ALABAMA STATE UNIVERSITY COLLEGE OF EDUCATION

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.

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

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.

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.

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.

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, adPraxis, 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

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Alabama State University - Program Information

Pr	ogram Approval & Acc	reditation	Total # of	Certificates Earned	
	College Accredited/A		Status	Program	Sum of Total Earned
	Alabama State University	Accredited	Yes	Class A	5
	Alabama State University	Approved	Yes	Class B	17
				Total	22

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

Performance on Required Content Knowledge and Pedagogy

Alabama State University - Bachelor's - Principle of Learning and Teaching

* - Information not reported for less than five test takers

of Class B Certificates Earned

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	After 1	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

Performance on Required Content Knowledge and Pedagogy

Alabama State University - Bachelor's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class B Certificates Earned

Accredited	Yes
Approved	Yes

Accredited/Approved Status

Program Approval & Accreditation

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

Performance on Required Content Knowledge and Pedagogy

Alabama State University - Bachelor's - IN ED Praxis Content Tests

* - Information not reported for less than five test takers

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

Performance on Required Content Knowledge and Pedagogy

Alabama State University - Bachelor's - Foundations of Reading

* - Information not reported for less than five test takers

of Class B Certificates Earned

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	*	*	*	*	*	*	*

Foundations of Reading Foundations of Reading * * * * *

Nationally Recognized Programs

Program Concentration Recognized by

Music Education National Association for Schools of Music Class B

Performance on Required Content Knowledge and Pedagogy

Alabama State University - Bachelor's - edTPA

* - Information not reported for less than five test takers

of Class B Certificates Earned

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

Performance on Required Content Knowledge and Pedagogy

Alabama State University - Master's - Principle of Learning and Teaching

* - Information not reported for less than five test takers

of Class A Certificates Earned

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

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

Nationa	lly Recognized P	rograms
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

Performance on Required Content Knowledge and Pedagogy

Alabama State University - Master's - NOT IN ED Praxis Content Tests

* - Information not reported for less than five test takers

of Class A Certificates Earned

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	*	*	*	*	*	*	*

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

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

Performance on Required Content Knowledge and Pedagogy

Alabama State University - Master's - Foundations of Reading

* - Information not reported for less than five test takers

of Class A Certificates Earned

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Te	est Heading	Subtest	Total Test Takers	Passed After 1	Passed After 1	Passed After 2	Passed After 2	Passed After 3+	Passed After 3
				Attempt	Attempts %	Attempts	Attempts %	Attempts	Attempts %

Vationally	Recognized Pro	ograms
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

Performance on Required Content Knowledge and Pedagogy

Alabama State University - Master's - edTPA

* - Information not reported for less than five test takers

of Class A Certificates Earned

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
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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

Alaba Strongly Dis		niversity respondents sagree • Agree • Strongly Agree	Alabama State	
48%		49%	47%	
48%		51%	43%	
42%		55%	42%	
%	18%	41%	50%	
49%		51%	41%	
52%		53%	39%	
49%		53%	43%	
50%		53%	42%	
46%		47%	47%	
459	13%	41%	39%	20%
47%		54%	42%	
5	13%	38%	47%	13%
48%	<mark>6%</mark>	53%	41%	
47%		49%	47%	
6	15%	42%	45%	12%
38%		59%	38%	
51%		51%	46%	
52%		47%	47%	
47%		50%	45%	
50%		58%	39%	
48%		54%	39%	
48%	7%	45%	45%	
48%		53%	43%	
51%		47%	49%	
49%		50%	45%	
47%		53%	43%	

