

CAEP EPP Annual Reporting Measures
College of Education, Humanities, and Behavioral Sciences
Spring 2021



(CAEP Components 5.4/A.5.4)

IMPACT MEASURES

SECTION 4: Display of Annual Reporting Measures (2019-2020)

Measure 1: Impact on P-12 Learning and Development (4.1)

The eight reporting measures for Alabama A&M University's initial and advanced certification programs provides the data collected based on the Quality Assurance System. The EPP completed its Self-Study review in the fall of 2018. CAEP accredited all initial programs in April 2019. Since the site visit, the EPP has continued to find ways to address standard 4 (4.1 & 4.2). The CAEP Leadership Team, established by the Dean, decided to investigate all possibilities for collecting data for standard 4. To demonstrate the impact of the EPP's teacher preparation, the EPP looked to answer two questions: (1) Are Our Completers/Graduates Having a Positive Impact on Student Learning Growth? and (2) To what extent do completers demonstrate teaching effectiveness that AAMU preparation was designed to achieve? To answer these questions, the College of Education, Humanities, and Behavioral Sciences is utilizing Program Impact Case Studies to determine the impact of its completers on the learning of students in P-12 settings. The case study assessment started in December 2020. The study included randomly selected first, second and third-year teachers, from each of the following certification areas: Early Childhood, Elementary Education, Physical Education and General Social Studies, Secondary Education. The completers were selected from school districts in-state and out of state. The case study model has been revised from the pilot case study of spring 2020.

In committing to participate in the Program Impact case study, participants were observed once during the semester using the AAMU completer observation assessment instrument or the EPP accepted the evaluations shared by the completers from their employers. The observer completed

the observations virtually in the month of April. Two participants provided observation evaluations from the school district and three participants were observed by the Director of the Center for Educator Preparation and Certification Services.

The participants taught an instructional learning segment of their choice, providing pre and post assessment data for their whole class. The participants also provided the learning objectives, and an assessment overview of the lesson segment objectives. Following completion of the learning segment, participants recorded a reflection of the teaching and learning during the lessons. Lastly, participants in the study participated in an interview to help inform and strengthen the Educator Preparation Program (EPP) at AAMU.

Case study participants submitted (1) an overview of their instructional learning segment, including pre and post assessment scores from the students, (2) reflection of how the instructional unit went, and (3) materials and resources for the lessons. All key materials were uploaded to a shared Google folder. (3) In addition to uploading specific documents, all resource materials for the case study were placed in the shared folder for the completers to review. This includes, but is not limited to, the AAMU Observation form, Interview Questions, and a sample of how the student data results should be reported.

There is a suite of measures, tracking through the four components of Standard 4, which are meant to provide multiple perspectives of completer efficacy on the job. One explicitly describes the influence that teachers have over their P-12 students' learning and development. 2. Another is a classroom performance measure taken either as a structured observation evaluation or in the form of student perception surveys on their classroom experiences. 3. The third is employer satisfaction, including satisfaction as reflected in teacher retention and employment milestones 4. The final measure is completer satisfaction with their preparation—do they believe, after their experience on the job, that they were appropriately prepared for the daily responsibilities they have encountered.

Given that the state of Alabama does not use value-added testing measures and the EPP is not able to access student test scores tied to individual teachers. The EPP developed an alternate research plan to examine the impact that graduates have on student learning growth. This plan includes two components: 1) interviews with alumni (who are currently teaching) focused on impact on student learning growth, and 2) the collection and evaluation of assessments and assessment data provided by the completer.

ANAYSIS OF THE CASE STUDY

Table 1. PK-12 Student Pre-Post Test:

Student Achievement Data: (average scores for 100-point assessments)

Completers	Grade Level	Subject	Pre-test Averages	Post-test Averages	Impact Student Growth
Graduate-1	7	Physical Education	75	82	+7
Graduate-2	8	Physical Education	65	88	*23
Graduate-3	9	General Social Studies Secondary	78	90	*12
Graduate -4	3	Elementary Education	70	92	+22
Graduate-5	K	Early Childhood Education	70	85	+15
OVERALL	N=5		71.6	87.4	+15.8

PK-12 Student Analysis: Based on the pre and post-test assessments provided by completers, the EPP's completers showed they impacted student learning. All five completers had a positive impact on student learning using the College to Career Ready standards and objectives taught for the lesson segment. The physical education teacher working at the middle school had the most impact on the learning for the 2019-2020 academic year with a baseline score of 65 to a mean score of 88 points for the summative assessment. The seventh-grade physical education class in a rural school in Alabama had a score of 82 points for the summative assessment, with an increase of 7 points for the overall class.

