STATE OF ALABAMA
DEPARTMENT OF EDUCATION
Teacher Preparation Program Performance Profile:
University of North Alabama

Ed Richardson, State Superintendent of Education
Quality Indicators
Indicator 1: Teacher Preparation Program Students.
Teacher preparation programs are designed to admit qualified students and train them to become effective teachers. Each college and university has a number of programs that prepare students to become teachers. These programs are graded using the results of The Novice Teacher Evaluation Summary Report: Alabama Professional Education Personnel Evaluation (PEPE) program. This table shows how many of the teacher preparation programs at University of North Alabama’s school of education meet those standards. Clear means a program meets PEPE requirements. Caution means improvement is needed. Alert indicates there are significant problems that need to be corrected.

A. PEPE Results (for official status programs ONLY).

<table>
<thead>
<tr>
<th>Status</th>
<th># Programs</th>
<th>Clear</th>
<th>Caution</th>
<th>Alert</th>
<th>Grade *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Status Declared</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Insufficient Data for Official Status</td>
<td>10</td>
<td>10</td>
<td>100.00%</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>No Novice Teachers</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade: A = 95% OF PROGRAMS CLEAR; B = 90% OF PROGRAMS CLEAR; C = 85% OF PROGRAMS CLEAR; D = 80% OF PROGRAMS CLEAR; F = BELOW 80% OF PROGRAMS CLEAR

List of Programs which are no longer approved by the state Department of Education. (Due to PEPE Results):
None

B. Pass Rate on Teacher Test (to be determined).

C. Subject Matter Preparation.
Do all secondary and all-grade (P-12) teaching fields require a major or the equivalent of a major in the academic discipline (at least 30 hours)?
Yes

D. Local School System’s Satisfaction with Teachers from University of North Alabama.
Administrators were asked to consider new teachers they employed who graduated from University of North Alabama and indicate their satisfaction with how those new teachers performed in several different areas.

<table>
<thead>
<tr>
<th>Area</th>
<th>Percent Very Satisfied</th>
<th>Percent Satisfied</th>
<th>Percent Unsatisfied</th>
<th>Percent Very Unsatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall preparation</td>
<td>46%</td>
<td>46%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Works well with all students</td>
<td>50%</td>
<td>42%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Uses strategies for improvement of reading comprehension appropriate to his/her subject and/or grade level</td>
<td>25%</td>
<td>67%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Recognizes and refers students with special needs</td>
<td>42%</td>
<td>54%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Works well with exceptional special needs students in inclusive settings</td>
<td>46%</td>
<td>50%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Uses technology appropriately to improve instruction</td>
<td>46%</td>
<td>46%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Uses technology for record keeping and other management purposes</td>
<td>50%</td>
<td>42%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

E. Grade Point Requirements for Teachers Prepared by the Institution. This table shows the minimum grade point average (GPA) that is required to be admitted to the teacher preparation program and the college as a whole. It also shows the GPA required to remain in the teacher preparation program versus the grade required to remain a student in the college. Finally, the table shows the difference (if any) between the GPA required to graduate from the teacher preparation program and from the school at large. (Some institutions are under a judge’s order (a Consent Decree) and have not been allowed to raise GPA requirements.)

This is a Consent Decree institution.

<table>
<thead>
<tr>
<th>Area</th>
<th>Teacher Preparation Program</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
<td>3.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Retention</td>
<td>3.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Completion</td>
<td>3.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

F. Local School System’s Satisfaction with Instructional Support Personnel Prepared by University of North Alabama. Administrators were asked to consider new administrators, counselors and library/media specialists they employ who graduated from University of North Alabama and indicate their satisfaction with how those new instructional support personnel performed in several different areas.

<table>
<thead>
<tr>
<th>Area</th>
<th>Percent Very Satisfied</th>
<th>Percent Satisfied</th>
<th>Percent Unsatisfied</th>
<th>Percent Very Unsatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall preparation</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Works well with all students</td>
<td>40%</td>
<td>60%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Works well with all teachers and staff</td>
<td>40%</td>
<td>60%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Makes decisions based on what is best for students</td>
<td>20%</td>
<td>80%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Uses technology appropriately in the performance of duties</td>
<td>20%</td>
<td>70%</td>
<td>10%</td>
<td>0%</td>
</tr>
</tbody>
</table>

G. Grade Point Requirements for Instructional Support Personnel. This table shows the minimum grade point average (GPA) that is required to be admitted to the instructional support program and the graduate school as a whole. It also shows the GPA required to remain in the instructional support program versus the grade required to remain a student in the graduate school. Finally, the table shows the difference (if any) between the GPA required to graduate from the instructional support program and from the graduate school at large.

