ALABAMA STATE UNIVERSITY COLLEGE OF EDUCATION

Spring 2025 Report (2023 - 2024 Data Results)

CAEP Accountability Measures

Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Prepared

First- and Second-Year Survey

Summary:

This measure evaluates two critical dimensions of program effectiveness: (1) the satisfaction of program completers with the preparation they received from Alabama State University's Educator Preparation Provider (EPP), and (2) the extent to which program completers are employed in their field of certification following program completion. Together, these metrics reflect the readiness of ASU graduates to transition into teaching roles and their success in securing employment aligned with their preparation.\

Part I: Satisfaction of Completers

Measurement Tool:

Completer satisfaction is measured through the **First- and Second-Year Teacher Survey**, administered annually by the Alabama Association of Colleges for Teacher Education (ALACTE) in partnership with the Alabama State Department of Education (ALSDE). The instrument captures completers' perceptions of their preparedness in core domains such as instructional planning, learner engagement, assessment use, professionalism, and ethical practice.

Response Rate:

- Alabama State University: 76 completers
- Statewide (Alabama): 1,507 completers

Key Findings – 2023–2024 Academic Year:

- 96% agreed or strongly agreed that they were able to design and implement instruction aligned to learner needs.
- 94% felt confident in using a variety of instructional strategies to engage students.
- 93% reported they could implement assessments ethically and use the results to inform practice.
- 95% indicated that they collaborate effectively with colleagues, families, and communities.
- 92% reported readiness to engage in professional learning and assume leadership responsibilities.

Interpretation:

These high levels of agreement demonstrate that ASU EPP completers perceive themselves as well-prepared to meet the instructional, professional, and ethical demands of teaching. The results affirm the impact of the EPP's coursework, clinical partnerships, and support systems in preparing effective, reflective practitioners.

Part II: Employment of Program Completers

Measurement Tool:

Employment data are verified through a combination of **EPP-maintained completer tracking records**, **university-supervised induction and alumni support efforts**, and **direct outreach to graduates and partnering school districts** across Alabama and surrounding states. Employment verification is supported by communication with Human Resource personnel at local education agencies, informal job placement tracking, and graduate follow-up surveys administered by ASU.

Employment Rate – 2023–2024:

- Class B (Undergraduate, Initial Licensure) Program Completers: 17
- Class A (Alternative/Graduate) Program Completers: 5
- Total Completers Monitored for Employment: 22
- Total Employed in Teaching Roles the Year Following Program Completion: 22
- Verified Employment Rate: 100%

Placement Details:

ASU program completers are employed in a range of P–12 educational roles across Alabama and the southeastern United States. Districts employing ASU graduates include:

- Montgomery Public Schools (AL)
- Jefferson County Schools (AL)

- Butler County Schools (AL)
- Barrow County Schools (GA)
- Atlanta Public Schools (GA)

Interpretation:

The 100% employment rate for the 2023–2024 cohort reflects strong demand for ASU graduates and the EPP's success in preparing candidates for immediate employment in the field of education. The data affirm ASU's ongoing partnerships with school districts across the region and the market-readiness of its completers.

Overall Summary:

Alabama State University's Educator Preparation Provider continues to demonstrate a high level of effectiveness, with strong satisfaction among completers and a 100% verified employment rate for 2023–2024. Graduates report feeling confident in their ability to lead classrooms, collaborate with stakeholders, and apply data-driven instruction. These results affirm that ASU EPP completers are well-prepared, well-supported, and well-positioned to make meaningful contributions to P–12 education in Alabama and beyond.



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