

The School of Education Past Measures: 2023-2024 (EPP) Measures of Success

Measure 1: Completer effectiveness

The EPP utilized the ALACTE survey of new first-year teachers to collect completers' impact on P-12 student learning and teacher effectiveness data. The survey contains 26 items. In the recent report, the completers responded to all 26 items as 100% strongly agreed that the EPP prepared them for the different aspects of effective teaching. Tuskegee's School of Education First Year completer's scores indicated that the program prepares them for the following:

Categories

Understanding of how learners grow and develop

Understanding of learners' commonalities and individual differences

Understand the central concepts, tools of inquiry, and structures of the discipline(s) taught

Use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress

Implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning

Understand and use a variety of instructional strategies and make learning accessible to all learners

Encourage learners to develop a deep understanding of content areas, make connections across content, and apply knowledge to new situations

Use evidence to continually evaluate the effect of decisions on others and adapt professional practices to meet the needs of learners

Use assessment to engage learners in their own growth

Select, create, and sequence learning experiences and performance tasks that support learners in reaching their learning goals and developing cross-disciplinary skills

Table 2: Impact on P-12 student learning

Categories

Collaborate with others to build a positive learning climate

Manage the learning environment to engage learners actively

Connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real-world problems

Use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress

Understand the central concepts, tools of inquiry, and structures of the discipline(s) taught

Implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their knowledge

Plan instruction based on information from formative and summative assessments as well as other sources to address individual learner needs

Engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues

Use assessment to engage learners in their own growth

Create learning experiences that make the discipline accessible and meaningful

Engage in continuous professional learning to more effectively meet the needs of each learner

Table 2: Teacher effectiveness

Measure 2: Satisfaction of Employers

The EPP remains committed to assessing the effectiveness of our new teachers through the ALACTE employer survey. While direct data linking student learning outcomes to individual EPP completers is not currently available from the Alabama State Department of Education, we continue to seek meaningful ways to evaluate and showcase our graduates' impact.

For a more comprehensive view of our graduates' performance, please see the attached report cards for the 2021–2022 and 2022–2023 cycles.

Measure 3: Candidate Competency at Completion

Our initial level programs use multiple measures to determine if our teacher candidates are ready for the profession. Our candidates must successfully complete:

- a. State-approved checklist for their respective programs
- b. Maintain a cumulative GPA of 2.75 or higher throughout the matriculation
- c. Licensure exams: one or more standardized tests (Praxis II Content knowledge or Content subjects)
- d. edTPA is required for all interns to pass. It is also one of the graduation requirements. The passing score for Elementary education is 44; for all other subjects is 37.

Academic program	General studies GPA	Professional GPA
Elementary Education K-6 (n of completers = 2)	3.54	3.89
English Language Arts 6-12 (n of completers = 1)	3.05	3.37

Table 1: GPA score average 2023-2024 AY completers

AY 2021-2022	AY 2022-2023	AY 2023-2024
(n of completers = 6)	(n of completers = 7)	(n of completers = 2)
edTPA mean score 55.6	edTPA mean score 51.4	edTPA mean score 54

Table 2: edTPA passing score average (Elementary major)

AY 2023-2024
(n of completers = 1)
edTPA mean score 46

Table 3: edTPA passing score average (English Language Arts major)

Measure 4: Ability of Completers to be hired

The ability of completers to be hired in Education positions in Alabama is based on the following:

- a. Students must graduate from their programs
- b. Pass the edTPA requirements set by ALSDE

2023-2024 completers were able to be hired successfully upon graduation. Out of 3 completers, all met licensure requirements. Three (3) completers are currently working in the K-12 education area in Alabama, Georgia, and Louisiana. The overall employment rate for the last year is 100%.

The School of Education Archived Measures

Measures of Success from 2019-2023

The School of Education's 4 Measures (2022-2023)

Measure 1: Completer Effectiveness

The EPP utilized the ALACTE survey of new first-year teachers to collect completers' impact on P-12 student learning and teacher effectiveness data. The survey contains 26 items. In the recent report, the completers responded to all 26 items as 100% strongly agreed that the EPP prepared them for the different aspects of effective teaching. Tuskegee's School of Education First Year completer's scores indicated that the program prepares them to:

Categories	Strongly agree
Understanding of how learners grow and develop	100%
Understanding of learners' commonalities and individual differences	100%
Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches	100%
Use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives	100%
Implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	100%

Understand and use a variety of instructional strategies and make learning accessible to all learners	100%
Encourage learners to develop a deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	100%
Use evidence to continually evaluate the effect of my decisions on others and adapt my professional practices to better meet learners' needs	100%
Use assessment to engage learners in their own growth	100%
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	100%

