**CAEP Eight Annual Reporting Measures 2021**

**Reporting for AY 2019-2020**

**Measure 1. Impact on P-12 Learning and Development**

**From frustrational level to independent level**. A conducted **case study** shows the impact on student learning indicated a frustrational to independent level in word recognition and comprehension gain, from pre to post assessment for an Oakwood University completer.

**Figure 1**

|  |
| --- |
| **Word Recognition / Comprehension Scoring Key** |
| 0-2 errors **independent level** | 3-4 errors instructional level  | 5+ errors **frustration level**  |

Oakwood University EPP completer **X** completed a pre assessment, provided intervention, and then completed a post assessment of word recognition and comprehension. The student’s average score for pre assessment was at the **frustrational level**. The average score on the posttest indicated that the student scored at the **independent level**. The growth from frustrational level to **independent level** on word recognition and comprehension indicates **impact** *on P-12 learning and development.*

**Measure 2. Teaching Effectiveness**

1. **Internship Teaching Evaluation**

The following tables present the scores for teacher candidates as measured by the final evaluation internship rubric. The data shows that teacher candidates effectively planned. Instructed and assessed students while on internship in P-12 classrooms. The data are disaggregated by program and presented for all candidates.

**Table 2.1: Indicators of Teaching Effectiveness 2019-2020 (Elementary Education)**

**Scores on Final Evaluation Internship Rubric (Scale 1-4)**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Criteria*** |  ***N*** | ***Mean Score\**** | ***%*** |
| ***Standard 1******Understands Child Development****The candidate understands how children learn as they grow and develop and provides them with developmentally appropriate and challenging learning experiences****.*** | 2 | 4.00 | 100.0% |
| ***Standard 2******Learner Differences****The candidate identifies diversity and differences and provides inclusive learning environments that promote high standards.* | 2 | 4.00 | 100.0% |
| ***Standard 3******Motivates students and Manages the Learning Environment****The candidate collaborates and plans to create a positive and engaging learning environment* | 2 | 4.00 | 100.0% |
| ***Standard 4******Content Knowledge****The candidate understands his/her discipline(s) and creates learning experiences to ensure mastery of the content.* | 2 | 4.00 | 100.0% |
| ***Standard 5******Application of Content****The candidate engages students’ critical thinking, creativity, and collaborative problem-solving.* | 2 | 4.00 | 100.0% |
| ***Standard 6******Assessment****The candidate understands and uses the assessment process effectively.* | 2 | 4.00 | 100.0% |
| ***Standard 7******Planning for Instruction****The candidate uses effective planning strategies* | 2 | 4.00 | 100.0% |
| ***Standard 8******Instructional Strategies****The candidate implements a variety of instructional strategies to develop deep understanding of the connections among content areas, and meaningful application of knowledge.* | 2 | 4.00 | 100.0% |
| ***Standard 9******Professional Learning and Ethical Practice****The candidate engages in professional learning and ethical practice* | 2 | 4.00 | 100.0% |
| ***Standard 10******Leadership and Collaboration****The candidate seeks appropriate leadership roles and collaborative opportunities to ensure learner growth and advance the profession.*  | 2 | 3.00 | 75.0% |

