

2020 Annual Reporting Measures

CAEP 4.1 Impact on P-12 learning and development: Impact on P-12 learning and development continues to be challenging to measure because there is no state-mandated reporting linked to EPPs. Alternative means of measuring impact have to be employed. A case study was conducted in 219-2020 to ascertain the impact of completers on P-12 learning and development. Completers of representative programs 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. The participants were asked to identify the measure and include a description that contained the total number of students assessed and pre/post levels. The EPP requested reading or math assessment data from Early Childhood and Elementary completers to have more consistent data submissions. Special Education and Secondary completers were asked to submit student growth data specific to their discipline. One issue that arose in the 2019-2020 academic year was the COVID-19 pandemic, which interrupted Alabama P12 student assessments. Students were assessed at the beginning of the academic year, but as the pandemic interrupted schooling, thus end-of-the-year assessments did not occur, resulting in a lack of means to measure "impact" over the academic year. Overall, completers made a positive impact and were effective in increasing P-12 student learning and development.

Table 4.1 Student Growth Measured by Assessment Data

| 2019-2020 Student Growth Measures | | | |
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| Completer | Subject | Measure | Results |
| 1 | Early Childhood | Dibels | 15 of 19 (79%) students showed growth in the area of word fluency and letter sounds. |
| 2 | Early Childhood | Benchmark Assessment | 100% of students could recognize numbers 0-20 and count to 20 by the end of December 2020. 75% of students could correctly write his/her name by the end of December 2020. 40% of students could recognize basic sight worlds |
| 3 | Elementary | Benchmark Assessment | 75% (15 of 20) of students showed growth in the area of math on the district benchmark assessment by the end of December 2020. |
| 4 | Elementary | Benchmark Assessment | 84% (16 of 19) of students showed growth in the area of reading on the district benchmark assessment by the end of December 2020. |
| 5 | Collaborative Special Ed | IEP Goals | 100% of students earned a final grade of an A or B in the areas of reading, math, science, social studies, PE, and life skills. |

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| 6 | Secondary | Benchmark Assessment | 83% (15 of 18) of students showed growth in the area of environmental science on the benchmark assessment by the end of December 2020. |
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The EPP also employed EdConnective, a virtual coaching service to aid our completers in improving instruction. One measure of completer improvement was an observation of their P12 students' growth. Twenty-two completers from 13 different partner schools received coaching with 34% average improvement seen in the Student Thrive Outcomes. Some of the STOs measured were time on task, academic talk, and meaningful engagement (see Figure 4.1a, 4.1b, and 4.1c). The EPP will continue to utilize EdConnective this upcoming year and plans to add observations by instructional coaches in three partner districts.

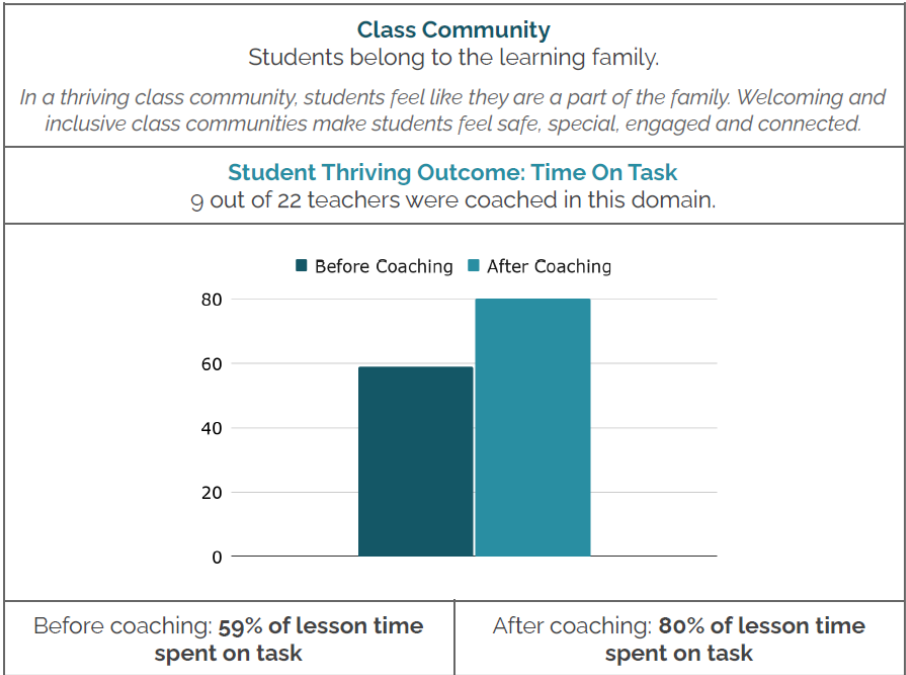


Figure 4.1a Student Thrive Outcome: Time on Task

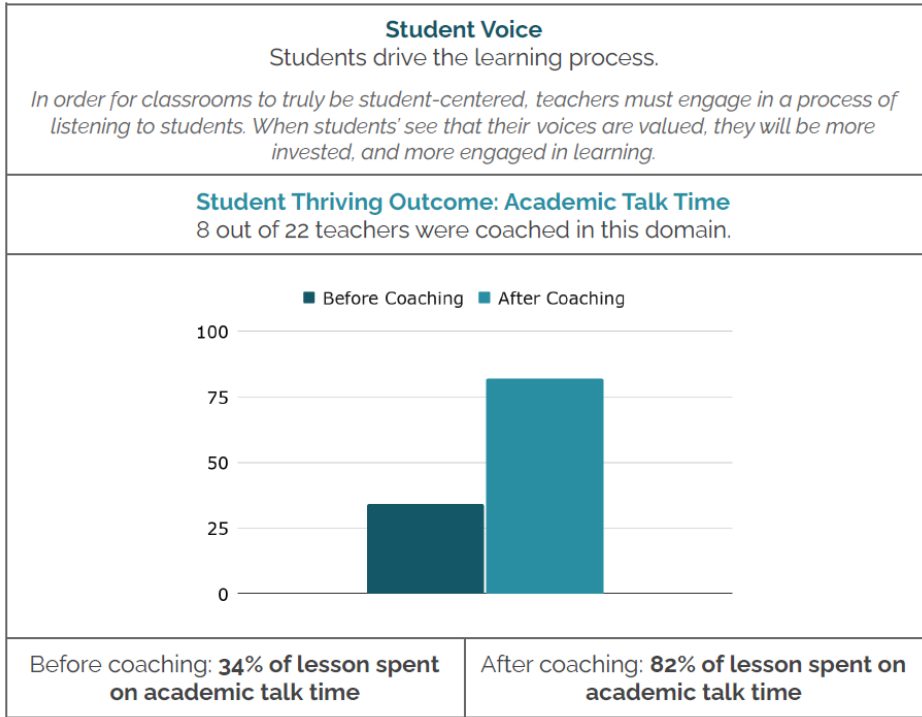


Figure 4.1b Student Thrive Outcome: Academic Talk

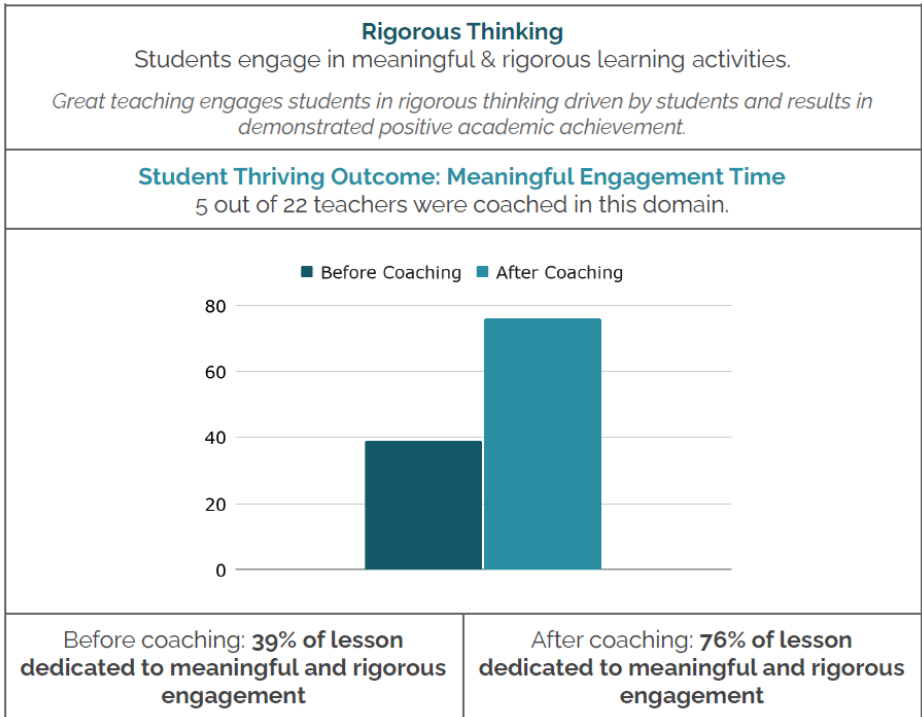


Figure 4.1c Student Thrive Outcome: Engagement

CAEP 4.2 Indicators of teaching effectiveness: Gathering teaching effectiveness data continues to be difficult for the EPP, as 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. This request was repeated in Spring 2020. The respondents were primarily from the Early Childhood and Elementary Education programs, which is representative of the EPP’s enrollment. From the evaluations shared, the EPP was able to ascertain that overall 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”. Table 4.2 illustrates the findings.