Table 1: Impact on P-12 student learning

Categories	Strongly agree
Manage the learning environment to engage learners actively	100%
Connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real-world problems and issues	100%
Use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives	100%
Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches	100%
Implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	100%
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	100%
Engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	100%
Use assessment to engage learners in their own growth	100%

Create learning experiences that make the discipline accessible and meaningful	100%
Engage in continuous professional learning to more effectively meet the needs of each learner	100%

Table 2: Teacher effectiveness

Measure 2: Satisfaction of Employer

The EPP continues to employ the ALACTE survey for employers of new teachers to collect teacher effectiveness data. Tuskegee’s School of Education First Year completers were rated above the Alabama statewide average in the “Effective Teacher” category on 18 items. The completer was also rated as an “Emerging Teacher” on 4 items. Overall, Tuskegee completer was rated at or above the statewide average on all 26 items.

Measure 3: Candidate Competency at Completion

Our initial level programs use multiple measures to determine if our teacher candidates are ready for the profession. Our candidates must successfully complete:

- State-approved checklist for their respective programs
- Maintain a cumulative GPA of 2.75 or higher throughout the matriculation
- Licensure exams: one or more standardized tests (Praxis II Content knowledge or Content subjects)
- edTPA that is required for all interns to pass. It is also one of the graduation requirements. The passing score for Elementary education is 44; for all other subjects is 37.

Academic program	General studies GPA	Professional GPA
Elementary Education K-6 (<i>n</i> of completers = 7)	3.31	3.61
Physical Education K-12 (<i>n</i> of completers = 1)	2.79	3.65

Table 3: GPA score average 2022-2023 AY completers

AY 2020-2021 (<i>n</i> of completers = 1)	AY 2021-2022 (<i>n</i> of completers = 6)
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edTPA mean score 54

edTPA mean score 55.6

Table 4: edTPA passing score average (Elementary major)

AY 2021-2022 Physical Education (<i>n</i> of completers = 3)	AY 2022-2023 Physical Education (<i>n</i> of completers = 8)
edTPA mean score – 38	edTPA mean score – 55.6

Table 5: edTPA passing score average (Physical Education major)

Measure 4: Ability of Completer to Be Hired

The ability of completers to be hired in Education positions in Alabama is based on the following:

- Students must graduate from their programs
- Pass edTPA requirements set by ALSDE

All 2022-2023 completers were able to be hired successfully upon graduation. Out of 8 completers, all eight met licensure requirements. Six (6) completers are currently working in the K-12 education area in Alabama; one (1) is a Physical Education teacher, and five (5) are Elementary Education teachers. Those graduates are employed by Auburn City Schools, Macon County Schools, Lee County Schools, Phenix City Schools, and Pike Road Schools. The two completers are working in K-12 education in the following states: Georgia and Ohio. The overall employment rate for the last year is **100%**.

The School of Education's 4 Measures (2021-2022)

MEASURE 1: Completer Effectiveness

The EPP utilized the ALACTE survey of new first-year teachers to collect completer's impact on P-12 student learning and teacher effectiveness data. The survey contains 26 items. In the recent report, the completer responded to 13 items as 50% agreed or strongly agreed compared to statewide average responses as 48% agree and 45% strongly agree. In addition, the complete responded to 12 items as 100% strongly agreed. Tuskegee's School of Education First Year completer's scores indicated that the program prepares them to:

Categories	Strongly Agree	Agree
Understanding of how learners grow and develop	50%	50 %
Understanding of learners' commonalities and individual differences	50%	50 %
Understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	50%	50 %
Use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives	100 %	
Implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	100 %	
Understand and use a variety of instructional strategies and make learning accessible to all learners	100 %	
Encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	50 %	50 %
Use evidence to continually evaluate the effect of my decisions on others and adapt my professional practices to better meet learners' needs	100 %	
Use assessment to engage learners in their own growth	100 %	
Select, create, and sequence learning experiences and performance tasks that support learners in reaching	50 %	50 %

Categories	Strongly Agree	Agree
rigorous curriculum goals based on content standards and cross-disciplinary skills		

Table 1: Impact on P-12 Student Learning

Categories	Strongly Agree	Agree
Manage the learning environment to engage learners actively	50 %	50 %
Connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	50 %	50 %
Use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives	100 %	
Understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	50 %	50 %
Implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	100 %	
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	100 %	
Engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues		50 %
Use assessment to engage learners in their own growth	100 %	
Plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	100 %	

Categories	Strongly Agree	Agree
Engage in continuous professional learning to more effectively meet the needs of each learner	100 %	

Table 2: Teacher Effectiveness

MEASURE 2: Satisfaction of Employer

The EPP continues to employ the ALACTE survey for employers of new teachers to collect teacher effectiveness data. Tuskegee’s School of Education First Year completer was rated above the Alabama statewide average in the “Teacher Leader” category on 4 items and in the “Effective Teacher” category on 18 items. The completer was also rated as an “Emerging Teacher” on 4 items. Overall, Tuskegee completer was rated at or above the statewide average on all 26 items.