FOCUS GROUP 2019-2020

Analysis of Focus Group Data and Areas for Improvement

The focus group completed at the end of the spring 2020 semester included completers from different programs. Focus group attendees were asked a sequence of questions related to their first, second or third years of teaching, their preparedness to teach, and the impact of the training the completers received at Alabama A&M University. Overall, candidates felt prepared for teaching due to their overall experiences in the program. Candidates felt additional training is needed for the candidates to work with small groups of students to differentiate instruction and preparation of how to balance life as a new teacher. The differentiated instruction area for

improvement was noted as an area for discussion with the faculty and the school partners. The Office of Field Experiences and School Partnerships are working with faculty and the Clinical Experiences Committee to design a Co-teaching model to start in the fall 2021.

Aligned to InTASC Categories and Cross-Cutting Themes
Analysis and Summary

Learner and Learning:

Focus Group. The completers shared their experiences and discussed how they plan instruction in the classroom and complimented AAMU several times for their rigorous expectations for planning. Several candidates felt the range of clinical experiences that included the internship was beneficial to them to know how school is organized.

One participant shared the following quote: "I have grown to learn that I can't teach my students unless I know who they are and how they are developing. At the beginning of school, I try to spend time during lunch with each student to learn about their families and to focus on their physical, mental, and social development."

Observation: During the classroom observations, two teachers used information related to students' backgrounds or families to provide examples in their lessons. All five teachers provided the lesson's objective and had the students repeat the "I can" statement. The activities planned for the classroom lessons were age appropriate. The evaluator noticed that one teacher provided a location for students to take a break during the lesson. Having a location for a break is evidence that the completer is using the information that she knows about her students to organize her class and plan.

2. Content (Alabama College to Career ready Standards):

Focus Group.

The completers stated during the focus group that they confident in teaching the subject area or grade where they are assigned. One participant at the elementary education level said that she needed support with planning activities for social studies. She reached out to the other teachers on the grade level, and they worked on projects together to provide the students with meaningful activities. One participant stated, "I use the Alabama Course of Study and the School District's curriculum guide to decide my lessons for the week. Before I start teaching, I check the students' background knowledge as it relates to the objective."

Observation: Four of the participants observed work in Alabama, and the fifth completer is a teacher in Ohio. All five of the candidates presented the objectives in their lesson plans based on

the state where they teach. The teachers had their objectives post on the board, on a Smartboard, or on a handout for the students to see. One completer had the students turn and talk about the objective with another student in the class and explain to the partner what they were going to learn for the day.

3. Instructional Practice

Focus Group. Three of the focus group members noted that they were satisfied with their overall training and the ability to create engaging lessons. The completers shared they needed additional support with planning lessons for students with exceptional needs and planning the informal assessments for the whole class.

Observation. Directions and procedures were in place, and the teachers had the students use the academic language of the subject area. The use of questioning and discussion techniques was presented throughout the lesson for three of the five observations. Students were engaged the majority of the time for all four observation lessons. Warm-up activities, hooking the learning, collaborative groups, small groups, Think-Pair-Share, and technology strategies were integrated into two of the five observations. Teachers used various formative assessments and other activities that allowed students to practice skills and receive feedback.

4. Professional Responsibility

Focus Group. The focus group completers reported that the EPP has a strong program that relates to ethics and professional dispositions. One early childhood completer stated, "A lot of what you all taught us is about being professionals. You gave us many tips on how to dress and to carry ourselves as professionals. I appreciate it because I don't talk about students with others, and I write my lesson plans. I do my job, and I try to do what's right."

Observation. During the observation, respect was demonstrated to the students by the teachers when three of the five teachers used differentiated instruction in the classroom while teaching and provided wait time for the students to think about their answers. Several teachers explained during the pre-conference or the post-conference they had limited experiences planning with a department or a grade level of teachers. Three teachers, during the post-conference, discussed reaching out to the EPP faculty members for support and were provided help from the faculty member immediately with suggestions to their questions. One teacher shared during the pre-conference that she had attended a school district training session for math and learned several new strategies for teaching mathematics.

5. Technology (CAEP Theme)

Focus Group. The focus group participants spoke about technology and going virtual because of the COVID19 pandemic. The group was very satisfied with their training in technology in the program. One completer suggested that the EPP invite classroom teachers to demonstrate the technology used in the classroom for the methods courses.

Observation. Technology was utilized during the classroom observations for all five of the participants. The completers used technology in various ways to manage, assess, and for instruction. PowerPoint presentations were used, and students could be seen working in small groups on the computer or using an iPad.

6. Diversity & Equity (CAEP Theme)

Focus Group. One completer noted that she lacked confidence when starting the school year because she was nervous about having her own class in an urban school district. Additionally, the completers did not bring up diversity during the focus group unless they were relating themselves to the other teachers working at the school.

Observation. The teachers observed modeled the following: caring, fairness, and enthusiasm for learning to all students. Three of the classrooms observed had a diverse population of students. One classroom was in a rural area where all students were of one race/ethnicity. The completer started with prior knowledge and presented a vocabulary lesson using visuals, audio voices, and language supports. The completers during the post-conference discussed the students who made fewer gains than others and talked about providing feedback to their students. The secondary classroom teacher discussed providing support to all students in his class and how being fair is essential.

