



### **2020 Annual Reporting Measures**

**CAEP 4.1 Impact on P-12 learning and development:** Impact on p-12 learning and development is hard to measure because there is no state mandated reporting by EPP. Alternative means of measuring impact have to be employed. A case study was conducted in 2018-2019 to ascertain the impact of completers on P-12 learning and development. Completers who participated in the Black Belt Teacher Corps were contacted, and pre-post assessment data were requested. Because the completers were in different schools and different school districts often teaching various subjects and grade levels, they were allowed to send data of their choice. The results are summarized here. In the area of reading, completers demonstrated the ability to increase student reading achievement consistently. For example, a class of 15 first graders increased 1.2 months in reading levels from fall to spring on the STAR Reading Assessment. Only one student demonstrated a decrease. Completers were also effective in teaching reading based on the Dibels Reading Assessment. Students from grades kindergarten, first, and second grade demonstrated overall class increases in reading achievement. There were one to two students in each class who did not show improvement. Class sizes ranged from 17-20. An example of a completer's impact from special education showed an increase in standards passed and in grade-level performance throughout the academic year. The example contained data from two P-12 students. An example of completer impact in first-grade math demonstrated a class average increase from 1.1 to 1.5 on the MobyMax Math Assessment from fall to winter. Three students began below grade level with 15 at or above grade level, and only one was below grade level when retested. The assessment was not given in the spring. The case study was representative of the impact of completers in the areas of math, reading, and special education. Overall, completers made a positive impact and were effective in increasing P-12 student learning and development.

**CAEP 4.2 Indicators of teaching effectiveness:** Gathering teaching effectiveness data continues to be difficult for the EPP. Employers are hesitant to share personnel evaluations and the Alabama State Department of Education (ALSDE) does not provide EPPs with this information. Starting spring 2019 the EPP requested a sample of completers share their employer evaluations to provide additional insight into completer teaching effectiveness. The EPP's ability to gather this data is still contingent on the program completers' willingness to share their employer evaluations, which may be daunting for some novice teachers. However, from the evaluations shared with the EPP, completers performed effectively. Positive comments such as "collaborates with others as a peer coach" and "displays a positive attitude" were noted. Completers were marked as "Satisfactory" and "Effective".

**CAEP 4.3 and A.4.1 Satisfaction of employers and employment milestones:** The Alabama State Department of Education (ALSDE) administers an employer satisfaction survey that was developed with input from Alabama EPPs and subsequently validated. The survey's purpose is to gather data on employers' satisfaction with first-year teachers; however, the ALSDE does not provide the number of completers being assessed, their programs of study, or the number of employer respondents. Without this information, there is a void in the data needed to properly evaluate the survey results. The survey provides the respondent percentages for each item. Items related to the EPP's completers practicing in an ethical manner were ranked the highest. For example, 78% of the respondents identified completers at the Teacher Leader (models and collaborates to improve the classroom and beyond) or Effective level (indicates competency and independence) on the item "practices the profession in an ethical manner". Other examples of items rated highly related to supporting the development of the learner. For instance, "engage in continuous professional learning to more effectively meet the needs of each learner"- 64% were rated Teacher Leader or Effective; "collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth"-57%; and "collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility" -57%. There were some areas where employers indicated the EPP's completers were in the Emerging category (needs support) which would be expected for first-year completers. Employers noted completers were Emerging (79%) on items related to State assessments and State initiatives. The survey results overall indicate the EPP's first-year completers are prepared with employers indicating many are at the Teacher Leader or Effective level. The EPP can use these results to establish a baseline for our completers and in subsequent years look for growth in the areas where employers have rated our completers low.

