. The Opening and Closing assignment as part of the field experiences, require candidates to spend time in the classroom observing the learning environment of the class as it relates to materials and teaching strategies for students with limited English. The candidates during both school visits (14 clock hours), interview the classroom teachers about the rules and routines they have in place that relates to meeting the needs of the class. Candidates complete 150 clock hours of field experiences while taking program-specific method courses. The candidates are assigned to special education teachers in a public school. In the methods courses, the candidates are exploring strategies and demonstrating in the field they have the knowledge, skills, and dispositions to have an effect on student learning. The EPP requires all candidates to take a reading course. Early Childhood, Elementary, and Collaborative programs require nine credit hours of reading, and all subject content programs in secondary education and P-12 education are required to take a 3-hour credit hour course (SED 515 Reading in the Content Area). Candidates in the reading courses explore and apply the strategies of thinking, listening, reading, writing, speaking, viewing, and visual representation to teaching students with limited English. A field experience assignment is aligned to the standards/courses to give the candidates the opportunity to demonstrate the strategies learned in a P-12 teaching environment. The courses explore in detail how to differentiate instruction for various situations, materials, and ideas. The candidates develop age-appropriate lesson plans to use in the schools during the class. Candidates are taught to be reflective thinkers of the lessons they have taught. They learn to administer informal and formal assessments to measure student growth. Collaborating with colleagues and community agencies is also emphasized during the class discussions. FED 521 Multicultural Education is required for all candidates in the program. During this course, candidates learn about their own bias and how to teach using culturally responsive teaching strategies. FED 504 Evaluation of Teaching and Learning, indicates learn how to plan assessments and how to develop action plans to meet the needs of each P-12 student and to impact student learning. The internship (640 clock hours) is another opportunity for the candidates to observe a classroom teacher working with students who have limited English, learn more about the process and procedures in place at schools for English Language Learners, participate in an English Language Learners parent meetings as permitted by the guardians, and teach students who are limited English proficient

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The EPP's mission is embedded in the overall mission of the College of Education, Humanities, and Behavioral Sciences, and is consistent with the teaching, research, extension, and public service mission of the University. The University's mission provides the context for the development, implementation, and evaluation of the EPP's conceptual framework for the preparation of teachers and other school personnel. The framework is based on national, state, and institutional standards, discipline-based knowledge, and considerable collaboration among faculty, public school professionals, and other stakeholders. The framework is based on national, state, and institutional standards, discipline-based knowledge, and considerable collaboration among faculty, school professionals, and other stakeholders. In accordance with the University's mission of teaching, research, and service, the EPP prepares P-12 teacher candidates with knowledge, skills, abilities, and professional dispositions associated with effective teaching and learning to help all diverse students achieve their fullest potential; conduct research and support the advancement of and dissemination of high-quality knowledge, and attain their educator credentials and become effective educators. The EPP achieves its goals through establishing and maintaining collaborations and partnerships with school-based partners to effect changes and improvements in education. The EPP collaborates with the University to achieve its mission and vision. The vision of producing highly competent educators is practiced through the EPP's program. Annually the EPP prepares and submits the CAEP Annual Report and other required reports to the Alabama State Department of Education. The Alabama State Department of Education issues a Higher Education State Report Card annually to the EPP. The State Report Card for the Educator Preparation Provider is attached for review. The Council for the Accreditation of Educator Preparation Action report from CAEP is attached. This report shows that the initial programs at Alabama A&M University are CAEP approved and all CAEP standards have been met. Dr. Andrew Hugine, Jr. the President of Alabama A&M University, also received a letter from CAEP in April 2019 stating that the College of Education at Alabama A&M University was granted Accreditation at the initial-licensure level as described in the CAEP Accreditation Action Report.

Supporting Files

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| The State Report Card for the Educator Preparation Provider is attached for review. | |
| The Council for the Accreditation of Educator Preparation Action report from CAEP is attached. | |
| Dr. Andrew Hugine, Jr. the President of Alabama A&M University, also received a letter from CAEP in April 2019 stating that the College of Education at Alabama A&M University was granted Accreditation at the initial-licensure level as described in the CA | |

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Lydia Davenport

TITLE:

Director, Center for Educator Preparation and Certification Service

Certification of review of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Lena Walton

TITLE:

Dean