MEASURE 3: Candidate Competency at Completion

Our initial level programs use multiple measures to determine if our teacher candidates are ready for the profession. Our candidates must successfully complete the following:

- a. State approved checklist for their respective programs
- b. Maintain a cumulative GPA of 2.75 or higher throughout the matriculation
- c. Licensure exams: one or more standardized tests (Praxis II Content knowledge or Content subjects)
- d. edTPA that is required for all interns to pass. It is also one of the graduation requirements. The passing score for Elementary education is 44; for all other subjects is 37. For more information on edTPA, visit the [edTPA website](#).

Academic program	General studies GPA	Professional studies GPA
Elementary Education K-6 (n of completers = 6)	3.46	3.76
Physical Education K-12 (n of completers = 3)	3.31	3.74
Mathematics Education 6-12 (n of completers = 1)	3.81	3.86

Table 3: GPA score average 2021-2022 AY completers

AY 2019-2020 <i>(n of completers = 3)</i>	AY 2010-2021 <i>(n of completers = 1)</i>	AY 2021-2022 <i>(n of completers = 6)</i>
edTPA score – 47.7	edTPA mean score – 54	edTPA mean score – 55.6

Table 4: edTPA passing score average (Elementary major only)

AY 2021-2022 Mathematics Education <i>(n of completers = 1)</i>	AY 2021-2022\ Physical Education <i>(n of completers = 3)</i>
edTPA score – 41	edTPA score – 38

Table 5: edTPA passing score average (Mathematics and Physical Education majors)

MEASURE 4: Ability of Completer to be Hired

Ability of completers to be hired in Education position in Alabama are based on the following:

- a. Students must graduate from their programs
- b. Pass edTPA requirements set by ALSDE

2021-2022 completers were able to be hired successfully upon graduation. Out of 10 completers, all met licensure requirements. Five completers are currently working in the K-12 education area in Alabama: 2 are Physical Education teachers and 3 are Elementary Education teachers. Those graduates are employed by Auburn City schools, Macon County schools, Huntsville City schools, and Mobile City schools. Another five completers are working in K-12 education in the following states: Tennessee, Georgia, Texas, Maryland, and Virginia: 3 are Elementary Education teachers, one Mathematics Education teacher, and one Physical Education teacher. The overall employment rate for the last year is 100%.

The School of Education's 4 Measures (2020-2021)

MEASURE 1: Completer Effectiveness

The EPP utilized the ALACTE survey of new first-year teachers to collect completer’s impact on P-12 student learning and teacher effectiveness data. The survey contains 26 items. In most of the categories, completer responded as 100% agreed or strongly agreed compare

to statewide average responses as 48% agree and 45% strongly agree. Tuskegee’s School of Education First Year completer’s scores indicated that the program prepares them to:

Categories	Strongly Agree	Agree
Understanding of how learners grow and develop		100 %
Understanding of learners' commonalities and individual differences		100 %
Understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches		100 %
Understand and use a variety of instructional strategies and make learning accessible to all learners		100 %
Encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways		100 %
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		100 %

Table 1: Impact on P-12 Student Learning

Categories	Strongly Agree	Agree
Manage the learning environment to engage learners actively		100 %
Connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues		100 %
Use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives		100 %
Understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches		100 %

Implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning		100 %
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	50 %	50 %
Engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	100 %	
Use assessment to engage learners in their own growth	100 %	
Plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	100 %	
Engage in continuous professional learning to more effectively meet the needs of each learner	100 %	

Table 2: Teacher Effectiveness

AY 2018-2019	AY 2019-2020
edTPA score – 47.5	edTPA score – 47.7

Table 3: edTPA passing score average (Elementary major only)

AY 2018-2019	AY 2019-2020
edTPA score – 47.5	edTPA score – 47.7

Table 3: edTPA passing score average (Elementary major only)

MEASURE 2: Satisfaction of Employer

The EPP continues to employ the ALACTE survey for employers of new teachers to collect teacher effectiveness data. Tuskegee's School of Education First Year completer was rated above the Alabama statewide average in the "Effective Teacher" category on items 20 and in the "Teacher Leader" category on 12 items. Overall, Tuskegee completer was rated at or above the statewide average on 25 items (96%).

