AL

Alabama A & M University
Alternative, IHE-based Report AY 2018-19
Alabama

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

100654

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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SALUTATION

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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	PG	
13.1202	Elementary Education	PG	
13.1	Special Education	PG	
13.1302	Teacher Education - Art	PG	
13.1322	Teacher Education - Biology	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	PG	
13.1316	Teacher Education - General Science	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1312	Teacher Education - Music	PG	
13.1314	Teacher Education - Physical Education and Coaching	PG	
13.1317	Teacher Education - Social Sciences	PG	

Total number of teacher preparation programs:

13

Program Requirements

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	○ Yes	○ No	○ Yes	○ No
Fingerprint check	○ Yes	○ No	○ Yes	○ No
Background check	○ Yes	○ No	○ Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	○ No	○ Yes	○ No
Minimum GPA	○ Yes	○ No	○ Yes	○ No
Minimum GPA in content area coursework	○ Yes	○ No	○ Yes	○ No
Minimum GPA in professional education coursework	○ Yes	○ No	○ Yes	○ No
Minimum ACT score	○ Yes	○ No	○ Yes	○ No
Minimum SAT score	○ Yes	○ No	○ Yes	○ No
Minimum basic skills test score	○ Yes	○ No	○ Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No
Recommendation(s)	○ Yes	○ No	○ Yes	○ No
Essay or personal statement	○ Yes	○ No	○ Yes	○ No

Element	Admission		Completion	
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify:	○ Yes	○ No	○ Yes	○ No

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

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

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

Postgraduate Requirements

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

- ● Yes
- ○ No

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

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

Element	Admission		Completion	
Interview	● Yes	○ No	● Yes	○ No
Other Specify: Via by Watermark, Application to Educator Preparation Program, edTPA, Philsoph…	● Yes	○ No	● Yes	○ No

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

3.25

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

3.25

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

Decided that as of July 1, 2016 GPA for admission and for completing program will be 3.25, a two year notification period.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. (§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	219
Number of clock hours required for student teaching	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	0
Number of years required for teaching as the teacher of record in a classroom	0

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	12
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	56
Number of students in supervised clinical experience during this academic year	49

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

The Educator Preparation Provider approved Class A Alternative checklists include courses that teach research and provides a theoretical base that guides the connection of theory with practice for the clinical experiences. The courses align with the Alabama Core Teaching Standards (ACTS), specific content, and national standards of each program. The Alabama State Department of Education and the University have approved the program checklist for each program. The field experiences co-constructed by faculty, school partners, and professional staff members include real-life opportunities and 21st-century knowledge and skills to help develop effective teachers. The Field Experiences Advisory Council meets once a year to discuss the data results and to recommend revisions or changes to the field experiences. Following these activities and procedures, the Educator Preparation Provider can ensure there is coherence across academic components of the preparation and clinical requirements. This process over the years led to the field experiences being more closely aligned with the foundation courses and all methods courses. The instructors of the methods courses serve as field experience supervisors and observe the candidates in the field at least twice each semester. The Field Experiences Advisory Council also has a responsibility to revise the Internship and Field Experience Handbooks. The collaborative activities between the Educator Preparation Provider and partners ensure that both parties assume some degree of accountability for candidate outcomes. The sharing of accountability begins with the co-construction and development of assessment documents inclusive of their partnering to establish the reliability and validity of the assessment instruments. In addition to the shared responsibilities for the outcomes based on assessments, partners sharing of accountability for candidate outcome as required in every facet of the program, from admission to persistence to graduation, and ultimately, obtaining certification. Criteria for selection of both school-based and clinical faculty are mutually agreed upon, as noted in the Memorandum of Agreement signed by both parties. To prepare for their roles as clinical faculty, those selected must attend an orientation training session. This orientation provides face-to-face or online training of the handbook and the assessments to be completed by the cooperating teacher. The Field Experiences Clinical Model provides evidence of the depth, breadth, scope, and sequence of the clinical experiences for candidates. To ensure diversity experiences for all candidates regardless of program, the Office of Field Experiences and School Partnerships implemented a system for placing, monitoring, and tracking the placements of each candidate using the Candidates Total Diversity Hours Tracking Audit Form. Candidates are required to complete 100 hours of diverse experiences in public schools. The Educator Preparation Provider place candidates in the schools based on the following criteria: 1) area of certification, 2) grade appropriate to his/her certification, 3) class with exceptional students, 4) class with learners of socioeconomic diversity, 5) class of race and diverse gender populations, and a 6) school with a technology initiative. The Educator Preparation Provider monitors the diversity of schools to ensure candidates have diverse school placements using the School District Partners Diversity Characteristics results. This form includes the demographics of the school districts. The clinical experience prepares candidates to work with all students. The coherence experiences occur to ensure there is an alignment of experiences between the courses and content. For example, all candidates will engage in experiences with exceptional and English Language Learners. While enrolled in SPE 501, Introduction to the Study of Exceptional Children course, candidates complete 45 clock hours of field experiences. Similarly, candidates will engage in field experiences along content lines during transition phase one, 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 course work where the candidates are required to develop skills sequentially to demonstrate their level of proficiency or competency on the required components of the assessments. The candidates demonstrate their effectiveness through critical assessments unique to the program and shared throughout the EPP. The slate of assessments required of all candidates includes content knowledge, pedagogy, dispositions, the effect on learning, planning for instruction, technology, diversity, and ethics. The assessment instruments include technology, diversity, and ethics criteria. The focus throughout the Educator Preparation Program is the matter of impressing upon candidates the importance of demonstrating his/her effect on student learning and development. More recently, during the fall 2018 academic year, the Alabama State Department of Education adopted the edTPA assessment. Candidates are required to collaborate with the cooperating teacher to teach a learning segment to provide evidence that they are ready to teach based on the edTPA portfolio specific to their content area. Candidates must pass the exam with the cut score set by the State. The process is another means for candidates to demonstrate that they are developing proficiency and competence in planning, instructing, and assessing P-12 learning during their clinical experiences. Within the Educator Preparation Provider's Quality Assurance System, multiple assessments

