

## TEACHER PREPARATION REPORT

### College of Education Goals:

- Meeting Special Education and Disability Needs

Our special education department has taken a vested interest in ensuring that our special education candidates are proficient with the strategies used with students with disabilities, and in helping general education teachers become more versed and adept with working with the special needs population. In an attempt to better prepare general education teachers, special education professors offer workshops to assist candidates with understanding the needs of students with exceptionalities. The combination of specific courses and these workshops effectively ensure that the general education teacher candidates are more prepared to work with students with diverse needs upon completion of their programs. Although we do not yet have a program in working with ELL students, we recognize that there is a growing population of students that recognize another native language besides English as their first language. In order to assist our candidates in working with these students, we are increasing our partnership with more school districts to ensure that our candidates are exposed to diverse placements-urban, suburban, and rural and students from households of varying income levels.

- Meeting Technology Needs

There has been a significant increase in the distance learning/on-line course and program offerings for educator candidates at Alabama State University. Additionally, all initial educator candidates enroll in EDU 321 (Instructional Technology for Educators) and advanced teacher candidates enroll in EDT 574 (Computer-Based Instructional Technology). The objectives of these courses reflect on the benefits various forms of electronic and digital technology offer in the teaching/learning process and how educators can engage these processes in classroom settings. Teacher candidates become skilled in some of the many digital tools used in today's schools. Additionally, all teacher candidates are exposed to basic theories of communication, selection, evaluation and research; and assisted in determining appropriate applications of these theories and techniques in educational settings. Drill and practice outside of class time is emphasized in the development of a high degree of competence. ASU utilizes Blackboard to improve every aspect of the education experience for our candidates. Also, all candidates accepted into the Educator Preparation Program (EPP) are required to purchase a Tk20 account. Tk20 is a provider of solutions for strategic planning, assessment, and program effectiveness.

### **College of Education Assurances:**

- Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
- Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
- Prospective special education teachers are prepared to deliver instruction in core academic subjects.
- Prospective general education teachers are prepared to provide instruction to students with disabilities.
- Prospective general education teachers are prepared to provide instruction to limited English proficient students.
- Prospective general education teachers are prepared to provide instruction to low-income families.
- Prospective general education teachers are prepared to effectively teach in urban and rural schools.

### **College of Education Strategies to Meet Assurances:**

Alabama State University's Educator Preparation program (EPP) partners with local education agencies to ensure a more inclusive learning environment in the College of Education.

Strategies to meet assurances include:

*Partnerships.* Partnerships are successful in meeting assurances by responding to identified needs of LEA's (Local Education Agency) and States where candidates are likely to teach. Partnerships also allow ASU to work diligently to increase the number of students from diverse backgrounds, the number of diverse program completers hired in P-12 schools, and increased completers who can fill P-12 teacher shortages locally and throughout the state of Alabama. The EPP partnerships are imperative for supporting surrounding areas devastated by the shortage of critical teaching positions. EPP partnerships provide diverse locations for candidate internships.

*Advisory Council.* The advisory council, along with school partners, have participated in the development and implementation of many academic projects and recruitment of diverse faculty in the COE, especially this past year despite COVID-19. To date, the dean and the five advisory council members have met to assist in the design of clinical and field experiences and professional development for core academic subjects. The advisory counselors provide critical information about past hiring practices, recruitment needs and observations of ASU graduates in the field. These critical meetings with the EPP and Advisory Council are scheduled once a month. The EPP and Advisory Council have an impactful relationship in meeting program assurances.

*BTAP* (Beginning Teacher Assistance). BTAP provides recent graduates with workshops and sessions designed to assist them with their needs and growth professionally. This is done explicitly to provide our new teachers with the training necessary to ensure that they are prepared to respond to the challenges faced by new teachers in the educational profession.

*Special Education Bundle Courses.* In collaboration with the Alabama State Department of Education, ASU delivers bundled courses to implement a new alternative approach to increase the number of persons in the field to combat the teacher shortage in special education at the secondary level. This approach prepares special education teachers to understand how to work with students with exceptionalities and work in the content-specific areas they have been assigned. Special education teachers are also encouraged to select an area in which they would like to become highly qualified upon completion. HQ endorsements include both reading and a content specialty area.