MEASURE 3: Candidate Competency at Completion

Our initial level programs use multiple measures to determine if our teacher candidates are ready for the profession. Our candidates must successfully complete:

- a. State approved checklist for their respective programs
- b. Licensure exams: one or more standardized tests (Praxis II content knowledge or Content subjects)
- c. edTPA that is required for all interns to pass. It is also one of the graduation requirements. Passing score for Elementary education is 44; for all other subjects is 37.

MEASURE 4: Ability of Completer to be Hired

Ability of completers to be hired in Education position in Alabama are based on the following:

- a. Students must graduate from their programs
- b. Pass edTPA requirements set by ALSDE

2020-2021 completer was able to be hired successfully upon graduation. Out of 6 completers (last 3 years), all met licensure requirements. Five completers are currently work in K-12 education area: 2 in Alabama and 3 in other states. Overall employment rate for the last 3 years is 83%.

The School of Education's 8 Measures (2019-2020)

MEASURE 1: Impact on P-12 Learning

The ACT Aspire test in the state of Alabama was discontinued in 2017. This test was designed to measure how students in grades 3, 8, and 10 performed in reading and mathematics and how students in grades 5, 7, and 10 perform in science. Subsequently, in the fall of 2017, the state adopted the Scantron ACT as the replacement test to measure growth in math, reading and science. The test was first administered in the spring of 2018, and in the 2018-2019 school year.

However, no impact data was provided to individual institutions on how their program completers scored or ranked. At this point, the state has consulted with Data Recognition Corp to create, and roll out a new summative state test and a system designed to provide universities with impact data in 2020. This has not yet occurred. Given the fact that the state has not in past provided impact data,

Tuskegee University working in conjunction with K-12 partners designed a case study in the fall of 2020 designed to provide quality measures of candidate impact on P-12 learning. Tuskegee's School of Education identified (3) program completers to participate in the case studies with a goal of having at least two to three participants per semester. The case studies are being conducted in the spring of 2021. For the case study, completers were asked to develop and teach a unit utilizing a pre-posttest design and then document student growth. Further, an observation is required to be conducted of the lesson being taught. While the content of the unit is determined by the classroom teacher, reporting measures such as a clearly defined rubric, are required by the EPP. As an additional data point, P-12 student achievement on district level assessments are being sought as well. Data from the case study will be collected May and analyzed in June, 2021.

MEASURE 2: Indicators of Teaching Effectiveness

The EPP continues to utilize the ALACTE survey for employers of new teachers to collect teacher effectiveness data. Further, the EPP partnered with Tripod services to collect teacher effectiveness data on program completers who are 1-4 years out of their programs. The first administration of the Tripod Survey will occur in May of 2021. This data will be collected and analyzed once collected. Data from the 2020 ALACTE Survey revealed that out of the 26 survey items, Tuskegee's School of Education First Year completers were rated above the Alabama statewide average in the "Teacher Leader" category on 22 items (84%). Further, when assessing the "Teacher Leader and Effective Teacher" categories, Tuskegee completers were rated at or above the statewide average on 18 of the 26 items (69%).

- 2018-2019 ALACTE Survey for Employers of New Teachers—pp.11-13 <https://www.alsde.edu/ofc/otl/Ed%20Prep%20Institutional%20Report%20Cards/Tuskegee%20University%20-%202019%20Higher%20Education%20Report%20Card.pdf>
- 2019-2020 ALACTE Survey for Employers of New Teachers <https://www.alsde.edu/ofc/otl/Ed%20Prep%20Institutional%20Report%20Cards/Tuskegee%20University%20-%202020%20Higher%20Ed%20Report%20Card.pdf>

MEASURE 3: Satisfaction of Employers and Employment Milestones

Employer satisfaction data is collected at three points in time on program completers via EPP created surveys and the ALACTE survey which is state administered. The first survey administration is at the end of the teacher’s first year of teaching (Employer 1 Year Out Survey). The second administration is after the teacher’s third year of teaching (Employer 3 Year Out Survey) and the third survey administration point is upon completion of the completer’s first year of teaching via the ALACTE Survey. The ALACTE Survey was created by the Alabama Association of Colleges of Teacher Education (ALACTE) and is administered by the Alabama State Department of Education.

In the spring of 2020, realizing the need to better align and expand the completer satisfaction surveys to meet CAEP requirements and to collect more data beneficial to the EPP in making programmatic decisions, the EPP working with K-12 partners, redeveloped the surveys. The first administration of the redeveloped EPP employer satisfaction survey was distributed in the spring of 2021 to collect data on 1 and 3 years out completers. This data will be collected in May, 2021 and analyzed in June, 2021.

Data from the 2019-2020 ALACTE Survey revealed that out of the 26 survey items, Tuskegee’s School of Education First Year completers were rated above the Alabama statewide average in the “Teacher Leader” category on 22 items (84%). Further, when assessing the “Teacher Leader and Effective Teacher” categories, Tuskegee completers were rated at or above the statewide average on 18 of the 26 items (69%).