have been designed or selected to have candidates demonstrate knowledge, skills, and dispositions. These assessments selected as a result of literature searches suggest that these areas are vital for professional educators to have a positive effect on the learning and development of P-12 learners.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

2018-19 Total	
Total Number of Individuals Enrolled	46
Subset of Program Completers	20

Gender	Total Enrolled	Subset of Program Completers
Male	15	7
Female	31	13
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	39	18
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	7	2

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers

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.

THIS PAGE INCLUDES:
>> Teachers Prepared by Subject Area
>> Teachers Prepared by Academic Major

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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 2018-19**

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	4
13.1202	Teacher Education - Elementary Education	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	3
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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 2018-19**

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	4
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	3
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: 	

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:

Recruitment strategies target the critical fields for the state of Alabama and the region. In our foundations courses, students are asked to investigate certification and licensure requirement for the state where they live. Clinical placements are made and performance is assessed to ensure candidates are able to work with diverse students in diverse settings; including students with disabilities. We partner with fourteen school districts where we place our interns and we meet with district personnel to ensure candidates are aware of the instructional needs of those district schools and the activities of these schools. As part of the design for our program, all candidates are required to have experiences in the field working with diverse students including those with exceptionalities. In addition to experiences with the P-12 students of these groups, all candidates must satisfy course work requirements and must be rated "meets expectations" or above. proficient using our adopted assessment instruments for diversity that include diversity elements.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

The Educator Preparation Provider will increase the Mathematics Secondary Education program participants by 3 unconditional admitted candidate for the 2018-2019 academic year.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

1. The secondary education faculty continues to work collaboratively with the Mathematics Department to make students aware of the teacher education

program and scholarships for teachers at the Master's level. 2. A grant sponsored by the Alabama Legislators was implemented during the fall 2018 for the M.AL.E. Initiative Scholarships to recruit, train, and induct minority male undergraduate and graduate students who express an interest in teaching students within Alabama's public P-12 schools. The M.AL.E. Initiative scholarship provides tuition assistance for undergraduate juniors and seniors, and for graduate students. 3. The faculty participated in the Graduate School's Recruitment Day for the fall and spring. 4. The Alabama State of Education exempted all candidates in the Class A-Alternative programs from the requirement of taking and passing the Praxis Core in Mathematics.

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:

The Educator Preparation Provider is in the process of researching grant proposals for the 2019-2020 academic year to seek funding to support education majors with scholarships to fund the Alabama required teaching exams. Those exams include the Praxis II and the edTPA portfolio.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

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

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

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

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

> **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 (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ⦿ Yes
- ◯ No

2. Describe your goal.

The Educator Preparation Provider will increase the science programs' participants by 4 unconditional admitted candidates for the 2018-2019 academic year.

3. Did your program meet the goal?

- ⦿ Yes
- ◯ No

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

The Educator Preparation Provider (EPP) is committed to recruiting candidates into the Special Education Programs for K-6 and 6-12. The following

strategies are as written: 1. The special education faculty continues to work collaboratively with other programs to recruit. 2. A grant sponsored by the Alabama Legislators was implemented during the fall 2018 for the M.AL.E. Initiative Scholarships to recruit, train, and induct minority male undergraduate and graduate students who express an interest in teaching students within Alabama's public P-12 schools. The M.AL.E. Initiative scholarship provides tuition assistance for undergraduate juniors and seniors, and for graduate students. 3.The faculty participated in the Office of Graduate School Recruitment Day for the fall semester.