Table 4.2 Employer Observations- on the next page

| Grade/ Subject | Initial Term of Degree | Date of Observation | Observer | Summary of Observation |
|---|---------------------------------|------------------------|-----------|--|
| 4 th Grade, Language Arts | FA17 EE/EC | 1/29/20 | Principal | <p>This teacher was evaluated using the district’s evaluation instrument, the <i>eleot (Effective Learning Environments Observation Tool)</i>. This evaluation occurred in the third year of teaching. On a 4 point scale, the teacher scored the following: Equitable Learning: 2.75, High Expectations: 2.4, Supportive Learning: 2.75, Active Learning: 2/25, Progress Monitoring: 1.5, Well-Managed Learning: 2, Digital Learning: 1/33. The overall average score was 2.18.</p> |
| Kindergarten | SP18 EE/EC | 10/16/20 | Principal | <p>This was an impromptu drop-in observation by the principal during the teacher’s second year of teaching. The notes from the meeting included: “You constantly involve the students throughout your entire lesson. You asked students to use their hands to sound out the beginning, middle, end. I loved that you repeated a student’s questions when the student asked you individually. I also loved seeing the students get so excited when you said, “Are y’all feeling the beat? Should we rap about this?” Thank you for everything you are doing for our kindergarten students! You are creating such an amazing reading foundation for our UCS students!! You have a gift!</p> |
| 2 nd Grade, Reading | FA18 EE/EC | 2/19/20 | Principal | <p>This teacher was evaluated using the district’s evaluation instrument, the <i>eleot (Effective Learning Environments Observation Tool)</i>. This evaluation occurred in the teacher’s second year of teaching. On a four-point scale, the teacher scored the following: Equitable Learning: 4, High Expectations: 3, Supportive Learning: 3.5, Active Learning: 3.75, Progress Monitoring: 3, Well-Managed Learning: 3.25, Digital</p> |

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| | | | | Learning: 3. The overall average score was 3. |
| PK | SP18 EE/EC | 10/29/19 | AL PR First Class Coach | This teacher was evaluated using the <i>AL PK First Class Reflective Coaching Form</i> . This coaching session occurred during the teacher's first year of teaching. The focus of this session was on DAP Environment/Routines, Co-Planning, and Self-Reflection. The teacher indicated an improvement with most of the students during rest time since moving it from after free choice to after read aloud. The teacher asked for more assistance with independent grouping during small groups. Progress is being made on SMART Goals, transition strategies and DECA. |
| Special Education | FA18, SPED | 1/22/20 | Principal | This teacher was evaluated using the district's standard evaluation instrument. This evaluation occurred in the teacher's second year of teaching. The scoring options were Good, Improvement Desired, Not Observed, Unsatisfactory. This teacher scored Good in all sub-categories listed under each of the four categories (Teaching, Effective Planning, Student/Teacher Relationships, and Classroom Environment) except for these three where the teacher scored Improvement Needed: A.6. Uses logical, purposeful and thought-provoking questions. B.3. Materials for class are organized and available. C.3. Manages routine so as to avoid confusion. |

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| Kindergarten | SP18 EE/EC | 2019-2020 | Curriculum Director | <p>The curriculum director's summative feedback to the teacher following the second year of teaching kindergarten included the following: Adjusted considerably well with the move from Pre-K to Kindergarten, and was an asset to the K-2 team with her prior knowledge and experience of using TS Gold. Strong ability to individualize learning through learning centers for all students. Customized core curriculum well to meet student needs. Strong ability to meet student social-emotional needs. Sometimes gets caught up in the aesthetics of instruction and invests too much time on presentation compared to effective and intentional planning. DIBELS data indicates a percentage of students still in RED at the year's end -- work on improving efforts of targeted intervention and effective progress monitoring.</p> |
| PK | SP18 EE/EC | 2019-2020 | Curriculum Director | <p>The curriculum director's summative feedback to the teacher following the second year of teaching included the following: Adjusted well in the move from auxiliary to lead teacher this school year and worked well with the auxiliary teacher. Open to suggestions, feedback, and guidance from school administration on DAP and literacy needs. Strong line of communication with parents. Still struggles in the area of classroom management and responding appropriately to student behavior; sometimes makes smaller issues into larger issues that are unwarranted. Continue to embrace the Pre-K CKLA literacy curriculum materials for appropriate integration to address literacy needs of this area more effectively.</p> |

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| 3 rd Grade | SP18 EE/EC | 2019-2020 | Curriculum Director | <p>The curriculum director's summative feedback to the teacher following the second year of teaching included the following: Strong classroom management and relationships with students. Has grown more comfortable with understanding the math curriculum and is stronger in this area compared to reading/ELA. Works well with new grade-level teacher for common planning. Still needs a deeper understanding of grading and assessment practices. Needs to improve communication with parents, especially in advance of reporting poor academic progress. Could benefit from stronger partnership all around in this area.</p> |
| Kindergarten | FA17 EE/EC | 2019-2020 | Curriculum Director | <p>The curriculum director's summative feedback to the teacher following the second year of teaching included the following: Growing very rapidly into a well-rounded and successful teacher. Firm grasp of curriculum and instruction appropriate for her age group. Strong parent relationships and collaboration with parents in the learning process. Needs to develop effectiveness of routine, targeted small group intervention and progress monitoring.</p> |

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| 2 nd Grade | SP18 EE/EC | 2019-2020 | Curriculum Director | <p>The curriculum director’s summative feedback to the teacher following the second year of teaching included the following:</p> <p>Strong rituals and routines in classroom management.</p> <p>Knowledgeable of curriculum and effective adjustments to make to meet students’ needs.</p> <p>Collaborates well with grade-level teacher and other stakeholders, including parents.</p> <p>Stretched thin with other school and personal commitments that sometimes impacts intentional planning and preparation.</p> <p>Needs to develop effectiveness of routine, targeted small group intervention and progress monitoring.</p> |
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Virtual instructional coaches working for the EdConnective organization conducted additional observations of teaching effectiveness. This organization utilizes live video sessions to discuss the teacher’s instructional performance and personalized feedback for practice and/or strategies for instructional improvement with an emphasis on integrating curriculum and STEM education. Data from these observations indicated completers were all performing effectively at the end of the coaching sessions.

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. Thus, the EPP also conducts employer interviews in order to ensure there is a representative sample of employers of completers from all programs. The interview data is then triangulated with the quantitative survey data to identify strengths, trends and weaknesses.

The survey provides the respondent percentages from the EPP and the State for each item (see Table 4.3a). The Alabama employers rated most of the UWA initial program completers as Effective or Emerging on most of the items on the Employer Satisfaction Survey. Alabama employers rated very few UWA initial program completers as ineffective. The EPP’s ratings fell below the State averages on most items, thus is a trend that the EPP tends to investigate more. Strategies for addressing the lower rated items are being discussed and will be implemented upon finalization.

Table 4.3a Initial Employer Satisfaction

| Employer Satisfaction Survey Educator Preparation Institutional Report Card For University of West Alabama | | | | |
|--|----------------|--|--|--|
| Survey Item | UWA%(AL%) | 2018 Report: 2017/2018 data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction) | 2019 Report: 2018/2019 data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction) | 2020 Report: 2019/2020 data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction) |
| The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility. (The Learner and Learning – Learning Environments 3.1) | Teacher Leader | 14% (13%) | 0% (11%) | 0% (13%) |
| | Effective | 44% (54%) | 41% (54%) | 35% (53%) |
| | Emerging | 29% (30%) | 44% (32%) | 50% (32%) |
| | Ineffective | 14% (3%) | 11%(0%) | 0% (0%) |
| The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teachers. (Content Knowledge – Knowledge – Content Knowledge 4.1) | Teacher Leader | 14% (11%) | 0% (10%) | 0% (10%) |
| | Effective | 21% (54%) | 41% (54%) | 30% (50%) |
| | Emerging | 57% (32%) | 48% (33%) | 55% (39%) |
| | Ineffective | 7% (3%) | 11% (0%) | 10% (0%) |
| The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues, (Content Knowledge – Application of Content 5.2) | Teacher Leader | 7% (9%) | 0% (11%) | 0% (10%) |
| | Effective | 29% (47%) | 37% (42%) | 20% (47%) |
| | Emerging | 64% (42%) | 44% (44%) | 70% (41%) |
| | Ineffective | 0% (4%) | 15% (0%) | 0% (0%) |
| The teacher implements assessments in an ethical manner and minimizes biases to enable the learners to display the full extent of their learning. (Instructional Practice – Assessment 6.3) | Teacher Leader | 14% (11%) | 0% (10%) | 0% (11%) |
| | Effective | 43% (62%) | 37% (57%) | 30% (59%) |
| | Emerging | 43% (26%) | 56% (31%) | 60% (28%) |
| | Ineffective | 0% (2%) | 0% (0%) | 0% (0%) |
| The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary | Teacher Leader | 14% (10%) | 0% (9%) | 0% (9%) |
| | Effective | 36% (47%) | 41% (47%) | 10% (46%) |
| | Emerging | 43% (41%) | 41% (40%) | 75% (42%) |
| | Ineffective | 7% (4%) | 14% (0%) | 10% (0%) |

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| skills. (Instructional Practice – Planning for Instruction 7.1) | | | | |
| The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student’s learning needs (Insrtuctional Practice – Planning for Instruction 7.2) | Teacher Leader | 7% (8%) | 0% (10%) | 0% (9%) |
| | Effective | 43% (49%) | 37% (33%) | 10% (49%) |
| | Emerging | 43% (40%) | 56% (53%) | 75% (39%) |
| | Ineffective | 7% (3%) | 7% (0%) | 10% (0%) |
| The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) | Teacher Leader | 7% (12%) | 0% (12%) | 0% (9%) |
| | Effective | 43% (54%) | 44% (48%) | 35% (51%) |
| | Emerging | 43% (32%) | 48% (37%) | 50% (35%) |
| | Ineffective | 7% (3%) | 8% (0%) | 10% (0%) |
| The teacher engages in continuous professional learning to more effectively meet the needs of each learner. (Professional Responsibility – Professional Learning and Ethical Practice 9.1) | Teacher Leader | 7% (10%) | 0% (9%) | 0% (10%) |
| | Effective | 57% (58%) | 52% (54%) | 35% (56%) |
| | Emerging | 29% (29%) | 44% (34%) | 55% (32%) |
| | Ineffective | 7% (3%) | 0% (0%) | 0% (0%) |
| The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners’ needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2) | Teacher Leader | 14% (9%) | 0% (9%) | 0% (9%) |
| | Effective | 21% (49%) | 30% (45%) | 20% (51%) |
| | Emerging | 50% (39%) | 59% (43%) | 70% (37%) |
| | Ineffective | 14% (4%) | 7% (0%) | 0% (0%) |
| The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3) | Teacher Leader | 14% (1%) | 0% (18%) | 0% (17%) |
| | Effective | 64% (67%) | 41% (66%) | 50% (64%) |
| | Emerging | 21% (12%) | 48% (14%) | 45% (18%) |
| | Ineffective | 0% (1%) | 7% (0%) | 0% (0%) |
| The teacher uses understandng of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences. (The Learner and Learning – Learner Development 1.1) | Teacher Leader | 14% (8%) | 0% (9%) | 0% (9%) |
| | Effective | 29 (46%) | 48% (41%) | 10% (45%) |
| | Emerging | 57% (43%) | 41% (46%) | 80% (44%) |
| | Ineffective | 0% (3%) | 11% (0%) | 0% (0%) |
| The teacher manages the learning environment to engage learners actively. (The Learner and Learning – Learning Environments 3.2) | Teacher Leader | 7% (11%) | 0% (13%) | 0% (10%) |
| | Effective | 36% (50%) | 33% (46%) | 25% (52%) |
| | Emerging | 57% (34%) | 56% (36%) | 70% (33%) |
| | Ineffective | 0% (5%) | 7% (0%) | 0% (0%) |

