

## CAEP Accountability Measures

College of Education, Humanities, and Behavioral Sciences  
Spring 2022  
(Report for 2020-2021 Data Results)



## CAEP Accountability Measures

### Measure 1: Completer Impact and Effectiveness (R4.1) – Income Measures

Alabama A&M University conducted a case study using a mixed-methods design to address R4.1. 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 stakeholder involvement (Components R4.2|R5.3). One challenge the EPP had was collecting the teacher evaluations and P-12 assessments from completers. The EPP has collected the impact data since 2018 by asking completers to conduct an action research project in the classroom and submit the documents and assessments to the EPP, but because of issues with COVID19, the EPP was not able to move forward with R4.1 to the fullest extent this year. During the summer of 2022, the EPP will add to its website the additional impact results from completers.

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 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 2020-2021 academic school year to be submitted for the CAEP Accountability Report in Spring 2022.

The methods for collecting data were interviews to complete the InTASC Standards Observation and Engagement project, the Educator Preparation Program’s Employer Survey, and the Alabama State Department of Education’s Employer Survey that is emailed every fall semester to the EPP.

Employer Interviews (Observation) Aligned to the InTASC Standards

Teacher Effectiveness – Classroom Observations

During the interview process, the employers were asked to provide observation evaluations for completers hired from AAMU. The completers are scored 1-4 on each criterion, where 1 is “Developing”, 2 is “Emerging”, 3 is “Meets Expectations”, and 4 is “Exceeds Expectations”.

Standards/Progressions #1 & #2: Learner Development and Learning Differences				
Elementary N=2 Secondary N=3	Emerging 1	Developing 2	Meets Expectations 3	Exceeds Expectations 4
Elementary			100%	
Secondary				100%
Standard/Progression #3: Learning Environments				
Elementary			50%	50%
Secondary				100%
Standard/Progression #4: Content Knowledge ...				
Elementary			100%	
Secondary			100%	100%
Standard/Progression #5: Application of Content				
Elementary			100%	
Secondary				100%
Standard/Progression #6: Assessment				
Elementary		50%	50%	
Secondary			100%	
Standard/Progression #7: Planning for Instruction				
Elementary			100%	
Secondary			100%	
Standard/Progression #8: Instructional Strategies				
Elementary		50%	50%	
Secondary			100%	
Standard/Progression #9: Professional Learning and Ethical Practice				
Elementary				100%
Secondary				100%
Standard/Progression #10: Leadership and Collaboration				
Elementary		50%	50%	
Secondary				100%

The following recommendations are representative of feedback from employers.

Provide training/education on how to:

- Analyze data
- Create and use formative and summative assessments
- Teach gifted/talented students and integrate enrichments
- Create and use classroom management strategies
- Date literacy record keeping
- 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

### Conclusions and Findings of the Case Study

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. These data are limited, but the EPP will continue to collect and learn from employers to improve the education programs at Alabama A&M University. The EPP has developed an action plan to address the findings of the measures. During the summer 2022, the EPP will post additional impact data on the website in June.

## **Measure 2: Satisfaction of Employers and Stakeholders Involvement (R4.2, R5.3, & RA 4.1) – Income Measures**

### **Focus Group Interviews**

#### **Apply Professional Knowledge, skills, and dispositions in the P-12 classroom**

The focus group completed at end of the Spring 2022 semester included 1 – 3-year completers from the different programs. The focus group was held via zoom and the transcript from the zoom recording was analyzed for themes via question. The focus group attendees were asked a series of questions related to their preparedness to teach and the effectiveness of the training received at AAMU. The focus group was also asked a series of questions asking them how well prepared they were to deal with bias in teaching, the educational needs of diverse learners, and how they model Diversity, Equity, and Inclusion (DEI) in their classrooms.

Overall, candidates felt that AAMU had provided them with the various knowledge and skills needed to have a positive impact on students in a K-12 setting. The completers felt that AAMU had provided them with effective technology strategies that would allow them to keep students engaged in learning. The completers all stated that AAMU had taught them the skill of scaffolding that they use to ensure that all students learn. They also stated that AAMU had taught them how to differentiate instruction to ensure that all students are learning to the best of their abilities.

