2024 CAEP Annual Accountability Reporting Measures

R4.1 Completer effectiveness and impact on P-12 learning and development

Measure 1a: EPP Report Card

The Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to first-year teachers who, during the 2018-2019 school year, completed an Alabama State Board of Education approved undergraduate (Class B) or alternative master's degree program (Class A program leading to their first or initial Professional Educator Certificate). The purpose of the annually administered survey is to collect data on employers' satisfaction with effectiveness of first year teachers. The ALSDE does not provide to the EPP the number of completers being assessed, their programs of study, or the number of employer respondents. Thus the EPP continues to use multiple measures related to measuring completer effectiveness. Data provided in this report include summary of survey categories and the percentage of first-year teacher's employers who rated their first-year teachers as *teacher leader*, *effective teacher*, *emerging teacher*, *or ineffective teacher*. From the 2022-2023 data provided, the EPP was able to ascertain that overall UWA initial program completers were rated as "Effective or Emerging" on most items. Very few completers were rated as Ineffective.

Measure 1a: EPP Report Card Data

		2020 Report: 2019/2020 data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction)	2021 Report: 2020/2021 data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction)	2022 Report: 2021/2022 data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction)	2023 Report: 2022/2023 data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction)
Survey Item	UWA%(AL%)	UWA%(AL%)	UWA%(AL%)	UWA%(AL%)	UWA%(AL%)
The teacher	Teacher Leader	0% (13%)	13% (12%)	10% (7%)	9% (12%)
collaborates with	Effective	35% (53%)	50% (64%)	48% (56%)	67% (61%)
others to build a	Emerging	50% (32%)	31% (22%)	35% (32%)	21% (24%)
positive learning climate marked by respect, rigor, and responsibility. (The Learner and Learning – Learning Environments 3.1)	Ineffective	0% (0%)	0% (0%)	6% (0%)	
The teacher	Teacher Leader	0% (10%)	0% (0%)	0% (0%)	0% (7%)
understands the	Effective	30% (50%)	50% (58%)	48% (51%)	59% (54%)
central concepts,	Emerging	55% (39%)	44% (36%)	45% (40)	35% (36%)
tools of inquiry and structures of the discipline(s) he or she teachers. (Content Knowledge – Knowledge – Content Knowledge 4.1)	Ineffective	10% (0%)	0% (0%)	0% (0%)	22.12 (80.75)
The teacher engages	Teacher Leader	0% (10%)	6% (0%)	0% (0%)	0% (0%)
learners in critical	Effective	20% (47%)	34% (47%)	35% (42%)	53% (46%)
thinking, creativity,	Emerging	70% (41%)	56% (46%)	55% (50%)	44% (45%)
collaboration, and communication to	Ineffective	0% (0%)	0% (0%)	6% (0%)	(12,13)

address authentic local and global issues, (Content Knowledge – Application of Content 5.2)					
The teacher	Teacher Leader	00/ (110/)	00/ (60/)	00/ (00/)	70/ (90/)
implements	Effective	0% (11%)	9% (6%) 31% (64%)	0% (0%) 65% (59%)	7% (8%) 66% (61%)
assessments in an		30% (59%) 60% (28%)	50% (28%)		` /
ethical manner and	Emerging Ineffective	0% (28%)	0% (0%)	29% (33%) 0% (0%)	26% (29%)
minimizes biases to enable the learners to display the full extent of their learning. (Instructional Practice – Assessment 6.3)	menective	0% (0%)	070 (070)	070 (070)	
,					
The teacher selects,	Teacher Leader	0% (9%)	9% (0%)	10% (0%)	0% (0%)
creates, and	Effective	10% (46%)	28% (46%)	35% (40%)	53% (46%)
sequences learning	Emerging	75% (42%)	59% (48%)	55% (51%)	43% (46%)
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)	Ineffective	10% (0%)	0% (0%)	0% (0%)	
The teacher plans	Teacher Leader	0% (9%)	120/ (00/)	0% (0%)	00/ (60/)
The teacher plans instruction based on	Effective	10% (49%)	13% (0%) 25% (49%)	45% (45%)	0% (6%) 60% (49%)
information from	Emerging	75% (39%)	50% (44%)	48% (46%)	37% (41%)
formative and	Ineffective	10% (0%)	13% (0%)	0% (0%)	3170 (4170)
summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs (Instructional Practice – Planning for Instruction 7.2)					
The teacher	Teacher Leader	0% (9%)	6% (0%)	0% (0%)	0% (7%)
understands and	Effective	35% (51%)	47% (55%)	48% (50%)	59% (54%)
uses a variety of	Emerging	50% (35%)	38% (37%)	45% (40%)	35% (36%)
instructional	Ineffective	8% (0%)	9% (0%)	0% (0%)	3370 (3070)
strategies and makes	morroute	070 (070)	270 (O70)	070 (070)	

learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1)					
The teacher engages	Teacher Leader	0% (10%)	9% (0%)	0% (0%)	6% (8%)
in continuous	Effective	35% (56%)	41% (58%)	58% (55%)	65% (58%)
professional	Emerging	55% (32%)	47% (36%)	29% (37%)	28% (32%)
learning to more effectively meet the needs of each learner. (Professional Responsibility – Professional Learning and Ethical Practice 9.1)	Ineffective	0% (0%	0% (0%	10% (0%)	
The teacher uses	Teacher Leader	0% (9%)	9% (9%)	0% (0%)	0% (6%)
evidence to	Effective	20% (51%)	34% (49%)	42% (45%)	59% (48%)
continually evaluate	Emerging	70% (37%)	47% (43%)	45% (45%)	34% (42%)
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)	Ineffective	0% (0%)	9% (0%)	10% (0%)	
The teacher	Teacher Leader	0% (17%)	13% (16%)	10% (11%)	17% (17%)
practices the	Effective	50% (64%)	63% (69%)	74% (63%)	69% (66%)
profession in an	Emerging	45% (18%)	19% (14%)	10% (23%)	14% (16%)
ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3)	Ineffective	0% (0%)	0% (0%)	10% (23%)	
The teacher uses	Teacher Leader	0% (9%)	6% (0%)	0% (0%)	0% (0%)
understanding of	Effective	10% (45%)	44% (50%)	29% (45%)	52% (50%)
how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally	Emerging	80% (44%)	44% (44%)	61% (47%)	42% (40%)
	Ineffective	0% (0%)	0% (0%)	0% (0%)	

appropriate and challenging learning experiences. (The Learner and Learning – Learner Development 1.1) The teacher manages the learning environment to engage learners actively. (The Learner and Learning – Learning Environments 3.2)	Teacher Leader Effective Emerging Ineffective	0% (10%) 25% (52%) 70% (33%) 0% (0%)	13% (8%) 34% (55%) 44% (33%) 9% (0%)	0% (0%) 45% (48%) 35% (37%) 16% (9%)	7% (7%) 56% (51%) 33% (36%)
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 Effective Emerging Ineffective	0% (9%) 25% (52%) 65% (37%) 0% (0%)	13% (6%) 34% (54%) 50% (37%) 0% (0%)	0% (0%) 45% (48%) 48% (43%) 0% (0%)	0% (6%) 57% (54%) 38% (37%)
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 Effective Emerging Ineffective	0% (9%) 30% (46%) 55% (43%) 10% (0%)	9% (0%) 31% (48%) 50% (46%) 9% (0%)	0% (0%) 35% (43%) 52% (48%) 13% (0%)	0% (6%) 55% (51%) 37% (31%)
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 Effective Emerging Ineffective	0% (8%) 20% (47%) 70% (43%) 0% (0%)	6% (0%) 44% (49%) 44% (45%) 0% (0%)	0% (0%) 48% (46%) 45% (46%) 6% (0%)	0% (6%) 55% (50%) 38% (40%)