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| The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge – Content Knowledge 4.2) | Teacher Leader | 7% (8%) | 7% (8%) | 0% (9%) |
| | Effective | 29% (53%) | 56% (47%) | 25% (52%) |
| | Emerging | 64% (38%) | 33% (41%) | 65% (37%) |
| | Ineffective | 0% (3%) | 0% (0%) | 0% (0%) |
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| The teacher uses, designs, or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives. (Instructional Practice – Assessment 6.1) | Teacher Leader | 14% (8%) | 0% (8%) | 0% (9%) |
| | Effective | 29% (29%) | 52% (46%) | 30% (46%) |
| | Emerging | 57% (43%) | 37% (42%) | 55% (43%) |
| | Ineffective | 0% (2%) | 7% (0%) | 10% (0%) |
| | | | | |
| The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways. (Instructional Practice – Instructional Strategies 8.2) | Teacher Leader | 8% (8%) | 0% (9%) | 0% (8%) |
| | Effective | 31% (49%) | 37% (45%) | 20% (47%) |
| | Emerging | 62% (40%) | 52% (43%) | 70% (43%) |
| | Ineffective | 0% (3%) | 7% (0%) | 0% (0%) |
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| The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth. (Professional Responsibility Responsibility – Leadership and Collaboration 10.1) | Teacher Leader | 14% (12%) | 0% (11%) | 0% (10%) |
| | Effective | 43% (53%) | 44% (49%) | 35% (58%) |
| | Emerging | 36% (31%) | 48% (37%) | 55% (29%) |
| | Ineffective | 7% (3%) | 0% (0%) | 0% (0%) |
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| The teacher uses understanding of learners’ commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1) | Teacher Leader | 14% (8%) | 0% (8%) | 0% (9%) |
| | Effective | 29% (48%) | 44% (43%) | 20% (47%) |
| | Emerging | 57% (41%) | 41% (45%) | 75% (41%) |
| | Ineffective | 0% (3%) | 11% (0%) | 0% (0%) |
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| The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1) | Teacher Leader | 7% (8%) | 0% (7%) | 0% (9%) |
| | Effective | 29% (46%) | 37% (45%) | 25% (46%) |
| | Emerging | 64% (43%) | 48% (47%) | 65% (43%) |
| | Ineffective | 0% (3%) | 11% (0%) | 0% (0%) |
| | | | | |
| The teacher seeks appropriate leadership roles and opportunities | Teacher Leader | 14% (10%) | 0% (10%) | 0% (10%) |
| | Effective | 43% (46%) | 44% (43%) | 25% (45%) |

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| to take responsibility for student learning and to advance the profession. (Professional Responsibility – Leadership and Collaboration 10.2) | Emerging | 36% (40%) | 48% (43%) | 60% (42%) |
| | Ineffective | 7% (4%) | 8% (0%) | 10% (0%) |
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| The teacher uses assessment to engage learners in their own growth. (Instructional Practice – Assessment 6.2) | Teacher Leader | 14% (9%) | 0% (11%) | 0% (9%) |
| | Effective | 21% (51%) | 41% (46%) | 30% (51%) |
| | Emerging | 57% (38%) | 41% (41%) | 60% (38%) |
| | Ineffective | 7% (3%) | 14% (0%) | 0% (0%) |
| | | | | |
| The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners meet to individual learning needs. (Instructional Practice – Planning for Instruction 7.3) | Teacher Leader | 7% (11%) | 0% (11%) | 0% (10%) |
| | Effective | 29% (54%) | 19% (50%) | 30% (55%) |
| | Emerging | 57% (32%) | 70% (37%) | 70% (32%) |
| | Ineffective | 7% (4%) | 7% (0%) | 0% (0%) |
| | | | | |
| The teacher 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 achievement. (Alabama Specific Expectations – Standard 4(0)). | Teacher Leader | 7% (6%) | 0% (0%) | 0% (7%) |
| | Effective | 7% (35%) | 30% (34%) | 15% (36%) |
| | Emerging | 79% (54%) | 63% (56%) | 75% (55%) |
| | Ineffective | 7% (5%) | 0% (0%) | 0% (0%) |
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| The teacher possesses knowledge of Alabama’s state assessment system. (Alabama Specific Expectations – Standard 6(q)). | Teacher Leader | 0% (7%) | 0% (8%) | 0% (0%) |
| | Effective | 14% (44%) | 37% (43%) | 35% (42%) |
| | Emerging | 79% (47%) | 52% (47%) | 65% (51%) |
| | Ineffective | 7% (3%) | 7% (0%) | 0% (0%) |
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| The teacher integrates Alabama-wide programs and initiatives into the curriculum and instructional process. (Alabama Specific Expectations – Standard 7(g)). | Teacher Leader | 0% (6%) | 0% (7%) | 0% (7%) |
| | Effective | 21% (44%) | 37% (41%) | 20% (45%) |
| | Emerging | 79% (47%) | 48% (49%) | 70% (45%) |
| | Ineffective | 0% (3.4%) | 11% (0%) | 0% (0%) |
| | | | | |
| The teacher communicates with students, parents, and the public about Alabama’s assessment | Teacher Leader | 7% (6%) | 0% (6%) | 0% (7%) |
| | Effective | 29% (36%) | 37% (38%) | 30% (43%) |
| | Emerging | 50% (52%) | 59% (51%) | 65% (48%) |

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| system and major Alabama educational improvement initiatives. (Alabama Specific Expectations – Standard 7(h)). | Ineffective | 14% (5%) | 0% (0%) | 0% (0%) |
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| The teacher 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. (Alabama Specific Expectations – Standard 6(q)). | Teacher Leader | 7% (12%) | 0% (11%) | 0% (10%) |
| | Effective | 43% (60%) | 41% (55%) | 40% (54%) |
| | Emerging | 50% (26%) | 52% (33%) | 55% (35%) |
| | Ineffective | 0%(2)% | 0% (0%) | 0% (0%) |

A qualitative case study consisting of data collection via interviews gathered data on both initial and advanced program completers. The general impression is that completers are prepared to be effective in their respective licensure areas. Areas of strength appear to be utilization and integration of technology, content, and working with diverse populations. One consistent response that was not negative, but an area that could be targeted for improvement is data-driven instruction. All employers seemed to believe that this is a skill that requires knowledge of the specific school system and data collected by that system. They also all acknowledged that the EPP’s completers were knowledgeable about data and easily adapted to the specific system expectations. Table 4.3b illustrates the findings.

Table 4.3b-A.4.1 Initial and Advanced Program Completers- Employer Interviews

| UWA Employer Interview and Open-Ended Questionnaire Initial & Advanced 2019-2020 | | |
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| Question | Response Results Summarized Quotes | Identified Actions |
| Would you say UWA graduates are effective classroom teachers? | UWA completers are effective in the classroom <ul style="list-style-type: none"> • Are prepared for the classroom • Very effective teachers • Overall are effective teachers • Absolutely • Yes • Yes, they are effective in the classroom • Yes, they know their content <u>Demopolis Middle</u> “I really do believe that your graduates are prepared for the classroom.” | Overall theme that emerged was that the EPP’s completers are very well prepared. No further action needed at this time. |

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| <p><i>What are some examples of effectiveness?</i></p> | <ul style="list-style-type: none"> • knowledge of best practices • knowledge of content • understand the need to educate the whole child • classroom management • know technology <p><u>Marengo County</u> “I think they come out with a very strong understanding of their content standards how to plan instruction, how to utilize assessments and some come out with a very strong understanding of classroom management.”</p> <p><u>Dothan Middle</u> “They're very strong in classroom management and lesson planning.”</p> | <p>Overall theme that emerged was that the EPP’s completers are knowledgeable of content, curriculum best practices, and educating the whole child. No further action needed at this time.</p> |
| <p><i>What are some examples of areas in need of improvement?</i></p> | <ul style="list-style-type: none"> • understanding the standards and their importance • lesson planning • classroom management <p><u>Pickens County</u> “What does that standard say and what does it mean, and then what does that standard actually look like, because she can read it and not know exactly. Well, how do I transfer that into everyday teaching into instruction?”</p> | <p>In response to the need to understand and be able to teach standards based instruction, the EPP provides explicit instruction on “unpacking the standards” in two courses ED 400 and ED 505. Following that explicit instruction, the candidate must take a Signature Assessment titled “Unpacking the Standards” where they must demonstrate the ability to unpack discipline specific standards. This assessment area was developed in collaboration with P12 partners to better prepare completers for unpacking standards for students.</p> <p>In response to the weakness in classroom management, the EPP sees this as a struggle for all first year teachers. To address this area of weakness, a course in classroom management for secondary candidates has been added. Previously all candidates completed the same course. Faculty and Program Advisory Councils felt that secondary candidates needed to learn specific skills for managing older students.</p> |

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| | | <p>The EPP has provided professional development on classroom management for area schoolteachers. Additionally, through an alliance with the University of West Alabama College of Education, Metis Leadership Group implemented the Managing Student Behavior program at 11 schools within seven Black Belt School Districts during the 2019-2020 school year.</p> |
| <p>Would you say UWA graduates in other areas like counseling, library media, and instructional or teacher leaders are effective in their areas? <i>Why or why not?</i></p> | <ul style="list-style-type: none"> • Expressed positive feedback on the effectiveness of these completers • Library Media Specialist knows technology <p><i>Instructional Leader:</i> “Meghan (principal, IL program completer) served as the School Counselor in UCS’s first year. She was completing her Instructional Leadership certification during that year. She became the Principal at the beginning of year two. She had no trouble transitioning to the leadership role. She was well-prepared through her coursework. She thoroughly understands how to use data to guide instruction. Younger teachers have basic knowledge. They will gain greater understanding with experience.”</p> <p><i>Library Media Specialist-</i> “They do a wonderful job in the library, but also in collaborating with those other classroom teachers so their classroom is really that entire building.”</p> | <p>No further action needed at this time.</p> |
| <p>Are UWA graduates prepared to teach/work in the diverse settings in your schools?</p> | <ul style="list-style-type: none"> • are prepared to work with diverse populations • did not answer the question • All teachers not just UWA graduates need better preparation for working with diverse populations <p><u>Marengo County</u> “I think for the most part, the people that attend your university have an understanding of diversity and what that looks like in rural Alabama”.</p> | <p>Overall, the research indicated employers believed completers were knowledgeable in working with students in diverse settings. Several expressed that completers were very well prepared to work in rural settings.</p> |