*Education Assurance Guarantee.* The EPP has taken a vested interest in ensuring that their majors are proficient with the strategies used with students with disabilities but also in helping general education teachers to become more versed and adept with working with special needs population. Similarly, to better prepare general education teachers, along with SED 170, special education professors are also offering workshops to assist candidates with understanding the needs of students with exceptionalities. The combination of this course and these workshops works well to ensure that the general education teachers are more prepared work with students with diverse needs upon completing their programs.

## **Educator Preparation Program Admission Criteria**

*Steps for unconditional admission to the Educator Preparation Program:*

Step 1. Completion of the application to the Educator Preparation Program.

Step 2. Advisor verification of the following:

- GPA Calculations (2.50 overall, professional studies and teaching field)
- Basic Skills Scores (passage of Praxis Core-Reading, Writing, and Math) *Effective April 17, 2019, Praxis Core was rescinded as a requirement for unconditional admission to an Alternative Class A program. Effective August 15, 2020, Praxis Core is no longer required for unconditional admission to a Class B program.*
- Completion of Appropriate Coursework (according to the ALSDE approved checklist)
- Satisfactory Interview Ratings
- Satisfactory Dispositions Ratings
- ABI/FBI Background Clearance

Step 3. Submission of application to the COE Certification Office (all appropriate signatures)

Step 4. Review of Application by the Certification Director (An admission decision is determined. If admission is denied, a letter from the Certification Director explaining the reason(s) for denial is provided and the application packet is returned to the academic advisor.)

### **College of Education Accountability**

The College of Education uses the following metrics to determine if educator candidates meet required standards:

- Candidates must demonstrate the knowledge, skills, and dispositions required to address the standards.
- Candidates complete formal, informal, formative, and summative assessments throughout the program and during their internship. These assessments are utilized as part of course grades and for internship completion.
- Candidates must complete and pass Praxis assessments and edTPA as required by the Alabama State Department of Education (ALSDE).

The scores on assessments required for certification are electronically submitted by the various testing companies to the ALSDE and on reports such as the Title II report. The report is shared with the Federal Government and to our accrediting agency. Data are collected and reported annually.

Our programs are approved by the Council for the Accreditation of Educator Preparation (CAEP) and the state. All certification checklists are approved through the ALSDE. Although the state is not designating teacher education programs as either high or low performing, our programs continue to be nationally and state accredited.

ASU focuses more on quality than quantity. The field experiences are designed to reflect an application of the theoretical concepts taught during didactic instruction. The marriage of these field experiences with direct instruction allows the candidates to have a more in-depth understanding of concepts being covered during content pedagogical delivery.

**Demographics of Educator Preparation Program Enrolled Students Inclusive of Alternative Master's Program**

	AY 2019-2020	AY 2020-2021
<b>Male</b>	62	58
<b>Female</b>	129	121
White	13	11
Black	174	165
Asian		
Native American		
Two or More Races	2	1
Hispanic	2	2
<b>Total Enrolled</b>	<b>191</b>	<b>179</b>

**Clinical Experience Inclusive of Alternative Master's Program**

	AY 2019-2020	AY 2020-2021
Number of students in supervised clinical experience	39	36
Number of hours/student in supervised clinical experiences	640	640
Number of full-time clinical faculty	11	9
Number of adjunct clinical faculty	10	8

**Number Endorsed for Certification (inclusive of Alternative Master's Program) Disaggregated by Subject and Area of Certification**

	AY 2019-2020	AY 2020-2021
Biology	1	0
Business/Marketing Education	0	0
Collaborative Special Education	8	0
Early Childhood Education	5	0
Elementary Education	11	1
English Language Arts	1	0
General Science	0	0
General Social Science	2	1
Health Education	1	0
History	0	0
Mathematics	0	1
Music Education	3	0
Physical Education	4	1

\*Last Updated: March 2022