Teacher Preparation Program Performance Profile

Quality Indicators

Indicator 1: Teacher Preparation Program Students.

Teacher preparation programs are designed to admit qualified students and prepare them to become effective teachers. Each college and university has a number of programs that prepare students to become teachers. The graduates of these programs are graded using a set of standards called the Alabama Professional Education Personnel Evaluation (PEPE) program. This table shows how many of the teacher preparation programs at University of Alabama in Huntsville’s school of education meet the PEPE standards

A. PEPE Results.

<table>
<thead>
<tr>
<th>Teacher Education Program</th>
<th>Number of Graduates in PEPE System</th>
<th>Graduates Scoring Benchmark or &gt;</th>
<th>Program Grades*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>4</td>
<td>4</td>
<td>100% A</td>
</tr>
<tr>
<td>Career Technical</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>English Language Arts/English ASL</td>
<td>4</td>
<td>4</td>
<td>100% A</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>1</td>
<td>100% A</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Health Education, Physical Education, and Driver &amp; Traffic Safety</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>1</td>
<td>100% A</td>
</tr>
<tr>
<td>Sciences</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Special Education</td>
<td>4</td>
<td>4</td>
<td>100% A</td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Library Media Specialist</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>School Counselor, School Psychometrist, and School Psychologist</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Totals</td>
<td>14</td>
<td>14</td>
<td>100% A</td>
</tr>
</tbody>
</table>

Institution’s Numerical Grade: 4.00  Institution’s Letter Grade A

(Benchmark Scores: *Program Scale: Institutional Grade Scale:
Teachers--------18  95-100% = A=4 points  4 points = A
Principals--------36  90 - 94% = B=3 points  3.00 – 3.99 = B
Assist. Prin.--------36  85 - 89% = C=2 points  2.00 – 2.99 = C
Cent. Off. Pers.------36  80 - 84% = D=1 point  1.00 – 1.99 = D
0 - 79% = F =0 points 00 – 0.99 = F

Program Grades: No action is required of an institution that receives a program grade of A, B, or C.
The State Superintendent of Education will recommend that the SBE rescind approval of a program that receives a grade of D for two consecutive years, a grade of F for two consecutive years, or a combination of a D and an F for two consecutive years.

Institution’s Grade: No action is required if a unit’s grade is A or B. If the unit receives a grade of C, D, or F, the unit must develop and submit an improvement plan to the State Superintendent and notify all candidates admitted to the targeted program(s). The State Superintendent will recommend that the State Board of Education rescind approval of an institution’s programs if (1) an institution receives a grade of D for two consecutive years, a grade of F for two consecutive years, or a combination of a grade of D and a grade of F for two consecutive years, or (2) a unit grade of C, D, or F is not raised to at least a B within two scholastic years after the unit’s plan is implemented.

B. Pass Rate on the Basic Skills Assessments of the Alabama Prospective Teacher Testing Program, if applicable: 100%

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 Semester hours)?  Yes

D. Local School System’s Satisfaction with Teachers from University of Alabama in Huntsville.

Administrators were asked to consider new teachers they employed who graduated from University of Alabama in Huntsville 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>40%</td>
<td>40%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Works well with all students</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Uses strategies for improvement of reading comprehension appropriate to his/her subject and/or grade level</td>
<td>40%</td>
<td>60%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Recognizes and refers students with special needs</td>
<td>20%</td>
<td>80%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Works well with exceptional/special needs students in inclusive settings</td>
<td>25%</td>
<td>75%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Uses technology appropriately to improve instruction</td>
<td>60%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Uses technology for record keeping and other management purposes</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Pedagogical and Professional Knowledge</td>
<td>40%</td>
<td>60%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Skills</td>
<td>60%</td>
<td>20%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Dispositions necessary to help all students learn</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

University of Alabama in Huntsville
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 institution as a whole. It also shows the GPA required to remain in the teacher preparation program versus the GPA required to remain a student in the institution. Finally, the table shows the difference (if any) between the GPA required to graduate from the teacher preparation program and from the institution at large. (Some institutions are under a judge’s order (a Consent Decree) and have not been allowed to raise GPA requirements.)

<table>
<thead>
<tr>
<th>This is a Consent Decree institution.</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Preparation Program</td>
<td>Institution</td>
</tr>
<tr>
<td>Admission</td>
<td>N/A</td>
</tr>
<tr>
<td>Retention</td>
<td>2.75</td>
</tr>
<tr>
<td>Completion</td>
<td>2.75</td>
</tr>
</tbody>
</table>

F. Local School System’s Satisfaction with Instructional Support Personnel Prepared by University of Alabama in Huntsville.
Administrators were asked to consider new administrators, counselors and library/media specialists they employ who graduated from University of Alabama in Huntsville 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>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Works well with all students</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Works well with all teachers and staff</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Makes decisions based on what is best for students</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Uses technology appropriately in the performance of duties</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Pedagogical and Professional Knowledge</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Skills</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Dispositions necessary to help all students learn</td>
<td>0%</td>
<td>0%</td>
<td>0%</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 GPA 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>Instructional Support Program</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>Sixth-Year *</td>
</tr>
<tr>
<td>3.00</td>
<td>N.A.</td>
</tr>
<tr>
<td>3.00</td>
<td>N.A.</td>
</tr>
<tr>
<td>3.00</td>
<td>N.A.</td>
</tr>
</tbody>
</table>

* Or equivalent since completion of an Education Specialist degree is not required of sixth-year certification.