MEASURE 2: INDICATORS OF TEACHING EFFECTIVENESS (4.2)

Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to first-year teachers who, during the 2018-2019 school year, completed an Alabama State Board of Education approved undergraduate (Class B) or alternative master's degree program (Class A program leading to their first or initial).

Professional Educator Certificate. A companion survey was administered electronically to the employer for the first-year teachers. Data provided in this report include summary of survey categories and the percentage of first-year teachers who strongly agreed, agreed, disagreed, or strongly disagreed that their program prepared them to teach successfully. The data also provided the percentage of employers who rated their first-year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher.

1. AAMU Alabama State Department Higher Education Report Card

[Alabama State Department of Education – Higher Education Report Card 2019-2020](#)

2. The Student Perception Survey

Data for the P-12 Student Perception Survey is currently not yet available due to entire school districts or grade level closings because of COVID19. The EPP plans to collect the data through the month of May 2021. The perception survey data analysis will become available to the public by June 1, 2021.

Discussion

The two questions explored: 1) Do our program completers contribute to expected levels of student learning growth, and 2) Can the Educator Preparation Provider document the evidence for Standard 4, "through focus groups, classroom observations, and P-12 student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve?" The discussion with faculty provided an insight into the programs offered at AAMU and what additional data are needed to answer the questions fully. The EPP understands that a full research study is needed with P-12 student data collected and aligned to the completers to meet component 4.1. The EPP also understands for the research study to be more in-depth, quantitative, and qualitative data are needed. In the future, school partners and the EPP have plans to meet during the summer or early fall to discuss the transmittal of student data with the teacher evaluations of the completers from the school district.

The study was designed to use multiple teacher effectiveness measures. The EPP used a focus group, teacher observations, and student perception surveys to demonstrate teacher effectiveness in the classroom.

CAEP standard 4 data results helped the EPP support its findings of the effectiveness of its completers on student learning. The case study of teacher completers represented a range of certification areas. The EPP confirmed that completers were employed in school districts in rural, urban, and suburban areas. All five of the completers were hired immediately after graduation. Focus group themes aligned to the InTASC standards and the completers demonstrated their knowledge about content, pedagogy, and student learning and development.

Classroom observations that included a pre-and post-conference, and a student perception survey supported the claim that the EPP's programs share the same conceptual framework and have extensive clinical experiences that help prepare completers to teach. During the focus group session, completers discussed their areas for improvement that included limited experiences with working with small groups of students and developing informal and formal

assessments. Focus group participants shared they were prepared to teach and received a "perfect" education. Comparing the focus group, classroom observations, and the student perception survey themes, it was evident that content knowledge and caring for students in a learning environment were areas of strengths for the AAMU's completers. The areas for improvement included small group instruction and developing assessments for differentiated instruction.

Evidence obtained in the study demonstrated through structured and a validated observation instrument and student surveys that completers effectively apply the professional knowledge, skills, and dispositions that preparation experiences were designed to achieve (component 4.2).

MEASURE 3: SATISFACTION OF EMPLOYERS AND EMPLOYMENT MILESTONES

For measure three satisfaction of employers, the EPP provides three various sources of data: The Alabama State Department of Education Higher Education Report for 2019-2020, the AAMU Employer Survey, and the Milestones of completers from 2019-2020.

1. Alabama State Department of Education (2019-2020) – (ALACATE Developed) Higher Education Report Card

[Alabama State Department of Education – Higher Education Report Card 2019-2020](#)

2. EPP Employer Survey (2019-2020)

Table 2 includes the data results from the EPP Employer Survey. Employers complete the survey for teachers in years 1 and 3 of their teaching experiences. The surveys are conducted by the CAEP Director between February – March of each academic year. The survey requests for employers to rate the completers' teaching effectiveness compared to graduates from other educator preparation programs.

Table 2. EMPLOYER SURVEY FOR COMPLETERS YEAR 1 AND 3 OUT TEACHING

Survey Year: 2019-2020

N=5/19 Employers

Response Rate 26%

Year 1 Teacher N=2

Year 3 Teacher N= 3

Total Employers N=5

Criteria/Elements	N=5	Very Well Prepared	Well Prepared	Adequately Prepared	Not Sufficiently Prepared	Not Prepared at All
InTASC Standards		(5)	(4)	(3)	(2)	(1)

