

# Spring 2025 Report

(2023 - 2024 Data Results)

## CAEP Accountability Measures



### **Measure 1: Completer Impact and Effectiveness (Component R4.1)**

#### **ALSDE First-Year Teacher Employer Survey**

### **Measure 1: Completer Impact on P-12 Student Learning and Development**

#### **Summary:**

This measure evaluates the extent to which program completers from Alabama State University's Educator Preparation Provider (EPP) are able to foster meaningful and measurable learning outcomes among P-12 students during their first year of teaching. This includes assessing their ability to apply instructional strategies, engage students in higher-order thinking, and effectively deliver content in diverse classroom settings. The findings provide insight into how well the EPP prepares teacher candidates to positively influence student achievement and demonstrate early-career instructional competence.

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#### **Measurement Tool:**

Data for this measure were collected using the First-Year Teacher Employer Survey, a standardized instrument administered annually by the Alabama State Department of Education (ALSDE) and the Alabama

Association of Colleges for Teacher Education (ALACTE). This statewide survey is completed by school principals and district supervisors who directly observe and evaluate the performance of newly hired first-year teachers. The tool captures responses across multiple competencies, including classroom management, planning, instructional delivery, cultural responsiveness, and professional disposition. Ratings are categorized as:

- Ineffective Teacher
  - Emerging Teacher
  - Effective Teacher
  - Teacher Leader
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#### **Response Rate:**

- Alabama State University EPP responses: **18 employer evaluations** of ASU-prepared first-year teachers
- Statewide responses: **804 total employer evaluations** of first-year teachers across all Alabama EPPs

The response rate for ASU represents a meaningful sample size given the size of the program and provides an adequate basis for comparative analysis.

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#### **Results:**

The data indicate that ASU completers are performing above the state average in multiple dimensions of instructional effectiveness:

- **Teacher Leader Ratings:**
  - **15%** of ASU completers received the highest possible rating of **Teacher Leader** from their employers in domains such as building a positive learning climate and understanding central concepts. This compares to a **statewide average of 12%**, indicating that ASU alumni are not

only meeting expectations but are also emerging as early instructional leaders within their schools and districts.

- **Instructional Effectiveness:**

- **53%** of ASU completers were rated as **Effective** in engaging students in critical thinking, collaboration, creativity, and communication — compared to **41% statewide**.
- **53%** were rated as **Effective** in understanding and teaching the central concepts, tools of inquiry, and structures of the discipline — exceeding the **statewide average of 36%**.

These areas reflect critical components of 21st-century teaching effectiveness and align with Alabama's College and Career Ready Standards.

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#### **Interpretation:**

The results from the First-Year Teacher Employer Survey demonstrate that Alabama State University EPP completers are exceeding state expectations in several areas of early-career teaching performance. Specifically, ASU graduates are more likely than their peers statewide to be rated as effective or teacher leaders in domains that include content mastery, critical thinking engagement, and professional ethics.

The **15% Teacher Leader designation** is particularly noteworthy, as it signals early evidence of leadership potential among ASU graduates — suggesting they are not only classroom-ready but also prepared to contribute to school-wide improvement efforts.

Moreover, ASU completers' performance in high-leverage instructional areas supports the strength of the EPP's preparation model, including a focus on curriculum alignment, culturally responsive pedagogy, and clinical field experiences.

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### Overall Summary:

Alabama State University's Educator Preparation Provider (EPP) is effectively preparing graduates who meet and exceed state expectations in early-career teaching performance. According to the ALSDE First-Year Teacher Employer Survey, **15%** of ASU completers were rated as **Teacher Leaders** (vs. **12%** statewide), and **53%** were rated as **Effective** in both engaging students in critical thinking (vs. **41%** statewide) and delivering content with disciplinary understanding (vs. **36%** statewide).

These results reflect the quality of ASU's curriculum, clinical partnerships, and commitment to preparing teacher leaders who are ready to make an immediate and meaningful impact on student learning and school success.