Employer Response Survey Item	Teacher Leader	Effective Teacher	Emerging Teacher	Ineffective Teacher
Understanding of how learners grow and develop	33%		67%	
Understanding of learners' commonalities and individual differences	33%		67%	
Manage the learning environment to engage learners actively	33%	67%		
Understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	33%	67%		

Create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	33%	67%	
Connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	33%	33%	33%
Use, design, or adapt multiple methods of assessment and support learner progress appropriate for learning goals and objectives	33%	33%	33%
Implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	33%	67%	
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	33%		67%
Understand and use a variety of instructional strategies and make learning accessible to all learners	33%	67%	
Encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	33%	67%	
Use evidence to continually evaluate the effects of his/her	33%		67%

decisions on others and adapt professional practices to better meet learners' needs

Practice the profession in an ethical manner 33% 67%

Collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility 100%

Engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues 33% 33% 33%

Use assessment to engage learners in their own growth 33% 33% 33%

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 33% 67%

Plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs 33% 67%

Engage in continuous professional learning to more effectively meet the needs of each learner 33% 33% 33%

Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	33%	33%	33%
Seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance into the profession	33%	67%	
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 achievements	33%	33%	33%
Possesses knowledge of Alabama's state assessment system		67%	33%
Integrates Alabama-wide programs and initiatives into the curriculum		67%	33%
Communicates with student's parents, and the public about Alabama's assessment system and major Alabama		33%	67%

educational improvement
initiatives

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

33%

67%

Table 1: 2020 Alabama State Report Card Data (ALACTE) - First Year Teacher Employer Responses (Tuskegee University)

- 2014-2018 EPP Employer Survey Ratings
<https://www.tuskegee.edu/programs-courses/colleges-schools/soe>
- 2018-2019 ALACTE Survey for Employers of New Teachers—pp.14-19
<https://www.alsde.edu/ofc/otl/Ed%20Prep%20Institutional%20Report%20Cards/Tuskegee%20University%20-%202019%20Higher%20Education%20Report%20Card.pdf>
- 2019-2020 ALACTE Survey for Employers of New Teachers
<https://www.alsde.edu/ofc/otl/Ed%20Prep%20Institutional%20Report%20Cards/Tuskegee%20University%20-%202020%20Higher%20Ed%20Report%20Card.pdf>

MEASURE 4: Satisfaction of Completers

Completer satisfaction data is collected at three points in time on program completers via EPP created surveys. The first survey administration is upon completion/graduation utilizing the Completer Exit Survey. The next survey administration is at the end of the teacher's first year of teaching (1 Year Out Survey). And, the third administration is after the teacher's third year of teaching (3 Year Out Survey). Completer satisfaction survey data is also collected and distributed annually to the EPP via the Educator Preparation Institutional Report Card. The survey was created by the Alabama Association of Colleges of Teacher Education (ALACTE) and is administered by the Alabama State Department of Education.

In the spring of 2020, realizing the need to better align and expand the completer satisfaction surveys to meet CAEP requirements and to collect more data beneficial to the EPP in making programmatic decisions, the EPP working with K-12 partners, redeveloped the surveys. The first administration of the redeveloped EPP completer exit survey was administered in the fall of 2020. The first administration of the redeveloped EPP completer satisfaction survey was distributed in the spring of 2021 to collect data on 1 and 3 years out completers. This data will be collected in May 2021 and analyzed in June, 2021.

Data from the Fall 2020 Completer Exit Survey revealed that program completer's overall satisfaction with the preparation was a 3.66 out of 4. The data collected was on a 4 item likert scale with categories as follows: (very Satisfied=4, Satisfied=3, dissatisfied=2, and very dissatisfied=1). The thirteen categories within the survey and survey results were as following: I. satisfaction, II. Content and Pedagogical Content Knowledge, III. Teaching Students with Diverse needs, IV. Classroom Management, V. Standards, VI. Family and Community Engagement, VII. Assessment of P-12 Learning, VIII. Communication, IX. Utilizing Technology, X. Accessibility, XI. Advisor/Faculty Support, XII. Facilities and Technology, and XIII. Overall Satisfaction.