50%

...plan instruction by collaborating with colleagues, specialists, communitycollaborate with learners, families, colleagues, other school professionals... 5%collaborate with others to build a positive learning climate marked by res... ...communicates with students, parents, and the public about Alabama's ass... ...connect concepts, perspectives from varied disciplines, and interdisciplin... 8%create learning experiences that make discipline accessible and meaningf... 8%encourage learners to develop deep understanding of content areas, ma...engage in continuous professional learning to more effectively meet the ... 5%engage learners in critical thinking, creativity, collaboration, and commun...has deep knowledge of current and emerging state initiatives and progra...implement assessments in an ethical manner and minimize bias to enabl...integrates Alabama-wide programs and initiatives into the curriculum and...manage the learning environment to engage learners actively 7%

...plan instruction based on information from formative and summative ass... ...possesses knowledge of Alabama's state assessment system ...practice the profession in an ethical manner

...seek appropriate leadership roles and opportunities that would allow me ...
 ...select, create, and sequence learning experiences and performance tasks ...
 ...understand and use a variety of instructional strategies and make learnin...
 ...understand the central concepts, tools of inquiry and structures of the di...
 ...understanding of learners' commonalities and individual differences
 ...understands the expectations of the profession including the Alabama E...
 ...use assessment to engage learners in their own growth

...use evidence to continually evaluate the effects of my decisions on other... ...use, design, or adapt multiple methods of assessment to document, moni... 5% ...understanding of how learners grow and develop

0%

Question

100% 0%

Alabama Statewide respondents
Strongly Disagree Disagree Agree Strongly Agree

1507

	48%	47%		
	48%	47%		
	42%	56%		
18%	47%	33%		
	49%	44%		
	52%	43%		
	49%	47%		
	50%	46%		
	46%	49%		
13%	45%	40%		
	47%	50%		
13%	50%	35%		
6%	48%	44%		
	47%	48%		
15%	50%	34%		
	38%	61%		
	51%	43%		
	52%	43%		
	47%	49%		
	50%	45%		
	48%	47%		
7%	48%	45%		
48%		47%		
	51%	45%		
	49%	46%		
	47%	49%		

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

		State University	18 respondents Teacher ●Teacher Lead	er Ineffective Te	Alabama
ty	34%	52%	10%	33%	, 0
als	35%	51%	10%	349	
res	27%	55%	14%	27%	
ass	<mark>6%</mark> 46%		41% 7%		45%
olin	42%	489	% 7%	41	%
ngf	<mark>5%</mark> 39%	47%	9%	38	3%
ma	41%	47%	6 8 %	40)%
he	33%	55%	10%	32%	
nun	<mark>5%</mark> 47%		11% 7%		46%
gra	<mark>5%</mark> 49%		40% 6%		48%
abl	31%	57%	9%	31%	
an	43%	46	% <mark>7%</mark>	4	2%
tively	5% 36%	50%	9%	35	%
as	<mark>5%</mark> 39%	47%	9%	38	8%
stem	44%	46	5% 7%	4	-3%
nner	20%	61%	18%	19%	6
ne	6% 42%	439	% 9%		41%
ks	<mark>5%</mark> 43%	45	5% 7%	4	42%
nin	38%	48%	9%	37	%
di	37%	51%	9%	36%	þ Þ
nces	43%	45	% 8%	4	12%
a E	36%	52%	8%	35%	
owth	<mark>5%</mark> 41%	469	% 8%	40	0%
ner	<mark>4%</mark> 40%	48%	8%		9%
no	<mark>5%</mark> 41%	469	% 8%	4	.0%
С)%	50%	100	0% 0%	50

...plan instruction by collaborating with colleagues, specialists, community ...collaborate with learners, families, colleagues, other school professiona ...collaborate with others to build a positive learning climate marked by re ...communicates with students, parents, and the public about Alabama's a ...connect concepts, perspectives from varied disciplines, and interdiscipl ... create learning experiences that make discipline accessible and meanin ...encourage learners to develop deep understanding of content areas, n ...engage in continuous professional learning to more effectively meet th ...engage learners in critical thinking, creativity, collaboration, and commu ...has deep knowledge of current and emerging state initiatives and prog ...implement assessments in an ethical manner and minimize bias to ena ...integrates Alabama-wide programs and initiatives into the curriculum ...manage the learning environment to engage learners activ ...plans instruction based on information from formative and summative a