*\*Scale of 1-4*

**Table 2.2: Indicators of Teaching Effectiveness 2019-2020 (English Language Arts Education)**

**Scores on Final Evaluation Internship Rubric (Scale 1-4)**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Criteria*** |  ***N*** | ***Mean Score\**** | ***%*** |
| ***Standard 1******Understands Child Development****The candidate understands how children learn as they grow and develop and provides them with developmentally appropriate and challenging learning experiences****.*** | 2 | 4.00 | 100.0% |
| ***Standard 2******Learner Differences****The candidate identifies diversity and differences and provides inclusive learning environments that promote high standards.* | 2 | 4.00 | 100.0% |
| ***Standard 3******Motivates students and Manages the Learning Environment****The candidate collaborates and plans to create a positive and engaging learning environment* | 2 | 3.00 | 75.0% |
| ***Standard 4******Content Knowledge****The candidate understands his/her discipline(s) and creates learning experiences to ensure mastery of the content.* | 2 | 4.00 | 100.0% |
| ***Standard 5******Application of Content****The candidate engages students’ critical thinking, creativity, and collaborative problem-solving.* | 2 | 3.00 | 75.0% |
| ***Standard 6******Assessment****The candidate understands and uses the assessment process effectively.* | 2 | 3.00 | 75.0% |
| ***Standard 7******Planning for Instruction****The candidate uses effective planning strategies* | 2 | 2.50 | 62.5% |
| ***Standard 8******Instructional Strategies****The candidate implements a variety of instructional strategies to develop deep understanding of the connections among content areas, and meaningful application of knowledge.* | 2 | 3.00 | 75.0% |
| ***Standard 9******Professional Learning and Ethical Practice****The candidate engages in professional learning and ethical practice* | 2 | 3.50 | 87.5% |
| ***Standard 10******Leadership and Collaboration****The candidate seeks appropriate leadership roles and collaborative opportunities to ensure learner growth and advance the profession.*  | 2 | 3.50 | 87.5% |

*\*Scale of 1-4*

**Table 2.3: Indicators of Teaching Effectiveness 2019-2020 (Physical Education)**

**Scores on Final Evaluation Internship Rubric (Scale 1-4)**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Criteria*** |  ***N*** | ***Mean Score\**** | ***%*** |
| ***Standard 1******Understands Child Development****The candidate understands how children learn as they grow and develop and provides them with developmentally appropriate and challenging learning experiences****.*** | 1 | 3.00 | 75.0% |
| ***Standard 2******Learner Differences****The candidate identifies diversity and differences and provides inclusive learning environments that promote high standards.* | 1 | 2.00 | 50.0% |
| ***Standard 3******Motivates students and Manages the Learning Environment****The candidate collaborates and plans to create a positive and engaging learning environment* | 1 | 3.00 | 75.0% |
| ***Standard 4******Content Knowledge****The candidate understands his/her discipline(s) and creates learning experiences to ensure mastery of the content.* | 1 | 3.00 | 75.0% |
| ***Standard 5******Application of Content****The candidate engages students’ critical thinking, creativity, and collaborative problem-solving.* | 1 | 3.00 | 75.0% |
| ***Standard 6******Assessment****The candidate understands and uses the assessment process effectively.* | 1 | 3.00 | 75.0% |
| ***Standard 7******Planning for Instruction****The candidate uses effective planning strategies* | 1 | 4.00 | 100.0% |
| ***Standard 8******Instructional Strategies****The candidate implements a variety of instructional strategies to develop deep understanding of the connections among content areas, and meaningful application of knowledge.* | 1 | 3.00 | 75.0% |
| ***Standard 9******Professional Learning and Ethical Practice****The candidate engages in professional learning and ethical practice* | 1 | 3.00 | 75.0% |
| ***Standard 10******Leadership and Collaboration****The candidate seeks appropriate leadership roles and collaborative opportunities to ensure learner growth and advance the profession.*  | 1 | 2.00 | 50.0% |

