

CAEP ACCOUNTABILITY MEASURES

Spring 2024 Report

(2022-2023 Data Results)



MEASURE 1: COMPLETER IMPACT AND EFFECTIVENESS

Case-Study Report

Introduction

Teacher Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers to ensure that through effective professional practice, all students graduate college and/or are career-ready. For this case study, the EPP explored two guiding research questions: 1) Can the Education Preparation Program provide evidence of whether completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve and 2) What do the employers perceive as areas for improvement? The Case Study project was completed for the 2022-2023 academic school year to be submitted for the CAEP Annual Report in Spring 2024.

Methodology

Alabama A&M University conducted the case study using a mixed-methods design. The mixed methods research followed a "practical" approach (Creswell & Clark, 2011), which permitted researchers to use all resources and methodologies possible in providing data related to the following components: Completer effectiveness and Impact on P-12 learning and development (Component R4.1-initial only) and Measure 2. Satisfaction of employers and stakeholders' involvement (Components R4.2 1 R5.3).

Participants

EPP Employer Survey: The EPP made every effort to reach out to school partners who hired completers from AAMU within the last three years. As the completers completed their satisfaction surveys, each was responsible for listing the administrators responsible for their observation evaluations. The Director of Assessments reached out to the administrators through email and sent each person an Employer Satisfaction Survey. The survey was distributed to fifteen employees and ten responded, representing a 67% response rate.

Employer Interview: The Director of the Center for Educator Preparation and Certification Services contacted the administrators in three school districts where several completers were employed to organize interviews. The interviews were set up to collect quantitative data-based classroom observations of the completers. One female elementary principal, one male high school principal, and one female administrator from the district level participated in the individual interviews.

Alabama State Board of Education Employer Survey: The First-year Teacher Survey created by the Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to the employers of those first-year teachers graduating from an initial program of a Class B or Class A -Alternative. Twenty-one completers graduated from AAMU during the 2022-2023 academic year from initial programs. Invitations were sent from the State Department to the principals of the completers.

Limitations of Findings

One limitation of the study is that the EPP's sample size for the Case Study is small because the EPP felt that COVID19 fatigue continues to exist, making it difficult to measure student impact. The second limitation is that the Alabama State Department of Education does not have a systematic process for identifying specific completers for the employer surveys.

Measures

The case study provides a multidimensional picture of teaching effectiveness. This will include data provided by the administrators based on their observations of student engagement in the classrooms of the AAMU completers, EPP Employer Surveys, and the Alabama State Board of Education's AAMU Report Card.

Multidimensional Picture of Teaching Effectiveness

Employer Interviews Madison County & Huntsville City School System's Principal and Central Office Administrators	EPP Employer Surveys Years 1/3 Out Teaching	Alabama State Board of Education Report Card for Employers	Alabama State Board of Education Report Card Comparing Completers and Employers' Results
25%	25%	25%	25%

Case Study Measure -1: Employer Interviews

Questions for the Employer Interviews aligned with the InTASC Standards.

The Employers were interviewed using the following protocol of questions:

- How did the teacher adjust to having his/her own classroom?
- Share some of the teacher's milestones and accomplishments since arriving at your school.
- How do you measure the teacher's effectiveness? (Provide some examples of how you measure the teacher's effectiveness.
- Describe the teacher's classroom management style.
- Describe the teacher's level of preparation regarding the use of technology.
- Describe the teacher's familiarity with data analysis.
- How would you describe the teacher's interactions with families and the level of family engagement on a 10-point scale? Please explain your rating.
- How would you rate the teacher's overall level of preparation on a 10-point scale? Please explain your rating.
- Is there anything else you would like to share about the teacher?

- Each administrator was asked to rate the completers based on observations in the classroom.
- Based on your observations of the AAMU completers, what innovations or areas for improvement do you recommend?

Interview questions were created by a team of faculty members and school partners. All identifiable information collected remained confidential as to who participated in the interviews. Administrator responses were collected via phone interview. The Director of the Center for Educator Preparation and Certification Services conducted the interviews to ensure that the employers felt comfortable sharing candid comments about completers' level of preparation and teaching effectiveness.

Analysis of Employer Interview Data

Three major themes emerged from the interviews: A. Classroom management; B. Differentiated Instruction; and C. Instructional Strategies.

The first theme *classroom management* was reflected positively on completers' teaching effectiveness. One employer stated, "Completer #1 has set the tone for her classroom. She uses positive discipline in her class and the students are very respectful of each other. I have observed this teacher many times and she surprise me with her skills in handling difficult situations.

The second theme of *differentiated instruction* reflects that the completers were highly effective in their skill to differentiate instruction of produce, process, content and learning environment. One employer noted that Ms. B places her students in groups based on her assessments. She develops assessments based on the assessment learning style of her students. Her lesson plans include language supports and resources that are appropriate for the whole class".