Rate your overall satisfaction with the preparation of teachers from AAMU, hired for their assigned responsibilities in working with P-12 students.	5	80% (4)	20% (1)			
As a result of the AAMU graduate's training, how well prepared was he/she in his/her program of study?	5	80% (4)	20% (1)			
The teacher was prepared to use technology to enhance student learning.	5	80% (4)	20% (1)			
Communication						
The teacher was prepared to use effective communication strategies to foster learning.	5	80% (4)	20% (1)			
The teacher was prepared to effectively communicate with parents.	5	20% (1)	80% (3)			
The teacher was prepared to effectively communicate with all staff.	5	80% (4)	20% (1)			
The teacher was prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities.	5	80% (4)	20% (1)			
The teacher was prepared to use technology as a communication tool.	5	60% (3)	20% (1)	20% (1)		
The teacher was prepared to enhance students' skills in using technology as a communication tool.	5	60% (4)	20% (1)	20% (1)		
Learner Development #1						
The teacher was prepared to implement developmentally appropriate and challenging learning experiences.	5		60% 3	40% 2		
Learning Differences #2						
The teacher was prepared to design lessons that include differentiated instruction.	5	20% (1)	60% (3)	20% (1)		
The teacher was prepared to implement instruction based on a student's IEP.	5	20% (1)	60% (3)	20% (1)		
The teacher was prepared to modify instruction for English language learners.	5	20% (1)	60% (3)	20% (1)		
The teacher was prepared to modify instruction for gifted and high achieving learners.	5	20%	60%	20%		

		(1)	(3)	(1)		
Learning Environment #3						
The teacher was prepared to create a classroom environment that encourages student engagement.	5	100% (5)				
The teacher was prepared to use a variety of positive classroom management strategies	5		100% (5)			
The teacher was prepared to manage a variety of discipline issues.	5	20% (1)	60% (3)	20% (1)		
The teacher was prepared to motivate his or her students to learn.	5					
The teacher was prepared to foster positive student relationships	5	100% 5				
The teacher was prepared to facilitate smooth transitions from one activity to the next.	5	20% (1)	60% (3)	20% (1)		
Content Knowledge #4						
The teacher was prepared in the content area.	5	20% (1)	60% (3)	20% (1)		
The teacher was prepared to engage students in the content area.	5	20% (1)	60% (3)	20% (1)		
The teacher was prepared to make content meaningful to students.	5	20% (1)	60% (3)	20% (1)		
Application of Content #5 (Critical Thinking)						
The teacher was prepared to implement a variety of instructional strategies that were appropriate for the grade level or subject.	5	20% (1)	60% (3)	20% (1)		
The teacher was prepared to engage students in critical thinking.	5	20% (1)	60% (3)	20% (1)		
The teacher was prepared to model critical thinking and problem solving.	5	20% (1)	60% (3)	20% (1)		
Planning for Instruction #7						
The teacher was prepared to provide instruction that supports every student in meeting rigorous learning goals.	5	60% (3)	20% (1)	20% (1)		

The teacher was prepared to incorporate material about people from different backgrounds into the curriculum.	5	80% (4)	20% (1)			
The teacher was prepared to keep his or her students on task.	5	60% (3)	20% (1)	20% (1)		
Instructional Strategies #8						
The teacher was prepared to engage students in learning.	5	60% (3)	20% (1)	20% (1)		
The teacher was prepared to use questioning and discussion techniques.	5	1 (1)	3 (60%)	1 (1)		
Student Assessment and Data Analysis #6						
The teacher was prepared to use assessments to evaluate learning.	5	60% (3)	20% (1)	20% (1)		
The teacher was prepared to develop assessments to evaluate learning.	5	60% (3)	20% (1)	20% (1)		
The teacher was prepared to analyze assessment data to improve instruction.	5	60% (3)	20% (1)	20% (1)		
The teacher was prepared to help students set learning goals based on assessment results.	5	60% (3)	20% (1)	20% (1)		
The teacher was prepared to work with colleagues to set learning goals using assessment results.	5	60% (3)	20% (1)	20% (1)		
Professional Learning and Ethical Practice #9						
The teacher was prepared to analyze data to reflect on areas for professional growth.	5	80% (4)	20% (1)			
35. The teacher was prepared to reflect on his or her practices for professional growth.	5	80% (4)	20% (1)			
Leadership and Collaboration #10						
Professional Collaboration	5	100% (5)				
The teacher was prepared to collaborate with colleagues to support student learning.	5	100% (5)				
The teacher was prepared to collaborate with parents to supports student learning.	5	100%				

		(5)				
The teacher was prepared to participate in professional organizations.	5	4 (80%)	1 (20%)			
Other Areas						
Please click on the response that best reflects your perspective about the overall quality of the Educator Preparation Program	5	Highly Effective 60% (3)	Effective 40% (2)	Minimally Effective	Ineffective	
Was the teacher currently teaching in the subject area in which he/she was certified?	5	Yes-5				
What milestones have the teacher accomplished? (Example: Teacher of the Year District or School, grade-level chair, department chair, National Board Certification, and etc.)	5	Grade level chair N=1 Academic Leadership Committee N=1				
Was the teacher provided a mentor teacher	5	Yes-5				
Will you hire other teachers from AAMU based on your experiences with completers?	5	Yes-5				

3. Milestones of Completers as Reported by the Employers (2019-2020)

- Department Chair for 2019-2020 - Secondary Education – One Completer
- Academic Leadership Team 2019-2020 – Early Childhood Education – One Completer

MEASURE 4: SATISFACTION OF COMPLETERS

The survey was administered electronically to first-year teachers who, during the 2019-2020 school year, completed an Alabama State Board of Education approved undergraduate (Class B) program leading to their first or initial Professional Educator Certificate.

