



Alabama A & M University  
Traditional 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

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Walton

**PHONE**

(256) 372-5500

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lena.walton@aamu.edu

# List of Programs

THIS PAGE INCLUDES:

>> [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))**

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                                       | UG              |        |
| 13.1202  | Elementary Education  | UG              |        |
| 13.1     | Special Education   | UG              |        |
| 13.1322  | Teacher Education - Biology                                     | UG              |        |
| 13.1323  | Teacher Education - Chemistry                                   | UG              |        |
| 13.1305  | Teacher Education - English/Language Arts                       | UG              |        |
| 13.1308  | Teacher Education - Family and Consumer Sciences/Home Economics | UG              |        |
| 13.1311  | Teacher Education - Mathematics                                 | UG              |        |
| 13.1312  | Teacher Education - Music                                       | UG              |        |
| 13.1314  | Teacher Education - Physical Education and Coaching             | UG              |        |
| 13.1329  | Teacher Education - Physics                                     | UG              |        |
| 13.1318  | Teacher Education - Social Studies                              | UG              |        |

Total number of teacher preparation programs:

12

# Program Requirements

THIS PAGE INCLUDES:

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

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](#)

## 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 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 checked="" type="radio"/> Yes <input 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  |
|---|---|---|
| <b>Interview</b>  | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| <b>Other Specify:</b><br>edTPA-Completion and Application to Educator Preparation Program for admission | <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.)

2.75

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.)

2.75

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

The Alabama State Department of Education requires a minimum G.P.A. of 2.75 for admission into an education program and a 2.75 G.P.A. for completing the program. The Admission, Retention, and Completion (ARC) policies and procedures implemented by the Educator Preparation Provider includes the transition phases candidates should follow to be admitted into a program. The ARC is introduced to the candidates by their advisor during the first advising session. As the candidates progress through the program, the ARC is used as a checklist to help the candidate self-monitor their progress from admission to completion. The candidates are required to complete an Admission Application with the Center for Educator Preparation and Certification Services after meeting all requirements in transition phase one (during the first 200 level professional courses in education). The candidates are assigned an advisor (faculty member in their specific program) before taking their first education course. The advisor monitors the progress of the candidates by first developing an eight semester plan that should be used to assign courses for each semester. During FED 200 Introduction to Teacher Education, the candidates complete the admission interview process with an Admission Interview Committee made up of faculty, professional staff, and P-12 school partners and write their Philosophy of Education paper. The Admission Interview Committee provides a letter of recommendation for the candidate to the Certification Officer for admission if the candidate earns a passing score on the interview. If a candidate does not earn the pass score, he or she can repeat the interview process the next semester. Another requirement for admission is for the candidates to pass all three parts of the Praxis Core in Reading, Writing, & Mathematics. A course was developed to help the candidates get familiar with the testing format and to review good study habits. The course, FED 203 Academic Skills for Educators is an elective course that's available to all candidates.

## 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   |
|---|--|--|
| <b>Transcript</b>   | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| <b>Fingerprint check</b>  | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| <b>Background check</b>   | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| <b>Minimum number of courses/credits/semester hours completed</b> | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| <b>Minimum GPA</b>  | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| <b>Minimum GPA in content area coursework</b>                     | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |

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

## 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 | <input type="text" value="219"/> |
| Number of clock hours required for student teaching  | <input type="text" value="640"/> |

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**

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

**All Programs**

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

12

[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)**

2

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

47

**Number of students in supervised clinical experience during this academic year**

59

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

The fall 2019 semester was a typical semester with candidates visiting schools face-to-face and completing their hours of the field experiences and the Internship. The spring 2020 semester was different, with several school districts closing their doors in March because of the COVID19 pandemic to transfer to virtual teaching. Alabama A&M University met with school partners and organized for the candidates to complete the number of hours required for the Internship. The field experience face-to-face hours not completed by the candidates before March 17, 2021, were met by candidates following substitute assignments aligned to the EPP's standards. For example, the candidates were assigned to watch the National Board for Teacher videos to complete projects, earn a Google Level-1 Certification, and participate in online Dyslexia training. All candidates completed their substitute assignments for the semester. The candidates were supervised by the instructors of the courses and monitored by the Office of Field Experiences. The required hours for the field experiences and the Internship remained the same. The Educator Preparation Provider approved 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) and the national InTASC standards, 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 for 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 ensures the EPP that the field experiences are 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 201, 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 key assessments required of all candidates includes content knowledge, pedagogy, dispositions, the effect on learning, planning for instruction, technology, diversity, and ethics. The key 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