The third theme *data analysis* suggests that completers could benefit from workshops that relate to engaging students for a 90-minute block period using instructional strategies to keep the students involved. One principal stated, "We have to keep our students engaged for longer periods than most schools. The teacher would benefit from learning additional instructional strategies to get the students involved in the discovery of information. Technology use in the classroom would benefit the students".

During the Employer Interviews, the EPP asked the administrators to reflect on the assessments listed below to rate the completers based on their observations from AAMU teaching in years 1 and 3 at their schools.

**Employer Interviews Aligned to the InTASC Standards
Teacher Effectiveness — Classroom Observations**

One of the most common forms of teacher evaluation is the principal or vice-principal classroom observations (Brandt, Mathers, Oliva, Brown-Sims, & Hess, 2007).

During the interview process, the employers were asked to rate the completers hired from AAMU.

The completers were scored 1-4 on each criterion, where 1 is "Developing", 2 is "Emerging", 3 is "Meets Expectations", and 4 is "Exceeds Expectations". Total Number of Observations = 6

Table 1.0 Observation Assessment.

Standards/Progressions #1 & #2: Learner Development and Learning Differences				
Elementary N=2 Physical Education N=2 Secondary N=2	Emerging 1	Developing 2	Meets Expectations 3	Exceeds Expectations 4
Elementary				100%
Secondary				100%
Physical Edu			100%	
Standard/Progression #3: Learning Environments				
Elementary			100%	
Secondary				100%

Physical Education			100%	
Standard/Progression #4: Content Knowledge ...				
Elementary			100%	
Secondary				100%
Physical Education			100%	
Standard/Progression #5: Application of Content				
Elementary			100%	
Secondary			50%	50%
Physical Education			100%	
Standard/Progression #6: Assessment				
Elementary			50%	50%
Secondary			100%	
Physical Education			100%	
Standard/Progression #7: Planning for Instruction				
Elementary			100%	
Secondary			100%	
Physical Education			50%	50%
Standard/Progression #8: Instructional Strategies				

Elementary			100%	
Secondary			100%	
Physical Education		50%	50%	
Standard/Progression #9: Professional Learning and Ethical Practice				
Elementary				100%
Secondary				100%
Physical Education				100%
Standard/Progression #10: Leadership and Collaboration				
Elementary			50%	50%
Secondary				100%
Physical Education		50%	50%	

EMPLOYER SURVEYS FOR YEARS ONE AND THREE YEARS OUT

Alabama State Department of Education Survey Data for the 2022-2023 Year One Out as a Teacher
Employer

Case Study Measure — 2 - EPP Employer Survey

The EPP surveyed the employees of 1 — 3-year out completers. The survey was distributed to 15 employees and ten responded representing a **67%** response rate. The survey consisted of 43 questions designed to gain insight into the effectiveness of the EPP Teacher Preparedness program. The scale used on the survey was: Very well prepared (5), Well Prepared (4), Adequately Prepared (3), Not sufficiently prepared (2), Not prepared at all (1). The frequency of each response for each question was tabulated and a weighted mean was calculated. The weighted mean was calculated so that the results could be normalized and compared to the teacher survey data. The average weighted mean would be 3. The employee ratings ranged from 3.00 to 4.00. The employees rated their AAMU teachers strongest in learning environments with a range of 3.00 to 4.00 on AAMU completers to create a learning environment to increase student learning. The employee also rated AAMU candidates at a 3.50 for being able to implement appropriate and challenging learning experiences. Case Study Measure 2: Satisfaction of employees and stakeholders' involvement (R4.2, R5.3, & RA 4.1)

Analysis of the EPP Employer Survey

Question 43 asked the employer to "please click on the response that best reflects your perspective about the overall quality of the Educator Preparation Program". The scale for this question was Highly Effective (4), Effective (3), Minimally Effective (2), and Ineffective (1). The mean from the employees was 3.25.

When asked if they would hire AAMU completers in the future, 100% of the employees stated that they would hire AAMU completers to be teachers in their school district.

Table 2. EPP Employer Survey

Year - 1 out teacher = 6
 Year - 3 out teacher = 4

N=10/15 (Response Rate 67%)

Data Table 2.0 EPP Employer Survey.

Criteria/Elements InTASC Standards	N= 10	Very Prepare (5)	Well Prepare (4)	Adequately Prepared (3)	Not Sufficient Prepared (2)	Not Prepared at All (1)	Weighted Mean
1. Rate your overall satisfaction with the preparation of teachers from AAMU, hired for their assigned responsibilities in working with P- 12 students.	10		50	50			3.50
2. As a result of the AAMU graduate's training, how was he/she in his/her program of study?	10		50	50			3.50
3. The teacher was prepared to use technology to enhance student learning.	10		75		25		3.75
Communication	10						
4. The teacher was prepared to use 3 communication strategies to foster learning.	10		50	50			3.50
5. The teacher was prepared to communicate with parents.	10	25		75			3.50