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| | <p><i>Instructional Leader Completer-</i> “Mr. X is very adept at assessing the needs of all types of students and working to meet those needs.”</p> <p><i>Library Media Specialist-</i> “So I would say 100% yes they are very in touch with that aspect of recognizing diversity.”</p> | |
| <p><i>Have you noted any strengths or weaknesses related to working with diverse students with counselors, library media specialists or instructional leaders?</i></p> | <p>No strengths or weaknesses specific to these areas identified.</p> | <p>No further action needed at this time.</p> |
| <p><i>What suggestions do you have to improve our graduates' preparation for working with diverse populations?</i></p> | <ul style="list-style-type: none"> • need training in how poverty impacts students and families • need continued work with diverse populations; should be ongoing for all educators <p><u>Marengo County</u> “...but I do think there could still be some work done at the college level on understanding how poverty affects children how trauma affects children, because we're getting more and especially during this time with COVID we're getting more and more children that have experienced trauma and I still find that's the area that teacher struggle with the most.”</p> | <p>The EPP recognizes poverty is an issue in rural Alabama public schools. Approximately two years ago, through the TQP grant professional development was provided using a poverty simulation. This semester (fall 2020) a doctoral student who is also a staff member conducted research to ascertain the effects of using a poverty simulation on pre-service teachers. Results are not available as of the date of the SSR, but should be available for the site visit.</p> <p>Additionally, the Instructional Leadership (master's program) created a new course IL 577 Poverty in Rural Schools- This course prepares principal candidates to be aware of poverty issues facing rural schools and districts. Candidates will identify potential ramifications of poverty in schools and develop their skill sets to address the issues.</p> |
| <p>Are UWA graduates prepared for the use of or integration of technology in their specialty areas?</p> | <ul style="list-style-type: none"> • Completers are able to use and integrate technology in teaching <p><u>Marengo County</u> “What I've experienced is that the graduates do come out with a very deep understanding of how to utilize</p> | <p>The consensus was that the EPP's completers employed in these districts are well prepared to utilize current technologies. The EPP recognizes that technologies are constantly changing and that there is a need for continuous updating of</p> |

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| | <p>technology because personally they've had to use it”</p> <p><u>University Charter School</u> “I would say the graduates are absolutely prepared for the integration of technology and the only reason I can say that is because anything we throw at them They never bat an eye.”</p> <p><u>Decatur High School</u>- “Two teachers that have finished with you guys. I cannot say enough positive things as far as in the area of technology..”</p> <p><u>Dothan Middle</u> “Both teachers that are in your programs do digital lesson plans, in which I require. They use the Google Classroom platform.”</p> <p><i>Instructional Leader completer</i>- “Mr. X is a Pro! He has an excellent grasp of what is needed”</p> <p><i>Library Media Specialist</i>- “Um, yes. And I mentioned the middle school librarian earlier about how she was really using technology...”</p> | <p>courses to include opportunities to both learn about new technologies as well as how to integrate them into teaching and learning.</p> |
| <p><i>Do you have any examples of good technology use or integration to share?</i></p> | <p><u>Marengo County</u> “So they're familiar with online classroom portals, they're familiar with how they have appropriate online voice. They're very knowledgeable on the different apps and programs that can be used like KAHOOT...”</p> <p>Decatur- able to teach effectively in virtual environment</p> | <p><i>Not an action item.</i></p> |
| <p><i>Are there areas where UWA can improve in teaching technology use/integration?</i></p> | <p><i>Overall thought...technology is ever changing; therefore, preparation needs to be ever changing.</i></p> | <p><i>See above.</i></p> |
| <p>Are UWA graduates able to use data to make informed decisions regarding classroom instruction?</p> | <ul style="list-style-type: none"> • Yes, but first-year teachers need more experience. Schools differ in their approaches to data, so they have to have time to learn. <p><u>Dothan Middle</u> “It’s quite interesting, we do host data meetings that they both participate in, you do see their drive. They're motivated to implement and try new things that are suggested to them.”</p> | <p>The EPP has created an assessment that requires its candidates to plan, teach, assess, and reflect on changes needed based on the student assessments (Planning & Assessment Signature Assessment) at the initial level. At the advanced level, candidates are required to identify a school-based issue based on data, develop an action plan and in the case of education specialists implement that action plan. These EPP-created assessments are designed to ensure candidates have</p> |

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| | | opportunity to utilize data to make decisions so that when they become completers they are prepared to continue doing this. |
| <i>What areas of strength and weakness have you seen?</i> | <p><u>Demopolis Middle</u> “They are aware that it's important to use student data to drive their instruction, usually as a first year second year, I still have to show them how to use it”</p> <p><u>Anonymous</u> “I feel that they need more experience at using data to drive instruction. I know this maybe tedious due to the changing data and assessments used in schools. However, if possible, it would be beneficial.”</p> | <i>See above.</i> |
| Do you think UWA graduates are prepared by program coursework to pursue a P12 position? <i>Explain your response. In particular, if you are displeased with the preparation what are the areas of weakness observed?</i> | <ul style="list-style-type: none"> • Yes, prepared <p><u>Dothan Middle</u> “You know, they are just great, great people and I do enjoy them being on the faculty. I believe one of our UWA teachers was Teacher of the Year last year. I commended her, this is only your third year, and you've accomplished something that so many still have not accomplished, and that was awesome.”</p> <p><i>Library Media Specialist-</i> “I can tell you we in interviewing like not even necessarily people that we have hired every time, but just our interviews. I mean, the conversations that we have with graduates from you. They're, they're strong.”</p> | Continue to provide quality assignments in well-designed courses that prepare candidates for their licensure areas. |
| Do you think UWA graduates are prepared by the required internships in their areas? Explain your response. <i>What do you think would improve the internship experience to create better graduates?</i> | <ul style="list-style-type: none"> • Very pleased • One employer indicated better communication • One employer indicated more variety in placements while a second one commended the EPP for diverse placements | Continue to work collaboratively with P12 personnel to provide rich clinical experiences. |

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. Most of the UWA initial program completers indicated that they Strongly Agreed or Agreed that their program at UWA prepared them to teach. Very few of the UWA initial program completers indicated that their program at UWA did not prepare them for teaching. See Table 4.4a.

Table 4.4a Initial Completer Satisfaction Survey

| Completer Satisfaction Survey | | | | |
|---|---------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Source: Educator Preparation Institutional Report Card | | | | |
| For University of West Alabama | | | | |
| Data in cells represent: UWA Completer Satisfaction AND (Alabama Statewide Completer Satisfaction) | Response Level | 2018 Report: 2017/2018 | 2019 Report: 2018/2019 | 2020 Report: 2019/2020 |
| Survey Item | | | | |
| My teacher preparation program prepared me with an understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences (Area One: The Learner and Learning - Learner Development 1.1) | Strongly Agree | 43% (49%) | 42% (43%) | 33% (61%) |
| | Agree | 52% (47%) | 53% (53%) | 63% (37%) |
| | Disagree | 5% (3%) | 0% (0%) | 0% (0%) |
| | Strongly Disagree | 0 % (1%) | 0% (0%) | 0% (0%) |
| My teacher preparation program prepared me with an understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (Area One: The Learner and Learning - Learning Differences 2.1) | Strongly Agree | 48% (47%) | 45% (42%) | 46% (62%) |
| | Agree | 52% (48%) | 45% (52%) | 46% (36%) |
| | Disagree | 0 (4%) | 10% (0%) | 8% (0%) |
| | Strongly Disagree | 0 (1%) | 0% (0%) | 0% (0%) |
| My teacher preparation program prepared me to manage the learning environment to engage learners actively. (Area One: The Learner and Learning - Learning Environments 3.2) | Strongly Agree | 40% (45%) | 47% (39%) | 42% (58%) |
| | Agree | 60% (47%) | 45% (52%) | 50% (39%) |
| | Disagree | 0% (7%) | 8% (7%) | 8% (0%) |
| | Strongly Disagree | 0 % (2%) | 0% (0%) | 0% (0%) |
| My teacher preparation program prepared me to understand the central concepts, tools of inquiry and structures of the discipline that I teach. (Area Two: | Strongly Agree | 33% (47%) | 45% (42%) | 42% (58%) |
| | Agree | 57% (49%) | 55% (54%) | 54% (41%) |
| | Disagree | 10% (3%) | 0% (0%) | 0% (0%) |
| | Strongly Disagree | 0 % (1%) | 0% (0%) | 0% (0%) |

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| Content Knowledge - Content Knowledge 4.1) | | | | |
| | | | | |
| My teacher preparation program prepared me to create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Area Two: Content Knowledge – Content Knowledge 4.2) | Strongly Agree | 43% (44%) | 53% (40%) | 42% (58%) |
| | Agree | 57% (52%) | 45% (54%) | 54% (41%) |
| | Disagree | 0% (4%) | 0% (0%) | 0% (0%) |
| | Strongly Disagree | 0% (0%) | 0% (0%) | 0% (0%) |
| | | | | |
| My teacher preparation program prepared me to connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Area Two: Content Knowledge - Application of Content 5.1) | Strongly Agree | 50% (44%) | 42% (39%) | 38% (56%) |
| | Agree | 50% (50%) | 53% (54%) | 54% (42%) |
| | Disagree | 0 % (5%) | 0% (0%) | 8% (0%) |
| | Strongly Disagree | 0% (0%) | 0% (0%) | 0% (0%) |
| | | | | |
| My teacher preparation program prepared me to use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives. (Area Three: Instructional Practice - Assessment 6.1) | Strongly Agree | 43% (45%) | 42% (41%) | 29% (57%) |
| | Agree | 52% (49%) | 47% (53%) | 58% (41%) |
| | Disagree | 5% (6%) | 11% (0%) | 13% (0%) |
| | Strongly Disagree | 0% (1%) | 0% (0%) | 0% (0%) |
| | | | | |
| My teacher preparation program prepared me to implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning. (Area Three: Instructional Practice - Assessment 6.3) | Strongly Agree | 52% 50%) | 42% (45%) | 46% (65%) |
| | Agree | 48% (46%) | 58% (52%) | 54% (34%) |
| | Disagree | 0% (4%) | 0% (0%) | 0% (0%) |
| | Strongly Disagree | 0% (0%) | 0% (0%) | 0% (0%) |
| | | | | |
| My teacher preparation program prepared me to plan instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student’s learning needs. (Area Three: Instructional Practice - Planning for Instruction 7.2) | Strongly Agree | 38% (49%) | 42% (43%) | 46% (63%) |
| | Agree | 62% (48%) | 53% (53%) | 46% (35%) |
| | Disagree | 0% (3%) | 0% (0%) | 8% (0%) |
| | Strongly Disagree | 0% (1%) | 0% (0%) | 0% (0%) |
| | | | | |
| My teacher preparation program prepared me to understand and use a variety of instructional strategies and make learning accessible to all learners. (Area Three: Instructional Practice - Instructional Strategies 8.1) | Strongly Agree | 52% (51%) | 47% (47%) | 46% (65%) |
| | Agree | 48% (46%) | 47% (50%) | 54% (34%) |
| | Disagree | 0% 3%) | 0% (0%) | 0% (0%) |
| | Strongly Disagree | 0% (0%) | 0% (0%) | 0% (0%) |
| | | | | |
| My teacher preparation program prepared me to encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways. (Area Three: Instructional Practice - Instructional Strategies 8.2) | Strongly Agree | 38% (49%) | 52% (44%) | 38% (61%) |
| | Agree | 62% (47%) | 45% (52%) | 58% (37%) |
| | Disagree | 0% (3%) | 0% (0%) | 0% (0%) |
| | Strongly Disagree | 0% (0%) | 0% (0%) | 0% (0%) |

