**CAEP Accountability Measures 2022**

**Reporting for AY 2020-2021**

**Measure 1: Completer Effectiveness (R 4.3)**

**Completer Effectiveness EPP Telephone Survey**

Completer effectiveness on P-12 learning data is usually obtained from the Alabama State Educator Preparation Institutional Report Card. However, during 2020-2021 school year, direct effectiveness data for Oakwood University completers were not reported. The report card did not include an explanation for the missing data.

In the absence of completer responses on the report card, Oakwood University EPP conducted a telephone survey to determine how completers were impacting P-12 students’ learning. The survey aligns with CAEP standard R4.1-Completer Effectiveness. Five completers were surveyed. Table 1 represents the summary of the recurring themes in Oakwood University EPP completers’ responses to the telephone survey.

**Table 1.**

|  |  |
| --- | --- |
| ***How do you contribute to students’ learning growth?*** | Completers contribute to students’ learning growth by pretesting to determine students’ prior knowledge or personal assets. This is followed by the planning and delivery of relevant content during which I differentiate instruction. Summative assessment is administered, and pre-and posttest date compared to determine growth in knowledge of content taught. Also, follow-up planning is based on available student performance data. |
| ***How do completers know the impact they are having?*** | Completers know the impact they are having by comparing pre- and posttest data, experiencing students’ “aha” moments as well as their verbal confirmation. Also, levels of students’ active engagement in learning and informal surveys provide further confirmation. |
| ***How do completers measure students learning in their learning in their classroom?*** | Post unit assessment of lesson objectives and the process of checking for students’ understanding are ways that completers measure students’ learning. |
| ***How does this inform their instruction?*** | Implications for future engagement include more intentional planning that is preceded by students’ prior knowledge; instruction that is focused on pre-test data; assessment to motivate and aid in students’ learning, and follow-up reflection the quality and or effectiveness the teaching -learning process. |

On the 2020-2021 Alabama State Educator Preparation Institutional Report Card survey, employer responses indicate that Oakwood University first year completers are *Effective* in the following eight categories:

* #3 Learning Environment
* #6 Connecting Concepts
* #8 Implementing Assessment
* #13 Ethics
* #14 Collaboration
* #23 Alabama State Assessment System
* #24 Integrate Alabama wide program and initiatives into the curriculum and instructional process
* #26 Understands the expectations of the profession including the Alabama Educator Code of Ethics, NASDECT Model of Code of Ethics for Educators (MCEE), Professional Standards of Practice, and relevant law and practice.
* Oakwood University first year completers are *Emerging* on the other eighteen categories, as shown table 2

Table 2 lists the 26 criteria on the 2020-2021 Alabama State Educator Preparation Institutional Report Card. The data represents the percentage of first year teachers who employers rate at the *Emerging* and *Effective* levels on the 2020-2021 survey.