Indicator 2: Teacher Preparation Program (Baccalaureate and Fifth-Year).
The following tables show whether the teacher preparation program at University of Alabama in Huntsville follows the recommended practices for practical, in-classroom experience for student teachers. The state internship (student teaching) 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>15.00</td>
</tr>
<tr>
<td>Secondary Programs</td>
<td>15.00</td>
</tr>
<tr>
<td>Programs That Span All Grades (art, dance, music, physical education, etc.)</td>
<td>15.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Length of All Other Clinical Experiences</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood/Elementary Programs</td>
<td>6.00</td>
</tr>
<tr>
<td>Secondary Programs</td>
<td>3.50</td>
</tr>
<tr>
<td>Programs That Span All Grades</td>
<td>3.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Length of Clinical Experiences and Internship</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood/Elementary Programs</td>
<td>21.00</td>
</tr>
<tr>
<td>Secondary Programs</td>
<td>18.50</td>
</tr>
<tr>
<td>Programs That Span All Grades</td>
<td>18.50</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.

| Total Number of Student Teachers or Teacher Interns During 2003-2004 | 48 |
| Percentage of Teacher Interns Supervised by Full-time Faculty | 83% |

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 recommendation is met.

| Intern to faculty teacher ratio is no more than 18 interns or no more than 4.5 interns per three semester hour course assignment | Yes |
Teacher Preparation Program Performance Profile

D. Graduate Satisfaction.
Recent graduates of University of Alabama in Huntsville’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>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Working well with all students</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Acknowledging the importance of reading in my subject and/or grade level</td>
<td>0%</td>
<td>0%</td>
<td>0%</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>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Recognizing and referring students with special needs</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Working well with exceptional/special needs students in inclusive settings</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Using technology appropriately to improve instruction</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Pedagogical and Professional Knowledge</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Skills</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Dispositions necessary to help all students learn</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

E. Rate of Placement.

| Total number of graduates for 2003-2004 | 44          |
| Percent of graduates that were not located | 5%          |
| Percent of graduates that were located  | 95%         |
| Percent of graduates teaching           | 68%         |
| Percent of graduates enrolled in graduate school, opting not to teach, refusing a teaching position, refusing to relocate to take a position, etc. | 18% |
| Percent of graduates not able to secure a teaching position          | 9%          |

F. Professional Accreditation/Affiliation (In addition to being approved by the Alabama State Board of Education).

- Is the teacher preparation program accredited by the National Council for Accreditation of Teacher Education? No
- 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 Alabama in Huntsville’s Teacher Preparation Program.

- SACS
- National Association of Schools of Music (NASM)

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.

| Number of full-time faculty teaching required professional education courses | 7          |
| Number of part-time faculty (not employed by college/university) teaching required professional education courses | 4          |
| Percent of these faculty members with 3 or more years of appropriate elementary and/or secondary school experience | 67%        |

B. Public School Experiences.

| Number of full-time faculty teaching required professional education courses | 7          |
| Percent of these faculty members working with elementary and/or secondary personnel in an ongoing, collaborative manner | 67%        |

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 Alabama in Huntsville’s teacher preparation program with area schools.

A. Clinical/Field Faculty Satisfaction.
This table shows how helpful P-12 clinical/field faculty think University of Alabama in Huntsville’s teacher preparation program is in their schools.

<table>
<thead>
<tr>
<th>Area</th>
<th>Percent Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing handbook(s) and other support materials</td>
<td>95%</td>
</tr>
<tr>
<td>Providing annual orientation/training sessions</td>
<td>85%</td>
</tr>
<tr>
<td>Preparing cooperating teachers to assess intern performance</td>
<td>85%</td>
</tr>
<tr>
<td>Communicating on a regular basis</td>
<td>95%</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>Are Elementary and Secondary Personnel Involved in:</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>No</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 Alabama in Huntsville’s mission and strongly supported by the institution. The following tables reflect the commitment of University of Alabama in Huntsville to teacher education.

A. Support of Teacher Preparation Programs.

1. Cost per Student in Teacher Preparation Programs (2003-2004 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): $1,204.00

2. Cost per Student in Other Clinical Programs at Institution (2003-2004 total budget divided by the unduplicated number of students in the other programs): N/A

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

| Number of faculty members who teach courses above sophomore level which meet State Board of Education requirements | 70 |
| Percentage of these faculty who collaborated with primary and secondary personnel for at least five hours during 2003-2004 | 35% |

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

1. Assistant Professors with Doctorates First Employed for the 2003-2004 School Year:
   a. Number of new faculty employed: 2
   b. Average salary paid to new assistant professors for 9 months: $49,250.00
   c. Average years of teaching experience of new assistant professors: 3.00

2. Associate Professors with Doctorates First Employed for the 2003-2004 School Year:
   a. Number of new faculty employed: N/A
   b. Average salary paid to new associate professors for 9 months: N/A
   c. Average years of teaching experience of new associate professors: N/A

3. Professors with Doctorates First Employed for the 2003-2004 School Year:
   a. Number of new faculty employed: N/A
   b. Average salary paid to new professors for 9 months: N/A
   c. Average years of teaching experience of new professors: N/A

4. Comparison to Salaries Paid to Non-Teacher Education Faculty with Doctorates:
   a. Education assistant professors received 92% of the average salary of assistant professors not employed in teacher education.
   b. Education associate professors received 91% of the average salary of associate professors not employed in teacher education.
   c. Education professors received N/A of the average salary of professors not employed in teacher education.