#### **Focus Groups questions for Spring 2022**

The focus group was conducted via zoom webinar in the spring of 2022. The focus group was attended by five AAMU completers. The gender breakdown was two females and three males.

The following questions were asked of all participants. The transcript from the zoom meeting was analyzed for common themes. The results of these themes by the question are below.

1. What is the greatest reward teaching has afforded you thus far?
  - Helped them build relationships with students.
  - How much impact I can have on students, a chance to connect to the younger generation
  - Realizing that little things matter to students.
2. Lesson Planning - Can confidently say that you can create a great lesson plan?
  - All participants responded that they could write lesson plans, some stated even in their sleep
  - All participants stated that AAMU had prepared them to write lesson plans.
3. Classroom Management - Were you prepared for classroom management?
  - All participants stated they were prepared for classroom management.
  - Participants stated that AAMU taught them strategies throughout their program, therefore when they graduated, they felt prepared for classroom management.
  - All participants acknowledge that not everything about classroom management can be learned in a classroom and therefore what is learned in the classroom must be adapted to the environment of their current classroom.
4. Were you prepared for curriculum development?
  - One participant stated that what he learned about curriculum development at AAMU has helped him in his current role as a Curriculum Specialist.
  - One participant stated that instructors like Dr. Strachan had prepared him to develop curriculum.
5. What was the feedback on your mid-year or end-of-year evaluation?
  - Several students stated that they would provide copies of their observations.
6. COVID - How prepared were you in technology, especially during this time of COVID?
  - All participants stated emphatically that they felt that instructors at AAMU had prepared them to use technology. Named off several instructors.
  - Participants stated that they had been provided resources that they still use today.
  - One participant stated that what he learned at AAMU on how to use technology made him ahead of the game as a virtual teacher.
  - Stated that many courses and teachers made sure that they were up to date on the technology that could be used in teaching students today.
7. Do you feel like AAMU prepared you for teaching? Give examples.
  - One participant stated that where he taught many people thought he had been teaching for years and he was only in his first year.
  - One participant stated she was well prepared by AAMU and she did not feel inferior to any of her colleagues.

- One participant stated that Dr. Massey did a great job preparing him to teach by teaching him math strategies such as number talks, turn and talk, etc.
- One theme from all participants was that instructors at AAMU were very intentional about helping us to learn to teach using real-life examples.

8. How do you model DEI (Diversity, Equity, and Inclusion) in your classroom?

- The theme here was that they learned how to model DEI in their classrooms by how it was modeled in their classrooms at AAMU.
- One participant stated that as the only male in the class, the instructor always made him feel comfortable and safe in the classroom.
- Again, the use of the words intentional and individual was used by participants to explain how they learned to model DEI and this is what they have taken into their classrooms.

One participant stated that he makes sure his students know he sees them as students and not a number or whole group.

9. Do you feel like AAMU prepared you to understand the principle of bias in teaching (both internal and external bias)?

- One participant stated that being at an HB university had provided them with an understanding of bias.
- State that they were taught to leave bias out of the classroom.
- Stated they were taught to create an environment where students felt safe and secure.

10. What recommendations do you have for AAMU to better improve their teacher preparation program?

- One thing that students wanted from AAMU was some type of mentorship or advocate that would help them after they left AAMU as new teachers.
- Better communication on what the real praxis scores were for passing
- Wanted AAMU to reach out to their completers if they needed to place candidates in classes for observation
- Wanted AAMU to be consistent with other universities on the number of hours needed for programs.

11. How has AAMU prepared you for communication with your students' families? Can you provide some examples of how you communicate with family members?

- This was a topic where many of the participants stated that Dr. Durm's Parent and Family Assessment class had helped them understand the importance of communicating with parents.
- Many students stated that they had learned from AAMU instructors to make sure that their first communication with a parent was positive, not negative.
- One participant stated that AAMU taught him the importance of building a relationship with families and the community where he was teaching.
- One participant stated that they had multiple courses that emphasized communication with parents and family.

12. Do you think AAMU prepared to you to understand the educational needs of Diverse Learners.

- All participants discussed how they had learned to use scaffolding to teach all students.
- All participants discussed how their lesson plans had to include accommodations and address the need of all students.
- All participants discussed how in many of their courses they had learned to use differentiation in their classes.