**Table 2:**

**Completer Effectiveness**

**Employer Response**

**Educator Preparation Institutional Report Card 2021**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Criteria** | **Alabama Statewide**  **2020-21**  **Emerging Teacher**  **Employer response** | **Alabama Statewide**  **2020-21**  **Effective Teacher Employer response** | **Oakwood University Report Card**  **Employer Responses**  **2020-21**  **Emerging** | **Oakwood University Report Card**  **Employer Responses**  **2020-21**  **Effective Teacher** |
| 1 | Understand how learners grow | 44 | 50 | 100 |  |
| 2 | Understand of learner commonalities | 44 | 49 | 100 |  |
| 3 | Manage learning environments | 33 | 55 |  | 100 |
| 4 | Understand the central concepts, tools of inquiry and structures of the discipline he or she teaches | 36 | 58 | 100 |  |
| 5 | Create learning experiences that make discipline accessible and meaningful for learners to ensure mastery of the content | 37 | 54 | 100 |  |
| 6 | Connect concepts perspectives from varied disciplines and interdisciplinary themes to solve | 45 | 48 |  | 100 |
| 7 | Use, design, or adapt multiple methods of assessment to document monitor, and support learner progress appropriate for learning goals and objectives | 46 | 48 | 100 |  |
| 8 | Implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning | 28 | 64 |  | 100 |
| **9** | **Plan instruction** based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each students learning needs | 44 | 49 | 100 |  |
| 10 | Understand and use  a variety of instructional strategies and make learning accessible to all learners | 37 | 55 | 100 |  |
| 11 | Encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaning full ways | 45 | 49 | 100 |  |
| 12 | Use evidence to continually evaluate the effects of my decision on others and adapts my professional practices to better meet learners need | 43 | 49 | 100 |  |
| 13 | Practice the profession in an ethical manner | 14 | 69 |  | 100 |
| 14 | Collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility | 22 | 64 |  | 100 |
| 15 | Engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues | 46 | 47 | 100 |  |
| 16 | Use assessment to engage learners in their own growth | 44 | 50 | 100 |  |
| 17 | Select, create, sequence learning experiences and performance tasks that support learners reaching rigorous curriculum goals based on content standards and cross discipline | 48 | 46 | 100 |  |
| 18 | Plans instruction by collaborating with colleagues, specialist, and community resources, families, and learners to meet individual needs | 38 | 55 | 100 |  |
| 19 | Engages in continuous professional learning to meet the needs of each learner more effectively | 36 | 58 | 100 |  |
| 20 | Collaborate with learners, families, colleagues, other professional and community members to ensure growth | 37 | 58 | 100 |  |
| 21 | Seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance the profession | 47 | 43 | 100 |  |
| 22 | Has deep knowledge of current and emerging state initiatives and program including but not limited to the Alabama Reading Initiative ARI AMST, ALEX | 56 | 38 | 100 |  |
| 23 | Possess knowledge of AL statewide assessment system | 48 | 48 |  | 100 |
| 24 | Integrates Alabama wide programs and initiatives into curriculum and instructional process | 50 | 45 | 100 |  |
| 25 | Communicates with students, parents and the public about AL assessment system and major Alabama educational improvement initiatives | 54 | 41 | 100 |  |
| 26 | Understands the expectations of the profession including the Alabama Educator code of ethics, NASDTEC model code of ethics for educators MCEE, professional standards of practice, and relevant law policy | 34 | 59 |  | 100 |

**Measure 2: Satisfaction of employers and stakeholder involvement. (R 4.3; 5.3)**

Table 2 above shows the satisfaction level of employers with the EPP’s 2020-2021 first year teachers.

Both external and internal stakeholders’ input has enhanced the quality of our programs by their feedback to the EPP. Based on feedback from Alabama State Department of Education Program Review, from School-Based Clinical Faculty, and from Teacher Education Assessment and Review Committee (TEARC) we were able to make several improvements within the EPP. The TEARC consists of EPP faculty, content area faculty, data analyst, Institutional Effectiveness Coordinator, representative from the office of enrollment, P-12 representatives from private and public schools. Program improvement based on criteria 7, 9, 16, and 17 from the 2020-2021 report card include the development of new key assessments to measure candidates’ planning for instruction and using assessment to improve instruction and learning.

**Measure 3: Candidate competency at completion. (R3.3)**

Table 3 Shows the Praxis II test takers scores compared with national ranges during academic year 2020-2021. No English Language Arts or Physical Education major took Praxis II during the reporting period. Table 3 shows that scores on all related Praxis II tests fall within the national ranges except for Teaching Reading and Elementary Social Studies subtest.

**Table 3**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | |  | PRAXIS II TEST SCORE REPORT  2020-2021 | | | | | | |
|  |  |  | |  | | | | ELEMENTARY ED: MULTIPLE SUBJECTS | | |
|  | ELA: Content Knowledge  (Cut Score 167) | MATH: Content Knowledge  (Cut Score 160) | | Music: Content Knowledge  (Cut Score 161) | Physical Education: Content Knowledge  (Cut Score 149) | SOCIAL STUDIES: Content Knowledge  (Cut Score 155) | TEACHING READING  (Cut Score 159) | ELEM ED: MATH SUBTEST  (Cut Score 155) | ELEM ED: SOCIAL STUDIES SUBTEST  (Cut Score 154) | ELEM ED: SCIENCE SUBTEST  (Cut Score 158) |
| **National Range (2020-2021)** | **171-187** | **137-169** | | **160-176** | **150-160** | **157-178** | **169-174** | **161-186** | **157-177** | **165-188** |
|  |  |  | |  |  | 162 |  |  |  |  |
|  |  |  | |  |  |  | 145 |  |  |  |
|  |  |  | |  |  |  |  | 179 |  |  |
|  |  |  | |  |  |  |  | 162 |  |  |
|  |  |  | |  |  | 141 |  |  |  |  |
|  |  |  | |  |  | 161 |  |  |  |  |
|  |  |  | |  |  |  |  | 164 | 141 | 168 |
|  |  |  | |  |  |  |  |  |  |  |
|  |  | 139 | |  |  |  |  |  |  |  |
|  |  |  | | 166 |  |  |  |  |  |  |