1. Alabama State Department of Education (2019-2020) – (ALACATE Developed) Higher Education Report Card

[Alabama State Department of Education – Higher Education Report Card 2019-2020](#)

2. EPP Completer Survey (2019-2020)

Table 3 includes the data results from the EPP Completer Survey. Alumni complete the survey during years 1 and 3 of their teaching experiences. The surveys are conducted by the CAEP Director between February – March of each academic year.

Table 3. EPP Completer Survey
2019-2020
N=8/20 (Response Rate 40%)

Year-1 out teacher =5 (Completer 2019-2020)
Year - 3 out teacher = 3 (Completer 2018-2019)

Criteria/Elements InTASC Standards	N=8	Very Well Prepared 5	Well Prepared (4)	Adequately Prepared (3)	Not Sufficiently Prepared (2)	Not Prepared at All (1)
1. Rate your overall satisfaction with the preparation of teachers from AAMU, hired for their assigned responsibilities in working with P-12 students.	8	75% (6)	25% (2)			
2. As a result of the AAMU graduate's training, how well prepared was he/she in his/her program of study?	8	62% (5)	38% (3)			
3. I am prepared to use technology to enhance student learning.	8	87% (1)	13% (7)			
Communication						
4. I am prepared to use effective communication strategies to foster learning.	8	75% (6)	25% (2)			
5. I am prepared to effectively communicate with parents.	8	75% (6)	25% (2)			
6. I am prepared to effectively communicate with all staff at the school.	8	100% (8)				
7. I am prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities.	8	87% (7)	13% (1)			
8. I am prepared to use technology as a communication tool.	8	75% (6)	25% (2)			
9. I am prepared to enhance students' skills in using technology as a communication tool.	8	100%				

		(8)				
Learner Development #1						
10. I am prepared to implement developmentally appropriate and challenging learning experiences.	8	50%	50%			
		(4)	(4)			
Learning Differences #2						
11. I am prepared to design lessons that include differentiated instruction.	8	62%	38%			
		(5)	(3)			
12. I am prepared to implement instruction based on a student's IEP.	8	62%	38%			
		(5)	(3)			
13. I am prepared to modify instruction for English language learners.	8	62%	38%			
		(5)	(3)			
14. I am prepared to modify instruction for gifted and high achieving learners.	8	62%	38%			
		(5)	(3)			
Learning Environment #3						
15. I am prepared to create a classroom environment that encourages student engagement.	8	100%				
		(8)				
16. I am prepared to use a variety of positive classroom management strategies	8	62%	38%			
		(5)	(3)			
17. I am prepared to manage a variety of discipline issues.	8	40%	40%	20%		
		(3)	(3)	(2)		
18. I am prepared to motivate my students to learn.	8	100%				
		(8)				
19. I am prepared to foster positive student relationships	8	100%				
		(8)				
20. I am prepared to facilitate smooth transitions from one activity to the next.	8	100%				
		(8)				
Content Knowledge #4						
21. I am prepared to teach in my specific content area.	8	100%				
		(8)				
22. I am prepared to engage students in the content area.	8	100%				
		(8)				

23. I am prepared to make content meaningful to students.	8	100% (8)				
Application of Content #5 (Critical Thinking)						
24. I am prepared to implement a variety of instructional strategies that were appropriate for the grade level or subject.	8	62% (5)	38% (3)			
25. I am prepared to engage students in critical thinking.	8	62% (5)	38% (3)			
26. I am prepared to model critical thinking and problem solving.	8	62% (5)	38% (3)			
Planning for Instruction #7						
27. I am prepared to provide instruction that supports every student in meeting rigorous learning goals.	8	62% (5)	38% (3)			
28. I am prepared to incorporate material about people from different backgrounds into the curriculum.	8	62% (5)	38% (3)			
29. I am prepared to keep my students on task.	8	62% (5)	38% (3)			
Instructional Strategies #8						
30. I am prepared to engage students in learning.	8	62% (5)	38% (3)			
31. I am prepared to use questioning and discussion techniques.	8	62% (5)	38% (3)			
Student Assessment and Data Analysis #6						
32. I am prepared to use assessments to evaluate learning.	8	62% (5)	38% (3)			
33. I am prepared to develop assessments to evaluate learning.	8	62% (5)	38% (3)			
34. I am prepared to analyze assessment data to improve instruction.	8	62% (5)	38% (3)			
35. I am prepared to help students set learning goals based on assessment results.	8	62% (5)	38% (3)			