### **ALSDE EPP Report Card Employee Responses (2020-2021)**

[2020-2021 ALSACE Survey for Employers of New Years \(State Report, pages 16-19\).](#)

The data from the Employee part of the ALSDE EPP report card was analyzed and the questions related to “Impact on P-12 Student Learning” were reviewed. The scale used for this survey was: Teacher Leader, Effective Teacher, Emerging Teacher, and Ineffective teacher. The percentage responses for the scales Teacher Leader and Effective Teacher were summed and compared to the State Average. For the question, “manage the learning environment to engage learners actively” the EPP percentage was 69% compared to 63% for the state. For the question, “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” the EPP percentage was 63% to 53% for the state. For the question, “understand and use a variety of instructional strategies and make learning accessible to all learners”, the values were 63% for EPP and 60% for the state.

### **Educator Preparation Program Employee Survey**

The EPP surveyed the employees of 1 – 3-year out completers. The survey was distributed to 17 employees and four responded representing a 24% 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 to that the results good be normalized and compared to the teacher survey data. The average weighted mean then would be 3. The employee ratings ranged from 3.00 to 4.00. The employees rated their AAMU teachers strongest in the area of 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.

#### **EPP Employee Survey**

The EPP surveyed the employees of 1 – 3-year out completers. The survey was distributed to 17 employees and four responded representing a 24% response rate. The survey consisted of 43 questions designed to gain insight into the effectiveness of the EPP Teacher Preparedness program.

Question 43 asked the employees 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 weighted mean from the employees was 2.75.

When asked if they would hire teacher other AAMU completers in the future, 100% of the employees stated that they would hire AAMU teachers.

**Table 2. EPP Employer Survey**

Year - 1 out teacher = 2

Year - 3 out teacher = 2

N=4/17 (Response Rate 24%)

Criteria/Elements InTASC Standards	N=4	Very Well Prepared (5)	Well Prepared (4)	Adequately Prepared (3)	Not Sufficiently 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.	4		50 (2)	50 (2)			3.50
2. As a result of the AAMU graduate's training, how 4 was he/she in his/her program of study?	4		50 (2)	50 (2)			3.50
3. The teacher was prepared to use technology to enhance student learning.	4	25 (1)	50 (2)		25 (1)		3.75
<b>Communication</b>							
4. The teacher was prepared to use 3 communication strategies to foster learning.	4	25 (1)	25 (1)	50 (2)			3.75
5. The teacher was prepared to 3ly communicate with parents.	4	25 (1)		75 (3)			3.50
6. The teacher was prepared to 3ly communicate with all staff.	4	25 (1)	50 (2)	25 (1)			4.00
7. The teacher was prepared to promote respect for diverse cultures, genders, and intellectual/ physical abilities.	4	25 (1)	50 (2)	25 (1)			4.00
8. The teacher was prepared to use technology as a communication tool.	4	25 (1)	50 (2)	25 (1)			4.00
9. The teacher was prepared to enhance students' skills in using technology as a communication tool.	4	25 (1)	50 (2)	25 (1)			4.00
<b>Learner Development #1</b>							
10. The teacher was prepared to implement developmentally appropriate and challenging learning experiences.	4		50 (2)	50 (2)			3.50
<b>Learning Differences #2</b>							
11. The teacher was prepared to design lessons that include differentiated instruction.	4		25 (1)	50 (2)	25 (1)		3.00
12. The teacher was prepared to implement instruction based on a student's IEP.	4	25 (1)		75 (3)			3.50
13. The teacher was prepared to modify instruction for English language learners.	4	25 (1)		75 (3)			3.50
14. The teacher was prepared to modify instruction for gifted and high achieving learners.	4		25 (1)	75 (3)			3.25
<b>Learning Environment #3</b>							
15. The teacher was prepared to create a classroom environment that encourages student engagement.	4	25 (1)	50 (2)	25 (1)			4.00