6. The teacher was prepared to communicate with all staff.	10	25	50	25			4.00
7. The teacher was prepared to promote respect for diverse cultures, genders, and intellectual/ physical abilities.	10	25	50	25			4.00
8. The teacher was prepared to use technology as a communication tool.	10	25	50	25			4.00
9. The teacher was prepared to enhance students' skills in using technology as a communication tool.	10	25	50	25			4.00
Learner Development #1							
10. The teacher was prepared to implement developmentally appropriate and challenging learning experiences.	10		50	50			3.50
Learning Differences #2							
11. The teacher was prepared to design lessons that included differentiated instruction.	10		25	50	25		3.00
12. The teacher was prepared to implement instruction based on a student's IEP.	10	25		75			3.50
13. The teacher was prepared to modify instruction for English language learners.	10	25		75			3.50

14. The teacher was prepared to modify instruction for gifted and high-achieving learners.	10		25	75			3.25
Learning Environment #3							
15. The teacher was prepared to create a classroom environment that encourages student engagement.	10		25	50	25		4.00
16. The teacher was prepared to use a variety of positive classroom management strategies.	10		25	50	25		4.00
17. The teacher was prepared to manage a variety of discipline issues.	10			25	50	25	3.00
18. The teacher was prepared to motivate his or her students to learn.	10		25	25	25	25	3.50
19. The teacher was prepared to foster positive student relationships.	10		25	50	25		4.00
20. The teacher was prepared to facilitate smooth transitions from one activity to the next.	10			25	75		3.25
Content Knowledge #4							
21. The teacher was prepared in the content area.	10			50	50		3.50

22. The teacher was prepared to engage students in the content area.	10		50	50			3.50
23. The teacher was prepared to make content meaningful to students.	10		50	50			3.50
Application of Content #5 (Critical Thinking)							
24. The teacher was prepared to implement a variety of instructional strategies that were appropriate for the grade level or subject.	10		50	25	25		3.25
25. The teacher was prepared to engage students in critical thinking.	10		50	25	25		3.25
26. The teacher was prepared to model critical thinking and problem-solving.	10		50	25	25		3.25
Planning for Instruction #7							
27. The teacher was prepared to provide instruction that supports every student in meeting rigorous learning goals.	10		50	50			3.50
28. The teacher was prepared to incorporate material about people from different backgrounds into the curriculum.	10		50	50			3.50
29. The teacher was prepared to keep his or her students on task.	10		50	25	25		3.25
Instructional Strategies #8							

30. The teacher was prepared to engage students in learning.	10	25	25	25	25		3.50
31. The teacher was prepared to use questioning and discussion techniques.	10		50	25	25		3.25
Student Assessment and Data Analysis #6							
32. The teacher was prepared to use assessments to evaluate learning.	10		25	50	25		3.00
33. The teacher was prepared to develop assessments to evaluate learning.	10		25	50	25		3.00
34. The teacher was prepared to analyze assessment data to improve instruction.	10		25	50	25		3.00

35. The teacher was prepared to help students set learning goals based on assessment results.	10		25	50	25		3.00
36. The teacher was prepared to work with colleagues to set learning goals using assessment results.	10	25		50	25		3.25
Professional Learning and Ethical Practice #9							
37. The teacher was prepared to analyze data to reflect on areas for professional growth.	10	25	50	25			4.00

38. The teacher was prepared to reflect on his or her practices for professional growth.	10	25	50	25				4.00
Leadership and Collaboration #10								
39. The teacher was prepared to collaborate as a professional teacher.	10		25	50	25			3.00
40. The teacher was prepared to collaborate with colleagues to support student learning.	10	25		50	25			3.25
41. The teacher was prepared to collaborate with parents to support student learning.	10	25		75				3.50
42. The teacher was prepared to participate in professional organizations.	10	25		75				3.50
		Highly Effective	Effective	Minimally Effective (2)	Ineffective			
43. Please click on the response that best reflects your perspective about the overall quality of the Educator Preparation Program.	10		75	25				2.75
44. Was the teacher currently teaching in the subject area in which he/she was certified?	10	100 % Yes						
45. What milestones have you accomplished as a teacher?	Teacher of the Month							
46. Was the teacher provided a mentor teacher?	10	100 % Yes						

47. Will you hire other teachers from AAMU based on your experiences with completers?	10	100 % Yes						
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Case Study Measure 3 ALSDE EPP Report Card Employee Responses (2022-23)

The data analysis of the EPP's state report card for the Employee survey provided the following results.

The rating scale used was Teacher Leader, Effective Teacher, Emerging Teacher, and Ineffective Teacher. The data analysis indicated that the employers rated the EPP candidates equal to or higher than the completers. The EPP areas of strengths were collaboration, ethics, planning of instruction, manage a learning environment to engage learners actively.