A case study of Black Belt Teacher Corps completers was also conducted to gather further information on milestones achieved. An open-ended questionnaire was delivered to members of the Black Belt Teacher Corps. Even though these completers were only finishing their first year of teaching, many had made significant contributions. Examples of excerpts from the questionnaire include:

1. "One of my major accomplishments in teaching, has been to present at the Mississippi Early Childhood Association with one of my former professors and some of my co-workers on why we chose to stay in education."
2. "I was awarded a grant this year from Rural Schools Collaborative, which will focus on beautifying downtown Livingston through gardening and by partnering with our local small businesses. Our beautification project is a student-driven plan that will broaden each learner's creativity and aid them in receiving and becoming owners of authentic learning experiences."
3. "I have received a grant through Black Belt Teacher Corps for my students to have gross motor tricycles and bicycles to ride on at school!"
4. "...featured in a newspaper article from the Birmingham Watch focusing on teacher shortages in Alabama."
5. "The best accomplishment I have had so far was to have no students failing at the time of progress reports."

Other accomplishments by the Black Belt Teacher Corps completers include being the Special Education Coordinator; Presentation- International Teacher Education Division Council for Exceptional Children November 2018 entitled Against the Odds: Building Safe Rural Schools Free from Bullying Presentation - Alabama Association of Teacher Educators 2018 Conference May 2018 entitled BBTC Community Service Projects and Westside Elementary School: A Collaboration to Benefit Rural Education.

An additional survey to collect a wider range of data regarding employment milestones was administered by the EPP via email. Response rate to this electronic survey was low (17%); however, the survey data supplemented what had been collected previously, gathered responses from advanced completers, and served to give a broader picture of our completers in teaching fields. Five of thirteen advanced program teacher respondents indicated achieving tenure. Seven of twelve initial program master's level students reported receiving tenure or promotion. Additionally, surveys specific to advanced program instructional support roles were administered. Response rates again were typically low; however, the EPP will continue to collect responses until the end of the school year. Library media specialists (advanced program) response rate was 47%. Five out of fourteen respondents reported receiving tenure, promotion or leadership roles as milestones. School counselors (advanced program) responded to the survey at a rate of 13%. Four respondents indicated receiving a promotion or leadership role. Instructional leaders and/or teacher leaders (advanced programs) responded at a rate of 17%. Two of the five respondents reported leading workshops, receiving awards, receiving a promotion or serving as a leader of an organization. Other advanced program completers reported milestones such as being accepted into the Teacher Leader, Education Specialists program, being named District V Secondary Teacher of the Year in 2006-2007, Alfa Teacher of the Month in April 2010, receiving national board certification, and receiving tenure.

Collectively, the qualitative data gathered from the Black Belt Teacher Corps completers combined with the quantitative survey data from other UWA teacher, library media, school counselor, instructional leader, and teacher leader completers provides a holistic look at the various initial and advanced program completers' professional accomplishments. Ranging from tenure, promotion, and leadership roles in the P-12 arena to grant recipients, conference presenters, and published writers, UWA completers are reaching professional milestones positively impacting the education profession.

**CAEP 4.4 and A.4.2 Satisfaction of completers:** In previous years, the EPP used a qualitative questionnaire to gather data on completer satisfaction. Data was reviewed, coded and themes identified. Recently a survey developed collaboratively with the Alabama EPPs and the Alabama State Department of Education (ALSDE) was implemented. The completer satisfaction survey administered by the ALSDE to first-year teachers showed the completers agreed to or strongly agreed to the majority of the items. Some of the areas rated the highest related to practicing in an ethical manner (67% strongly agreed) and collaborating with others to build a positive learning climate (71%). Interestingly, these completers were rated highly by employers in these two areas as well. Completers noted their weaknesses primarily in the areas of assessment and adjusting

instruction. Although this survey was administered by the ALSDE, EPPs are not provided with the number of completers responding to the survey or the response rate for the survey.

Recognizing that the survey administered by the ALSDE did not provide data disaggregated to the level needed nor does it provide the number of respondents, the EPP decided to supplement this survey with an EPP created one. The advantages of this survey include the ability to ascertain data at the program and degree levels as well as response rates. Results from the recent administration of the survey revealed 50% of the initial level respondents indicated that they strongly agreed with being overall satisfied with their preparation by the EPP, 50% agreed and no one disagreed or strongly disagreed. Forty-eight percent of the advanced level program completers responded that they strongly agreed with being overall satisfied with their preparation by the EPP and another 48% agreed with the statement. Additionally, completers who were members of the Black Belt Teacher Corps (initial level completers) were asked to complete an open-ended questionnaire. The following are statements made relative to their satisfaction with their preparation.