36. I am prepared to work with colleagues to set learning goals using assessment results.	8	62% (5)	38% (3)			
Professional Learning and Ethical Practice #9						
37. I am prepared to analyze data to reflect on areas for professional growth.	8	62% (5)	38% (3)			
38. I am prepared to reflect on my practices for professional growth.	8	75% (6)	25% (2)			
Leadership and Collaboration #10						
39. I am prepared to collaborate as a professional teacher.	8	100% (8)				
40. I am prepared to collaborate with colleagues to support student learning.	8	100% (8)				
41. I am prepared to collaborate with parents to supports student learning.	8	50% (5)	50% (5)			
42. I am prepared to participate in professional organizations.	8	100% (8)				
Other Areas						
43. Please click on the response that best reflects your perspective about the overall quality of the Educator Preparation Program	8	Highly Effective 75% (6)	Effective 25% (2)	Minimally Effective	Ineffective	
44. I am currently teaching in the subject area in which I was certified?	8	Yes-8				
45. What milestones have you accomplished as a teacher? (Example: Teacher of the Year District or School, grade-level chair, department chair, National Board Certification, and etc.)	8	N/A				
46. I was provided a mentor teacher by the school district.	8	Yes-7 No-1				
47. Will you recommend others to the AAMU program?	8	Yes -8				

3. Focus Group (2019-2020)

Participant 1: “I am thankful for my experiences at A&M, I must say I am very prepared to teach math at the middle school. When I compare myself to my other colleagues, I am impacting the learning of the students in class the same as them. I must say, I can write some lesson plans and I know how to differentiate learning with providing language supports for my students to learn.”

Participant 3: “The teachers in the school come to me for help with technology issues or for me to show them how to use an App that I am using in my class. It makes me feel good that they can ask me questions. I feel I was prepared for my own classroom, but it was scary at first, I must say, but with the help of the other teachers on my grade level I feel I have done well.”

OUTCOME MEASURES 2019-2020 Reports

MEASURE 5: Graduation Rates – All Initial Programs

GRADUATION RATE BY DEGREE LEVEL

2019 REPORT: GRADUATION RATE UNDERGRADUATE PROGRAMS – INITIAL PROGRAMS

Year Completed	Total Number Completers	Percentage Graduated in 4 Years	Total Percentage Graduated of the Cohort Group
2019-2020	7	30%	100%
2018-2019	14	22%	46%
2017-2018	13	20%	80%

2019 REPORT: GRADUATION RATE – ALTERNATIVE PROGRAMS

Year Completed	Total Number Completers	Percentage Graduated in 3 Years (6 semesters)	Total Percentage Graduation Rate of Cohort Group
2019-2020	12	100%	100%
2018-2019	19	25%	42%
2017-2018	22	58%	66%

2019 REPORT: GRADUATION RATE: TRADITIONAL - ADVANCED PROGRAMS

Year Completed	Total Number Completers	Percentage Graduated in 3 Years.	Total Percentage
----------------	-------------------------	----------------------------------	------------------

		(6 semesters)	Graduation Rate of Cohort Group
2019-2020	8	100%	100%
2018-2019	2	100%	100%
2017-2018	2	100%	100%

2019 REPORT: GRADUATION RATE – GRADUATE COMPLETERS – SUPPORT PROGRAMS

Year Completed	Total Number Completers	Percentage Graduated in 3-Years (6 semesters)	Total Percentage Graduation Rate of Cohort Group
2019-2020	2	2	100%
2018-2019	0	0	0
2017-2018	2	0	0

MEASURE 6: Ability of Completers to meet Certification and Any State Requirements: Title II Reports are posted on AAMU Website.

[2019-2020 Title II Report Card – Alternative](#)
[2019-2020 Title II Report Card – Traditional](#)

PROGRAM COMPLETERS AND EARNED CERTIFICATIONS

Class B – Undergraduate 2017-2020 (Initial Programs)

Academic Year	Candidates Recommended for Certification	Program Completers	Total Number of Males	Total Number of Females
2019-2020	7	7	2	5
2018-2019	14	14	3	11
2017-2018	13	13	4	8

Class A – Alternative Certification – 2017 – 2020 (Initial Programs)

Academic Year	Candidates Recommended for Certification	Program Completers	Total Number of Males	Total Number of Females
2019-2020	12	12	2	10
2018 - 2019	19	19	6	15
2017 - 2018	22	22	12	11

Class A – Traditional Certification - 2017 – 2019 (Advanced Programs)

Academic Year	Candidates Recommended for Certification	Program Completers	Total Number of Males	Total Number of Females
2019-2020	10	10	2	8
2018 - 2019	8	8	2	6
2017 - 2018	13	13	6	7

Title of Assessment: EdTPA Data: Results 2019-2020

[2019-2020 Title II Report Card – Alternative](#)
[2019-2020 Title II Report Card – Traditional](#)

The edTPA assessment is administered during the first eight weeks of the internship. All initial program candidates in the Class B and Class A-Alternative programs take the exam. The Class B and Class A data results are combined for the edTPA assessment because the program level numbers were less than 10.

