

The Council for the Accreditation of Educator Preparation (CAEP)

The Council for the Accreditation of Educator Preparation (CAEP) requires that programs provide performance measures for the public regarding four categories related to the program impact and the program outcomes. The tables below provide summary data for each of the four measures.

Measure 1:

The Alabama State Department of Education gathers data annually on all first-year teachers who graduated from an accredited University in the State of Alabama. The data are disaggregated by EPP. The following table displays data pertaining to first-year teachers who completed the EPP program during the academic year 2020-2021 and were teaching during the 2021-2022 school year.

Table 1 presents Oakwood University teacher responses and Alabama Statewide teacher responses to items on a survey that gathered information about first-year teachers' perception of their preparedness for their job. The scale of the survey consists of strongly disagree, disagree, agree, and strongly agree. The OU report card shows that of the 26 items on the survey, respondents strongly agreed with 18 items and agreed with 8 items. Based on the responses, OU first year teachers are satisfied that the EPP has prepared them to contribute to P-12 student-learning growth and to effectively apply professional knowledge, skills, and dispositions in P-12 classrooms.

Measure 1. Completer Effectiveness

Table 1: Educator Preparation Institutional Report Card Responses to the First Year Teacher Survey for Oakwood University

Teacher Responses	Oakwood University Teacher Responses 2021-22 <i>% Strongly agree</i>	Oakwood University Teacher Responses 2021-22 <i>% Agree</i>	Alabama Statewide Response 2021-22 <i>% Strongly Agree</i>	Alabama Statewide Response 2021-22 <i>% Agree</i>
Understand how learners grow	100		48	47
Understand of learner commonalities	100		46	47
Manage learning environments	100		43	43
Understand the central concepts, tools of inquiry and structures of the discipline he or she teaches	100		45	49
Create learning experiences that make discipline accessible and meaningful for learners to ensure mastery of the content	100		44	48

Connect concepts perspectives from varied disciplines and interdisciplinary themes to solve	100		41	52
Use, design, or adapt multiple methods of assessment to document		100	44	48
Implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	100		48	46
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	100		47	45
Understand and use a variety of instructional strategies and make learning accessible to all learners	100		49	46
Encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways		100	48	46
Use evidence to continually evaluate the effects of my decision on others and adapts my professional practices to better meet learners need		100	44	49
Practice the profession in an ethical manner	100		63	35
Collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility	100		59	39
Engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	100		48	44
Use assessment to engage learners in their own growth	100		43	49
Select, create, sequence learning experiences and performance tasks that support learners reaching rigorous curriculum goals based on content standards and cross discipline	100		42	51
Plans instruction by collaborating with colleagues, specialist, and community resources, families, and learners to meet individual needs		100	46	46
Engages in continuous professional learning to meet the needs of each learner more effectively	100		45	50
Collaborate with earners, families, colleagues, other professional and community members to ensure growth		100	45	47

Seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance the profession	100		42	48
Has deep knowledge of current and emerging state initiatives and program including but not limited to the Alabama Reading Initiative ARI AMST, ALEX		100	37	47
Possess knowledge of AL statewide assessment system	100		30	47
Integrates Alabama wide programs and initiatives into curriculum and instructional process		100	31	52
Communicates with students, parents and the public about AL assessment system and major Alabama educational improvement initiatives		100	30	46
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	100		42	49

Measure 2. Employer Satisfaction

Data on employer perception of completers' ability to impact and contribute to P-12 student-learning growth, and completer effectiveness in applying professional knowledge, skills, and disposition on their job, are derived from the State of Alabama First Year teacher survey. For the academic year 2021-2022, no employer responded to the survey on behalf of their Oakwood University first-year teachers.

The Teacher Education Assessment and Review Committee TEARC consists of P-12 public and private school educators, Oakwood University secondary partners in the content areas, and EPP faculty. The TEARC meets regularly to review candidate performance data, make recommendations for continuous program improvement, and vote items related to program improvement. Other stakeholders are our P-12 partners who mentor our teacher candidates and collaborate by coteaching and presenting to classes in the EPP.

Measure 3 Candidate Competency at Completion

Table 2 includes praxis II test results from September 1, 2021, to August 31, 2022.

Table 2 PRAXIS II TEST SCORE REPORT

2021-2022

[illegible]

LATAJA HARRIS	*																		159
TAMARA MORRISON	*																		191

(Source: ETS)

*edTPA scores are currently unavailable

Table 3 includes edTPA test results from September 1, 2021, to August 31, 2022.

edTPA TEST SCORE REPORT 2021-2022																			
STUDENT	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Overall
GENERAL SOCIAL STUDIES EDUCATION 6-12																			
1	3	3	3	2	3	3	4	3	2	2	3	3	2	2	3				41
ELEMENTARY EDUCATION																			
2	4	4	1	3	3	3	3	3	4	4	3	4	4	3	4	4	4	4	62
3	1	1	2	2	1	3	2	2	2	2	2	1	1	2	2	2	3	1	37
4	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	3	3	3	51
5	3	1	2	1	2	3	1	2	1	2	2	2	2	2	2	3	3	2	39
GENERAL SOCIAL STUDIES EDUCATION 6-12																			
6	3	4	4	3	3	3	3	3	3	3	3	4	4	3	3				49

Measure 4. Ability of Completers to Be Hired

Program Completers/Employer 2021 -2022

Program Completer	Employer
1	Takoma Academy
2	North Star Alexander Street Elementary School
3	South Korea SDA school
4	Sonnie Hereford Elementary School, Huntsville City Schools
5	Lee High School, Huntsville City Schools
6	Whispering Pine SDA Schools