THIS PAGE INCLUDES:

>> [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))**

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 | 42 |
| Subset of Program Completers         | 7  |

| Gender                                    | Total Enrolled | Subset of Program Completers |
|---|----------------|------------------------------|
| Male                                      | 13             | 2                            |
| Female                                    | 29             | 5                            |
| 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                 | 36             | 4                            |
| Hispanic/Latino of any race               | 0              | 0                            |
| Native Hawaiian or Other Pacific Islander | 0              | 0                            |
| White                                     | 6              | 3                            |

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

## Teachers Prepared

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?v=55>).

| CIP Code | Subject Area                             | Number Prepared                |
|----------|--|--------------------------------|
| 13.10    | Teacher Education - Special Education    | <input type="text"/>           |
| 13.1202  | Teacher Education - Elementary Education | <input type="text" value="3"/> |

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

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

## 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"/> |
| 13.1202  | Teacher Education - Elementary Education                             | 3                    |
| 13.1203  | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/> |
| 13.1210  | Teacher Education - Early Childhood Education                        | 2                    |
| 13.1301  | Teacher Education - Agriculture                                      | <input type="text"/> |
| 13.1302  | Teacher Education - Art  | <input type="text"/> |
| 13.1303  | Teacher Education - Business   | <input type="text"/> |
| 13.1305  | Teacher Education - English/Language Arts                            | 1                    |
| 13.1306  | Teacher Education - Foreign Language                                 | <input type="text"/> |
| 13.1307  | Teacher Education - Health   | <input type="text"/> |

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

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

| CIP Code | Academic Major  | Number Prepared                                   |
|----------|---|---|
| 99       | Other Specify:<br><input data-bbox="285 121 1260 163" type="text"/> | <input data-bbox="1292 90 1568 132" type="text"/> |



# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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 Educator Preparation Provider (EPP) has implemented strategies from the Diversity and Recruitment Plan that include recruitment strategies that target the critical fields for the state of Alabama and the region. The Educator Preparation Provider communicates annually with the local school districts in October to request a list of teacher shortages. The Office of Field Experiences and School Partnerships monitors placements to ensure candidates have experiences with diverse learners in diverse settings. In addition, the EPP works closely with school partners who review rubrics used to assess the candidates and to ensure that the candidates are prepared to meet the responsibilities typically assumed by classroom teachers. The Diversity Tracking form was developed to monitor the diverse placement of candidates in rural, urban, low-income, and ELL locations. The EPP partners with eighteen school districts to place 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 schools of these groups, all candidates must satisfy

course work requirements and must be rated "meets expectations" or above on the key assessment instruments for diversity that includes diversity elements from the InTASC, ACTS, and specific content area standards.

# Annual Goals: Mathematics

## THIS PAGE INCLUDES:

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

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](#)

## 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.

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 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 admitted numbers by one 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 admitted numbers by one for the 2021-2022 academic year..

# Annual Goals: Science

## THIS PAGE INCLUDES:

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

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](#)

## 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 number of candidates admitted into the Science Secondary Education programs by four 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 science 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 biology, chemistry, physics, 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 Science exams. The tutoring sessions were planned during the day, at night, and on the weekends. 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, chemistry, general science, and physics). The EPP has partnered with the local school districts to discuss the school districts' shortage areas and start 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 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 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, Chemistry, and Physics for undergraduate programs. The program checklists have been approved and renewed for an additional seven years. The initial science programs 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 number of participants admitted into the science programs by three 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 number of candidates admitted into the Science Secondary Education programs by four for the 2021-2022 academic year.