Programs 15 Rubrics	Number Passed	Pass Rate UG	Pass Rate Graduate	Total Combined Pass Rate for both Levels and Programs	Comments
Collaborative Special Education (K-6/6-12)	**	100%	100%	100%	**Less than 4 Completers
Early Childhood (P-3)	**	100%	100%	100%	**Less than 4 Completers
Elementary Education	4	100%	100%	100%	
English Language Arts Secondary Education	**	100%	100%	100%	**Less than 4 Completers
All Science Areas	**	100%	100%	100%	**Less than 4 Completers
Mathematics Secondary Education	**	100%	100%	100%	
General Social Studies	**	100%	100%	100%	**Less than 4 Completers

Physical Education (P-12)	5	100%	100%	100%	
All Programs	N=20	100%	100%	100%	

Title of Assessment: Praxis Content

[2019-2020 Title II Report Card – Alternative](#)

[2019-2020 Title II Report Card – Traditional](#)

Candidates take the Praxis exam specific to their content area during their methods courses. All candidates must pass their specific content area based on the required scores of the Alabama State Department of Education before admission to the internship.

PRAXIS SUMMARY PASS RATE 2019-2020– Class B Initial Certification

Cohort Groups	The number taking the Test	Number Passing the Test	Percentage Rate
All program completers 2019-2020	7	7	100%
All program completers 2018-2019	15	15	100%
All program completers 2017-2018	13	13	100%

PRAXIS SUMMARY PASS RATE 2019-2020 – Class A Alternative Initial Certification

Cohort Groups	The number taking the Test	Number Passing the Test	Percentage Rate
All program completers 2019-2020	12	12	100%
All program completers 2018-2019	20	20	100%
All program completers 2017-2018	22	22	100%

PRAXIS SUMMARY PASS RATE 2019-2020 – Class A Traditional - Advanced Program

School Counseling Program

Cohort Group	The number taking the Test	Number Passing the Test	Percentage Rate
All program completers 2019-2020	2	2	100%

Measure 7: Percentage of Completers Hired in Education Positions for Which they are Prepared.

Initial Programs: Class B – Undergraduate (UG) and Class A -Alternative Programs (GR)

Year	# Certified	# Employed	# Employed in Field Spring 2021	# Employed in the field	# Employed in field
# of Completers		N/(%)	<u>N/(%)</u>		N/(%)
Fall 2019	UG-5 GR-5	9 out of 10	9 out of 10	1 Yr. (Spr 20)	2 Yr. (Fall 20)
5UG/5GR = (10)	N=10	90%	90%	7(70%)	9 (90%)
Spring 2020	UG-3 GR-8	10 out of 11	10 out of 11	1 Yr. (Fall 20)	2 Yr. (Spr 21)
3UG/8GR = (11)	N=11	91%	91%	10(91%)	11(100%)
2019-2020	21		90%	81%	95%

Advanced Programs: Class A-Traditional

Year	# Certified	# Employed	# Employed in Field of Advance Degree Spring 2020-2021
# of Completers		Percentage	Percentage
Fall 2019	7	100%	71% (2)
Spring 2020	3	100%	100%
2019-2020 Academic Year	10	100%	80%

Measure 8: Student Loan Default Rates and Other Consumer

ALABAMA A&M UNIVERSITY
NORMAL, ALABAMA 35762

The U.S. Department of Education releases official cohort default rates once per year. A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan)

Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions before the end of the second following fiscal year. The latest released student loan default rates can be located on the link below.

<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>



**START HERE
GO FURTHER**
FEDERAL STUDENT AID™

School Default Rates FY 2017, 2016, and 2015

OPE ID	School	Type	Control	PRGMS		FY2017	FY2016	FY2015
001002	ALABAMA AGRICULTURAL & MECHANICAL UNIVERSITY 4900 MERIDIAN STREET NORMAL AL 35762- 1357	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	17.6	18.2	19.8
					No. in Default	335	342	378
					No. in Repay	1,898	1,875	1,902
					Enrollment figures	6,157	5,872	5,591
					Percentage Calculation	30.8	31.9	34

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2017 CDR Year will use 2015-2016 enrollment). Current Date: 04/27/2021

Historically Black Colleges and Universities

Fact Sheet

FY 2017 Cohort Default Rates

September 2020

Section 435(a)(2) of the Higher Education Act of 1965, as amended (the HEA) provides that institutions lose eligibility to participate in the Federal Direct Loan and Federal Pell Grant programs when the institution's federal student loan Cohort Default Rate exceeds 30 percent for each of the three most recently completed federal fiscal years beginning with federal fiscal year 2017. Under Section 435(a)(7) of the HEA, an institution that has a Cohort Default Rate of 30 percent or greater for any one federal fiscal year is required to establish a Default Prevention Task Force to reduce defaults and prevent the loss of institutional eligibility.

As of September 2020, 90 eligible HBCUs have official FY 2017 cohort default rates that fall below regulatory thresholds. For the FY 2017 official CDR cycle, only one HBCU is subject to cohort default rate sanctions or the consequent loss of Title IV student financial assistance program eligibility.

HBCUs have deployed innovative approaches towards default management and reduction. Such strategies include implementation of a default management plan that engages stakeholders, identifies approaches to reducing default rates, and tracks measurable goals. These schools have increased borrower awareness of obligations through incorporating borrower topics at orientation sessions and providing enhanced entrance and exit counseling. Other best practices include borrower tracking, increased contact with delinquent borrowers, taking advantage of the cohort default rate challenge/adjustment/appeal processes, and partnering with other stakeholders to optimize default prevention, resolution, and reduction.