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:

The EPP has a Diversity and Recruitment Plan that outlines goals and support services for the retention of graduate candidates from diverse backgrounds and populations. The recruitment plan includes recruitment activities to accomplish the mission of the EPP's Conceptual Framework. The plan includes strategies to: a) Increase the overall enrollment in the EPP, b).Develop a pool of candidates that reflects the diversity of the student population in America's public schools, c) Increase the pool of candidates pursuing certification in shortage fields (ex. STEM), d) Identify means to provide financial support for recruits, e) Provide tutorial support for candidates, and f) Provide Praxis preparation support for candidates. Prior to arrival to campus, all students are provided with financial packaging which explains financial supports, where applicable. The university participates in the federal TEACH Grant through which candidates in shortage areas with a GPA of 3.5 or better receive financial support. Presidential scholarships are also available to qualified applicants interested in enrolling in AAMU's EPP educational programs. The university recognizes that providing highly qualified teachers for Alabama's school districts is the highest service that can be rendered. In order to improve recruitment of diverse and highly qualified science teacher candidates the EPP established MOU's with rural school districts, implemented targeted recruitment of students already admitted to the university and hosted an education recruitment day where undeclared students, and those from other programs, are encouraged to pursue teacher education. The local school districts report their teacher shortages to the EPP annually in October. In the last four cycles (2014 fall to 2019 spring) the EPP recruited 30 candidates into teacher shortage areas and continue efforts to reduce the shortage.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

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

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

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

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

The Educator Preparation Provider will increase the Special Education participants by four unconditional admitted candidates for the 2018-2019 academic year.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

The Educator Preparation Provider (EPP) is committed to recruiting candidates into the graduate Special Education Programs for K-6 and 6-12. 1. The

Special Education faculty continues to work collaboratively with faculty from other programs to recruit. 2. A grant sponsored by the Alabama Legislators was implemented during the fall 2018 for the M.AL.E. Initiative Scholarships to recruit, train, and induct minority male undergraduate and graduate students who express an interest in teaching students within Alabama's public P-12 schools. The M.AL.E. Initiative scholarship provides tuition assistance for undergraduate juniors and seniors, and for graduate students..

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 (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

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

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

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

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 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 (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

Assessment Pass Rates

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

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

> **Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**
>
> - Pass rate
> - Scaled score
> - Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2017-18	1			
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2018-19	2			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2			
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	2			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	2			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	4			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	4			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	4			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	4			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	17	166	17	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2016-17	18	171	18	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5204 -TEACHING READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5204 -TEACHING READING Educational Testing Service (ETS) Other enrolled students	3			
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2016-17	15	165	15	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	20	19	95
All program completers, 2017-18	22	22	100
All program completers, 2016-17	24	24	100

Low-Performing

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

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.

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.**

   All candidates take, as a pre-requisite for admission to the educator education program, FED 529 Computer-Based Instructional Technology. That course trains them on how to use technological resources in instruction. Students then have another opportunity to use this knowledge in their methods courses. Students are assessed during their micro teaching experiences in these classes on how effectively they integrate technology into their lesson plans and the teaching of a lesson an/or unit. Consistent with the wide-spread use of technology in monitoring student progress and using data to enhance instruction and improve student learning, we partner with surrounding school districts to ensure that graduates are familiar and proficient in this area. Candidates complete assignments using technology in their method courses during the field experiences. Candidates have the opportunity to teach and to work with students to manage, assess, and to teach using various technology digital media and social tools. During the field experiences, candidates are required to give a pre-test and post-test assessment. When they collect the data, they are required to use EXCEL Spreadsheet capabilities to report and analyze the data. They then describe what the analysis of the data would mean for whatever follow up is deemed appropriate. During the internship seminar candidates train side-by-side with classroom teachers for a technology in motion workshop. Candidates are assessed with the internship rubrics that are aligned to the INTASC and ISTE standards. The Cooperating teacher and the university clinical faculty score the rubrics that include technology elements.Candidates are required to provide artifacts of their work for the INTASC TWS portfolio.