Analysis of ALSDE State Report Card for AAMU

The EPP areas of weakness were mainly related to the understanding of Alabama initiatives and communication with families, colleagues, and community leaders

Data Table 3.0. EPP Alabama State Report Card Data Result

Employer Survey		EPP State Report Card 2022-2023		
	Employer Responses via Question	Employer Responses (% Effective +Teacher Leader)		
	Question	AAMU	State	Difference
4	connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real-world problems and issues	83	95	-12
6	encourage learners to develop a deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	94	96	-2
13	plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	94	96	-2

17	seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	88	92	-4
12	manage the learning environment to engage learners actively	94	89	5
16	practice the profession in an ethical manner	100	99	1
19	understand and use a variety of instructional strategies and make learning accessible to all learners	89	96	-7
5	create learning experiences that make discipline accessible and meaningful for learners to ensure mastery of the content	88	95	-7
23	understand the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy.	83	93	-10
2	collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	100	97	3
22	understanding of learners' commonalities and individual differences	94	98	-2

25	use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	95	95	
21	understanding of how learners grow and develop	100	96	-3
24	use assessments to engage learners in their growth	95	95	-3
18	select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross disciplinary skills	94	95	-1
8	engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	89	97	-8

20	understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches	94	95	-1
10	Ethically implement assessments and minimize bias to enable learners to display the full extent of their learning	94	97	-3
26	use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives	88	95	-7
9	has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement.	71	87	-16
1	collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	94	93	1
3	communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	77	76	1
15	possesses knowledge of Alabama's state assessment system	65	81	-16
14	plan instruction by collaborating with colleagues, specialists, community resources, families, and learners to meet individual learning needs	83	94	-11
7	engage in continuous professional learning to more effectively meet the needs of each learner	100	96	-4

The following recommendations are representative of feedback from employers: Provide training/education on how to:

- Provide professional development in the use of PowerSchool.
- Provide Professional development in Professional Learning Communities
- Teach gifted/talented students and integrate enrichments

- Create and use classroom management strategies
- Data literacy strategies to differentiate instruction
- Include information in coursework related to expectations for teacher evaluations
- Include examples in the coursework of how to infuse technology and blended learning into the curriculum

Conclusion

The EPP has researched the teacher effectiveness of its completers for Years one and three and found that overall, the EPP's completers are making a positive difference in the classroom. The three case study measures have identified some glows and areas of growth for the EPP. This case study suggests that candidates are effective in teaching in the classroom and have a positive impact on their students. The data are limited, but the EPP will continue to collect and learn from our completers and employers to improve the education programs at Alabama A&M University. The implementation plan will guide the EPP in making changes and sustaining practices that are working well.

MEASURE 2: SATISFACTION OF EMPLOYERS AND STAKEHOLDER INVOLVEMENT

Initial Program Employer and Completer (Teacher) Survey Data Results 2022-2023

The Alabama State Department of Education collects data for the initial programs each spring semester. The data results are presented in an Alabama State Department of Education report card for the Educator Preparation Program. The Alabama Association of Colleges for Teacher Education members developed this survey to be administered electronically to first-year teachers who, during the 2017-2018 school year, completed an Alabama State Board of Education-approved undergraduate (Class B) or alternative master's degree (Class A) program leading to their first or initial Professional Educator Certificate. A companion survey was administered electronically to the employers of those first-year teachers. Data provided in this report include a summary of survey categories and the percentage of first- and second-year teachers who strongly agreed, agreed, disagreed, or strongly disagreed that their program prepared them to teach successfully. The data also provide the percentage of employers who rated their first- and second-year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher

Response to the First & Second Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Alabama A&M University - Employer and Teacher Responses



Advanced Program Employer Survey Data Results 2022-2023

(Percentage Very Satisfied and Satisfied)

Data Table 5.0. Advanced Program EPP Survey.

Response Statements Total Responds – 9 (4 Programs)	Elementary Education (N=2)			Early Childhood (N=2)		Instructional Leadership (N=4)		Physical Education (N=1)		
	VS	S		VS	S	VS	S	VS	S	N
Gender	M=0 F=2 B-2 W-0			M=0 F=2 B-2 W-0		M=0 F=4 B-3 W-1		M=1 F=0 B-1 W-0		
Race/Ethnicity										
1. Knowledge: Has a deep understanding of the critical concepts and principles of their field of preparation.	50%	50%		50%	50%	100%		100		
Summary of Knowledge Category for Very Satisfied” 100%	50%	50%		50%	50%	100%		100 %		
2. Data Literacy: Knows how to derive meaningful information from data.	100%				100%	100%				100%
3. Data Literacy: Knows how to evaluate the accuracy and sufficiency of data sources.	50%	50%		50%	50%	100%				100%
4. Data Literacy: Can interpret data visualizations, such as graphs and charts.	100%			100%		100%			100%	
Summary of Data Literacy Category for Very Satisfied Percentage	83.33 %	16.66 %		50%	50%	100%			33.33 %	66.67 %
5. Research: Knows how to use and apply research in the field.	100%			100%		100%			100%	
6. Research: Understands qualitative, quantitative and /or mixed methods research methodologies.	50%	50%			100%	100%			100%	
Summary of Research Category for Very Satisfied Percentages	50%	50%		50%	50%	100%			100%	