16. The teacher was prepared to use a variety of positive classroom management strategies.	4	25 (1)	50 (2)	25 (1)			4.00
17. The teacher was prepared to manage a variety of discipline issues.	4		25 (1)	50 (2)	25 (1)		3.00
18. The teacher was prepared to motivate his or her students to learn.	4	25 (1)	25 (1)	25 (1)	25 (1)		3.50
19. The teacher was prepared to foster positive student relationships.	4	25 (1)	50 (2)	25 (1)			4.00
20. The teacher was prepared to facilitate smooth transitions from one activity to the next.	4		25 (1)	75 (3)			3.25
<b>Content Knowledge #4</b>							
21. The teacher was prepared in the content area.	4		50 (2)	50 (2)			3.50
22. The teacher was prepared to engage students in the content area.	4		50 (2)	50 (2)			3.50
23. The teacher was prepared to make content meaningful to students.	4		50 (2)	50 (2)			3.50
<b>Application of Content #5 (Critical Thinking)</b>							
24. The teacher was prepared to implement a variety of instructional strategies that were appropriate for the grade level or subject.	4		50 (2)	25 (1)	25 (1)		3.25
25. The teacher was prepared to engage students in critical thinking.	4		50 (2)	25 (1)	25 (1)		3.25
26. The teacher was prepared to model critical thinking and problem solving.	4		50 (2)	25 (1)	25 (1)		3.25
<b>Planning for Instruction #7</b>							
27. The teacher was prepared to provide instruction that supports every student in meeting rigorous learning goals.	4		50 (2)	50 (2)			3.50
28. The teacher was prepared to incorporate material about people from different backgrounds into the curriculum.	4		50 (2)	50 (2)			3.50
29. The teacher was prepared to keep his or her students on task.	4		50 (2)	25 (1)	25 (1)		3.25
<b>Instructional Strategies #8</b>							
30. The teacher was prepared to engage students in learning.	4	25 (1)	25 (1)	25 (1)	25 (1)		3.50
31. The teacher was prepared to use questioning and discussion techniques.	4		50 (2)	25 (1)	25 (1)		3.25
<b>Student Assessment and Data Analysis #6</b>							
32. The teacher was prepared to use assessments to evaluate learning.	4		25 (1)	50 (2)	25 (1)		3.00
33. The teacher was prepared to develop assessments to evaluate learning.	4		25 (1)	50 (2)	25 (1)		3.00
34. The teacher was prepared to analyze assessment data to improve instruction.	4		25 (1)	50 (2)	25 (1)		3.00
35. The teacher was prepared to help students set learning goals based on assessment results.	4		25 (1)	50 (2)	25 (1)		3.00



36. The teacher was prepared to work with colleagues to set learning goals using assessment results.	4	25 (1)		50 (2)	25 (1)		3.25
<b>Professional Learning and Ethical Practice #9</b>							
37. The teacher was prepared to analyze data to reflect on areas for professional growth.	4	25 (1)	50 (2)	25 (1)			4.00
38. The teacher was prepared to reflect on his or her practices for professional growth.	4	25 (1)	50 (2)	25 (1)			4.00
<b>Leadership and Collaboration #10</b>							
39. The teacher was prepared to collaborate as a professional teacher.	4		25 (1)	50 (2)	25 (1)		3.00
40. The teacher was prepared to collaborate with colleagues to support student learning.	4	25 (1)		50 (2)	25 (1)		3.25
41. The teacher was prepared to collaborate with parents to supports student learning.	4	25 (1)		75(3)			3.50
42. The teacher was prepared to participate in professional organizations.	4	25 (1)		75(3)			3.50
<b>Other Areas</b>							
	4	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)		
43. Please click on the response that best reflects your perspective about the overall quality of the Educator Preparation Program.	4		75(3)	25 (1)			2.75
	4	Yes	No				
44. Was the teacher currently teaching in the subject area in which he/she was certified?	4	100 (4)					
45. What milestones have you accomplished as a teacher?	<b>Teacher of the Month</b>						
	4	Yes	No				
46. Was the teacher provided a mentor teacher?	4	100 (4)					
47. Will you hire other teachers from AAMU based on your experiences with completers?	4	100 (4)					

**ALSDE EPP Report Card Employee Responses (2020-21)**

[2020-2021 ALSACE Survey for Employers of New Years \(State Report, pages 16-19\).](#)

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 state mean in 43.5% of the questions. The EPP areas of strengths were collaboration, ethics, planning of instruction, manage a learning environment to engage learners actively.