The teacher	Teacher Leader	0% (10%)	9% (0%)	0% (6%)	0% (8%)
collaborates with	Effective	35% (58%)	41% (58%)	55% (50%)	69% (54%)
learners, families,	Emerging	55% (29%)	47% (35%)	32% (39%)	24% (35%)
colleagues, other school professionals, and community members to ensure learner growth. (Professional Responsibility Leadership and Collaboration 10.1)	Ineffective	0% (0%)	0% (0%)	10% (0%)	
The teacher uses	Teacher Leader	0% (9%)	9% (0%)	0% (0%)	0% (6%)
understanding of learners'	Effective	20% (47%)	34% (49%)	48% (45%)	49% (48%)
commonalities and	Emerging	75% (41%)	44% (44%)	45% (46%)	47% (42%)
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)	Ineffective	0% (0%)	13% (0%)	0% (0%)	
The teacher	Teacher Leader	0% (9%)	9% (0%)	0% (0%)	0% (0%)
connects concepts,	Effective	25% (46%)	31% (48%)	48% (45%)	51% (48%)
perspectives from	Emerging	65% (43%)	50% (45%)	42% (46%)	43% (44%)
varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)	Ineffective	0% (0%)	9% (0%)	10% (0%)	
The teacher seeks	Teacher Leader	0% (10%)	9% (0%)	0% (0%)	0% (6%)
appropriate	Effective	25% (45%)	31% (43%)	48% (43%)	58% (46%)
leadership roles and opportunities to take responsibility for student learning and to advance the profession. (Professional Responsibility –	Emerging	60% (42%)	50% (47%)	39% (46%)	37% (43%)
	Ineffective	10% (0%)	9% (0%)	10% (0%)	

Leadership and Collaboration 10.2)					
The teacher uses	Teacher Leader	0% (9%)	9% (0%)	0% (0%)	0% (6%)
assessment to	Effective	30% (51%)	41% (50%)	48% (44%)	59% (50%)
engage learners in	Emerging	60% (38%)	44% (44%)	45% (46%)	36% (41%)
their own growth. (Instructional Practice – Assessment 6.2)	Ineffective	0% (0%)	0% (0%)	6% (0%)	
The teacher plans	Teacher Leader	0% (10%)	9% (0%)	0% (6%)	0% (9%)
instruction by	Effective	30% (55%)	38% (55%)	48% (50%)	64% (54%)
collaborating with	Emerging	70% (32%)	47% (38%)	39% (38%)	30% (34%)
colleagues, specialists, community resources, families and learners meet to individual learning needs. (Instructional Practice – Planning for Instruction 7.3)	Ineffective	0% (0%)	0% (0%)	10% (0%)	
The teacher has	Teacher Leader	0% (7%)	6% (0%)	0% (0%)	0% (0%)
deep knowledge of	Effective	15% (36%)	22% (38%)	29% (34%)	53% (40%)
current and	Emerging	75% (55%)	69% (56%)	55% (58%)	41% (51%)
emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student aschievement. (Alabama Specific	Ineffective	0% (0%)	0% (0%)	16% (0%)	

Expectations –					
Standard 4(0)).					
The teacher	Teacher Leader	0% (0%)	6% (0%)	0% (0%)	0% (0%)
possesses	Effective	35% (42%)	41% (48%)	29% (43%)	58% (49%)
knowledge of	Emerging	65% (51%)	53% (48%)	58% (50)	41% (44%)
Alabama's state	Ineffective	0% (0%)	0% (0%)	10% (0%)	·
assessment system.					
(Alabama Specific					
Expectations –					
Standard 6(q)).					
The teacher	Teacher Leader	0% (7%)	9% (0%)	0% (0%)	0% (0%)
integrates Alabama-	Effective	20% (45%)	34% (45%)	39% (45%)	58% (48%)
wide programs and	Emerging	70% (45%	56% (50%	48% (48%)	37% (44%)
initiatives into the	Ineffective	0% (0%)	0% (0%)	10% (0%)	
curriculum and			272 (272)		
instructional					
process. (Alabama					
Specific					
Expectations –					
Standard 7(g)).					
The teacher	Teacher Leader	0% (6%)	9% (0%)	0% (0%)	0% (0%)
communicates with	Effective	37% (38%)	28% (41%)	45% (39%)	49% (42%)
students, parents,	Emerging	59% (51%)	56% (54%)	39% (52%)	47% (50%)
and the public about	Ineffective	` ′	, ,	` '	4770 (3070)
Alabama's	ineffective	0% (0%)	0% (0%)	13% (0%)	
assessment system					
and major Alabama					
educational					
improvement					
initiatives.					
(Alabama Specific					
Expectations –					
Standard 7(h)).					
The teacher	Teacher Leader	0% (11%)	9% (0%)	0% (0%)	0% (7%)
understands the	Effective			, ,	` ′
expectations of the profession including	Effective	41% (55%)	47% (59%)	55% (50%)	67% (55%)
the Alabama	Emerging	52% (33%)	41% (34%)	32% (42%)	27% (35%)
Educator Code of	Ineffective			10% (0%)	
Ethics, the				(3,2)	
NASDTEC Model					
of Code of Ethics					
for Educators					
(MCEE),					
professional standards of					
practice, and relevant law and					
policy. (Alabama					
Specific					
Expectations –					
Standard 6(q)).					
Standard O(q)).	L	1			