*\*Scale of 1-4*

**Table 2.4: Indicators of Teaching Effectiveness 2019-2020 (Social Science Education)**

**Scores on Final Evaluation Internship Rubric (Scale 1-4)**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Criteria*** |  ***N*** | ***Mean Score\**** | ***%*** |
| ***Standard 1******Understands Child Development****The candidate understands how children learn as they grow and develop and provides them with developmentally appropriate and challenging learning experiences****.*** | 4 | 4.00 | 100.0% |
| ***Standard 2******Learner Differences****The candidate identifies diversity and differences and provides inclusive learning environments that promote high standards.* | 4 | 4.00 | 100.0% |
| ***Standard 3******Motivates students and Manages the Learning Environment****The candidate collaborates and plans to create a positive and engaging learning environment* | 4 | 3.50 | 87.5% |
| ***Standard 4******Content Knowledge****The candidate understands his/her discipline(s) and creates learning experiences to ensure mastery of the content.* | 4 | 3.50 | 87.5% |
| ***Standard 5******Application of Content****The candidate engages students’ critical thinking, creativity, and collaborative problem-solving.* | 4 | 3.50 | 87.5% |
| ***Standard 6******Assessment****The candidate understands and uses the assessment process effectively.* | 4 | 4.00 | 100.0% |
| ***Standard 7******Planning for Instruction****The candidate uses effective planning strategies* | 4 | 4.00 | 100.0% |
| ***Standard 8******Instructional Strategies****The candidate implements a variety of instructional strategies to develop deep understanding of the connections among content areas, and meaningful application of knowledge.* | 4 | 4.00 | 100.0% |
| ***Standard 9******Professional Learning and Ethical Practice****The candidate engages in professional learning and ethical practice* | 4 | 4.00 | 100.0% |
| ***Standard 10******Leadership and Collaboration****The candidate seeks appropriate leadership roles and collaborative opportunities to ensure learner growth and advance the profession.*  | 4 | 4.00 | 100.0% |

*\*Scale of 1-4*

The table below presents

**Table 2.6: Indicators of Teaching Effectiveness 2019-2020 (All Candidates)**

**Scores on Final Internship Evaluation Rubric (Scale 1-4)**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Criteria*** |  ***N*** | ***Mean Score\**** | ***%*** |
| ***Standard 1******Understands Child Development****The candidate understands how children learn as they grow and develop and provides them with developmentally appropriate and challenging learning experiences****.*** | 9 | 3.89 | 97.22% |
| ***Standard 2******Learner Differences****The candidate identifies diversity and differences and provides inclusive learning environments that promote high standards.* | 9 | 3.78 | 94.44% |
| ***Standard 3******Motivates students and Manages the Learning Environment****The candidate collaborates and plans to create a positive and engaging learning environment* | 9 | 3.44 | 86.11% |
| ***Standard 4******Content Knowledge****The candidate understands his/her discipline(s) and creates learning experiences to ensure mastery of the content.* | 9 | 3.67 | 91.67% |
| ***Standard 5******Application of Content****The candidate engages students’ critical thinking, creativity, and collaborative problem-solving.* | 9 | 3.44 | 86.11% |
| ***Standard 6******Assessment****The candidate understands and uses the assessment process effectively.* | 9 | 3.67 | 91.67% |
| ***Standard 7******Planning for Instruction****The candidate uses effective planning strategies* | 9 | 3.67 | 91.67% |
| ***Standard 8******Instructional Strategies****The candidate implements a variety of instructional strategies to develop deep understanding of the connections among content areas, and meaningful application of knowledge.* | 9 | 3.67 | 91.67% |
| ***Standard 9******Professional Learning and Ethical Practice****The candidate engages in professional learning and ethical practice* | 9 | 3.78 | 94.44% |
| ***Standard 10******Leadership and Collaboration****The candidate seeks appropriate leadership roles and collaborative opportunities to ensure learner growth and advance the profession.*  | 9 | 3.44 | 86.11% |

*\*Scale of 1-4*

The table below presents data from the assessment of candidates’ teaching while on internship. The data represent teacher candidate performance on edTPA rubrics.