# Annual Goals: Special Education

## THIS PAGE INCLUDES:

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

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](#)

## 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 admitted candidates by 4 participants in the Special Education program 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 Collaborative Special 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. 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 our 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 how we can increase the number of Collaborative Special Education K-6 and 6-12 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 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 other departments on campus to recruit, co-construct assessments, agree upon program admission and completion requirements, and design curriculum. The Collaborative Special Education program checklists have been approved and renewed for an additional seven years by the Alabama State Board of Education. The initial Collaborative Special Education 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 preparation of the Special Education Program candidates admitted into the program by two participants for 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 preparation of the Special Education Program candidates admitted into the program by two participants for 2021-2022 academic year.

# Annual Goals: Instruction of Limited English Proficient Students

## THIS PAGE INCLUDES:

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

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](#)

## 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

THIS PAGE INCLUDES:

>> [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](#)

## Assessment Pass Rates

| Assessment code - Assessment name<br>Test Company<br>Group  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 1                         |                         |                            |                     |
| ETS5025 -EARLY CHILDHOOD EDUCATION<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 2                         |                         |                            |                     |
| ETS5025 -EARLY CHILDHOOD EDUCATION<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                    | 2                         |                         |                            |                     |
| ETS5025 -EARLY CHILDHOOD EDUCATION<br>Educational Testing Service (ETS)<br>All program completers, 2018-19                    | 5                         |                         |                            |                     |
| ETS5025 -EARLY CHILDHOOD EDUCATION<br>Educational Testing Service (ETS)<br>All program completers, 2017-18                    | 3                         |                         |                            |                     |
| TPA0014 -EDTPA: EARLY CHILDHOOD<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20                     | 1                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| TPA0014 -EDTPA: EARLY CHILDHOOD<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19   | 1                         |                         |                            |                     |
| TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 1                         |                         |                            |                     |
| TPA0110 -EDTPA: ELEM ED LITERACY WITH MATHEMATICS TASK 4<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20                    | 2                         |                         |                            |                     |
| TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                                     | 1                         |                         |                            |                     |
| TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20                             | 1                         |                         |                            |                     |
| TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20                            | 1                         |                         |                            |                     |
| TPA0012 -EDTPA: SPECIAL EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19   | 2                         |                         |                            |                     |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl                    | 2                         |                         |                            |                     |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>Other enrolled students   | 6                         |                         |                            |                     |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                                       | 3                         |                         |                            |                     |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2018-19                                       | 3                         |                         |                            |                     |
| ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2017-18                                       | 6                         |                         |                            |                     |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl              | 2                         |                         |                            |                     |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>Other enrolled students   | 2                         |                         |                            |                     |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                                 | 3                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2018-19                 | 3                         |                         |                            |                     |
| ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2017-18                 | 6                         |                         |                            |                     |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl       | 2                         |                         |                            |                     |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>Other enrolled students                                  | 6                         |                         |                            |                     |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                          | 3                         |                         |                            |                     |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2018-19                          | 3                         |                         |                            |                     |
| ETS5005 -ELEM ED MULTI SUBJ SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2017-18                          | 6                         |                         |                            |                     |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 2                         |                         |                            |                     |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>Other enrolled students                            | 5                         |                         |                            |                     |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                    | 3                         |                         |                            |                     |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2018-19                    | 3                         |                         |                            |                     |
| ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2017-18                    | 6                         |                         |                            |                     |
| ETS5038 -ENGLISH LANGUAGE ARTS: CK<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                            | 1                         |                         |                            |                     |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl     | 1                         |                         |                            |                     |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students                                | 1                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group   | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19                       | 1                         |                         |                            |                     |
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl    | 1                         |                         |                            |                     |
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students                               | 1                         |                         |                            |                     |
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19                       | 2                         |                         |                            |                     |
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18                       | 3                         |                         |                            |                     |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>Other enrolled students                            | 1                         |                         |                            |                     |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All program completers, 2018-19                    | 3                         |                         |                            |                     |
| ETS5624 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All program completers, 2017-18                    | 2                         |                         |                            |                     |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                     | 2                         |                         |                            |                     |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2018-19                     | 8                         |                         |                            |                     |
| ETS5622 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2017-18                     | 11                        | 162                     | 11                         | 100                 |
| ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 1                         |                         |                            |                     |
| ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS<br>Educational Testing Service (ETS)<br>All program completers, 2018-19                    | 5                         |                         |                            |                     |
| ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS<br>Educational Testing Service (ETS)<br>All program completers, 2017-18                    | 1                         |                         |                            |                     |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 1                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group   | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                | 1                         |                         |                            |                     |
| ETS5204 -TEACHING READING<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl             | 3                         |                         |                            |                     |
| ETS5204 -TEACHING READING<br>Educational Testing Service (ETS)<br>All program completers, 2019-20                                | 5                         |                         |                            |                     |
| ETS5204 -TEACHING READING<br>Educational Testing Service (ETS)<br>All program completers, 2018-19                                | 7                         |                         |                            |                     |
| ETS5204 -TEACHING READING<br>Educational Testing Service (ETS)<br>All program completers, 2017-18                                | 9                         |                         |                            |                     |
| ETS5205 -TEACHING READING: ELEMENTARY<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 1                         |                         |                            |                     |
| ETS5205 -TEACHING READING: ELEMENTARY<br>Educational Testing Service (ETS)<br>Other enrolled students                            | 6                         |                         |                            |                     |