Question

...possesses knowledge of Alabama's state assessment syste ...practice the profession in an ethical man

...seek appropriate leadership roles and opportunities that would allow m ...select, create, and sequence learning experiences and performance tasks ...understand and use a variety of instructional strategies and make learni ...understand the central concepts, tools of inquiry and structures of the ... understanding of learners' commonalities and individual difference ... understands the expectations of the profession including the Alabama ... use assessment to engage learners in their own grow ... use evidence to continually evaluate the effects of my decisions on othe

...use, design, or adapts multiple methods of assessment to document, m

Statewide respondents eac... 🛑 Effective Teac... 🔵 Teacher Lea...

804

33%	53%	10%
34%	52%	10%
27%	55%	15%
45%	42%	7%
41%	49%	8%
38%	48%	9%
40%	48%	9%
32%	56%	10%
46%	42%	8%
48%	41%	7%
31%	57%	10%
42%	47%	7%
35%	51%	10%
38%	48%	9%
43%	47%	7%
19%	61%	18%
41%	44%	10%
42%	46%	8%
37%	49%	10%
36%	52%	9%
42%	46%	8%
35%	53%	9%
40%	47%	8%
39%	48%	9%
40%	47%	8%
: 0%	50%	10

100%

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

-		respondents		Teacher R	-
ective Teacher 🛡 Emergin	g Teacher 🛑 Effective Teacher (🛡 I eacher Leader		Strongly Disagree	Disagree 🔴 Agree 🌒 St
34%	52%	10%		47%	49%
35%	51%	10%		43%	51%
27%	55%	14%		42%	55%
46%	41%	7%	8	50%	41%
42%	48%	7%	89	41%	51%
39%	47%	9%	89	39%	53%
41%	47%	8%		43%	53%
33%	55%	10%		42%	53%
47%	41%	7%		47%	47%
49%	40%	6%	20%	39%	41%
31%	57%	9%		42%	54%
43%	46%	7%	13%	47%	38%
36%	50%	9%	7%	41%	53%
39%	47%	9%		47%	49%
44%	46%	7%	12%	45%	42%
20%	61%	18%		38%	59%
42%	43%	9%		46%	51%
43%	45%	7%		47%	47%
38%	48%	9%		45%	50%
37%	51%	9%	7%	39% 39%	58% 54%
43%	45%	8%	1	45%	45%
36%	52%	8%		43%	53%
41%	46%	8%		43%	47%
40%	48%	8%		45%	50%
41%	46%	8%		43%	53%

...plan instruction by collaborating with colleagues, specialists, community ...collaborate with learners, families, colleagues, other school professional ...collaborate with others to build a positive learning climate marked by re ...communicates with students, parents, and the public about Alabama's as ...connect concepts, perspectives from varied disciplines, and interdiscipl ... create learning experiences that make discipline accessible and meanin ...encourage learners to develop deep understanding of content areas, m ...engage in continuous professional learning to more effectively meet the ...engage learners in critical thinking, creativity, collaboration, and commu ...has deep knowledge of current and emerging state initiatives and program ...implement assessments in an ethical manner and minimize bias to enal ...integrates Alabama-wide programs and initiatives into the curriculum a ...manage the learning environment to engage learners activ

...plans instruction based on information from formative and summative as ...possesses knowledge of Alabama's state assessment syste ...practice the profession in an ethical manr

...seek appropriate leadership roles and opportunities that would allow me ...select, create, and sequence learning experiences and performance tasks ...understand and use a variety of instructional strategies and make learning ...understand the central concepts, tools of inquiry and structures of the c ... understanding of learners' commonalities and individual difference ... understands the expectations of the profession including the Alabama ... use assessment to engage learners in their own grow

...use evidence to continually evaluate the effects of my decisions on othe ... use, design, or adapts multiple methods of assessment to document, me

Question