**Table 2.7: Indicators of Teaching Effectiveness (Educative Teacher Performance Assessment-edTPA) 2019-2020**

**Percentage of teacher candidates scoring at each level on each rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Standard | 5 | 4 | 3 | 2 | 1 |
| Rubric 1: Planning for Literacy |  |  | 83.33% | 16.67% |  |
| *Rubric 2: Planning to Support Varied Student Learning Needs* |  | 33.33% | 66.67% |  |  |
| *Rubric 3: Using Knowledge of Students to Inform Teaching and Learning* |  | 16.67% | 83.33% |  |  |
| Rubric 4: Identifying and Supporting Language Demands |  | 16.67% | 83.33% |  |  |
| *Rubric 5: Planning Assessments to Monitor and Support Student Learning* |  | 16.67% | 50.00% | 33.33% |  |
| *Rubric 6: Learning Environment* |  |  | 83.33% | 16.67% |  |
| Rubric 7: Engaging Students in Learning |  |  | 83.33% | 16.67% |  |
| *Rubric 8: Deepening Student Learning* |  |  | 66.67% | 33.33% |  |
| *Rubric 9: Subject-Specific Pedagogy* |  |  | 83.33% | 16.67% |  |
| Rubric 10: Analyzing Teaching Effectiveness |  |  | 50.00% | 50.00% |  |
| *Rubric 11: Analysis of Student Learning* |  | 33.33% | 33.33% | 33.33% |  |
| *Rubric 12: Providing Feedback to Guide Further Learning* |  | 50.00% | 16.67% | 33.33% |  |
| Rubric 13: Student Understanding and Use of Feedback |  | 50.00% | 16.67% | 33.33% |  |
| *Rubric 14: Analyzing Students’ Language Use and Literacy Leaning* |  | 33.33% | 33.33% | 33.33% |  |
| *Rubric 15: Using Assessment to Inform Instruction* |  | 16.67% | 50.00% | 16.67% | 16.67% |
| Rubric 19: Analyzing Whole Class Understanding |  |  | 100.00% |  |  |
| *Rubric 20*: Analyzing Individual Student Work Samples |  |  | 100.00% |  |  |
| *Rubric 21: Using Evidence to Reflect on Teaching* |  |  | 100.00% |  |  |

Measure 2. Teaching Effectiveness--continued

The absence of the state report card employer response data 2019-20 interfered with the complete of the report on Measure 2. Teaching Effectiveness. Currently, the state report card employer response data 2019-20 would be included as a source for completion of Measure 2. That data was missing from the 2019-20 report card. As a result, the EPP will develop a parallel instrument for future use in collecting *teaching effectiveness* data from students employed outside of Alabama and in denominational schools. Data will be collected from completers and employers starting Fall of 2021. Data will be available Spring 2022.

(attach link to Sherard survey) to section 6.

**Measure 3: Satisfaction of Employers and Employment Milestones**

The absence of the state report card employer response data 2019-20 interfered with the completion of the report on Measure e Employer Satisfaction. Currently, the state report card employer response data 2019-20 is the sole source for completion of Measure 3, Employer satisfaction. As a result, the EPP will developed a parallel instrument to collect *teaching effectiveness* data from students employed outside of Alabama and in denominational schools. Data will be collected from completers and employers starting the Fall of 2021. Data will be available Spring 2022.

2020 Report Card data for measures 2 and 3 are not available. However, based on the previous two years data for *Teaching Effectiveness* and *Employer Satisfaction*, Oakwood EPP completers scored favorably on most of the criteria, and above the state’s average on all but three items. The ratings are completed by principals and performance areas are aligned with Intasc and Alabama Core Teaching standards:

**Standard 1 Teachers understand learner and learning**

**Standard 2 Teachers know the content they teach**

**Standard 3 Teachers apply effective instructional practice**

**Standard 4 Teachers `practice leadership and collaboration**

**Measure 4:Satisfaction of Completers**

The Alabama State Department of Education administers beginning teacher surveys. The data compare teachers who are Oakwood University completers, prepared by EPP compared to other EPP’s in the state of Alabama. This data has been collected since 2016. The data indicate that OU EPP completers strongly agree at 100% that they **practice the profession in an ethical manner as opposed to the statewide teacher survey response of 73%. In addition, the data indicates that 100% of OU EPP completers strongly agree that they possess knowledge of the Alabama state assessment system while only 43% of statewide completers indicate that they possess knowledge of the Alabama state assessment system.**

The table below presents a comparison of Oakwood University completers with Alabama statewide completers on highest and lowest scoring items for Alabama statewide.