ALABAMA STATE UNIVERSITY  
COLLEGE OF EDUCATION

Educator Preparation Institutional Report Card  
*for Performance on Required Content Knowledge and Pedagogy Tests*  
and  
*Responses to the First & Second Year Teacher Survey created by the*  
Alabama Association of Colleges for Teacher Education  
for

Alabama State University

Administered by the  
Alabama State Department of Education

September 2024

**Disclaimer:**

Section I: Certificates Issued

The candidates presented as completers represent individuals who completed a program within the past 60 calendar months that applied for and received their professional certificate within the 2022-2023 academic year.

Section II: Assessment Pass Rates

The test takers in this section are those individuals who completed assessments during the 2022-2023 academic year. These individuals may be completers who were recommended for certification during this period; however, they may still be currently enrolled candidates in programs. The individuals listed as certified are not necessarily the same individuals listed in this section.

Section III: Survey Results

The program completers who did this survey are a part of the Alabama Teacher Mentoring Program (ATMP). The completers self-identify. They may be individuals who completed programs within any timeframe. The only requirement is that these individuals have less than two years of professional teaching experience.

## Report Card and Survey Information

### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy

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 Praxis content test specific to the teaching field or subject for which certification is sought. Effective September 1, 2018, edTPA, a performance assessment, replaced the PLT. No exceptions are made with regard to these requirements.

### *Response to the First & Second Year Teacher Survey created by the* Alabama Association of Colleges for Teacher Education

#### *Historically:*

Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to first-year teachers who, during the 2017-2018 school year, completed an Alabama State Board of education-approved undergraduate (Class B) or alternative master's degree (Class A) program leading to their first or initial Professional Educator Certificate. A companion survey was administered electronically to the employers of those first-year teachers.

#### *Currently:*

Data provided in this report include a summary of survey categories and the percentage of first and second year teachers who strongly agreed, agreed, disagreed, or strongly disagreed that their program prepared them to teach successfully. The data also provide the percentage of employers who rated their first and second year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher.

# **Section I: Certificates Issued**

Program Approval & Accreditation

College	Accredited/Approved	Status
Alabama State University	Accredited	Yes
Alabama State University	Approved	Yes

Total # of Certificates Earned

Program	Sum of Total Earned
Class A	5
Class B	17
<b>Total</b>	<b>22</b>

Nationally Recognized Programs

Concentration	Program	Recognized by
Music Education	Class A	National Association for Schools of Music
Music Education	Class B	National Association for Schools of Music
School Counselor	Class A	Council for Accreditation of Counseling and Related Educational Programs



## **Section II: Assessment Pass Rates**

# of Class B Certificates Earned

17

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3 Attempts %	Passed After 3+ Attempts
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*

Nationally Recognized Programs

Program	Concentration	Recognized by
Class B	Music Education	National Association for Schools of Music

# of Class B Certificates Earned

17

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Nationally Recognized Programs

Program	Concentration	Recognized by
Class B	Music Education	National Association for Schools of Music

# of Class B Certificates Earned

17

Program Approval & Accreditation

Accredited/Approved		Status
Accredited		Yes
Approved		Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Teaching of Reading	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	7	1	14%	3	43%	3	43%

Nationally Recognized Programs

Program	Concentration	Recognized by
Class B	Music Education	National Association for Schools of Music

# of Class B Certificates Earned

17

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Foundations of Reading	Foundations of Reading	*	*	*	*	*	*	*

Nationally Recognized Programs

Program	Concentration	Recognized by
Class B	Music Education	National Association for Schools of Music

# of Class B Certificates Earned

17

Program Approval & Accreditation

Accredited/Approved		Status
Accredited		Yes
Approved		Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	7	6	86%	1	14%	0	0%
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Nationally Recognized Programs

Program	Concentration	Recognized by
Class B	Music Education	National Association for Schools of Music

# of Class A Certificates Earned

5

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
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Nationally Recognized Programs

Program	Concentration	Recognized by
Class A	Music Education	National Association for Schools of Music
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs

# of Class A Certificates Earned

5

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*

Nationally Recognized Programs

Program	Concentration	Recognized by
Class A	Music Education	National Association for Schools of Music
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs



Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy

**Alabama State University - Master's - IN ED Praxis Content Tests**

*\* - Information not reported for less than five test takers*

# of Class A Certificates Earned

5

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
Elementary Education	Teaching of Reading	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*