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Measure 1b: Alabama Teacher Observation Tool (ATOT)

Alabama Teacher Growth Program (ATGP). The Alabama Teacher Growth Program (ATGP) promotes continuous monitoring of the teachers' ability to support the implementation of Alabama Core Teaching Standards (ACTS), improve instructional practices, seek professional supports, and increase student performance. The ATGP logo encompasses these foundational goals. The ATGP components include a Self-Assessment, the ATOT, a Professional Learning Plan (PLP), and a Professional Practice Diagnostic (optional). Together these tools ensure there are numerous opportunities to provide effective feedback to educators.

ATOT-Teacher Observation Tool-Provides a tool to formatively observe teachers' actions/practices within a 20- minute period. Allows the observer to provide clear and focused feedback, to acknowledge teachers' actions that promote learner centric instruction, and to support the implementation of effective teaching and learning practices.

Implementation-All districts use the ATOT formative tool to report data to the Alabama State Department of Education (ALSDE). The tool is a required component in the ATGP. Districts may use the current observation model/program adopted; however, all classroom teachers are observed once per school year using ATOT. The following graphic illustrates the options for districts.

In 2021, the Alabama State Board of Education (SBOE) adopted the Alabama Core Teaching Standards (ACTS) and a resolution to retire EDUCATEAlabama and use the new formative teacher growth program that includes the Alabama Teacher Observation Tool (ATOT). The chart below provides details as to which each dimension assesses based teacher effectiveness and their impact on student learning.

The EPP conducted a case study consisting of fifteen (15) 2022-2023 program graduates to collect data on completer performance as it relates to Teacher Effectiveness and Impact on Learning. Ten Completers participated in the case study and provided copies of their ATOT 22-23 Evaluations. The ATOT rubric scores are as follows: 4=Very Evident, 3=Evident, 2=Somewhat Evident, and 1=Not Evident. The 22-23 ATOT Evaluation scores revealed that completers "1 Year Out" of their programs are scoring between 3 and 4 on most categories with evaluation scores ranging from 3.02-4.0 on the ATOT. Particularly, in the categories/dimensions Learning and Essentials all completers scored between 3 and 4. The EPP will implement efforts to expand the case study size in order to collect more surveys representative of all program areas to ensure multiple measures of impact and effectiveness are being collected.

Dimension		Key Terms	
	A learning environment that is	Environment	Context in which student learning occurs within a classroom setting or learning situation
Culture/Climate	created and sustained in which each learner is cared for, is safe, has a sense of belonging, and feels secure to share their	Equitably, equity	Access to resources and support based on individual need
	thoughts	Diverse thinkers	Learners that express varying ideas and insights that could be based on their backgrounds and experiences; with an environment that should foster tolerance, respect, and understanding
Learning	Processes established to ensure learners have opportunities to demonstrate an understanding of the content and apply that knowledge and acquisition of skills	Higher order thinking skills	Also referred to as critical thinking skills, this type of thinking is based on a concept of education reform (e.g., Bloom's Taxonomy) that pushed learners to go beyond the memorization of facts to comprehending information
Essentials	Core competencies demonstrated by an effective teacher, such as presence and	Resources	Assets and capacity to fulfill the needs of and support for the learning environment and each learner; generally considered as material, digital, and human resources
20001111110	disposition, pedagogical knowledge, content knowledge, and management of the learning environment	Actively Engage Learners	Learning that allows students to generate knowledge or make meaning via such behaviors as clarifying, asking questions, comparing, and applying new information
	Actions that foster learners' ability to self-direct and self-	Empowers	Allowing and encouraging learners to have a voice in making decisions about their learning progress and types of activities and topics that interest them
Agency	regulate their learning	Growth mindset	Instilling in learners the belief that they can achieve, thrive, and overcome challenges
		Self-efficacy	A learner's belief in their capacity to execute behaviors necessary to overcome challenges, "stay the course," and realize success
Relationship	Actions that foster healthy, positive connections between the teacher and	Collaboration	Learners who might or might not have the same interests, abilities, or backgrounds to focus on a common goal and work together to accomplish the goal (a goal can mean an activity or task)
	learners	Inclusivity	Intentionally not excluding any learner from activities, tasks, discussions, etc., due to their background, ability level, and/or physical impairment