1. "Yes, UWA provided me with the knowledge and skills required for my position. I was able to spend 3 semesters in a classroom working with students."
2. "Yes, while at UWA I learned so much working with students and in my classes. I really enjoyed working with children of all ages in my field experiences. We worked with students at the campus school and students in upper and lower grades of elementary school. I felt that my field experiences both on campus, away from campus, and at the school I was hired at allowed me to see what being a teacher really is like. In my class, I teach from lessons that I make myself and not from a curriculum guide as much as what my grade level develops as a whole. I feel that UWA prepared me to be able to be creative and imaginative and make lesson plans that meet the needs of all children. The knowledge of how to teach and what to teach and how to manage my students were all taught to me in so many different ways. What really sticks out to me the most is that all my students wanted me to learn by being hands on in my teaching, and that is what I try to do daily with my students in my class."
3. "Yes, I feel like my time at UWA prepared me for my current position by providing me with knowledge of theory, strategies to work with students with disabilities, classroom management, and field experiences and internships that provided me with real-world classroom experience."
4. "UWA provided me with the knowledge and skills required for an elementary educator. Interning at ABC Elementary School was a great preparation. I am currently using the exact curriculum that I used while interning, which makes my first year teaching experience much easier since my experience familiarized me with the curriculum and how to implement technology."
5. "UWA provided me with the knowledge and skills to be a successful classroom teacher. UWA provided hands on experience, by teaching us the skills and tactics that we needed as well allowing us to put those skills and tactics to work in a partnership school throughout our college experience. By providing this, allowed us to be more prepared and for us to have that classroom experience before having our own classroom."

6. “Yes. I felt confident going into my first year of teaching after earning my degree from UWA. I was given the perfect tools for classroom management, instructional strategies, and helping students reach their full potential in learning.”

By examining both the quantitative survey results and the open-ended questionnaire results a holistic picture begins to develop. Overall, completers were satisfied with the preparation provided by the EPP.

**Graduation Rates (initial & advanced levels):**

For initial and advanced program candidates beginning fall 2014, a four-year graduation rate was calculated. Initial candidates (undergraduate and alternative-a) admitted to the Educator Preparation Program totaled 80. Seventy of the candidates graduated in four years, yielding a graduation rate of 87.50 %. This graduation rate was higher than the cohorts from the previous three years (71-80%). Using the advanced program candidates enrolled in fall 2014 (1085), the number who graduated in four years was 772. Advanced program candidates in certification programs had an overall graduation rate of 71.15%. This percentage was higher than in previous years (2011, 2012, 2013) where the previous range of graduation rates was 59.8% to 63.4%. Graduation rates continue to improve. No concerns have been noted regarding graduation rates.

**Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels):** The number of initial completers in 2018 remained consistent with the previous year. In 2018, the number of initial completers equaled 98 compared to 93 the previous year. The number of advanced candidates completing programs or certifications was 1037. In order for a candidate to complete any certification program offered by the EPP, they must meet all licensing requirements outlined by the Alabama State Department of Education. Thus all completers are able to meet licensing or other State requirements. No concerns have been identified with the ability for completers to meet licensing requirements.

**Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels):** The EPP requires all licensing requirements to be completed prior to allowing our candidates to complete a program, graduate, and be recommended for licensure. Due to this requirement, 100% of the EPP’s completers are eligible to be hired by a P-12 district for which the completer was prepared.

**Student loan default rates and other consumer information (initial & advanced levels):** The current UWA loan default rate (FY 2016) remained the same (7.8%) as FY 2015 which was significantly lower than the previous year (FY 2014 (8.5%). Data is reviewed annually at Assessment Day (faculty) and then again at Program Advisory Council Meetings (P-12 stakeholders). No concerns have been identified in regard to student loan default rates.