7. Collaboration: Collaborates with peers, colleagues, families, teachers, staff, administrators as appropriate to their profession (CAEP A4.1).	100%				100%		100%		
8. Collaboration: Practices and engages in collaborative activities (CAEP A4.1).	100%			100%	100%		100%		
Summary of Collaboration Category – Very Satisfied 100%	100%			50%	100%		100%		
9. Technology: Knows how to use technology to assess and improve outcomes (CAEP A4.1).	100%			100%	100%			100%	
10. Technology: Demonstrates the application of technology to support their professional activities (CAEP A4.1).	100%			50%	100%			100%	
Technology – Very Satisfied 100%	100%			50%	100%			100%	
11. Professionalism: Knows and understands the educational laws associated with the rights and responsibilities of students and families (CAEP A4.1).	100%			100%	100%		100%		
12. Professionalism: Serves as an advocate for the rights of all students and clients (CAEP A4.1)	100%			100%	100%		100%		
13. Professionalism: Respects, values, and supports diverse learners and/or clients (CAEP A4.1)	100%			50%	100%		100%		
14. Professionalism: Demonstrates a professional code of ethics (CAEP 4.1).		100%			100%		100%		
Professionalism – Very Satisfied 100%	75%	25%		62.5%	100%		100%		
15. Instructional Practice: Promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child. (CAEP A2.2).		100%		100%	100%			100%	
16. Instructional Practice: Use data-driven instruction and research strategies to foster student	100%			100%	100%			100%	

engagement and maintain high expectations for the success of all students. (CAEP A 2.2).									
Instructional Practice – Very Satisfied 100%	50%	50%		100%	100%			100%	
17. Program Impact: Preparation is relevant to their responsibilities they face on the job (CAEP A.4.1).	100%		50%	50%	100%		100%		
18. Program Impact: Work with diverse P-12 students and their families (CAEP A1.1).	100%		100%		100%		100%		
19. Program Impact: Completion of the program enabled employment milestones, such as promotion and retention, to be reached (CAEP A.4.1).	100%		50%	50%	100%			100%	
Program Impact – Very Satisfied 100%	100%		66.66%	33.33%	100%		66.67%	33.33%	
20. Rate your overall satisfaction with the work of the completer from AAMU (CAEP A.4).	100%		100%		100%		100%		

Advanced Program Milestone Data Results 2022-2023

Number of Milestones	Responses
2	Grade Level Chair
4	Teacher for 10 years, tenured
5	Selected as a school representative to a professional development conference for curriculum review. Selected for Curriculum Development Review Committee and making a presentation to the local faculty. Selected to lead a Professional Learning Committee (PLC).
6	Promoted to Reading Specialist, Lead Teacher, Tenured Teacher, Mentor Teacher, Enrolled back in school for EdS in Education Leadership, Committee Chair for several committees, Teacher of the Year at school several years ago. She's tenured with over 12 years of experience in education. Leave School district after COVID19, Dean of Academics at Charter School in central Alabama
2	Promoted from teacher to assistant principal
1	Promoted to Assistant Principal in another district last year.
2	Promoted to ARI Reading Specialist

Advanced Employer Survey Summary of Three Years

Data Cycle: 2020-2021, 2021-2022, and 2022-2023

Alabama A&M University measures the degree to which employers are satisfied with our programs to prepare educational professionals to work with P-12 students. The feedback from the employers of our completers helps inform ongoing improvements to our initial certification and advanced educator preparation programs. The Advanced Employer Survey was shared with employers of our 2020 - 2022 graduates. The survey includes 20 statements for the employer to consider. The survey items are evaluated using a Likert scale of five: Very Satisfied (5), Satisfied (4), Neutral (3), Dissatisfied (2), or Very Dissatisfied (1) and results from the 3 cycles of data indicate employers evaluate all completers as “Very Satisfied” or “Satisfied”.

Data Table 6.0. Advanced Programs Employer Survey.

Questions	2020-2021		2021-2022		2022-2023		Overall Results	
	Response Rate 35% (7 out of 20)		Response Rate 32% (8 out of 25)		Response Rate 32% (9 out of 28)		Response Rate 32.24% (25 out of 73)	
	Very Satisfied or Satisfied	Dissatisfied or Very Dissatisfied	Very Satisfied or Satisfied	Dissatisfied or Very Dissatisfied	Very Satisfied or Satisfied	Dissatisfied or Very Dissatisfied	Very Satisfied or Satisfied	Dissatisfied or Very Dissatisfied
Knowledge: Collect, manage, evaluate, and apply data in a critical manner (RA1.1)								
1. Has a deep understanding of the critical concepts and principles of their field of preparation	100 %		100 %		100 %		100 %	

