



**STATE OF ALABAMA  
DEPARTMENT OF EDUCATION  
Teacher Preparation Program Performance Profile For 2003-2004:  
Alabama State University**

**Joseph B. Morton, State Superintendent of Education**

## 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 Alabama State University's school of education meet the PEPE standards

#### A. PEPE Results.

Teacher Education Program	Number of Graduates in PEPE System	Graduates Scoring Benchmark or >		Program Grades*	
		No.	%	Letter	Points
Early Childhood	8	6	75%	F	0
Elementary Education	51	46	90%	B	3
Career Technical	1	1	100%	A	4
English Language Arts/English ASL	4	4	100%	A	4
Fine Arts	3	3	100%	A	4
Foreign Languages	0	0	N/A	N/A	0
Health Education, Physical Education, and Driver & Traffic Safety	9	9	100%	A	4
Mathematics	5	5	100%	A	4
Sciences	3	2	67%	F	0
Social Sciences	7	7	100%	A	4
Special Education	7	7	100%	A	4
Reading Specialist	0	0	N/A	N/A	0
Educational Administration	3	3	100%	A	4
Library Media Specialist	4	4	100%	A	4
School Counselor, School Psychometrist, and School Psychologist	3	3	100%	A	4
<b>Totals</b>	<b>108</b>	<b>100</b>	<b>93%</b>		

**Institution's Numerical Grade: 3.31 Institution's Letter Grade B**

(The institution's grade is the total number of points in the last column above divided by the number of programs for which a grade was received. NA means the program not offered by the institution, or no graduates were "PEPEed.")

#### Benchmark Scores:

Teachers-----18  
Principals-----36  
Assist. Prin.-----36  
Cent. Off. Pers.---36

#### \*Program Scale:

95-100% = A=4 points  
90 - 94% = B=3 points  
85 - 89% = C=2 points  
80 - 84% = D=1 point  
0 - 79% = F=0 points

#### Institutional Grade Scale:

4 points = A  
3.00 – 3.99 = B  
2.00 – 2.99 = C  
1.00 – 1.99 = D  
00 – .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.

<b>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)?</b>	Yes
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#### D. Local School System's Satisfaction with Teachers from Alabama State University.

Administrators were asked to consider new teachers they employed who graduated from Alabama State University and indicate their satisfaction with how those new teachers performed in several different areas.

Area	Percent Very Satisfied	Percent Satisfied	Percent Unsatisfied	Percent Very Unsatisfied
Overall preparation	26%	66%	8%	0%
Works well with all students	38%	57%	5%	0%
Uses strategies for improvement of reading comprehension appropriate to his/her subject and/or grade level	28%	62%	10%	0%
Recognizes and refers students with special needs	23%	72%	5%	0%
Works well with exceptional/special needs students in inclusive settings	23%	72%	5%	0%
Uses technology appropriately to improve instruction	24%	68%	8%	0%
Uses technology for record keeping and other management purposes	26%	64%	10%	0%
Content Knowledge	30%	60%	10%	0%
Pedagogical and Professional Knowledge	30%	60%	10%	0%
Skills	28%	59%	13%	0%
Dispositions necessary to help all students learn	32%	54%	14%	0%

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### 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.)

<b>This is a <i>Consent Decree</i> institution.</b>	Yes	
	<b>Teacher Preparation Program</b>	<b>Institution</b>
Admission	2.5	N/A
Retention	2.5	2.0
Completion	2.5	2.0

### F. Local School System's Satisfaction with Instructional Support Personnel Prepared by Alabama State University.

Administrators were asked to consider new administrators, counselors and library/media specialists they employ who graduated from Alabama State University and indicate their satisfaction with how those new instructional support personnel performed in several different areas.