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

<b>EPP State Report Card Employer Survey</b>				
<b>Employer Responses via Question</b>				
		Employer Responses (% Effective +Teacher Leader)		
<b>Q#</b>	<b>Question</b>	<b>AAMU</b>	<b>State</b>	<b>Difference</b>
4	connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real-world problems and issues	62	51	11
6	encourage learners to develop a deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	63	52	11
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	63	53	10
17	seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	56	48	8
12	manage the learning environment to engage learners actively	69	63	6
16	practice the profession in an ethical manner	88	85	3
19	understand and use a variety of instructional strategies and make learning accessible to all learners	63	60	3
5	create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	62	60	2
23	understands 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.	63	62	1
2	collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	76	76	0
22	understanding of learners' commonalities and individual differences	50	52	-2
25	use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	50	52	-2
21	understanding of how learners grow and develop	50	53	-3
24	use assessment to engage learners in their own growth	50	53	-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	44	48	-4
8	engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	44	50	-6
20	understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	56	62	-6
10	implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	63	70	-7
26	use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives	44	51	-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.	31	40	-9
1	collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	50	61	-11
3	communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	31	43	-12
15	possesses knowledge of Alabama's state assessment system	38	50	-12
14	plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	44	59	-15
7	engage in continuous professional learning to more effectively meet the needs of each learner	37	61	-24

**Stakeholder Input and Sharing Results**

The EPP has developed a special relationship with the Madison County School System for helping recruit candidates into the EPP’s teacher preparation program. The district has assigned three district liaisons to serve on a committee to aid in this area of transformation.

The EPP was awarded a grant with BranchEd Alliance to begin a transformational process of its entire initial teacher educator programs. The EPP is in its 1<sup>st</sup> year of the transformation process. The data from the EPP key assessments, Praxis, edTPA, GPA, Planning for Instruction, Impact on Student Learning, Content Knowledge and Skills, and Professional Dispositions from 2017-2019 academic years were provided to BranchEd so that a 3-year baseline could be determined. Setting a baseline provides the EPP the opportunity to set goals and to develop action plans to reach those goals each year.

The EPP hosted “School Partnership Day” in the fall of 2020, where school partners from ten schools, businesses, and/or community partners engaged in data conversations with the program faculty. There were various breakout sessions allowing stakeholders the opportunity to provide their input into various areas of the program from field experiences to curriculum mapping. Over six-nine school partners participated in the discussions, made recommendations and suggestions, and jointly supported the EPP with decisions about how to move forward with recruiting and the Praxis Teaching Reading assessment.

The EPP for 2020-2021 had 25 MOUs with public and/or private schools throughout the state of Alabama.

**Sharing Results**

The use of assessments regarding all aspects of candidate performance and EPP operations provide invaluable data for improvement in terms of the curriculum, EPP operations, and candidate learning and support. Teacher education faculty consider major and minor changes to increase the effectiveness of each course and/or program to further strengthen candidates’ preparation. Each academic year, program

and EPP-level data are shared with internal stakeholders, such as the Educator Preparation Provider Advisory Committees, the University Board of Trustees and administrators at the University, and education faculty. Additionally, external stakeholders, such as community partners, and principals, cooperating teachers, alumni, and representatives from the school districts are also provided data information. The regular sharing of aggregated and disaggregated data has resulted in a culture of a continuous cycle of improvement that takes into consideration recommendations from a wide audience of stakeholders. The EPP provides examples of data-based discussions and decisions resulting in the following changes in the Educator Preparation Program for 2019-2020:

- Development of new courses for the Collaborative Special Education Program: Based on candidates' input and completing a curriculum mapping of the ALSDE Standards for Special Education, the faculty designed a new course by combining standards to develop the "Writing IEP" course. It is expected that candidate scores on the Praxis Special Education test will increase because of the revised course alignment.
- Revised reading courses to align with the Alabama Literacy Act: The EPP revised nine credit hours in the Early Childhood, Elementary, and Collaborative Special Education Programs to align with the requirements of the Alabama Literacy Act. The nine credit hours include the Science of Reading theory and Dyslexia strategies and research.