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| My teacher preparation program prepared me to use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs. (Area Four: Professional Responsibility - Professional Learning and Ethical Practice 9.2) | Strongly Agree | 33% (45%) | 44% (41%) | 38% (61%) |
| | Agree | 67% (51%) | 53% (55%) | 58% (36%) |
| | Disagree | 0% (3%) | 0% (0%) | 0% (0%) |
| | Strongly Disagree | 0% (1%) | 0% (0%) | 0% (0%) |
| | | | | |
| My teacher preparation program prepared me to practice the profession in an ethical manner. (Area Four: Professional Responsibility - Professional Learning and Ethical Practice 9.3) | Strongly Agree | 67% (66%) | 63% ((62%) | 63% (73%) |
| | Agree | 33% (33%) | 37% (38%) | 38% (26%) |
| | Disagree | 0% (1%) | 0% (0%) | 0% (0%) |
| | Strongly Disagree | 0% (0%) | 0% (0%) | 0% (0%) |
| | | | | |
| My teacher preparation program prepared me to collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility. (Area One: The Learner and Learning - Learning Environments 3.1) | Strongly Agree | 71% (59%) | 53% (54%) | 42% (65%) |
| | Agree | 29% (39%) | 42% (43%) | 58% (34%) |
| | Disagree | 0% (2%) | 0% (0%) | 0% (0%) |
| | Strongly Disagree | 0% (0%) | 0% (0%) | 0% (0%) |
| | | | | |
| My teacher preparation program prepared me to engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues. (Area Two: Content Knowledge – Application of Content 5.2) | Strongly Agree | 43% (49%) | 42% (46%) | 42% (62%) |
| | Agree | 57% (48%) | 55% (49%) | 50% (36%) |
| | Disagree | 0% (3%) | 0% (0%) | 0% (0%) |
| | Strongly Disagree | 0% (0%) | 0% (0%) | 0% (0%) |
| | | | | |
| My teacher preparation program prepared me to use assessment to engage learners in their own growth. (Area Three: Instructional Practice - Assessment 6.2) | Strongly Agree | 38% (46%) | 44% (41%) | 29% (61%) |
| | Agree | 62% (49%) | 53% (53%) | 63% (37%) |
| | Disagree | 0% (3%) | 0% (0%) | 8% (0%) |
| | Strongly Disagree | 0% (0%) | 0% (0%) | 0% (0%) |
| | | | | |
| My teacher preparation program prepared me to 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. (Area Three: Instructional Practice - Planning for Instruction 7.1) | Strongly Agree | 33% (43%) | 47% (39%) | 38% (60%) |
| | Agree | 67% (52%) | 47% (55%) | 59% (38%) |
| | Disagree | 0% (5%) | 0% (0%) | 0% (0%) |
| | Strongly Disagree | 0% (0%) | 0% (0%) | 0% (0%) |
| | | | | |
| My teacher preparation program prepared me to plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs. (Area Three: Instructional Practice - Planning for Instruction 7.3) | Strongly Agree | 48% (49%) | 45% (44%) | 50% (61%) |
| | Agree | 48% (46%) | 47% 51%) | 46% (37%) |
| | Disagree | 5% (4%) | 0% (0%) | 0% (0%) |
| | Strongly Disagree | 0% (0%) | 0% (0%) | 0% (0%) |
| | | | | |
| | Strongly Agree | 47% (52%) | 45% (47%) | 33% (60%) |

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| My teacher preparation program prepared me to engage in continuous professional learning to more effectively meet the needs of each learner. (Area Four: Professional Responsibility - Professional Learning and Ethical Practice 9.1) | Agree | 47% (45%) | 55% (50%) | 63% (38%) |
| | Disagree | 4.76% (3%) | 0% (0%) | 0% (0%) |
| | Strongly Disagree | 0% (0%) | 0% (0%) | 0% (0%) |
| My teacher preparation program prepared me to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. (Area Four: Professional Responsibility - Leadership and Collaboration 10.1) | Strongly Agree | 48% (49%) | 50% (44%) | 46% (60%) |
| | Agree | 48% (46%) | 47% (51%) | 42% (37%) |
| | Disagree | 5% (5%) | 0% (0%) | 8% (0%) |
| | Strongly Disagree | 0% (0%) | 0% (0%) | 0% (0%) |
| My teacher preparation program prepared me to seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance the profession. (Area Four: Professional Responsibility - Leadership and Collaboration 10.2) | Strongly Agree | 49% (46%) | 47% (40%) | 33% (55%) |
| | Agree | 52% (48%) | 47% (54%) | 63% (41%) |
| | Disagree | 0% (0%) | 0% (0%) | 0% (0%) |
| | Strongly Disagree | 0% (0%) | 0% (0%) | 0% (0%) |
| The teacher 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 achievement. (Alabama Specific Expectations – Standard 4(0)). | Strongly Agree | NA | 39% (37%) | 21% (45%) |
| | Agree | NA | 53% (48%) | 71% (46%) |
| | Disagree | NA | 8% (14%) | 8% (8%) |
| | Strongly Disagree | NA | 0% (0%) | 0% (0%) |
| The teacher possesses knowledge of Alabama’s state assessment system. (Alabama Specific Expectations – Standard 6(q)). | Strongly Agree | NA | 32% (29%) | 17% (42%) |
| | Agree | NA | 55% (51%) | 67% (46%) |
| | Disagree | NA | 11% (18%) | 17% (11%) |
| | Strongly Disagree | NA | 0% (0%) | 0% (0%) |
| The teacher integrates Alabama-wide programs and initiatives into the curriculum and instructional process. (Alabama Specific Expectations – Standard 7(g)). | Strongly Agree | NA | 28% (29%) | 29% (44%) |
| | Agree | NA | 61% (56%) | 50% (47%) |
| | Disagree | NA | 11% (13%) | 21% (8%) |
| | Strongly Disagree | NA | 0% (0%) | 0% (0%) |
| The teacher communicates with students, parents, and the public about Alabama’s assessment system and major Alabama educational improvement initiatives. (Alabama Specific Expectations – Standard 7(h)). | Strongly Agree | NA | 32% (28%) | 25% (43%) |
| | Agree | NA | 55% (50%) | 58% (44%) |
| | Disagree | NA | 11% (20%) | 17% (11%) |
| | Strongly Disagree | NA | | 0% (0%) |

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| The teacher 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. (Alabama Specific Expectations – Standard 6(q)). | Strongly Agree | NA | 45% (39%) | 46% (58%) |
| | Agree | NA | 50% (53%) | 50% (39%) |
| | Disagree | NA | 0% (8%) | 0% (0%) |
| | Strongly Disagree | NA | 0% (0%) | 0% (0%) |
| | | | | |

The Alabama State Department of Education does not provide completer satisfaction data from advanced program completers, only data from initial teaching field candidates. The EPP used a review of the literature to modify a previously used instrument in order to specifically survey advanced program completer in specific licensure areas. Candidates were surveyed one year out into the field. Data from each program is presented here for three cycles of data. See Tables A.4.2a-A.4.2g.

Table A.4.2a Elementary and Early Childhood Advanced

| Completer Satisfaction Survey – Elem. and Early Childhood – Advanced Completers | | | | |
|--|-------------------|----------------------------|----------------------------------|----------------------------------|
| Survey Item | | Fall 2018 N (%) | Spring 2019 N (%) | Summer 2019 N (%) |
| The University of West Alabama prepared me with content needed to be an effective teacher. | Strongly Agree | 2 (66.7%) | 3 (75%) | 10 (76.9%) |
| | Agree | 1 (33.3%) | 1 (25%) | 2 (15.4%) |
| | Disagree | 0 (0%) | 0 (0%) | 1 (7.7%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.75 | 3.69 |
| The University of West Alabama prepared me with pedagogy needed to be an effective teacher. | Strongly Agree | 2 (66.7%) | 3 (75%) | 10 (76.9%) |
| | Agree | 1 (33.3%) | 1 (25%) | 2 (15.4%) |
| | Disagree | 0 (0%) | 0 (0%) | 1 (7.7%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.75 | 3.69 |
| The University of West Alabama prepared me to put theory into practice. | Strongly Agree | 2 (66.7%) | 3 (75%) | 10 (76.9%) |
| | Agree | 1 (33.3%) | 0 (0%) | 2 (15.4%) |
| | Disagree | 0 (0%) | 1 (25%) | 1 (7.7%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.50 | 3.69 |
| The University of West Alabama prepared me to provide instruction based on developmentally appropriate levels. | Strongly Agree | 2 (66.7%) | 3 (75%) | 11 (84.6%) |
| | Agree | 1 (33.3%) | 1 (25%) | 1 (7.7%) |
| | Disagree | 0 (0%) | 0 (0%) | 1 (7.7%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.75 | 3.76 |
| The University of West Alabama prepared me to develop instruction that meets the needs of diverse learners. | Strongly Agree | 2 (66.7%) | 3 (75%) | 10 (76.9%) |
| | Agree | 1 (33.3%) | 1 (25%) | 3 (23.1%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.75 | 3.76 |

| | | | | |
|--|-------------------|-----------|---------|------------|
| The University of West Alabama prepared me to effectively utilize technology in instruction. | Strongly Agree | 2 (66.7%) | 3 (75%) | 10 (76.9%) |
| | Agree | 1 (33.3%) | 0 (0%) | 3 (23.1%) |
| | Disagree | 0 (0%) | 1 (25%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.50 | 3.76 |
| The University of West Alabama prepared me to use technology to engage students in learning. | Strongly Agree | 2 (50%) | 3 (75%) | 9 (69.2%) |
| | Agree | 2 (50%) | 0 (0%) | 3 (23.1%) |
| | Disagree | 0 (0%) | 1 (25%) | 1 (7.7%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.50 | 3.50 | 3.61 |
| The University of West Alabama prepared me for communicating effectively with P-12 stakeholders. | Strongly Agree | 2 (66.7%) | 3 (75%) | 8 (61.5%) |
| | Agree | 1 (33.3%) | 0 (0%) | 4 (30.8%) |
| | Disagree | 0 (0%) | 1 (25%) | 1 (7.7%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.50 | 3.53 |
| The University of West Alabama prepared me for collaborating with P-12 stakeholders. | Strongly Agree | 2 (66.7%) | 3 (75%) | 8 (61.5%) |
| | Agree | 1 (33.3%) | 0 (0%) | 4 (30.8%) |
| | Disagree | 0 (0%) | 1 (25%) | 1 (7.7%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.50 | 3.53 |
| The University of West Alabama prepared me to use research methods to improve student learning. | Strongly Agree | 1 (33.3%) | 3 (75%) | 9 (69.2%) |
| | Agree | 2 (66.7%) | 1 (25%) | 3 (23.1%) |
| | Disagree | 0 (0%) | 0 (0%) | 1 (7.7%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.33 | 3.75 | 3.61 |
| The University of West Alabama prepared me to utilize data to improve student learning. | Strongly Agree | 2 (66.6%) | 2 (50%) | 8 (61.5%) |
| | Agree | 1 (33.3%) | 1 (25%) | 4 (30.8%) |
| | Disagree | 0 (0%) | 1 (25%) | 1 (7.7%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.75 | 3.53 |
| The University of West Alabama prepared me to maintain high professional standards. | Strongly Agree | 2 (66.7%) | 3 (75%) | 10 (76.9%) |
| | Agree | 1 (33.3%) | 1 (25%) | 2 (15.4%) |
| | Disagree | 0 (0%) | 0 (0%) | 1 (7.7%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.75 | 3.69 |
| Overall, I am satisfied with the preparation that I received at the University of West Alabama. | Strongly Agree | 2 (66.7%) | 3 (75%) | 12 (92.3%) |
| | Agree | 1 (33.3%) | 1 (25%) | 1 (7.7%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.75 | 3.92 |