Area	Percent Very Satisfied	Percent Satisfied	Percent Unsatisfied	Percent Very Unsatisfied
Overall preparation	0%	0%	100%	0%
Works well with all students	0%	0%	100%	0%
Works well with all teachers and staff	0%	0%	100%	0%
Makes decisions based on what is best for students	0%	0%	100%	0%
Uses technology appropriately in the performance of duties	0%	100%	0%	0%
Content Knowledge	0%	100%	0%	0%
Pedagogical and Professional Knowledge	0%	0%	100%	0%
Skills	0%	0%	100%	0%
Dispositions necessary to help all students learn	0%	0%	0%	0%

### 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.

	Instructional Support Program		Institution	
	Master	Sixth-Year *	Master	Sixth-Year
Admission	2.5	3.25	2.5	3.25
Retention	3.0	3.25	3.0	3.25
Completion	3.0	3.25	3.0	3.25

\* 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 Alabama State University 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)

Length of Full-Time Teacher Internship	Weeks
Early Childhood/Elementary Programs	12.00
Secondary Programs	12.00
Programs That Span All Grades (art, dance, music, physical education, etc.)	12.00

Length of All Other Clinical Experiences	Weeks
Early Childhood/Elementary Programs	12.00
Secondary Programs	12.00
Programs That Span All Grades	12.00

Length of Clinical Experiences and Internship	Weeks
Early Childhood/Elementary Programs	24.00
Secondary Programs	24.00
Programs That Span All Grades	24.00

\* 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.

<b>Total Number of Student Teachers or Teacher Interns During 2003-2004</b>	196
<b>Percentage of Teacher Interns Supervised by Full-time Faculty</b>	48%

#### 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.

<b>Intern to faculty teacher ratio is no more than 18 interns or no more than 4.5 interns per three semester hour course assignment</b>	Yes
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### D. Graduate Satisfaction.

Recent graduates of Alabama State University's teacher preparation program were asked if they were satisfied with the training they received. This table reflects their answers by percentage.

Area	Percent Very Satisfied	Percent Satisfied	Percent Unsatisfied	Percent Very Unsatisfied
Overall preparation	65%	35%	0%	0%
Working well with all students	53%	44%	3%	0%
Acknowledging the importance of reading in my subject and/or grade level	74%	26%	0%	0%
Using strategies for the improvement of reading comprehension appropriate to my subject and/or grade level	53%	41%	6%	0%
Recognizing and referring students with special needs	40%	51%	9%	0%
Working well with exceptional/special needs students in inclusive settings	34%	50%	16%	0%
Using technology appropriately to improve instruction	59%	32%	9%	0%
Content Knowledge	76%	24%	0%	0%
Pedagogical and Professional Knowledge	56%	44%	0%	0%
Skills	55%	39%	6%	0%
Dispositions necessary to help all students learn	55%	39%	6%	0%

### E. Rate of Placement.

Total number of graduates for 2003-2004	436
Percent of graduates that were not located	15%
Percent of graduates that were located	85%
Percent of graduates teaching	90%
Percent of graduates enrolled in graduate school, opting not to teach, refusing a teaching position, refusing to relocate to take a position, etc.	8%
Percent of graduates not able to secure a teaching position	2%

### 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?	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 Alabama State University's Teacher Preparation Program.

### 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	12
Number of part-time faculty (not employed by college/university) teaching required professional education courses	38
Percent of these faculty members with 3 or more years of appropriate elementary and/or secondary school experience	85%

#### B. Public School Experiences.

Number of full-time faculty teaching required professional education courses	12
Percent of these faculty members working with elementary and/or secondary personnel in an ongoing, collaborative manner	50%

### 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 Alabama State University's teacher preparation program with area schools.

#### A. Clinical/Field Faculty Satisfaction.

This table shows how helpful P-12 clinical/field faculty think Alabama State University's teacher preparation program is in their schools.

Area	Percent Satisfied
Providing handbook(s) and other support materials	80%
Providing annual orientation/training sessions	90%
Preparing cooperating teachers to assess intern performance	80%
Communicating on a regular basis	80%

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### 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.

Are Elementary and Secondary Personnel Involved in:	Yes or No
Mentoring/supervision/clinical education?	Yes
Training/workshops/guest speaking?	Yes
Teaching and developing course(s)?	Yes
Participation on advisory councils, committees or special tasks?	Yes
Collaborating in research?	Yes
Assessing student work?	Yes

### Indicator 5: General Institutional Support.

Teacher preparation should be a central part of the Alabama State University's mission and strongly supported by the institution. The following tables reflect the commitment of Alabama State University 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): \$1,233.00
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): \$5,200

#### 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	46
Percentage of these faculty who collaborated with primary and secondary personnel for at least five hours during 2003-2004	80%

#### 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: \$42,000.00
  - c. Average years of teaching experience of new assistant professors: 4.00
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 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.