## 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.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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](#)

## Summary Pass Rates

| Group                           | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2019-20 | 7                   |                      |               |
| All program completers, 2018-19 | 15                  | 15                   | 100           |
| All program completers, 2017-18 | 13                  | 13                   | 100           |

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

## 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

# Use of Technology

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.

Integrate Technology Effectively: The Educator Preparation Program added Google Level-1 Certification to the requirements of the field experiences to better prepare the candidates for the virtual teaching environment. The Educator Preparation Program (EPP) also provides experiences in the public schools for the candidates to gain experiences in managing data information, assessing student learning, and instructing with technology. The EPP has a partnership with 18 school districts to provide clinical experiences for the candidates in the program. These school districts invite our candidates to participate in professional development and to gain experience directly in the classrooms to complete their field experiences and the internship. During these experiences in the schools, our candidates have the opportunity to use and observe teachers and others using the electronic equipment available and the apps utilized in the classrooms. One example of evidence is that our candidates are placed in schools with one-on-one school initiatives where technology is being used. The mentor teachers complete an assessment rubric rating the candidates on their research and integration of technology for a learning segment or a unit lesson plan. For technology in the area of management, the candidate is given the opportunity to take the class roll, complete the lunch count, place grades in the system, write and post lesson plans, email to communicate with parents and other teachers, update the classroom teachers website, update demographic information for students and watch the special education write the IEP using technology. For instruction, our candidates have had the opportunity to use equipment and educational apps in the classroom. They have had the opportunity to instruct using iPads, SMARTBOARDS, projectors, laptops, PowerPoint, Clickers, Game Boards, Screen-O-Matic, and to use many different educational