		Subject	Dimension I	Dimension II	Dimension III	Diminsion IV	Dimension V	Total Average
Completer	UWA Major	Taught/Evaluated	Culture and Climate	Learning	Essentials	Agency	Relationship	Score
	Elementary							
Completer 1:	Educaion	4th Grade Science	3	3	4	4	4	3.6
Completer 2:	Early Childhood	2nd Grade Science	3.75	4	4	4	3.2	3.79
	Seconday							
Completer 3:	Science	9th General Science	3.75	4	4	3.4	4	3.83
	Secondary							
Completer 4:	Mathematics	8th Grade	4	3.83	4	2.6	4	3.686
	Elementary	1st Grade/Language						
Completer 5:	Educaion	Arts	3	3	4	4	3	3.4
	Elementary	5th Grade/Language						
Completer 6:	Educaion	Arts	4	3.5	4	3.8	4	3.86
	Secondary Social							
Completer 7:	Studies	10th Grade US History	3	3	4	4	3.4	3.48
·	Elementary							
Completer 8	Educaion	5th Grade/Social Studies	4	3.16	4	3.2	4	3.672
·	Secondary							
Completer 9	Mathematics	9th Grade Mathematics	3	3	3	2.8	3.2	3
	Elementary	1st Grade/Language						
Completer 10	Educaion	Arts	4	3.16	4	3.2	4	3.672
		Total Avergae Score	3.55	3.365	3.9	3.5	3.68	3.599

R4.2 Employer Satisfaction and Stakeholder Involvement

Measure 2a: (Initial) Employer Satisfaction Survey

1. The Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to first-year teachers who, during the 2018-2019 school year, completed an Alabama State Board of Education approved undergraduate (Class B) or alternative master's degree program (Class A program leading to their first or initial Professional Educator Certificate). The purpose of the annually administered survey is to collect data on employers' satisfaction with first year teachers. The ALSDE does not provide to the EPP the number of completers being assessed, their programs of study, or the number of employer respondents. Thus the EPP continues to use multiple measures related to measuring completer effectiveness. Data provided in this report include summary of survey categories and the percentage of first-year teacher's employers who rated their first-year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher. From the 2022-2023 data provided, the EPP was able to ascertain that overall UWA initial program completers were rated as "Effective or Emerging" on most items. Very few completers were rated as Ineffective.

		2020 Report: 2019/2020 data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction)	2021 Report: 2020/2021 data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction)	2022 Report: 2021/2022 data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction)	2023 Report: 2022/2023 data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction)		
Survey Item	UWA%(AL%)	UWA%(AL%)	13% (12%)	UWA%(AL%) 10% (7%)	UWA%(AL%)		
The teacher	Teacher Leader	9% (12%)					
collaborates with	Effective	67% (61%) 21% (24%)					
others to build a	2.1101ging						
positive learning climate marked by	Ineffective	0% (0%)	0% (0%)	6% (0%)			