**Measure 3: Candidate Competency at Program Completion (R3.3 & RA3.4) – Outcome Measures**

**Title of Assessment: edTPA Data: Results 2020-2021**

To earn an Alabama educator certificate, based on completion of a traditional approach. An applicant must

Complete an approved program with a prescribed grade point average (GPA) and meet assessment requirements. Prior to September 1, 2018, assessment requirements included a written test of pedagogical knowledge, Principles of Learning and Teaching (PLT), and a Praxis content test specific to the teaching field subject for which certification is sought. Effective September 1, 2018, edTPA a performance assessment, replaced the PLT. The edTPA assessment is administered during the first eight weeks of the internship. All initial program candidates in Class B and Class A-Alternative programs take the exam.

<b>edTPA 15 and 16 Rubric Handbooks</b> Required Alabama Score 15 Rubrics=37 **18 Rubrics -44	Number Passed *Total Number less than 5	Pass Rate Class B Mean Score	Pass Rate Class A Alternative Mean Score	Pass Rate Percentage Levels and Programs
Collaborative Special Education (K-6/6-12)	*	100% Mean 40	100% Mean 43.33	100%
Early Childhood (P-3)	*	100% Mean 44.5	NA	100%
** Elementary Education	8	100% Mean 47.16	NA	100%
English Language Arts, Secondary Education	*	NA	100% Mean 56	100%
Family and Consumer Science	*	NA	100% Mean 44	100%
All Science Areas: Biology, Chemistry, Physics. & General Science	*	100% Mean 46	NA	100%
Mathematics, Secondary Education	*	100%	NA	100%

		Mean 43.5		
General Social Studies, Secondary Education	*	100% Mean 45	100% Mean 51.5	100%
Physical Education (P-12)	*	100% Mean 40	NA	100%
All Programs	22	100% Mean 44.36	100% Mean 48.71	100%

The edTPA assessment consists of candidates meeting the Alabama State Department of Education's cut score of 37 or 44 (elementary) to graduate and earn the Professional Teacher Certificate in Alabama. The candidates submit their edTPA portfolios to the Pearson platform for national scoring. For 2020-2021 a total number of 22 candidates took the edTPA and all 22 (100%) passed. Since 2018, the EPP has consistently reviewed the national scoring data to identify areas of strength and improvements. The EPP has a pass rate of one hundred percent for all graduates from all Class B and Class A - Alternative programs. The secondary education programs continue to score higher on the assessment than the other programs at the undergraduate and graduate levels.

**Title of Assessment: Praxis Content Data: Results 2020-2021**

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

Candidates in Collaborative Special Education, Early Childhood, and Elementary Education are required to pass the Praxis Teaching Reading exam with a score of 159. The EPP has found this assessment challenging for candidates to progress through the program to the internship. Passing the Praxis exam is required before a candidate can be admitted into the internship. In the last three years, the EPP has continued to make changes to its programs to close the gap of what candidates should know and be able to do to pass the test on the first attempt.

**PRAXIS SUMMARY PASS RATE 2020-2021 – Class B Initial Certification**

Cohort Groups	The number taking the Test	Number Passing the Test	Percentage Rate
All program completers 2020-2021	16	16	100%
All program completers 2019-2020	7	7	100%
All program completers 2018-2019	15	15	100%

**PRAXIS SUMMARY PASS RATE 2020-2021 – Class A Alternative Initial Certification**

Cohort Groups	The number taking the Test	Number Passing the Test	Percentage Rate
All program completers 2020-2021	6	6	100%
All program completers 2019-2020	12	12	100%
All program completers 2018-2019	20	20	100%

**PRAXIS SUMMARY PASS RATE 2020-2021 – Class A Traditional – Advanced Program School Counseling Program**

<b>Cohort Group</b>	<b>The number taking the Test</b>	<b>Number Passing the Test</b>	<b>Percentage Rate</b>
All program completers 2020-2021	NA	NA	NA
All program completers 2019-2020	*less than 5	*less than 5	100%

**PRAXIS SUMMARY PASS RATE 2020-2021 – Class A Traditional – Advanced Program Instructional Leadership Program: Class A and Class AA**

<b>Cohort Group</b>	<b>The number taking the Test</b>	<b>Number Passing the Test</b>	<b>Percentage Rate</b>
All program completers 2020-2021	*less than 5	*less than 5	100%
All program completers 2019-2020	*less than 5	*less than 5	100%