programs. Our candidates' experiences also include using technology to assess. In the classroom, the candidates complete an assignment titled, "Effect on Student Learning". During this assignment, the candidates have their students use technology to complete the pre-and post-assessment. After the pre-assessment, the candidates teach the lesson and then analyze the data to display the results using technology (tables, charts, graphs). The clinical faculty and the cooperating teachers score the assessment instrument. The candidates are required to score at a level three (meets expectations) or above on all elements of the assessment. The Alabama State Department of Education adopted the InTASC standards in 2013. These State Standards set the stage for additional technology standards to be implemented into the curriculum. All students take FED 215 Instructional Technology, as a pre-requisite for admission to the teacher education program. This course provides a strong introduction and application to the use of technological resources for instructional purposes. Students then have additional opportunities to demonstrate the effective use of technology in their methods courses. For example, candidates are assessed during their micro-teaching experiences on how effectively they plan for the use of technology and subsequently integrate technology in the lessons/units they actually teach. Candidates complete assignments using technology in their method courses during the field experiences. Candidates have the opportunity to teach and work with students to manage, assess, and teach using technology digital media, and social tools. It is essential that today's P-12 students possess the technology skills needed to compete in an increasingly competitive global marketplace marked by rapid change. To become global citizens in a highly technological society, students must be given every opportunity to become technologically fluent. The EPP provides the skills, knowledge, and practices that provide the foundation for candidates to acquire these skills. The EPP courses are aligned to the ISTE and InTASC teacher standards where syllabi, assignments, assessments, and rubrics include the infusion of technology use at different progression levels. Candidates are introduced to technology in FED 215 where candidates learn the basic skills of managing technology in a classroom and are made aware of its various uses to enhance planning, instruction, and assessment. Candidates must earn a grade of C in the course. The EPP ensures that candidates model and applies technology standards during the field experiences and the Internship. The cooperating teachers and the University supervisors monitor candidates to ensure learning experiences are engaging for P-12 students, to improve learning, and to enrich the practice. During the annual Superintendent's meetings and the meetings with the School Partner liaison representatives, the EPP has requested for our candidates to join their teachers for professional development with technology. One example of a co-constructed training session was the Technology-In-Motion training where school partners and AAMU interns together learned how to use developmentally appropriate apps to engage P-12 students in the classroom. In collaboration with our partners, the EPP has designed assessment instruments with multiple indicators and appropriate technology-based applications as noted for planning, pedagogical content knowledge, and impact on learning. The clinical experiences, include technology-based collaboration between the teacher and the candidates when developing lessons, teaching, and assessing. Candidates are encouraged to use technology as a resource for students when developing lessons and specifically for the edTPA portfolio. During the opening and closing of the school year, candidates interview a classroom teacher to investigate how technology is used to open and close the school year. Candidates integrate technology into all learning domains in the program. The EPP technology crosswalk provides evidence of the assignments that faculty use to assess the progression of technology used by the candidates. The EPP recognizes that technology equipment is the solid foundation in computer-related technologies and will produce increased and effective use of computers and related technology in P-12 schools. During the 2018-2019, and 2019-2020 academic years, the EPP has obtained greater resources to equip faculty and students with up-to-day computers and SMART rooms. We are still in great need of resources to keep up with the P-12 school districts and their technology initiatives. To no end, teacher candidates have ample opportunity to use many of the current technological products that are available on campus and at the local schools. Candidates reflect on the significance of technology, how to use technology ethically and responsibly in FED 215, and how to use current technology in well-equipped schools as well as those schools with few computers per classroom. The infusion of technology across courses ensures candidates develop a critical understanding of the central concepts, tools of inquiry, and structures of representation and their interdisciplinary connections in pedagogical content knowledge that are central to the discipline(s) she/he teaches including the uses of educational multimedia technology. Candidates demonstrate this by planning and implementing 21st Century Learning experiences that are based on an explicit understanding of the core concepts, tools of inquiry, and structures of knowledge that are central to the subjects being taught; using a variety of 21st Century Learning assessment strategies (e.g., portfolios, observations, presentations, formal and informal assessments), both formative and summative, to assess the effectiveness of teaching/learning experiences; and, using a variety of 21st Century Learning strategies (e.g., individualization, whole group, project groups, cooperative learning, learning centers, discussion, lecture, technology) to optimize teaching/learning opportunities in the classroom. Basic computer competencies are needed for admission to the Educator Preparation Program. Candidates must be able to. 1. Use basic presentation instruments to develop the Admissions Presentations for the admission's interview. 2. Produce different types of word processing documents to complete course requirements. 3. Send email using Outlook. 4. Research lesson plans on the internet using the ALSDE ALEX website 5. Investigate information on the internet for a course assignment or search for University resources. 6. Conduct library/internet research using the Joseph F. Drake Media online website. 7. Navigate Watermark and Blackboard to review course requirements, assignments, and to post completed work. 8. Monitor attendance using Grades-First and monitor grades using Banner. 9. Post/Upload assignments to Watermark and Blackboard and use web 2.0 tools to communicate. The EPP's Conceptual Framework is the foundation for the integration of technology across the programs. Candidates join two professional learning communities using edWeb.net and participate in social and digital media during the internship. Technology is integrated across all transition phases of the program and all domains. The EPP has intentionally required candidates to use Zoom and other communication programs to attend meetings and to communicate with each other.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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 Educator Preparation Program provides several experiences for the candidates to practice teaching P-12 students in the schools from the beginning of the program to graduation. The Alabama State Department of Education adopted the InTASC Standards and the Alabama Core Teaching 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 201 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. All candidates take FED 212 Human Growth and Development. During this class, the candidates learn the theories and research behind how people grow and develop throughout the life cycle. The course provides (1) an in-depth discussion of theoretical perspectives and research findings that will increase their knowledge and understanding of factors that influence the physical, cognitive, and psychosocial development, and (2) an in-depth discussion of factors that may affect the overall health and sense of wellness of students they will be teaching. 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 155 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 course (FED 409 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 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*.