respect, rigor, and responsibility. (The Learner and Learning – Learning Environments 3.1)					
The teacher	Teacher Leader	0% (10%)	0% (0%)	0% (0%)	0% (7%)
understands the	Effective	30% (50%)	50% (58%)	48% (51%)	59% (54%)
central concepts,	Emerging	55% (39%)	44% (36%)	45% (40)	35% (36%)
tools of inquiry and structures of the discipline(s) he or she teachers. (Content Knowledge – Knowledge – Content Knowledge 4.1)	Ineffective	10% (0%)	0% (0%)	0% (0%)	
The teacher engages	Teacher Leader	0% (10%)	6% (0%)	0% (0%)	0% (0%)
learners in critical	Effective	20% (47%)	34% (47%)	35% (42%)	53% (46%)
thinking, creativity,	Emerging	70% (41%)	56% (46%)	55% (50%)	44% (45%)
collaboration, and	Ineffective	0% (0%)	0% (0%)	6% (0%)	++/0 (+3/0)
communication to address authentic local and global issues, (Content Knowledge – Application of Content 5.2)					
The teacher	Teacher Leader	0% (11%)	9% (6%)	0% (0%)	7% (8%)
implements	Effective	30% (59%)	31% (64%)	65% (59%)	66% (61%)
assessments in an	Emerging	60% (28%)	50% (28%)	29% (33%)	26% (29%)
ethical manner and minimizes biases to enable the learners to display the full extent of their learning. (Instructional Practice – Assessment 6.3)	Ineffective	0% (0%)	0% (0%)	0% (0%)	
The teacher selects,	Teacher Leader	0% (9%)	9% (0%)	10% (0%)	0% (0%)
creates, and	Effective	10% (46%)	28% (46%)	35% (40%)	53% (46%)
sequences learning	Emerging	75% (42%)	59% (48%)	55% (51%)	43% (46%)
experiences and	Ineffective	10% (0%)	0% (0%)	0% (0%)	
performance tasks					
that support learners					
in reaching rigorous					
curriculum goals based on content					
standards and cross-					
disciplinary skills.					
(Instructional					

D (DI)					
Practice – Planning					
for Instruction 7.1)					
The teacher plans	Teacher Leader	0% (9%)	13% (0%)	0% (0%)	0% (6%)
instruction based on	Effective	10% (49%)	25% (49%)	45% (45%)	60% (49%)
information from			` /	` /	` ,
formative and	Emerging Ineffective	75% (39%)	50% (44%)	48% (46%)	37% (41%)
summative	ineffective	10% (0%)	13% (0%)	0% (0%)	
assessments as well					
as other sources and					
systematically					
adjusts plans to meet					
each student's					
learning needs					
(Instructional					
Practice – Planning					
for Instruction 7.2)					
The teacher	Teacher Leader	0% (9%)	6% (0%)	0% (0%)	0% (7%)
understands and	Effective	35% (51%)	47% (55%)	48% (50%)	59% (54%)
uses a variety of	Emerging	50% (35%)	38% (37%)	45% (40%)	35% (36%)
instructional	Ineffective	8% (0%)	9% (0%)	0% (0%)	
strategies and makes					
learning accessible					
to all learners.					
(Instructional					
Practice – Instructional					
Strategies 8.1)					
Strategies 6.1)					
The teacher engages	Teacher Leader	0% (10%)	9% (0%)	0% (0%)	6% (8%)
in continuous	Effective	35% (56%)	41% (58%)	58% (55%)	65% (58%)
professional	Emerging	55% (32%)	47% (36%)	29% (37%)	28% (32%)
learning to more	Ineffective	0% (0%	0% (0%	10% (0%)	2070 (3270)
effectively meet the	menecuve	070 (070	070 (070	1070 (070)	
needs of each					
learner.					
(Professional					
Responsibility –					
Professional					
Learning and					
Ethical Practice 9.1)					
The teast	Tanahar I and a	00/ (00/)	00/ (00/)	00/ (00/)	00/ (60/)
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	menective	0/0 (0/0)	7/0 (U/0)	10/0 (070)	
practices to better					
meet learners'					
needs. (Professional					
Responsibility –					
Professional					
meet learners' needs. (Professional Responsibility –	Teacher Leader Effective Emerging Ineffective	0% (9%) 20% (51%) 70% (37%) 0% (0%)	9% (9%) 34% (49%) 47% (43%) 9% (0%)	0% (0%) 42% (45%) 45% (45%) 10% (0%)	0% (6%) 59% (48%) 34% (42%)