Data Literacy: Use research and understand qualitative, quantitative, and/or mixed methods research methodologies (CAEP A1.1a)								
2. Knows how to derive meaningful information from data	100 %		100 %		89%		96.33%	
3. Knows how to evaluate the accuracy and sufficiency of data sources	100 %		100 %		89 %		96.33 %	
4. Can interpret data visualizations, such as graphs and charts	100 %		100 %		100 %		100 %	
Research: Employ data analysis and evidence to develop supportive school environments. (CAEP A1.1.b)								
5. Knows how to use and apply research in the field.	100 %		100 %		100 %		100 %	
6. Understands qualitative, quantitative and /or mixed methods research methodologies	100 %		100 %		100 %		100 %	
Collaboration: Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community, and parents. (CAEP A1.1c)								
7. Collaborates with peers, colleagues, families, teachers, staff, administrators as appropriate to their profession	100 %		100 %		100 %		100 %	
8. Practices and engages in collaborative activities	100 %		100 %		100 %		100 %	
Technology: Use appropriate applications of technology for my field of specialization. (CAEP A1.1d)								

9. Knows how to use technology to assess and improve outcomes.	100 %		100 %		100 %		100 %	
10. Demonstrates the application of technology to support their professional activities.	100 %		100 %		100 %		100 %	
Professionalism: Apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for my field of specialization. (CAEP A1.1e).								
11. Knows and understands the educational laws associated with the rights and responsibilities of students and families	100 %		100 %		100 %		100 %	
12. Serves as an advocate for the rights of all students and clients	100 %		100 %		100 %		100 %	
13. Respects, values, and supports diverse learners and/or clients	100 %		100 %		100 %		100 %	
14. Demonstrates a professional code of ethics	100 %		100 %		100 %		100 %	
Instructional Practice								
15. Promote instructional practice that is consistent with learning development, effective pedagogy, and the needs	100%		100%		100%		100%	

of each child. (CAEP A2.2)								
16. Use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students. (CAEP A 2.2)	100%		100%		100%		100%	
Program Impact								
17. Preparation is relevant to their responsibilities they face on the job (CAEP A.4)	100 %		100 %		100 %		100 %	
18. Work with diverse P-12 students and their families (CAEP A1.1)	100 %		100 %		100 %		100 %	
19. Completion of the program enabled employment milestones, such as promotion and retention, to be reached (CAEP A 4.1)	100 %		100 %		100 %		100 %	
20. Rate your overall satisfaction with the work of the completer from AAMU (CAEP A.4)	100 %		100 %		100 %		100 %	

Advance Program Survey Implications 2022-2023

The response rate was 32% (9 out of 28). The results indicated employers responding to the survey were satisfied with our recent graduates.

- **Strengths** from the survey are those elements with an overall rating of “Very Satisfied are: #7 Collaborates with peers, colleagues, families, teachers, staff, administrators as appropriate to their profession, #8 Practices and engages in collaborative activities, #11-Knows and understands the educational laws associated with the rights and responsibilities of students and families, #13 Respects, values, and supports diverse learners and/or clients, #14 Demonstrates a professional code of ethics, #18-Work with diverse P-12 students and their families #20-Rate your overall satisfaction with the work of the completer from AAMU.
- **Areas for improvements** are those elements on the survey with a percentage of 44% or higher for a rating of “Satisfied”. Those elements are 15) Promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child. 16) Use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students.
- **Program Strengths by Elements:** Instructional Leadership and Physical Education majors receive a rating of “Very Satisfied” for element #1 Knowledge. Elementary Education and Instructional Leadership employers rated the following elements with the highest rating of “Very Satisfied”. Those elements are Knowledge, Data Literacy, Research, Collaboration, Technology, Professionalism, Instructional Practice, Program Impact and Overall satisfaction with the work of the completer from AAMU. Physical Education major received an overall rating of “Very Satisfied” on elements Collaboration, Research, Professionalism, and overall satisfaction of the program.
- **Program Improvements by Elements:** The following are listed as areas for improvements because the satisfaction of employers was 100% and no rating of Very Satisfied for the element. Instructional Practice (Early Childhood and Physical Education) and Professionalism (Early Childhood and Physical Education) are two elements with a rating of satisfaction.

Data Table 7.0. Advanced Program Overall Conclusions and Findings of 2022-2023 Data Results

Year	Strengthens by Years Similarities	Strengthens by Years Differences	Improvements Differences By Years	Themes By Years	Overall Rating Similarities By Years
2022-2023	#7 Collaborates with peers, colleagues, families, teachers, staff, administrators as appropriate to their profession, #8 Practices and engages in collaborative activities, #11-Knows and understands the educational laws associated with the rights and responsibilities of students and families, #13 Respects, values, and supports diverse learners and/or clients, #14 Demonstrates a professional code of ethics, #20-Rate your overall satisfaction with the work of the completer from AAMU.	#18-Work with diverse P-12 students and their families (Same as 2021-2022)	Instructional Practice (Early Childhood and Physical Education) and Professionalism (Early Childhood and Physical Education) are two elements with a rating of satisfaction.	Instructional Leadership and Physical Education majors receive a rating of “Very Satisfied” for element #1 Knowledge. Elementary Education and Instructional Leadership employers rated the following elements with the highest rating of “Very Satisfied”. Those elements are Knowledge, Data Literacy, Research, Collaboration, Technology, Professionalism, Instructional Practice, Program Impact and Overall satisfaction with the work of the completer from AAMU. Physical Education major received an overall rating of “Very Satisfied” on elements Collaboration, Research, Professionalism, and overall satisfaction of the program.	The results indicate employers responding to the survey were overall very satisfied with our recent graduates (100%).