Survey Categories

- I. satisfaction
- II. Content and Pedagogical Content Knowledge
- III. Teaching Students with Diverse needs
- IV. Classroom Management
- V. Standards
- VI. Family and Community Engagement
- VII. Assessment of P-12 Learning
- VIII. Communication
- IX. Utilizing Technology
- X. Accessibility
- XI. Advisor/Faculty Support
- XII. Facilities and Technology

XIII. Overall Satisfaction

Figure 1: 2019-2020 Completer Exit Survey Data

InTASC Academic Years Qualifying Score 3.0 mean (satisfied)	Unit Wide Mean	Fall and Spring 2020
Total Completers:	3	N=3
Total Surveys Collected:	3	N=3
Response Rate:	100%	100%
I. Satisfaction		
Rate your overall satisfaction with instructors in your major department		3
Preparation was relevant to my responsibilities faced on the job		3.33
Preparation was effective and what I have learned has influenced P-12 student achievement during my internship		3.33
Preparation was effective for continuous employment or to be hired in my educational specific area		3.66
In general, how would you rate your overall experience in the School of Education		2.66
Domain Average		3.196
II. Instruction and Pedagogical Content knowledge		
develop standards based on goals		3.33
Provide accommodations, modifications, and or adaptations to the general curriculum to meet the needs to each individual learner		2.5
Domain Average		2.915
III. Teaching P-12 Students with Diverse Needs		
Identify and refer students for diagnosis for special services		3

Address learning differences and disabilities that are prevalent in an all inclusive classroom	3.33
Create a learning community in which individual differences are respected	2.66
Use Higher Order Questioning	3.33
Use differentiated instruction for individual growth	3.33
Present instruction at different levels	3
Communicate high expectations for all subgroups	3
Domain Average	3.09
IV. Classroom Management	
Implement positive disciplinary strategies	3.33
Create a climate that promotes fairness and respect	3
Create a safe, orderly, and stimulating learning environment that engages and motivates learners	3
Built upon expectations and research-based strategies for positive behavior	3.33
Domain Average	3.165
V. Alignment of Teaching with State Standards	
Use data to determine student needs	3
Communicate objectives and learning tasks	2.66
Design effective lesson plans	3.33
Domain Average	3
VI. Family and Community Engagement	
Communicate effectively with the parents or guardians of your students	3.33
Involve parents and/or families as active partners in planning and supporting student learning	3.33

Communicates and collaborates effectively with colleagues, students, parents, guardians, and personnel who are included as partners 3.33

Domain Average 3.33

VII. Assessment of P-12 Student Learning

Uses formative assessments to provide specific and timely feedback to adjust instruction 3.33

Use summative assessment to provide specific and timely feedback to adjust instruction 3.33

Analyzes and uses disaggregated assessment data to inform planning for individual learners and classes 3.5

Utilize assessment data for lesson plans and instruction 3.33

Domain Average 3.3725

VIII. Communication

Communicate orally with parents 3.33

Communicate in writing with parents 3.33

Model appropriate oral and written communications 3.33

Domain Average 3.33

IX. Utilizes Technology

Identifies and integrates available emerging technology and evaluates their technological proficiency 3.33

Facilitates learner's individual and collaborative use of technology and evaluates their technological proficiency 3.33

Foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate 3.33

Domain Average 3.33

X. Accessibility

The curriculum lab was accessible and useful	2
The Computer lab was accessible and useful	2.33
The Office of Teacher Certification was accessible and useful	3
The department chair was accessible and useful when needed	3.33
The course schedule met my needs	3
Domain Average	2.732
XI. Advisor /Faculty Support	
My academic advisor knew my degree requirements	4
My academic advisor was available during his or her posted office hours	3.33
Test Preparation Center was knowledgeable and supportive	2
Domain Average	3.11
XII. Facilities/Technology	
The School of Education facility is adequate	2.33
Different technologies were available for student use	2.33
Different technologies were modeled/demonstrated in the classroom	2.33
Domain Average	2.33
XIII. Satisfaction	
Once you have finished your state approved program of study, how well prepared were you to teach	3.66
Domain Average	3.66

Figure 2: Completer Exit Survey 2020

- 2014-2018 EPP Employer Survey Ratings <https://www.tuskegee.edu/programs-courses/colleges-schools/soe>

- 2018-2019 ALACTE Survey for Employers of New Teachers—pp.11-13 <https://www.alsde.edu/ofc/otl/Ed%20Prep%20Institutional%20Report%20Cards/Tuskegee%20University%20-%202019%20Higher%20Education%20Report%20Card.pdf>
- 2019-2020 ALACTE Survey for Employers of New Teachers <https://www.alsde.edu/ofc/otl/Ed%20Prep%20Institutional%20Report%20Cards/Tuskegee%20University%20-%202020%20Higher%20Ed%20Report%20Card.pdf>

Data results from the 2020 ALACTE Survey revealed that completers in their first year of teaching “Agreed or Strongly Agreed”, that they were satisfied with their preparation as it relates to the 24 of the 27 specified survey indicators. Further, the data indicated that Tuskegee University’s completer satisfaction level was comparable to the Alabama Statewide level when considering the satisfaction range scoring in the “Agree to Strongly Agree range. When assessing the “Agreed to Strongly Agreed” categories combined, TU first year teacher preparation satisfaction responses were rated at or above the statewide average on 23 of the 26 items (88%). There were only three items that scored below the statewide average when assessing items at the level of “Agreed to Strongly Agreed” combined.