Table 4 shows the mean scores for three secondary completers and their overall mean score compared to the to the state and national averages. OU completers’ overall mean score is higher than state and national means by 2.3 and 3.5 respectively.

**Table 4**

**edTPA Summary Data 2020-2021**

**OU Completers State and National Averages**

|  |  |  |  |
| --- | --- | --- | --- |
| Completer | **Completer**  edTPA Average | **State Score**  edTPA Average | **National Score**  edTPA Average |
| A | 54 | 45.2 | 44.6 |
| B | 46 | 45.7 | 44.3 |
| C | 38 | 40.4 | 39.5 |
| Overall Mean score | 46 | 43.7 | 42.5 |

One Music Education major, one Social Studies major, and one Physical Education major submitted and successfully completed edTPA during the 2020-2021. Table 5 shows their mean score on each task and overall: task 1—*Planning* has a mean of 3.2, and Task 3—*Assessment* has a mean of 3.1, while Task 2-- *Instruction* has a mean of 2.7. The overall mean score for tasks 1, 2, and 3, is 3.04.

While the benchmark score for secondary majors in the state of Alabama is 37, the highest individual score was 54.

Table 5

**edTPA SCORE REPORT**

**2020-2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Rubric Number** | | **Standards** | **N=3** | | | |
| Mean | | Range | |
| **TASK ONE - PLANNING** | | 1 |  | |  | |
| **Rubric 1 Planning for Content Understanding** | | 2.8, 3.1 | 3.0 | | 0 | |
| **Rubric 2 Planning to Support Varied Student Needs** | |  | 3.33 | | 1 | |
| **Rubric 3 Using knowledge of students to Inform teaching and learning** | | 3.2 | 3.33 | | 1 | |
| **Rubric 4 Identifying and supporting language demands** | |  | 3.33 | | 1 | |
| **Rubric 5 Planning Assessments to monitor and support student learning** | | 4.1 | 3.33 | | 1 | |
| **Overall Planning** | | | 3.26 | |  | |
| **TASK TWO -INSTRUCTION** | | |  | |  | |
| **Rubric 6 Learning Environment** | 3.1, 3.4 | | 2.66 | | 1 | |
| **Rubric 7 Engagement Students in Learning** | 2.1.1, 3.5 | | 3.0 | | 2 | |
| **Rubric 8 Deepening Student Learning** | 2.1.2, 2.1.3, 3.3 | | 3.0 | | 2 | |
| **Rubric 9 Subject-specific pedagogy** |  | | 2.33 | | 1 | |
| **Rubric 10 Analyzing Teacher Effectiveness** | 5.1 | | 2.66 | | 1 | |
| **Overall Instruction** | | | 2.73 | |  | |
| **TASK THREE -ASSESSMENTS (Literacy)** | | | |  | |  | |
| **Rubric 11 Analyzing of Student Learning** | 4.1 | | | 3.33 | | 2 | |
| **Rubric 12 Providing Feedback to Guide Learning** | 4.1 | | | 3.00 | | 2 | |
| **Rubric 13 Student Use of Feedback** | 3.1, 2.2.2.3 | | | 3.33 | | 2 | |
| **Rubric 14 Analyzing Students’ Language Use and Content** | 4.1 | | | 2.66 | | 2 | |
| **Rubric 15 Using Assessment to Inform Instruction** | 2.2.4, 2.2.5.6 | | | 3.33 | | 1 | |
| **Overall Assessments (\*Secondary Content)** | | | | 3.13 | |  | |
| **Total Overall for Secondary Education** | | | | 3.04 | |  | |

**Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

*One Music Education major, one Social Studies major, and one Physical Education major met the requirements for certification and employment as teachers. The Physical Education and Social Studies majors are currently engaged in full time teaching. The Music Education is currently employed as a choir director and minister of music by choice and will enroll in graduate school in the fall 2022.*