Stakeholder Involvement 2022-2023

The EPP has learned that our school partners are valuable to our success in continuing to improve our programs. The evidence that supports the EPP conclusion is the number of school partners who have participated on committees and have been involved in the successes of our candidates on the job. The mutual benefits for both parties have been successful. The support letters provided for grant proposals and awards, professional development opportunities for faculty and candidates, and school placements are evidence of a working relationship with the EPP stakeholders. Completer Outcome Data are collected to determine completer impact. Data are collected using surveys completer and employer surveys. This data are used to strengthen our curriculum to better prepare our candidates. Over sixty-eight school partners and community professionals attended our annual "School Partnership Day". Key assessments were developed and approved by individual program advisory committees. Five school districts had teachers and administrators participate in a professional development session with faculty that related to diversity in the classroom. The school partners participated in the undergraduate admission committee and the Instructional Leadership Exit Portfolio Interviews. School partners are supporting the EPP with the co-construction of assessments, participating in the decision-making process for field and clinical experiences, and mentoring candidates and student teachers.

MEASURE 3: CANDIDATE COMPETENCY AT PROGRAM COMPLETION

Class B and Class A-Alternative Initial Programs 2022-2023

There are three key assessments to measure candidate competency at program completion. These assessments consist of the edTPA pedagogical content knowledge exam administered during the internship, the Praxis Content Knowledge test administered before the internship, and the Foundations of Reading 190 exam. Early Childhood, Elementary Education, and Collaborative K-6 candidates take the reading test before admission to the internship.

edTPA PEDAGOGICAL CONTENT KNOWLEDGE

The Alabama required score for Elementary Education majors is 44 points and all other programs 37 points. The EPP has a 100% pass rate for the 2022-2023 academic year with candidates scoring above the required score for Alabama.

Data Table. 8.0.edTPA.

Test Name	# Takers	# Pass	# Not Pass	AAMU % Pass	% Not Pass	AL Required Score	Mean Total Scaled Score	Mean Total Scaled Score State	Mean Total Scaled Score National
Early Childhood	1	1	0	100%	0	37	44	43.2	42.0
Elem Ed: Lit/Math Task 4	7	7	0	100%	0	44	51.85	52.7	52.0
Family and Cons Sci	1	1	0	100%	0	37	44	44.6	42.4
K-12 Phys Ed	2	2	0	100%	0	37	48	40.0	39.2
Secondary HSS	1	1	0	100%	0	37	45	45.1	44.8
Secondary Math	3	3	0	100%	0	37	44	41.0	39.9
Secondary Science	2	2	0	100%	0	37	47	41.7	43.0
Special Education	4	4	0	100%	0	37	41	43.8	43.0
Summary	21	21	0	100%	0	37	45.60	44	43.20

Praxis Content Knowledge Completer Report 2022-2023

Data Table 9. Completer Praxis Scores N=15

Programs Class B Level	Percentage Passing Praxis
Biology, Secondary Education	100%
Chemistry, Secondary Education	100%
Collaborative 6-12	100%
Elementary Education	100%
Family and Consumer Sciences	100%
General Social Studies	100%
Mathematics, Secondary Education	100%
Physical Education	100%
Passaged Passed for the Year	100%

Praxis Content Knowledge Completer Report 2022-2023

Data Table 10. Completer Praxis Scores (N= 6)

Programs Class A-Alternative	Percentage Passing Praxis
Collaborative 6-12	100%
Elementary Education	100%
Early Childhood Education	100%
Passaged Passed for the Year	100%

Data Table 11. Praxis Scores for 2022-2023 Test Takers for Program

Biology: Content Knowledge (5235/0235)	150	2022-2023	10	4	*	*	*	*
Chemistry: Content Knowledge (5245/0245)	150	2022-2023	3	1	*	*	*	*
Early Childhood Education (5025/0025)	156	2022-2023	2	2	*	*	*	*
Ed Leadership: Admin and Supervision (5412/0412)	146	2022-2023	6	6	163.33	6	100.00	164.00
Elem Ed: 3 Subject Bundle-Math (5903/0903)	157	2022-2023	24	16	147.25	6	37.50	145.00
Elem Ed: 3 Subject Bundle-Sci (5905/0905)	158	2022-2023	19	14	158.86	9	64.29	162.50
Elem Ed: 3 Subject Bundle-Soc Std (5904/0904)	154	2022-2023	26	17	155.53	7	41.18	152.00
English Lang Arts: Content Knowledge (5038/0038)	167	2022-2023	4	1	*	*	*	*
Family and Consumer Sciences (5122/0122)	153	2022-2023	1	1	*	*	*	*
Mathematics (5165/0165)	159	2022-2023	10	6	145.50	3	50.00	144.50
Music: Content Knowledge (5113/0113)	161	2022-2023	5	2	*	*	*	*
Physical Education: Content Knowledge (5091/0091)	149	2022-2023	17	9	148.44	5	55.56	149.00
Special Ed: Core Knowledge & Applic (5354/0354)	153	2022-2023	3	3	*	*	*	*