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 activities that prepare the general education teachers to teach students with disabilities effectively include the following: The Alabama State Department of Education adopted the InTASC and Alabama Core Teaching (ACTS) Standards in 2013. The standards include criteria for what beginning teachers should know and be able to do. The EPP has aligned all courses for each program with these standards. The standards include indicators that relate to preparing all education teachers to teach students with disabilities effectively. All key assessments used to evaluate the candidates in the program include the standards specific to the course. Candidates are required to earn a score of "3-Meets expectations" on all elements of the assessment instrument that include measuring their knowledge, skills and dispositions to teach students with disabilities. If a candidate does not meet the expectations, a remedial session is planned with the instructor of the course. The EPP has a dedicated course for supporting students with disabilities. Candidates in all programs are required to take SPE 501 Introduction to the Study of Exceptional Children for three credit hours. During this course candidates are introduced and made aware of laws and the definitions that relate to special education. The course also emphasizes the needs of students with disabilities. The EPP provides fieldwork and student teaching opportunities that allow general education teachers to interact with students with disabilities and to help the candidate understand the details of writing and implementing an IEP. While candidates are in this course, they are required to complete 45 clock hours of field experiences and with exceptional learners in a P-12 school or a day care center for early childhood education majors. While completing these field experiences the EPP requires the candidates to demonstrate an understanding of how to meet the needs of each student in the class. The candidates interview teachers and work with small groups of students with disabilities while at the school. Alabama requires that all teachers and administrators in the State complete training in the Lee-vs-Macon strategies, so the EPP provides a seminar during a course that is required for all candidates in all programs. The candidates learn the knowledge and skills needed to differentiate in the classroom to meet the needs of all students. The Opening and Closing assignment as part of the field experiences, require candidates to spend time in the classroom observing the learning environment of the class as it relates to materials and teaching strategies for students with disabilities. The candidates during both school visits, interview the classroom teachers about the rules and routines they have in place that relates to meeting the needs of the class. The opening of school is seven clock hours and the closing of the school year is seven. Candidates complete 150 clock hours of field experiences while taking program specific method courses. In the methods courses the candidates are exploring strategies and demonstrating in the field they have the knowledge, skills, and dispositions to have an effect on student learning with disabilities. The EPP requires all candidates to take reading and math courses. Early Childhood, Elementary, and Collaborative programs require nine credit hours of reading and all subject content programs in secondary education and P-12 education are required to take a 3-hour reading course. Candidates in the reading courses explore and apply the strategies of thinking, listening, reading, writing, speaking, viewing, and visual representation to teach students with disabilities. A 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 the permission from the guardians or parents of a student. The candidates support the classroom teachers will developing the students' profiles for the IEP and also help with conducting informal assessments. Participating in an IEP meeting is very limited for our candidates during their clinical experiences. In most situations the candidates are assigned to supervise the class as the general education teacher attends the IEP meetings.

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

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

2. **Does your program prepare special education teachers?**

  ⦿ Yes
  ◯ No

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

a. **Teach students with disabilities effectively**

The candidates majoring in special education K-6 and 6-12 participate in various activities throughout their programs. The candidates in the program complete SPE 501: Introduction to the Study of Exceptional Children as one of their first courses. The course is followed with the teaching field courses specific to special education. The course titles include: Application of child Development, Transitioning Students, Management of Classroom Behavior, Advanced Transitional Planning and Writing IEPs, Collaborative Consultation, Evaluation of Teaching and Learning, Foundations of Teaching Reading, and methods courses in Math, Science, Social Studies, and Reading. During the required 219 hours of field experiences, the candidates observe, apply, and reflect upon their experiences to grow professional. They participate as a member of the IEP team (when permission is granted), attend Eligibility meetings, attend a Re-certification IEP meeting, interview a parent/guardians with a child with special needs, observe an adapted physical education class, use adapted technology equipment, interview a psychometric, and teach in an inclusive and self-contain classroom. The candidates join a professional organization to network, research for resources and to learn from others in the same field. The internship which consists of 640 hours provides opportunities for the candidates to apply all the knowledge learned at a school teaching side by side with a special education teacher. The candidates start by observing, working with small groups, and then to larger groups of students (whole class). For professional development the candidates are required to complete the Lee-vs-Macon seminar. During this seminar the candidates learn additional strategies to differentiate instruction, use technology to differentiate the product, process, and content, and practice Response to Intervention (RTI) during the field experiences.

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

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

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

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

Contextual Information

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

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

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 is attached. This report shows that the initial programs at Alabama A&M University are CAEP approved as of May 2019. The EPP also responded to NCTQ request for the Elementary Education program requirements and data results. NCTQ rated the Elementary Alternative Program with a score of "A" in November 2019. The Alabama State Department of Education issues a State Report annually.The State Report Card for the Educator Preparation Provider is attached for review.

Supporting Files

https://www.aamu.edu/academics/colleges/education-humanities-behavioral-sciences/research-outreach-centers/educator-preparation-certification/index.html	
https://www.aamu.edu/academics/colleges/education-humanities-behavioral-sciences/research-outreach-centers/educator-preparation-certification/index.html	

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Lydia Davenport

TITLE:

Center for Educator Preparation and Certification Services

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