Table 4.1 Satisfaction of Program Completers

|  |  |  |
| --- | --- | --- |
| My EPP prepared me to  | Oakwood University  | Alabama Statewide |
|  | Strongly agree | Strongly Agree |
| Practice the profession in an ethical manner | 100% | 73% |
| Understand and use a variety of strategies  | 100% | 65% |
| Collaborate with others to build a positive learning climate marked by respect , rigor, and responsibility | 100% | 65% |
| Have a deep knowledge of current emerging state initiatives and program 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 intervention(RTI)and their relationship to the student achievement | 100% | 45% |
| Integrates Alabama wide program and initiatives into the curriculum and instructional processes | 100% | 44% |
| Communicates with students, parents, and public about Alabama’s assessment system and major Alabama educational improvement initiatives | 100% | 43% |
| Possess knowledge of Alabama’s state assessment system | 100% | 42% |

**Measure 5: Graduation Rates**

Oakwood University tracks enrollment and graduation rate. Graduation rate is based on the IPEDS model of 150 percent of the time advertised by the university. Table 5 shows the graduation rate for Oakwood University EPP. Of the 21 freshmen students who listed education as their major in 2014, ten (10), or 48% graduated.

**Table 5. Graduation Rates**

|  |
| --- |
| **AY2019-20 6-Year Graduation Rate** |
| **Education Majors** | **2014 Enrolled**  | **AY2019-20 Graduates** | **ED Graduation Rate** | **OU Graduation Rate** |
| Biology Education | 1 |  | 0% |  |
| Elementary Education | 17 | 8 | 47% |  |
| English Language Arts Education | 1 | 1 |  |  |
| Health & Physical Education Teaching | 1 |  |  |  |
| Mathematics Education | 1 | 1 | 100% |  |
| **Grand Total** | **21** | **10** | **48%** | **51%** |

**Measure 6: Ability of completers to meet licensing (certification) and additional state requirements**

Each candidate completes the courses on the state approved checklist for their program. Based on the recommendation to ALSDE, derived from the completion of the Review & Recommendation for Application Based on Completion of an Alabama Class B Program and the Supplemental NA1/Recommendation for Certification forms, all but one of our completers met the requirements for licensure by the State of Alabama. Six candidates graduated in academic year 2019-20. One candidate had not passed edTPA and was not recommended for licensure. During academic year 2019-20, 5 candidates were admitted to the EPP. However, they are **not** the same 5 recommended for licensure.

**Table 6. Licensure Tests Passed 2019-2020**

|  |  |
| --- | --- |
| *Year* | 2019-20  |
| *Admitted to the EPP*  | 5 |
| *Licensure Earned* | 5 |

**Measure 7: Ability of Completers to be Hired in Education Positions for Which They Have Prepared**

The OU EPP collected self-reported data to determine the rate at which program completers are employed in teaching positions, seeking teaching positions, enrolled in graduate school programs, or accepted other positions outside of the teaching profession. Five completers are currently teaching. Two teachers are currently elementary educators. There are two English language arts secondary teachers, and One completer is teaching secondary social studies . One secondary social studies completer is currently working in the elementary classroom. All completers are currently employed full time.

**Table 7.  Ability of Completers to be Hired in Education Positions for**

**Which They Have Prepared for 2019-2020**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Programs*** | **Completers** | **Teaching** | **Seeking Position** | **Grad School** | **Other** |
| Biology  | 0  | 0   | 0  | 0  | 0  |
| *Elementary**Education* | 1  | 1  | 0  | 0  | 0  |
| *English Language Arts* | 2  | 2 | 0  | 0  | 0  |
| *Mathematics* | 0  | 0  | 0  | 0  | 0  |
| *Music (Vocal)* | 0  | 0  | 0  | 0  | 0  |
| *Music**(Instrumental)* | 0  | 0  | 0  | 0  | 0  |
| Physical Education | 0 | 0 | 0 | 0 | 0 |
| *Social Studies* | 2 | 2  | 0  | 0  | 0  |
| *Total* | 5 | 5  | 0  | 0  | 0  |

*\*One candidate completed all requirements and delayed state licensure application but is teaching with denominational certificate in a denominational school.*

**Measure 8: Student Loan Default Rates and Other Consumer Information**

Below are the most recently reported data for the University as a whole. The format of the data did not allow determining EPP data specifically.

**Oakwood University Student Loan Default Rates**

* A total of 620 Oakwood University students entered loan repayment in 2016. After three years, **10.4%** of these students (65 out of 620) defaulted on their loans.