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 student 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.**

The Educator Preparation Program's key assessments include criteria that the candidates must meet on specific assessment instruments that demonstrate they have the knowledge, skills, and dispositions to teach P-12 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 201 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 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 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 (FED 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. 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**

The candidates majoring in special education K-6 and 6-12 participate in various activities throughout their programs. The candidates are supervised by the instructors of the courses and monitored by the Office of Field Experiences and School Partnerships. The candidates in the program complete SPE 201: 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 Language Development, Assessment of Children, Transitional Planning and Writing IEPs, Collaborative Consultation, and methods courses for Math, Science, Social Studies, and Reading. During the required 219 hours of field experience, the candidate 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 adaptive physical education class, use adoptive technology equipment, interview a psychometric, and teach in an inclusive and self-contain classroom. The

candidates join a professional organization to network, research for resources, and 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 working with larger groups of students. 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 more about Response to Intervention (RTI).

**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 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 the permission from the guardians or parents of a student. The candidates support the special and general education teachers will developing the students' profiles for the IEP meeting and they 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 special education and general education teachers attend the IEP meetings.

**c. Effectively teach students who are limited English proficient.**

The Alabama State Department of Education adopted the InTASC and Alabama Core Teaching 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 201 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 daycare center for early childhood education majors. While completing these field experience hours the EPP requires the candidate to demonstrate an understanding of how to meet the needs of each student in the class. The candidate 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 (FED 409 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.

# Contextual Information

THIS PAGE INCLUDES:

>> [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.

## 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.

Annually the EPP prepares and submits the CAEP Annual Report and other required reports to the Alabama State Department of Education. During the 2018-2019 academic year, the EPP completed a joint visit from CAEP and the Alabama State Department of Education. 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. Alabama A&M University's Educator Preparation Program participates in a rigorous continuous improvement educator program (CIEP) review every six years with the Alabama State Department of Education. All undergraduate programs have been renewed and the ALSDE has approved all program checklists. The Alabama State Department of Education issues an Educator Preparation Program State Report annually. The Higher Education State Report Card for the 2019-2020 academic year for Alabama A&M University is attached. The ALSDE report card includes the edTPA, Praxis Core, and Praxis Content scores for the EPP. Additionally, the report also includes completer and employer data results from the State's satisfaction first year teaching survey.

## Supporting Files

|  |  |
|--|--|
| <a href="#">The Alabama State Department of Education issues an Educator Preparation Program State Report annually.</a>            |  |
| <a href="#">The Council for the Accreditation of Educator Preparation Action report from CAEP is attached.</a>                     |  |
| <a href="#">Dr. Andrew Hugine, Jr. the President of Alabama A&amp;M University, also received a letter from CAEP in April 2019</a> |  |

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

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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 D. Davenport

TITLE:

Director of Certification

## 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:

Dr. Lena Walton

TITLE:

Dean