<table>
<thead>
<tr>
<th>Area</th>
<th>Teacher Preparation Program</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
<td>3.00 - 3.25 for Ed. S. in Admin</td>
<td>3.00</td>
</tr>
<tr>
<td>Retention</td>
<td>3.00 - 3.25 for Ed. S. in Admin</td>
<td>3.00</td>
</tr>
<tr>
<td>Completion</td>
<td>3.00 - 3.25 for Ed. S. in Admin</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Indicator 2: Teacher Preparation Program.
The following tables show whether the teacher preparation program at University of North Alabama follows the recommended practices for practical, in-classroom experience for student teachers. The state internship requirement is 12 weeks.

**A. Clinical Experiences.** (7 hours = one day; 35 hours = one full time employment week)

<table>
<thead>
<tr>
<th>Length of Full-Time Teacher Internship</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood/elementary programs</td>
<td>16.00</td>
</tr>
<tr>
<td>Secondary programs</td>
<td>16.00</td>
</tr>
<tr>
<td>All-grades programs (music, art, and other non grade specific programs)</td>
<td>16.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All OTHER Clinical Experiences</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood/elementary programs</td>
<td>3.02</td>
</tr>
<tr>
<td>Secondary programs</td>
<td>3.00</td>
</tr>
<tr>
<td>All-grades programs</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL Clinical Experiences</th>
<th>Weeks</th>
<th>Grade *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood/elementary programs</td>
<td>19.02</td>
<td>B</td>
</tr>
<tr>
<td>Secondary programs</td>
<td>19.00</td>
<td>B</td>
</tr>
<tr>
<td>All-grades programs</td>
<td>19.00</td>
<td>B</td>
</tr>
</tbody>
</table>

* Scale: A at least 24 weeks; B at least 18 weeks; C at least 12 weeks; D at least 6 weeks; F fewer than 6 weeks

**B. Intern Supervision.** It is important that full-time instructors supervise student teachers. This table shows what the percentage is.

<table>
<thead>
<tr>
<th>TOTAL number of student teachers or teacher interns</th>
<th>161</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of teacher interns supervised by full-time faculty</td>
<td>60%</td>
</tr>
</tbody>
</table>

**C. Faculty/Student Ratio for Intern Supervision.** The state Department of Education recommends no more than 18 student teachers be supervised by any one full-time instructor. This table indicates whether that standard is met.

| Intern to faculty teacher ratio is no more then 18 interns or no more than 4.5 interns per three semester hour course assignment | Yes |

**D. Graduate Satisfaction.** Recent graduates of University of North Alabama’s teacher preparation program were asked if they were satisfied with the training they received. This table reflects their answers by percentage.

<table>
<thead>
<tr>
<th>Area</th>
<th>Percent Very Satisfied</th>
<th>Percent Satisfied</th>
<th>Percent Unsatisfied</th>
<th>Percent Very Unsatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall preparation</td>
<td>27%</td>
<td>55%</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>Working well with all students</td>
<td>18%</td>
<td>36%</td>
<td>45%</td>
<td>0%</td>
</tr>
<tr>
<td>Acknowledging the importance of reading in my subject and/or grade level</td>
<td>36%</td>
<td>55%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>Using strategies for the improvement of reading comprehension appropriate to my subject and/or grade level</td>
<td>36%</td>
<td>18%</td>
<td>45%</td>
<td>0%</td>
</tr>
<tr>
<td>Recognizing and referring students with special needs</td>
<td>18%</td>
<td>45%</td>
<td>36%</td>
<td>0%</td>
</tr>
<tr>
<td>Using technology appropriately to improve instruction</td>
<td>45%</td>
<td>45%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>Using technology for record keeping and other management purposes</td>
<td>55%</td>
<td>18%</td>
<td>27%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**E. Rate of Placement.**

| Total number of graduates for reporting cycle | 161 |
| Percent of graduates that were not located   | 38% |
| Percent of graduates that were located       | 62% |
| Percent of graduates teaching                | 77% |
| Percent of graduates enrolled in graduate school, opting not to teach, refusing a teaching position, refusing to relocate to take a position, etc. | 16% |
| Percent of graduates not able to secure a teaching position             | 7%  |

**F. Professional Accreditation/Affiliation.**

| Is the teacher preparation program accredited by the National Council for Accreditation of Teacher Education | Yes |
| Does the program have membership in the American Association of Colleges for Teacher Education? | Yes |

**G. Here is a list of the organizations that have accredited University of North Alabama’s Teacher Preparation Program.**

- The National Association of Schools of Music
- The National Association of Schools of Art and Design

University of North Alabama
Indicator 3: Teacher Preparation Faculty.
It is important that the faculty members in each Teacher Preparation Program are well prepared, credentialed, current, and experienced. The following tables give some indication of their qualifications and practices.