Table A.4.2b Collaborative Special Education

| Completer Satisfaction Survey – Collaborative Special Education –Advanced Completers | | | | |
|---|-------------------|----------------------------|----------------------------------|----------------------------------|
| Survey Item | | Fall 2018 N (%) | Spring 2019 N (%) | Summer 2019 N (%) |
| The University of West Alabama prepared me with content needed to be an effective teacher. | Strongly Agree | 1 (16.7%) | 2 (50%) | No responses |
| | Agree | 3 (50%) | 1 (25%) | |
| | Disagree | 2 (33.3%) | 1 (25%) | |
| | Strongly Disagree | 0 (0%) | 0 (0%) | |
| | Average | 2.83 | 3.25 | |

| | | | | |
|--|-------------------|-----------|---------|--|
| The University of West Alabama prepared me with pedagogy needed to be an effective teacher. | Strongly Agree | 1 (16.7%) | 2 (50%) | |
| | Agree | 4 (66.7%) | 1 (25%) | |
| | Disagree | 1 (16.7%) | 1 (25%) | |
| | Strongly Disagree | 0 (0%) | 0 (0%) | |
| | Average | 3.00 | 3.25 | |
| The University of West Alabama prepared me to put theory into practice. | Strongly Agree | 1 (16.7%) | 2 (50%) | |
| | Agree | 3 (50%) | 2 (50%) | |
| | Disagree | 2 (33.3%) | 0 (0%) | |
| | Strongly Disagree | 0 (0%) | 0 (0%) | |
| | Average | 2.83 | 3.50 | |
| The University of West Alabama prepared me to provide instruction based on developmentally appropriate levels. | Strongly Agree | 2 (33.3%) | 2 (50%) | |
| | Agree | 3 (50%) | 1 (25%) | |
| | Disagree | 1 (16.7%) | 1 (25%) | |
| | Strongly Disagree | 0 (0%) | 0 (0%) | |
| | Average | 3.16 | 3.25 | |
| The University of West Alabama prepared me to develop instruction that meets the needs of diverse learners. | Strongly Agree | 1 (16.7%) | 2 (50%) | |
| | Agree | 3 (50%) | 1 (25%) | |
| | Disagree | 1 (16.7%) | 1 (25%) | |
| | Strongly Disagree | 1 (16.7%) | 0 (0%) | |
| | Average | 2.66 | 3.25 | |
| The University of West Alabama prepared me to effectively utilize technology in instruction. | Strongly Agree | 2 (33.3%) | 2 (50%) | |
| | Agree | 2 (33.3%) | 2 (50%) | |
| | Disagree | 1 (16.7%) | 0 (0%) | |
| | Strongly Disagree | 1 (16.7%) | 0 (0%) | |
| | Average | 2.83 | 3.50 | |
| The University of West Alabama prepared me to use technology to engage students in learning. | Strongly Agree | 3 (50%) | 2 (50%) | |
| | Agree | 1 (16.7%) | 1 (25%) | |
| | Disagree | 2 (33.3%) | 1 (25%) | |
| | Strongly Disagree | 0 (0%) | 0 (0%) | |
| | Average | 3.16 | 3.25 | |
| The University of West Alabama prepared me for communicating effectively with P-12 stakeholders. | Strongly Agree | 1 (16.7%) | 2 (50%) | |
| | Agree | 4 (66.7%) | 2 (50%) | |
| | Disagree | 1 (16.7%) | 0 (0%) | |
| | Strongly Disagree | 0 (0%) | 0 (0%) | |
| | Average | 3.00 | 3.50 | |
| The University of West Alabama prepared me for collaborating with P-12 stakeholders. | Strongly Agree | 0 (0%) | 2 (50%) | |
| | Agree | 3 (50%) | 2 (50%) | |
| | Disagree | 3 (50%) | 0 (0%) | |
| | Strongly Disagree | 0 (0%) | 0 (0%) | |
| | Average | 2.50 | 3.50 | |
| The University of West Alabama prepared me to use research methods to improve student learning. | Strongly Agree | 1 (16.7%) | 2 (50%) | |
| | Agree | 2 (33.3%) | 1 (25%) | |
| | Disagree | 3 (50%) | 1 (25%) | |
| | Strongly Disagree | 0 (0%) | 0 (0%) | |
| | Average | 2.66 | 3.25 | |
| The University of West Alabama prepared me to utilize data to improve student learning... | Strongly Agree | 0 (0%) | 2 (50%) | |
| | Agree | 5 (83.3%) | 1 (25%) | |
| | Disagree | 1 (16.7%) | 1 (25%) | |
| | Strongly Disagree | 0 (0%) | 0 (0%) | |
| | Average | 2.83 | 3.25 | |
| The University of West Alabama prepared me to maintain high professional standards. | Strongly Agree | 1 (16.7%) | 2 (50%) | |
| | Agree | 4 (66.7%) | 2 (50%) | |
| | Disagree | 1 (16.7%) | 0 (0%) | |

| | | | | |
|---|-------------------|---------|-----------|--|
| | Strongly Disagree | 0 (0%) | 0 (0%) | |
| | Average | 3.00 | 3.50 | |
| Overall, I am satisfied with the preparation that I received at the University of West Alabama. | Strongly Agree | 0 (0%) | 2 (66.7%) | |
| | Agree | 3 (60%) | 0 (0%) | |
| | Disagree | 2 (40%) | 1 (33.3%) | |
| | Strongly Disagree | 0 (0%) | 0 (0%) | |
| | Average | 2.60 | 3.33 | |

Table A.4.2c Physical Education

| Completer Satisfaction Survey – Physical Education –Advanced Completers | | | | |
|--|-------------------|----------------------------|----------------------------------|----------------------------------|
| Survey Item | | Fall 2018 N (%) | Spring 2019 N (%) | Summer 2019 N (%) |
| The University of West Alabama prepared me with content needed to be an effective teacher. | Strongly Agree | 1 (50%) | 1 (100%) | 1 (100%) |
| | Agree | 1 (50%) | 0 (0%) | 0 (0%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.50 | 4.00 | 4.00 |
| The University of West Alabama prepared me with pedagogy needed to be an effective teacher. | Strongly Agree | 1 (50%) | 1 (100%) | 1 (100%) |
| | Agree | 1 (50%) | 0 (0%) | 0 (0%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.50 | 4.00 | 4.00 |
| The University of West Alabama prepared me to put theory into practice. | Strongly Agree | 1 (50%) | 1 (100%) | 1 (100%) |
| | Agree | 1 (50%) | 0 (0%) | 0 (0%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.50 | 4.00 | 4.00 |
| The University of West Alabama prepared me to provide instruction based on developmentally appropriate levels. | Strongly Agree | 0 (0%) | 1 (100%) | 1 (100%) |
| | Agree | 2 (100%) | 0 (0%) | 0 (0%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.00 | 4.00 | 4.00 |
| The University of West Alabama prepared me to develop instruction that meets the needs of diverse learners. | Strongly Agree | 1 (50%) | 1 (100%) | 1 (100%) |
| | Agree | 1 (50%) | 0 (0%) | 0 (0%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.50 | 4.00 | 4.00 |
| The University of West Alabama prepared me to effectively utilize technology in instruction. | Strongly Agree | 2 (100%) | 1 (100%) | 1 (100%) |
| | Agree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 4.00 | 4.00 | 4.00 |
| The University of West Alabama prepared me to use technology to engage students in learning. | Strongly Agree | 2 (100%) | 1 (100%) | 1 (100%) |
| | Agree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 4.00 | 4.00 | 4.00 |
| The University of West Alabama prepared me for communicating effectively with P-12 stakeholders. | Strongly Agree | 1 (50%) | 1 (100%) | 1 (100%) |
| | Agree | 1 (50%) | 0 (0%) | 0 (0%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |

| | | | | |
|---|-------------------|----------|----------|----------|
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.50 | 4.00 | 4.00 |
| The University of West Alabama prepared me for collaborating with P-12 stakeholders. | Strongly Agree | 1 (50%) | 1 (100%) | 1 (100%) |
| | Agree | 1 (50%) | 0 (0%) | 0 (0%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.50 | 4.00 | 4.00 |
| The University of West Alabama prepared me to use research methods to improve student learning. | Strongly Agree | 2 (100%) | 1 (100%) | 1 (100%) |
| | Agree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 4.00 | 4.00 | 4.00 |
| The University of West Alabama prepared me to utilize data to improve student learning.. | Strongly Agree | 1 (50%) | 1 (100%) | 1 (100%) |
| | Agree | 1 (50%) | 0 (0%) | 0 (0%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.50 | 4.00 | 4.00 |
| The University of West Alabama prepared me to maintain high professional standards. | Strongly Agree | 1 (50%) | 1 (100%) | 1 (100%) |
| | Agree | 1 (50%) | 0 (0%) | 0 (0%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.50 | 4.00 | 4.00 |
| Overall, I am satisfied with the preparation that I received at the University of West Alabama. | Strongly Agree | 1 (50%) | 1 (100%) | 1 (100%) |
| | Agree | 1 (50%) | 0 (0%) | 0 (0%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.50 | 4.00 | 4.00 |