ALACTE First Year Teacher Survey

Teacher Response Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree
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Understanding of how learners grow and develop	25%	75%		
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Understanding of learners' commonalities and individual differences	25%	75%
Manage the learning environment to engage learners actively	25%	75%
Understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	25%	75%
Create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	25%	75%
Connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	25%	75%
Use, design, or adapt multiple methods of assessment and support learner progress appropriate for learning goals and objectives	25%	75%
Implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	25%	75%

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	25%	75%
Understand and use a variety of instructional strategies and make learning accessible to all learners	25%	75%
Encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	25%	75%
Use evidence to continually evaluate the effects of his/her decisions on others and adapt professional practices to better meet learners' needs	25%	75%
Practice the profession in an ethical manner	25%	75%
Collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility		100%

Engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	25%	75%
Use assessment to engage learners in their own growth	25%	75%
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	25%	75%
Plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	25%	75%
Engage in continuous professional learning to more effectively meet the needs of each learner	25%	75%
Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	25%	75%

Seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance into the profession	25%	75%
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 achievements		100%
Possesses knowledge of Alabama's state assessment system	75%	25%
Integrates Alabama-wide programs and initiatives into the curriculum	75%	25%
Communicates with student's parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	50%	50%

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	25%	75%
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Figure 3: 2020 Alabama State Report Card Data (ALACTE)-First Year Teacher Responses (Tuskegee University)

- 2014-2018 EPP Employer Survey Ratings
<https://www.tuskegee.edu/programs-courses/colleges-schools/soe>
- 2018-2019 ALACTE Survey for Employers of New Teachers—pp.11-13
<https://www.alsde.edu/ofc/otl/Ed%20Prep%20Institutional%20Report%20Cards/Tuskegee%20University%20-%202019%20Higher%20Education%20Report%20Card.pdf>
- 2019-2020 ALACTE Survey for Employers of New Teachers
<https://www.alsde.edu/ofc/otl/Ed%20Prep%20Institutional%20Report%20Cards/Tuskegee%20University%20-%202020%20Higher%20Ed%20Report%20Card.pdf>

MEASURE 5: Graduation Rates

1) Graduation Rates

The graduation rates below were calculated using data provided by the Educator Preparation Program’s Certification Office which monitors/tracks candidate transition through their respective program (from admission to completion).

Below are Graduation Rates for Undergraduate Students.

Year Admitted to EPP	N=Number Admitted	Number that Graduated within Six Semesters	Graduation Rate
Fall 2016	7	2019-2020 (7)	100%
Fall 2015	5	2018-2019 (2)	40%
Fall 2014	8	2017-2018 (6)	75%
Fall 2013	18	2016-2017 (12)	67%

Figure 4: Overall Undergraduate Graduation Rates

MEASURE 6: Ability of Completers to meet Licensing (certification) and any additional State requirements

The state of Alabama requires the following for certification: 1) Obtain and maintain acceptable background clearance, 2) Meet and keep an acceptable grade point average (GPA), 3) Pass the Praxis Core Academic Skills for Educators, 4) Pass the appropriate Praxis Subject Assessments for the student’s major, 5) Successfully complete an edTPA portfolio, and 6) Graduate with a degree from an accredited College or University in the state of Alabama.

1) GPA requirements

The State requires that undergraduate students maintain a minimum GPA in 4 areas: Professional studies ≥ 3.0 , Teaching Field ≥ 2.75 , UNA ≥ 2.75 , and Overall ≥ 2.75

2) Praxis Core Academic Skills

The State requires that undergraduate students pass all three sub-test of the Praxis Core in reading, writing, and mathematics prior to certification.

3) Praxis Subject Assessments

The State requires that undergraduate students pass all appropriate Praxis Subject Assessments prior to certification.

For information on the Praxis Subject Assessments, please visit <https://www.ets.org/praxis/about/core/>

4) edTPA

For information about the edTPA, please visit https://www.ets.org/praxis/about/subject?WT.ac=31040_praxis_about_praxisii

Institution Name: Tuskegee University
Institution Code: 1813
State: Alabama
2019-2020 Title II April 5, 2021

Group	Number Taking Assessment1	Number Passing Assessment2	Institutional Pass Rate
All program completers, 2019-2020	3		
All program completers, 2018-2019	2		
All program completers, 2017-2018	7		
All program completers, combined 2017/18-2019/20	3	12	100%

Figure 6: Ability of Completers to meet Licensing and any additional State requirements

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

1 Number of completers taking one or more assessments within their area of specialization.

2 Summary level “Number Taking Assessment” may differ from assessment level “Number Taking Assessment” because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.