HBCUs, TCCs, and Navajo Community Colleges are encouraged to continue to use an acceptable default management plan (such as found in Appendix B to 34 CFR 668 Subpart N).

Questions regarding the Title IV student financial assistance program eligibility status of these schools or other HBCUs should be forwarded to:

U.S. Department of Education
Federal Student Aid
Partner Eligibility and Oversight Services
Fsa.Schools.Default.Management@ed.gov
(202) 377-4259

ALABAMA A&M UNIVERSITY
UNDERGRADUATE TUITION & FEES

[HTTPS://WWW.AAMU.EDU/ADMISSIONS-AID/](https://www.aamu.edu/admissions-aid/)

RETRIEVED: APRIL 20, 2021

SUMMER 2021

	Resident		Non-Resident	
Hours	Commuting	Boarding	Commuting	Boarding
10	\$3038	\$5363	\$5908	\$8233

9	\$2751	\$5076	\$5334	\$7659
8	\$2464	\$4789	\$4760	\$7085
7	\$2177	\$4502	\$4186	\$6511
6	\$1890	\$4215	\$3612	\$5937
5	\$1603	\$3928	\$3038	\$5363
4	\$1316	\$3641	\$2464	\$4789
3	\$1029	\$3354	\$1890	\$4215
2	\$742	\$3067	\$1316	\$3641
1	\$455	\$2780	\$742	\$3067

TUITION AND *MANDATORY FEES

Name	Amount
Tuition - Resident	\$ 287.00 per hour
Tuition - Non-resident	\$ 574.00 per hour
*Health Insurance Fee	\$ 43.00
Information Technology Fee	\$ 125.00

ROOM AND BOARD

Name	Amount
Room (Knight Complex)	\$1,350.00

Name	Amount
Board - 21 Meals Per Week	\$ 975.00
Housing Application Fee <i>(Paid once per academic year due at time of application)</i>	\$ 100.00
Housing Deposit (Refundable) <i>(One-time payment. If housing status changes and a credit/refund is processed, the deposit must be paid again)</i>	\$ 250.00
Commuter Meal Plan (80 meals total)	\$ 500.00

OTHER FEES

Name	Amount
Late Registration Fee	\$ 60.00
ID Card Replacement with Meal Plan	\$ 60.00
ID Card Replacement w/o Meal Plan	\$ 30.00

MISCELLANEOUS INFORMATION

Tuition Credit for Officially Withdrawing

Date	Percentage
Prior to June 1, 2021	100%
June 1- June 4, 2021	75%
June 5- June 7, 2021	50%
After June 7, 2021	0%

Fees are subject to change without notice.

Revised March 5, 2021

Continuous Improvements

The case study consisted of multiple measures of data. The focus group, classroom observations, P-12 student data results, employer and completer surveys provided information for the Educator Preparation Provider to improve its program. The focus group participants praised the EPP for the rigorous program aligned to national standards to prepare them to be teachers. The classroom observations allowed the EPP to observe the completers putting theory into practice in their classrooms. The two strengths noted in the observations of the five participants was their ability to engage all students in the lesson and model respect for all students. The observations indicated that the completers are effective in the classroom in their specific content area and the lesson plans aligned to the College to Career Ready Standards. The evidence provided for the materials and resources showed that completers use language supports and prior knowledge to differentiate instruction in their classes. The materials, resources, and assessments were age-appropriate for each classroom teacher. The Pk-12 data provided by the completers showed an increase in learning from the pre-test to post-test for all five completers. Pk-12 students increased their percentage of points on the summative assessments from 7 points up to 22 points. The increase in the scores showed the completers are having an impact on student learning. The employer and completer surveys presented data results from those who have graduated within the last three years from the Educator Preparation Program. The surveys provided data results that the areas of strengths were learning environment and leadership and evaluation. The areas for improvement based on the two survey instruments were: instructional strategies (questions-critical thinking-small group instruction).

Collecting, analyzing, and interpreting the data, the EPP has noted that the sufficient areas for improvement are developing assessment instruments to differentiate, working with parents and mental health concerns related to having a balanced career. The EPP will share the data results with the faculty and school partners in the next EPP Annual School Partnership Day. The data information will be included in the CAEP Annual Measures for components 4.1 and 4.2.

The data provided evidence that the EPP candidates impact student learning, and years of research on teacher quality support the fact that effective teachers make students feel good about school and learning and that their work results in increased student achievement. The data collected showed that completers provided a safe and orderly environment, both physically and emotionally, as demonstrated in the classroom observations.

The EPP will continue to use the data results from the case study to review its practices and policies. Professional development will be included during the internship seminars to address the mental health area. The program faculty will continue to meet to address the development of assessments to differentiate instruction in the classroom and provide candidates opportunities to model participating in a parent conference.