Table A.4.2d Secondary Programs

| Completer Satisfaction Survey – Secondary –Advanced Completers | | | | |
|--|-------------------|----------------------------|----------------------------------|----------------------------------|
| Survey Item | | Fall 2018 N (%) | Spring 2019 N (%) | Summer 2019 N (%) |
| The University of West Alabama prepared me with content needed to be an effective teacher. | Strongly Agree | 1 (33.3%) | No responses | 1 (33.3%) |
| | Agree | 2 (66.7%) | | 2 (66.7%) |
| | Disagree | 0 (0%) | | 0 (0%) |
| | Strongly Disagree | 0 (0%) | | 0 (0%) |
| | Average | 3.33 | | 3.33 |
| The University of West Alabama prepared me with pedagogy needed to be an effective teacher. | Strongly Agree | 1 (33.3%) | | 1 (33.3%) |
| | Agree | 2 (66.7%) | | 2 (66.7%) |
| | Disagree | 0 (0%) | | 0 (0%) |
| | Strongly Disagree | 0 (0%) | | 0 (0%) |
| | Average | 3.33 | | 3.33 |
| The University of West Alabama prepared me to put theory into practice. | Strongly Agree | 1 (33.3%) | | 1 (33.3%) |
| | Agree | 2 (66.7%) | | 2 (66.7%) |
| | Disagree | 0 (0%) | | 0 (0%) |
| | Strongly Disagree | 0 (0%) | | 0 (0%) |
| | Average | 3.33 | | 3.33 |
| The University of West Alabama prepared me to provide instruction based on developmentally appropriate levels. | Strongly Agree | 2 (66.7%) | | 1 (33.3%) |
| | Agree | 1 (33.3%) | | 2 (66.7%) |
| | Disagree | 0 (0%) | | 0 (0%) |

| | | | | |
|---|-------------------|-----------|--|-----------|
| | Strongly Disagree | 0 (0%) | | 0 (0%) |
| | Average | 3.67 | | 3.33 |
| The University of West Alabama prepared me to develop instruction that meets the needs of diverse learners. | Strongly Agree | 2 (66.7%) | | 0 (0%) |
| | Agree | 1 (33.3%) | | 3 (100%) |
| | Disagree | 0 (0%) | | 0 (0%) |
| | Strongly Disagree | 0 (0%) | | 0 (0%) |
| | Average | 3.67 | | 3.00 |
| The University of West Alabama prepared me to effectively utilize technology in instruction. | Strongly Agree | 2 (66.7%) | | 2 (66.7%) |
| | Agree | 1 (33.3%) | | 1 (33.3%) |
| | Disagree | 0 (0%) | | 0 (0%) |
| | Strongly Disagree | 0 (0%) | | 0 (0%) |
| | Average | 3.67 | | 3.66 |
| The University of West Alabama prepared me to use technology to engage students in learning. | Strongly Agree | 2 (66.7%) | | 2 (66.7%) |
| | Agree | 0 (0%) | | 1 (33.3%) |
| | Disagree | 1 (33.3%) | | 0 (0%) |
| | Strongly Disagree | 0 (0%) | | 0 (0%) |
| | Average | 3.33 | | 3.66 |
| The University of West Alabama prepared me for communicating effectively with P-12 stakeholders. | Strongly Agree | 0 (0%) | | 0 (0%) |
| | Agree | 3 (100%) | | 3 (100%) |
| | Disagree | 0 (0%) | | 0 (0%) |
| | Strongly Disagree | 0 (0%) | | 0 (0%) |
| | Average | 3.00 | | 3.00 |
| The University of West Alabama prepared me for collaborating with P-12 stakeholders. | Strongly Agree | 0 (0%) | | 0 (0%) |
| | Agree | 3 (100%) | | 3 (100%) |
| | Disagree | 0 (0%) | | 0 (0%) |
| | Strongly Disagree | 0 (0%) | | 0 (0%) |
| | Average | 3.00 | | 3.00 |
| The University of West Alabama prepared me to use research methods to improve student learning. | Strongly Agree | 0 (0%) | | 2 (66.7%) |
| | Agree | 3 (100%) | | 1 (33.3%) |
| | Disagree | 0 (0%) | | 0 (0%) |
| | Strongly Disagree | 0 (0%) | | 0 (0%) |
| | Average | 3.00 | | 3.66 |
| The University of West Alabama prepared me to utilize data to improve student learning.. | Strongly Agree | 0 (0%) | | 1 (33.3%) |
| | Agree | 3 (100%) | | 2 (66.7%) |
| | Disagree | 0 (0%) | | 0 (0%) |
| | Strongly Disagree | 0 (0%) | | 0 (0%) |
| | Average | 3.00 | | 3.33 |
| The University of West Alabama prepared me to maintain high professional standards. | Strongly Agree | 2 (66.7%) | | 1 (33.3%) |
| | Agree | 1 (33.3%) | | 2 (66.7%) |
| | Disagree | 0 (0%) | | 0 (0%) |
| | Strongly Disagree | 0 (0%) | | 0 (0%) |
| | Average | 3.67 | | 3.33 |
| Overall, I am satisfied with the preparation that I received at the University of West Alabama. | Strongly Agree | 2 (66.7%) | | 2 (66.7%) |
| | Agree | 1 (33.3%) | | 1 (33.3%) |
| | Disagree | 0 (0%) | | 0 (0%) |
| | Strongly Disagree | 0 (0%) | | 0 (0%) |
| | Average | 3.67 | | 3.66 |

Table A.4.2e Instructional Leader and Teacher Leader

| Completer Satisfaction Survey | | | | |
|--|-------------------|--------------------|-------------------------|-------------------------|
| Survey Item | | Fall 2018 N (%) | Spring 2019 N (%) | Summer 2019 N (%) |
| The University of West Alabama prepared me with content needed to be an effective leader. | Strongly Agree | 5 (62.5%) | 5 (83.3%) | 8 (66.6%) |
| | Agree | 3 (37.5%) | 1 (16.7%) | 4 (33.3%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.62 | 3.83 | 3.67 |
| The University of West Alabama prepared me with pedagogy needed to be an effective leader. | Strongly Agree | 5 (62.5%) | 5 (83.3%) | 8 (66.6%) |
| | Agree | 3 (37.5%) | 1 (16.7%) | 4 (33.3%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.62 | 3.83 | 3.67 |
| The University of West Alabama prepared me to create a school environment that supports the needs of diverse learners. | Strongly Agree | 5 (62.5%) | 5 (83.3%) | 9 (75%) |
| | Agree | 3 (37.5%) | 1 (16.7%) | 3 (25%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.62 | 3.83 | 3.75 |
| The University of West Alabama prepared me to effectively utilize technology in my role as a school leader. | Strongly Agree | 5 (71.4%) | 5 (83.3%) | 8 (66.6%) |
| | Agree | 2 (28.6%) | 1 (16.7%) | 4 (33.3%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.71 | 3.83 | 3.67 |
| The University of West Alabama prepared me for communicating effectively with students and parents. | Strongly Agree | 4 (50%) | 5 (83.3%) | 6 (50%) |
| | Agree | 4 (50%) | 1 (16.7%) | 6 (50%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.50 | 3.83 | 3.50 |
| The University of West Alabama prepared me for communicating effectively with community and school leaders. | Strongly Agree | 4 (50%) | 5 (83.3%) | 6 (50%) |
| | Agree | 4 (50%) | 1 (16.7%) | 6 (50%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.50 | 3.83 | 3.50 |
| The University of West Alabama prepared me to use research methods to assess and respond to the needs of the school as it relates to library services and materials. | Strongly Agree | 3 (37.5%) | 5 (83.3%) | 8 (66.6%) |
| | Agree | 4 (50%) | 1 (16.7%) | 2 (16.7%) |
| | Disagree | 1 (12.5%) | 0 (0%) | 2 (16.7%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.25 | 3.83 | 3.50 |
| The University of West Alabama prepared me to analyze student data for the purpose of making data-driven decisions on instruction. | Strongly Agree | 7 (87.5%) | 5 (83.3%) | 7 (58.3%) |
| | Agree | 1 (12.5%) | 1 (16.7%) | 5 (41.7%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.87 | 3.83 | 3.58 |
| The University of West Alabama prepared me to be able to select resources to support the school curriculum. | Strongly Agree | 7 (87.5%) | 5 (83.3%) | 5 (45.5%) |
| | Agree | 1 (12.5%) | 1 (16.7%) | 6 (54.5%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.87 | 3.83 | 3.45 |
| | Strongly Agree | 4 (50%) | 5 (83.3%) | 5 (41.7%) |

| | | | | |
|--|-------------------|-----------|-----------|------------|
| The University of West Alabama prepared me to develop classroom teachers to enhance the student learning experience. | Agree | 4 (50%) | 1 (16.7%) | 7 (58.3%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.50 | 3.83 | 3.42 |
| The University of West Alabama prepared me to maintain high professional standards. | Strongly Agree | 6 (75%) | 5 (83.3%) | 10 (83.3%) |
| | Agree | 2 (25%) | 1 (16.7%) | 1 (8.3%) |
| | Disagree | 0 (0%) | 0 (0%) | 1 (8.3%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.75 | 3.83 | 3.75 |
| The University of West Alabama's clinical/field experiences were valuable in my preparation. | Strongly Agree | 4 (50%) | 4 (66.7%) | 6 (50%) |
| | Agree | 3 (37.5%) | 2 (33.3%) | 5 (41.7%) |
| | Disagree | 1 (12.5%) | | 1 (8.3%) |
| | Strongly Disagree | 0 (0%) | | 0 (0%) |
| | Average | 3.37 | 3.66 | 3.42 |
| I feel that the coursework at the University of West Alabama prepared for the clinical/field experiences. | Strongly Agree | 4 (50%) | 6 (100%) | 6 (50%) |
| | Agree | 3 (37.5%) | 0 (0%) | 5 (41.7%) |
| | Disagree | 1 (12.5%) | 0 (0%) | 1 (8.3%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.37 | 4.00 | 3.42 |
| I am confident in my ability to translate theory into practice. | Strongly Agree | 5 (62.5%) | 5 (83.3%) | 7 (58.3%) |
| | Agree | 3 (37.5%) | 1 (16.7%) | 5 (41.7%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.62 | 3.83 | 3.58 |
| Overall, I am satisfied with preparation received from the University of West Alabama. | Strongly Agree | 3 (37.5%) | 5 (83.3%) | 8 (66.6%) |
| | Agree | 5 (62.5%) | 1 (16.7%) | 4 (33.3%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.37 | 3.83 | 3.67 |