Notes:

* No data are displayed because the test taker count is fewer than 5.

Foundation of Reading 190 Exam for 2022-2023 (Alabama Required Score 233)

Data Table 12.0. Foundations of Reading Results.

Test Name	AAMU # Takers	AAMU # Pass	AAMU # Not Pass	AAMU % Pass	AAMU % Not Pass	AAMU Mean Total Scaled Score	AAMU Mean Total Scaled Score State
Foundations of Reading	15	9	6	60%	40%	226.3	241.6

**Advanced Programs
Traditional and Education Specialist Programs 2022-2023**

Title: Data Literacy Proficiency - Comprehensive Exam

Data Table 13.0. Data by Year, Mean, Race/Ethnicity/Gender.

Academic Year	Total Number of Candidates N=12	Mean Score	Race/Ethnicity Mean Scores			Gender Mean Scores		The Pass Rate of Candidates
			Black (3.70)	Other	White (4.0)	Females (3.69)	Males (3.83)	
2022-2023	N=12	3.80	10		2	10	2	100%

Title: Clinical Field Experiences Technology Assessment Data Results
A Technology/Mini Research Project 2022-2023
 International Society for Technology in Education (ISTE) and InTASC Standards

Data Table 14. Summary of Mean Score by Year, Race/Ethnicity/Gender.

Academic Year	Total Candidates N=12	Percentage of Candidates Scoring Level 3 or Above	Race/Ethnicity Pass Rate and Mean Score			Gender Pass Rate and Mean Score			All Levels Percentage Mean Score	Overall Mean N-28
			B (3.60)	W (4.0)	O	F (3.85)	M (3.75)	None		
2022-2023	N=12	100%	10	2	0	10	2	0	3.67	3.67

Advanced Program - Instructional Leadership Praxis Exam
(Class A Traditional Master's Degree Program)

PROGRAM: INSTRUCTIONAL LEADERSHIP

Data Table 15. Mean, Range, Pass Rate by Year for Gender, Race/Ethnicity (Test Code: 5412 Ed Leadership: Administration and Supervision)

Academic Year 3-YEARS	Total Number of Candidates	State Required Score Exam 5412	Pass Rate By Candidates	EPP Data Cycle Mean Score	Gender Female Mean Score	Gender Male Mean Score	Race/Ethnicity Black Mean Score	Race/Ethnicity White Mean Score
2022-2023	N= 5	146	100%	163	N=4 Mean = 163	N=1 Mean = 163	N=4 Mean = 163	N=1 Mean = 163

Data Table 16. Test Categories for Instructional Leadership Praxis Exam

Year	Total Number	Score	State Passing Score	Category 1 Strategic Leadership (Points Earned)	Category 1 Strategic Leadership (Points Available)	Category 2 Instructional Leadership (Points Earned)	Category 2 Instructional Leadership (Points Available)	Category 3 Climate and Cultural Leadership (Points Earned)	Category 3 Climate and Cultural Leadership (Points Available)	Category 4 Ethical Leadership (Points Earned)	Category 4 Ethical Leadership (Points Available)	Category 5 Organizational Leadership (Points Earned)	Category 5 Organizational Leadership (Points Available)	Category 6 Community Engagement Leadership (Points Earned)	Category 6 Community Engagement Leadership (Points Available)
2022 - 2023	N=5	163	146	12.6	16-17	15.4	21-23	11.2	16-18	11.6	15-16	9.4	12-13	9.4	13

MEASURE 4: ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY HAVE BEEN PREPARED

Advanced Programs – Traditional Master’s Degree

Hired Data Table 17.0.

Initial Programs	Number of Completers 2022-2023	Number of Completers’ Hired for Which they were prepared	Percentage Hired for which they were prepared	Number of Completers Hired in the county of Madison, Alabama	Number of Completers Hired Out of State	Major Area of Field
Initial Programs for Class B and Class A-Alternative						
Class B	14	13	93%	5	4 (Elementary (2), Special Ed. (1), Chemistry (1))	Elementary, Early Childhood, Collaborative Special Edu, Mathematics, Chemistry,
Class A-Alternative	7	7	100%	4	0	
Instructional Leadership	3	3	100%	2	0	Instructional Leadership
Summary Total for 2022-2023	24	24	96%	12	4	