3 When two or more completer groups have fewer than ten completers, data is combined across the three completer years into an additional completer group for the Summary pass rates.

Year 2019-2020	# of Test Takers	Median Score	Mean Score	Average Per
Tuskegee U.	3	169	168.3	160-176
ALSDE	1552	163	161.5	152-172
National	22701	165	164.6	155-176

Figure 7: Praxis II Assessment 2019-2020 (5002) Reading and Lang. Arts (Elementary Education)

Year 2019-2020	# of Test Takers	Median Score	Mean Score	Average Per
Tuskegee U.	3	164	165.6	147-186
ALSDE	1645	163	162	149-178
National	53558	167	165	151-183

Figure 8: Praxis II Assessment 2019-2020 (5003) Mathematics (Elementary Education)

Year 2019-2020	# of Test Takers	Median Score	Mean Score	Average Per
Tuskegee U.	3	161	162	160-165
ALSDE	2111	154	154.8	145-164
National	27336	158	159	161-169

Figure 9: Praxis II Assessment 2019-2020 (5004) Social Studies (Elementary Education)

Year 2019-2020	# of Test Takers	Median Score	Mean Score	Average Per
Tuskegee U.	3	163	163.3	161-166
ALSDE	1970	159	158.5	149-169
National	25931	163	162.7	152-175

Figure 10: Praxis II Assessment 2019-2020 (5005) Science (Elementary Education)

Year 2019-2020	# of Test Takers	Median Score	Mean Score	Average Per
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Tuskegee U.	3	170	168	164-170
ALSDE	474	163	162.7	155-171
National	729	165	164.6	157-173

Figure 11: Praxis II Assessment 2019-2020 (5204) Teaching Reading (Elementary Education)

Year 2019-2020	# of Test Takers	Median Score	Mean Score	Average Per
Tuskegee U.	2	178	178	166-190
ALSDE	1220	172	170.8	158-188
National	14955	174	170.8	158-188

Figure 12: Praxis Core Assessment 2019-2020 (5712) Reading

Year 2019-2020	# of Test Takers	Median Score	Mean Score	Average Per
Tuskegee U.	2	161	161	160-162
ALSDE	1628	162	160.5	154-168
National	20386	162	161	154-170

Figure 13: Praxis Core Assessment 2019-2020 (5722) Writing

Year 2019-2020	# of Test Takers	Median Score	Mean Score	Average Per
Tuskegee U.	2	160	160	152-168
ALSDE	1625	148	149	134-164
National	20843	148	149	134-164

Figure 14: Praxis Core Assessment 2019-2020 (5732) Mathematics

# of Test Takers	Subject	AL Scoring Level Ranges	Alab
Tuskegee U.=1	Mathematics	Levels range from 3-7	50-7

Tuskegee U.=1	Reading	Levels range from 3-7	50-7
Tuskegee U.=1	Writing	Levels range from 1-5	Pass

Figure 15: AECTP Alabama Educator Testing Program 2019-2020

Department	Total Taking Exam
Elementary Education	3

Figure 16: edTPA Completer Pass Rates 2018-2019

MEASURE 7: Ability of Graduates to be hired in Education positions for which they are prepared

The EPP surveys and tracks graduating seniors and recent graduates annually to ascertain if graduates continue to be employed in the field in which they are prepared and in the state. Based on the 2019-2020 data, there were three program completers and 100% of completers were hired in education positions for which they were prepared.

Academic Year	Percentage
2016-2017 (N=12)	73%
2017-2018 (N=7)	71%
2018-2019 (N=2)	0%
2019-2020 (N=3)	100%

Percentage of Completers Employed in the State of Alabama

Academic Year	Percentage
2016-2017 (N=12)	33%
2017-2018 (N=7)	57%
2018-2019 (N=2)	0%

2019-2020 (N=3)

0%

Figure 17: Percentage of Completers Employed in Positions they were prepared for

MEASURE 8: Student Loan Default Rate

The U.S. Department of Education releases official cohort default rates once per year. A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The latest released student loan default rates can be found using the link below.

<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html> - 2014-2016

https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=001050 - 2015-2017 (Updated)

OPE ID	School	Type	Control	FY 2017	FY 2016	FY 2015	FY 2014
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Default Rate	11.5	13.5	11.5	11.5
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No. in Default	97	115	101	93
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1050	Tuskegee University	Master's Degree or Doctor's Degree	Private	No. in Repay	846	850	876	806
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Figure 18: Three Year Cohort Default Rate Updated (2017)