Table A.4.2.f Library Media

| Completer Satisfaction Survey | | | | |
|--|-------------------|--------------------|-------------------------|-------------------------|
| Survey Item | | Fall 2018 N (%) | Spring 2019 N (%) | Summer 2019 N (%) |
| The University of West Alabama prepared me with content needed to be an effective library media specialist. | Strongly Agree | 0 (0%) | 4 (50%) | 1 (25%) |
| | Agree | 1 (100%) | 4 (50%) | 3 (75%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.00 | 3.50 | 3.25 |
| The University of West Alabama prepared me with pedagogy needed to be an effective library media specialist. | Strongly Agree | 0 (0%) | 3 (37.5%) | 1 (25%) |
| | Agree | 1 (100%) | 5 (62.5%) | 3 (75%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.00 | 3.38 | 3.25 |
| The University of West Alabama prepared me to develop instruction that meets the needs of diverse learners. | Strongly Agree | 0 (0%) | 3 (37.5%) | 1 (25%) |
| | Agree | 0 (0%) | 5 (62.5%) | 3 (75%) |
| | Disagree | 1 (100%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 2.00 | 3.38 | 3.25 |

| | | | | |
|--|-------------------|-------------|-------------|-------------|
| The University of West Alabama prepared me to effectively utilize technology in my role as a library media specialist. | Strongly Agree | 0 (0%) | 3 (37.5%) | 3 (75%) |
| | Agree | 0 (0%) | 5 (62.5%) | 1 (25%) |
| | Disagree | 1 (100%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 2.00 | 3.28 | 3.75 |
| The University of West Alabama prepared me for communicating effectively with students and parents. | Strongly Agree | 0 (0%) | 3 (37.5%) | 0 (0%) |
| | Agree | 0 (0%) | 5 (62.5%) | 4 (100%) |
| | Disagree | 1 (100%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 2.00 | 3.38 | 3.00 |
| The University of West Alabama prepared me for communicating effectively with community and school leaders. | Strongly Agree | 0 (0%) | 3 (37.5%) | 1 (25%) |
| | Agree | 1 (100%) | 5 (62.5%) | 3 (75%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.00 | 3.38 | 3.25 |
| The University of West Alabama prepared me to use research methods to assess and respond to the needs of the school as it relates to library services and materials. | Strongly Agree | 0 (0%) | 2 (25%) | 2 (50%) |
| | Agree | 1 (100%) | 5 (62.5%) | 2 (50%) |
| | Disagree | 0 (0%) | 1 (12.5%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.00 | 3.13 | 3.50 |
| The University of West Alabama prepared me to collaborate with classroom teachers to enhance the student learning experience. | Strongly Agree | 0 (0%) | 4 (50%) | 2 (50%) |
| | Agree | 0 (0%) | 4 (50%) | 2 (50%) |
| | Disagree | 1 (100%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 2.00 | 3.50 | 3.50 |
| The University of West Alabama prepared me to be able to select resources to support the school curriculum. | Strongly Agree | 0 (0%) | 4 (50%) | 1 (25%) |
| | Agree | 0 (0%) | 4 (50%) | 3 (75%) |
| | Disagree | 1 (100%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 2.00 | 3.50 | 3.25 |
| The University of West Alabama prepared me to maintain high professional standards. | Strongly Agree | 0 (0%) | 5 (62.5%) | 2 (50%) |
| | Agree | 1 (100%) | 3 (37.5%) | 2 (50%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.00 | 3.63 | 3.50 |
| The University of West Alabama's clinical experience (internship) was a valuable learning experience. | Strongly Agree | 1 (100%) | 5 (71.4%) | 3 (100%) |
| | Agree | 0 (0%) | 2 (28.6%) | 0 (0%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 4.00 | 3.71 | 4.00 |
| I feel that the coursework at the University of West Alabama prepared for the clinical experience (internship). | Strongly Agree | 0 (0%) | 3 (42.9%) | 0 (0%) |
| | Agree | 1 (100%) | 4 (57.1%) | 3 (100%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.00 | 3.43 | 3.00 |
| Overall, I am satisfied with preparation received from the University of West Alabama. | Strongly Agree | 0 (0%) | 3 (37.5%) | 2 (50%) |
| | Agree | 1 (100%) | 5 (62.5%) | 2 (50%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.00 | 3.38 | 3.50 |

Table A.4.2g School Counselor

| Completer Satisfaction Survey | | | | |
|--|-------------------|-----------------------|-------------------------|-------------------------|
| Survey Item | | Fall 2018 N (%) | Spring 2019 N (%) | Summer 2019 N (%) |
| The University of West Alabama prepared me with content needed to be an effective School Counseling specialist. | Strongly Agree | 1 (33.3%) | 3 (33.3%) | 1 (25%) |
| | Agree | 2 (66.7%) | 6 (66.7%) | 3 (75%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.33 | 3.33 | 3.25 |
| The University of West Alabama prepared me with pedagogy needed to be an effective School Counseling specialist. | Strongly Agree | 1 (33.3%) | 3 (33.3%) | 2 (50%) |
| | Agree | 2 (66.7%) | 6 (66.7%) | 2 (50%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.33 | 3.33 | 3.50 |
| The University of West Alabama prepared me to put theory into practice. | Strongly Agree | 2 (66.7%) | 4 (44.4%) | 2 (50%) |
| | Agree | 1 (33.3%) | 5 (55.6%) | 1 (25%) |
| | Disagree | 0 (0%) | 0 (0%) | 1 (25%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.44 | 3.25 |
| The University of West Alabama prepared me create a school environment that supports the needs of diverse learners. | Strongly Agree | 2 (66.7%) | 5 (55.6%) | 2 (50%) |
| | Agree | 1 (33.3%) | 4 (44.4%) | 2 (50%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.56 | 3.50 |
| The University of West Alabama prepared me to effectively utilize technology in my role as a School Counseling specialist. | Strongly Agree | 2 (66.7%) | 3 (33.3%) | 2 (50%) |
| | Agree | 0 (0%) | 6 (66.7%) | 1 (25%) |
| | Disagree | 1 (33.3%) | 0 (0%) | 1 (25%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.33 | 3.00 | 3.25 |
| The University of West Alabama prepared me for collaborating effectively with students and parents. | Strongly Agree | 2 (66.7%) | 3 (33.3%) | 2 (50%) |
| | Agree | 1 (33.3%) | 6 (66.7%) | 2 (50%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.33 | 3.50 |
| The University of West Alabama prepared me for collaborating with classroom teachers and other school professionals. | Strongly Agree | 1 (33.3%) | 3 (33.3%) | 2 (50%) |
| | Agree | 2 (66.7%) | 6 (66.7%) | 2 (50%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.33 | 3.33 | 3.50 |
| The University of West Alabama prepared me to collaborate effectively with school and community leaders. | Strongly Agree | 1 (66.7%) | 2 (22.2%) | 1 (25%) |
| | Agree | 2 (33.3%) | 7 (77.8%) | 1 (25%) |
| | Disagree | 0 (0%) | 0 (0%) | 2 (50%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.33 | 3.22 | 2.75 |
| The University of West Alabama prepared me to use research methods to assess and respond to the needs of the school as it relates to library services and materials. | Strongly Agree | 1 (33.3%) | 3 (33.3%) | 1 (25%) |
| | Agree | 1 (33.3%) | 6 (66.7%) | 3 (75%) |
| | Disagree | 1 (33.3%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.00 | 3.33 | 3.25 |
| | Strongly Agree | 2 (66.7%) | 4 (44.4%) | 1 (25%) |

| | | | | |
|---|-------------------|-------------|-------------|-------------|
| The University of West Alabama prepared me to be able to create an environment that encourages the personal growth of all students. | Agree | 1 (33.3%) | 5 (55.6%) | 3 (75%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Strongly Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.44 | 3.25 |
| The University of West Alabama prepared me to maintain high professional standards. | Strongly Agree | 2 (66.7%) | 5 (55.6%) | 3 (75%) |
| | Agree | 1 (33.3%) | 4 (44.4%) | 1 (25%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.56 | 3.75 |
| The University of West Alabama's clinical experiences were valuable in my preparation. | Strongly Agree | 0 (0%) | 4 (50%) | 1 (33.3%) |
| | Agree | 1 (100%) | 4 (50%) | 2 (66.7%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.00 | 3.50 | 3.33 |
| I feel that the coursework at the University of West Alabama prepared for clinical experiences. | Strongly Agree | 1 (100%) | 4 (44.4%) | 1 (33.3%) |
| | Agree | 0 (0%) | 5 (55.6%) | 2 (66.7%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 4.00 | 3.44 | 3.33 |
| Overall, I am satisfied with preparation received from the University of West Alabama. | Strongly Agree | 2 (66.7%) | 5 (55.6%) | 1 (25%) |
| | Agree | 1 (33.3%) | 4 (44.4%) | 3 (75%) |
| | Disagree | 0 (0%) | 0 (0%) | 0 (0%) |
| | Average | 3.66 | 3.56 | 3.25 |

Graduation Rates (initial & advanced levels):

Graduation rates for initial candidates for the 2016 fall cohort of initial undergraduate candidates indicate 25 of the 30 candidates admitted graduated with a degree after four years resulting in a graduation rate of 83% (25/30) for candidates who completed an education certification degree. Four additional candidates completed a degree in Interdisciplinary Studies. There were 114 initial alternative-A candidates admitted to the Educator Preparation Program in the fall of 2016. The four-year graduation rate indicates that 85 of the 114 candidates completed an education certification degree yielding a 75% graduation rate.

The graduation rate for advanced program candidates has been calculated based on a four-year graduation date using the 2015 admitted cohort. Candidates who entered during the academic year were examined four years later to see if they had obtained an education degree. Results show a graduation rate of 58.5%. This is consistent with the 2013 cohort but less than the 2014 cohort. The EPP is monitoring advanced program graduation rates to see if the 2014 graduation rate was an anomaly.

Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels):

The number of initial undergraduate completers in the 2019-2020 academic year equaled 19, while Alternative-A initial completers totaled 96. Combined, the initial computer number was 115, which was a 20% increase from the previous reporting period. There were 1122 advanced program and/or certification completers in 2019-2020, 1037 in 2018-2019, and 524 in 2017-2018. The number of candidates completing

programs and obtaining licensure should be equivalent because candidates are not eligible to complete a program unless they are eligible for licensure.

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. Due to the high demand for teachers in rural Alabama, those graduating should be highly sought after for employment. The institution administers a survey called the First Destination Survey to its graduates. Results from the 2020 survey show completers are either employed in the field, pursuing advanced degrees, or pursuing a military career. For example, 55 out of 78 bachelor's level graduates responded: 27 graduates reported employment, 26 full-time and 1 part-time (49%); 13 graduates reported continuing their education (24%), 4 reported serving in the military (7%) and only 11 reported seeking employment (20%). No information was received from 26 graduates. For master's graduates, 900 students obtained their degree, with 501 responding to the survey. Four hundred and fifty-six graduates reporting employment (91%), 2 part-time and 454 full-time; 7 graduates reporting continuing their education; 1 reported not seeking employment, and 39 reported seeking employment (8%). As for the 156 education specialist graduates, 68 graduates responded to the survey. Results indicated that all 68 graduates reported employment, all full-time. No information was received from 88 graduates.

Student loan default rates and other consumer information (initial & advanced levels): The current UWA loan default rate (FY 2017) decreased by .5% to 7.3% from 7.8% the previous year.