A. Experience.

<table>
<thead>
<tr>
<th>Area</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of full-time faculty teaching required professional education courses</td>
<td>17</td>
</tr>
<tr>
<td>Percent of these faculty members with 3 or more years of appropriate elementary and/or secondary school experience</td>
<td>94%</td>
</tr>
</tbody>
</table>

B. Collaboration with P-12 Schools.

<table>
<thead>
<tr>
<th>Area</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of full-time faculty teaching required professional education courses</td>
<td>17</td>
</tr>
<tr>
<td>Percent of these faculty members working with elementary and/or secondary personnel in an ongoing, collaborative manner</td>
<td>100%</td>
</tr>
</tbody>
</table>

Indicator 4: Collaboration with the Public Schools.
Teacher preparation programs should be heavily involved with the public schools not only in the context of appropriate placement of teacher interns, but in service to the school and its existing faculty as well. The following tables show the involvement of University of North Alabama with area schools.

A. Clinical/Field Faculty Satisfaction. This table shows how helpful clinical/field faculty think University of North Alabama’s Teacher Preparation Program is in their school.

<table>
<thead>
<tr>
<th>Area</th>
<th>Percent Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing handbook(s) and other support materials</td>
<td>100%</td>
</tr>
<tr>
<td>Providing annual orientation/training sessions</td>
<td>100%</td>
</tr>
<tr>
<td>Preparing cooperating teachers to assess intern performance</td>
<td>80%</td>
</tr>
<tr>
<td>Communicating on a regular basis</td>
<td>100%</td>
</tr>
</tbody>
</table>

B. P-12 Personnel Involvement in Teacher Preparation Programs. Local schools should be involved in helping Teacher Preparation Programs prepare their students for the classroom. This table points out how current teachers are involved in the process.

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring/supervision/clinical education?</td>
<td>Yes</td>
</tr>
<tr>
<td>Training/workshops/guest speaking?</td>
<td>Yes</td>
</tr>
<tr>
<td>Teaching and developing course(s)?</td>
<td>Yes</td>
</tr>
<tr>
<td>Participation on advisory councils, committees or special tasks?</td>
<td>Yes</td>
</tr>
<tr>
<td>Collaborating in research?</td>
<td>Yes</td>
</tr>
<tr>
<td>Assessing student work?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Indicator 5: General Institutional Support.
Teacher preparation should be a central part of the University of North Alabama’s mission and strongly supported by the institution. The following tables reflect the commitment of University of North Alabama to teacher education.

A. Support of Teacher Preparation Programs.

1. Cost per Student in Teacher Preparation Programs (1999-2000 total budget for the college/school/department of education, minus funds for non-teacher education programs, divided by the unduplicated number of students in teacher education programs): $1,823.29

2. Cost per Student in Other Clinical Programs at Institution (1999-2000 total budget divided by the unduplicated number of students in the programs): $1,731.00

B. Arts and Sciences/Fine Arts Faculty Collaboration with Elementary and Secondary Schools.

<table>
<thead>
<tr>
<th>Area</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of faculty members who teach courses above sophomore level which meet state board of education requirements</td>
<td>24</td>
</tr>
<tr>
<td>Percentage of these faculty who collaborated with primary and secondary personnel for at least five hours the previous year</td>
<td>67%</td>
</tr>
</tbody>
</table>

C. Salaries for Teacher Preparation Faculty. (including those who teach required professional education courses)

1. Assistant Professors with Doctorates First Employed for the 1999-2000 School Year:
   a. Average salary paid to new assistant professors for 9 months: N/A
   b. Average years of teaching experience of new assistant professors: N/A
   c. Minimum salary if were to be employed as public school teachers in Alabama: N/A

2. Associate Professors with Doctorates First Employed for the 1999-2000 School Year:
   a. Average salary paid to new associate professors for 9 months: N/A
   b. Average years of teaching experience of new associate professors: N/A
   c. Minimum salary if were to be employed as public school teachers in Alabama: N/A

3. Professors with Doctorates First Employed for the 1999-2000 School Year:
   a. Average salary paid to new professors for 9 months: N/A
   b. Average years of teaching experience of new professors: N/A
   c. Minimum salary if were to be employed as public school teachers in Alabama: N/A

4. Comparison to Salaries Paid to Non-Teacher Education Faculty with Doctorates:
   a. Education assistant professors received 100% of the average salary of assistant professors not employed in teacher education.
   b. Education associate professors received 100% of the average salary of associate professors not employed in teacher education.
   c. Education professors received 100% of the average salary of professors not employed in teacher education.