Nationally Recognized Programs

Program	Concentration	Recognized by
Class A	Music Education	National Association for Schools of Music
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs

# of Class A Certificates Earned

5

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
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Nationally Recognized Programs

Program	Concentration	Recognized by
Class A	Music Education	National Association for Schools of Music
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs

# of Class A Certificates Earned

5

Program Approval & Accreditation

Accredited/Approved	Status
Accredited	Yes
Approved	Yes

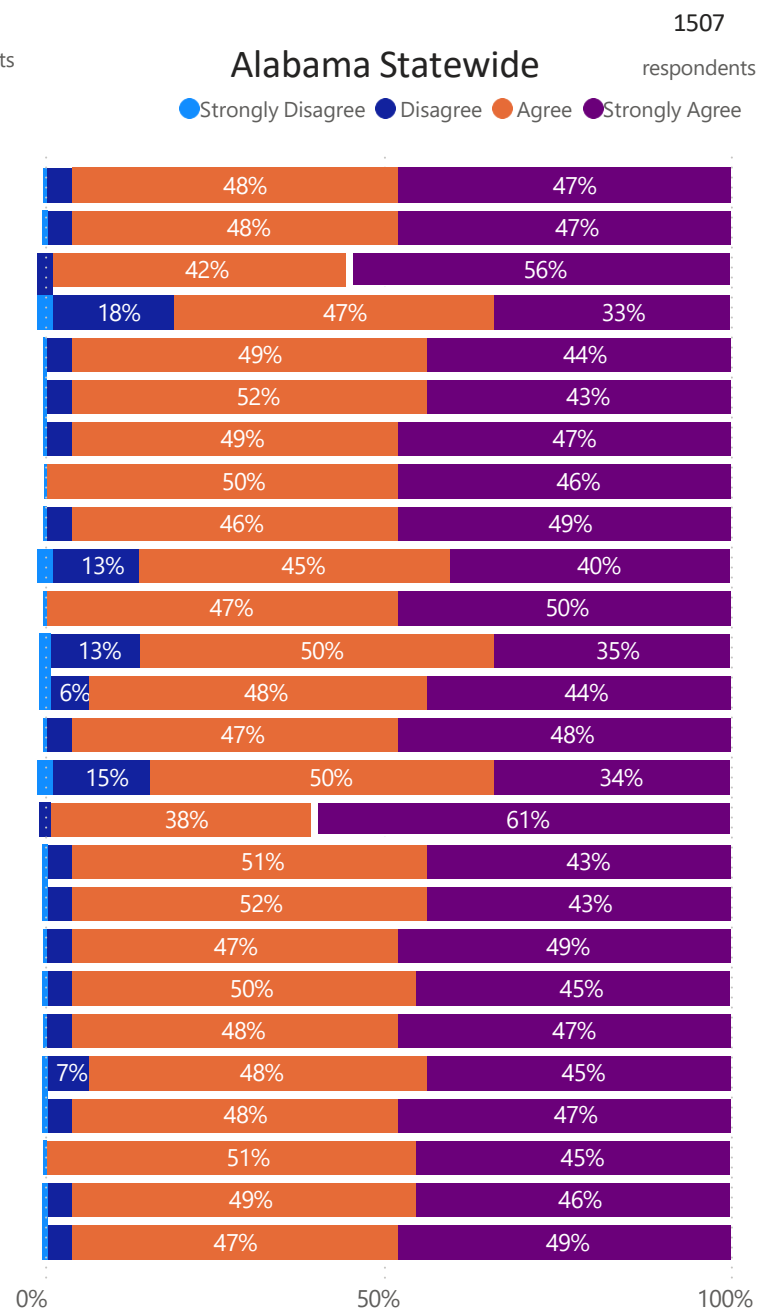
Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Elementary Education	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*

Nationally Recognized Programs

Program	Concentration	Recognized by
Class A	Music Education	National Association for Schools of Music
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs

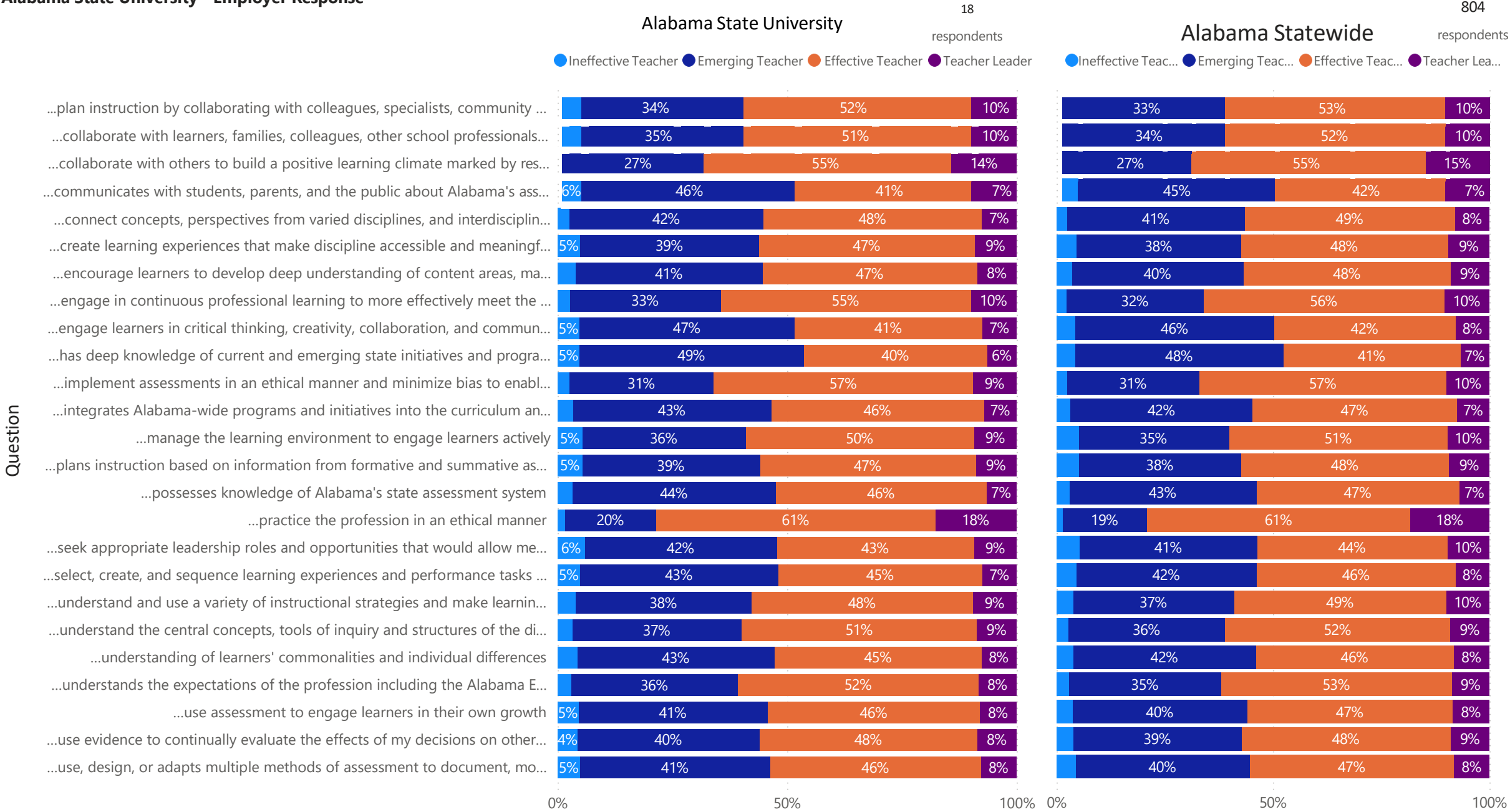
## **Section III: Survey Results**

Response to the First & Second Year Teacher Survey created by the  
Alabama Association of Colleges for Teacher Education  
**Alabama State University - Teacher Response**



Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

**Alabama State University - Employer Response**



Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

**Alabama State University - Employer and Teacher Responses**