**Advanced Programs – Comprehensive Exams. 2020-2021 (Master’s degree and Education Specialist)**

<b>Programs N=10</b>	<b>The Number taking the Exam</b>	<b>Number Passing the Exam</b>	<b>Percentage Rate</b>
Early Childhood	*less than 5	*less than 5	100%
Elementary	*less than 5	*less than 5	100%
Family & Consumer Sciences	*less than 5	*less than 5	100%
General Science	*less than 5	*less than 5	100%
Instructional Leadership	*less than 5	*less than 5	100%
Music Choral	*less than 5	*less than 5	100%
Physical Education	*less than 5	*less than 5	100%

**Advanced Programs – Master’s Research Project. 2020-2021 - Education Specialist – Degree**

<b>Programs N=10</b>	<b>The Number of Completers</b>	<b>Number Passing</b>	<b>Percentage Rate</b>
Elementary	*less than 5	*less than 5	100%

**GRADUATION RATE BY DEGREE LEVEL  
REPORT: GRADUATION RATE UNDERGRADUATE PROGRAMS – INITIAL PROGRAMS**

<b>Academic Year</b>	<b>Total Number Completers</b>	<b>Percentage Graduated in 4 Years</b>	<b>Total Percentage Graduated of the Cohort Group</b>
2020-2021	16	20%	70%
2019-2020	7	30%	100%
2018-2019	14	22%	46%

**GRADUATION RATE – ALTERNATIVE PROGRAMS**

<b>Academic Year</b>	<b>Total Number Completers</b>	<b>Percentage Graduated in 3 Years (6 semesters)</b>	<b>Total Percentage Graduated of the Cohort Group</b>
2020-2021	6	90%	90%
2019-2020	12	100%	100%
2018-2019	19	25%	42%

**GRADUATION RATE – TRADITIONAL - ADVANCED PROGRAMS (Masters and Education Specialist)**

<b>Academic Year</b>	<b>Total Number Completers</b>	<b>Percentage Graduated in 3 Years (6 semesters)</b>	<b>Total Percentage Graduated from the Cohort Group</b>
2020-2021	10	100%	100%
2019-2020	8	100%	100%
2018-2019	2	100%	100%

**PROGRAM COMPLETERS AND EARNED CERTIFICATIONS**

**Class B – Undergraduate (Initial Programs)**

Academic Year	Candidates Recommended for Certification	Program Completers	Total Number of Males	Total Number of Females
2020-2021	16	16	6	10
2019-2020	7	7	2	5
2018-2019	14	14	3	11

**Class A – Alternative Certification (Initial Programs)**

Academic Year	Candidates Recommended for Certification	Program Completers	Total Number of Males	Total Number of Females
2020-2021	6	6	2	4
2019-2020	12	12	2	10
2018-2019	19	19	6	13

**Class A – Traditional and Education Specialist Certification (Advanced Programs)**

Academic Year	Candidates Recommended for Certification	Program Completers	Total Number of Males	Total Number of Females
2020-2021	10	10	4	6
2019-2020	10	10	2	8
2018-2019	8	8	2	6

**MEASURE 4: ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY HAVE “BEEN PREPARED”. – Outcome Measures**



Class B Undergraduate and Class A-Alternative Completers Hired 2020-2021.

	Number of Completers	#Certified	Employed Alabama	Employed Out of Country	Employed Out of State	Graduate School	Employed outside of Education
2020-2021 Undergraduate	16	16	68%	NA	NA	16%	16%
2020-2021 Alternative	6	6	100%	NA	NA	NA	NA
Summary	22	22	84%	NA	NA	16%	16%

Advanced Programs: Class A-Traditional and Class AA - Education Specialist Hired 2020-2021.

Year # of Interns	# Certified	# Employed	# Employed in Field of Advanced Degree Spring 2020-2021
		Percentage	Percentage
Fall 2020	5	100%	80%
Spring 2021	5	100%	80%
2020-2021 Academic Year	10	100%	80%
<p>Graduates from the following Programs: Instructional Leadership, Music Choral, Physical Education, Early Childhood, Family and Consumer Science, and General Science</p>			