Learning and					
Ethical Practice 9.2)					
The teacher	Teacher Leader	0% (17%)	13% (16%)	10% (11%)	17% (17%)
practices the	Effective	50% (64%)	63% (69%)	74% (63%)	69% (66%)
profession in an	Emerging	45% (18%)	19% (14%)	10% (23%)	14% (16%)
ethical manner.	Ineffective	0% (0%)	0% (0%)	10% (23%)	
Professional					
Responsibility –					
Professional					
Learning and					
Ethical Practice 9.3)					
The teacher uses	Teacher Leader	0% (9%)	6% (0%)	0% (0%)	0% (0%)
understanding of	Effective	10% (45%)	44% (50%)	29% (45%)	52% (50%)
how learners grow	Emerging	80% (44%)	44% (44%)	61% (47%)	42% (40%)
and develop (in	Ineffective	0% (0%)	0% (0%)	0% (0%)	
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)					
Development 1.1)					
The teacher	Teacher Leader	0% (10%)	13% (8%)	0% (0%)	7% (7%)
manages the	Effective	25% (52%)	34% (55%)	45% (48%)	56% (51%)
learning	Emerging	70% (33%)	44% (33%)	35% (37%)	33% (36%)
environment to	Ineffective	0% (0%)	9% (0%)	16% (9%)	
engage learners		, , ,		` ,	
actively. (The					
Learner and					
Learning – Learning					
Environments 3.2)					
The teacher creates	Teacher Leader	0% (9%)	13% (6%)	0% (0%)	0% (6%)
learning experiences	Effective	25% (52%)	34% (54%)	45% (48%)	57% (54%)
that make the	Emerging	65% (37%)	50% (37%)	48% (43%)	38% (37%)
discipline accessible	Ineffective	0% (0%)	0% (0%)	0% (0%)	3070 (3170)
and meaningful for	Inclicetive	070 (070)	070 (070)	070 (070)	
learners to assure					
mastery of the					
content. (Content					
Knowledge –					
Content Knowledge					
4.2)					
The teacher uses,	Teacher Leader	0% (9%)	9% (0%)	0% (0%)	0% (6%)
designs, or adapts	Effective	30% (46%)	31% (48%)	35% (43%)	55% (51%)
multiple methods of	Emerging	55% (43%)	50% (46%)	52% (48%)	37% (31%)

assessment to document, monitor, and support learner progress appropriate for learning goals and objectives. (Instructional Practice – Assessment 6.1)	Ineffective	10% (0%)	9% (0%)	13% (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 Effective Emerging Ineffective	0% (8%) 20% (47%) 70% (43%) 0% (0%)	6% (0%) 44% (49%) 44% (45%) 0% (0%)	0% (0%) 48% (46%) 45% (46%) 6% (0%)	0% (6%) 55% (50%) 38% (40%)
The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth. (Professional Responsibility Leadership and Collaboration 10.1)	Teacher Leader Effective Emerging Ineffective	0% (10%) 35% (58%) 55% (29%) 0% (0%)	9% (0%) 41% (58%) 47% (35%) 0% (0%)	0% (6%) 55% (50%) 32% (39%) 10% (0%)	0% (8%) 69% (54%) 24% (35%)
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 Effective Emerging Ineffective	0% (9%) 20% (47%) 75% (41%) 0% (0%)	9% (0%) 34% (49%) 44% (44%) 13% (0%)	0% (0%) 48% (45%) 45% (46%) 0% (0%)	0% (6%) 49% (48%) 47% (42%)

The teacher	Teacher Leader	0% (9%)	9% (0%)	0% (0%)	0% (0%)
connects concepts,	Effective	25% (46%)	31% (48%)	48% (45%)	51% (48%)
perspectives from varied disciplines,	Emerging	65% (43%)	50% (45%)	42% (46%)	43% (44%)
and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)	Ineffective	0% (0%)	9% (0%)	10% (0%)	
The teacher seeks	Teacher Leader	0% (10%)	9% (0%)	0% (0%)	0% (6%)
appropriate	Effective	25% (45%)	31% (43%)	48% (43%)	58% (46%)
leadership roles and opportunities to take	Emerging	60% (42%)	50% (47%)	39% (46%)	37% (43%)
responsibility for student learning and to advance the profession. (Professional Responsibility – Leadership and Collaboration 10.2)	Ineffective	10% (0%)	9% (0%)	10% (0%)	
The teacher uses	Teacher Leader	0% (9%)	9% (0%)	0% (0%)	0% (6%)
assessment to	Effective	30% (51%)	41% (50%)	48% (44%)	59% (50%)
engage learners in their own growth. (Instructional Practice – Assessment 6.2)	Emerging Ineffective	60% (38%) 0% (0%)	44% (44%) 0% (0%)	45% (46%) 6% (0%)	36% (41%)
The teacher plans	Teacher Leader	0% (10%)	9% (0%)	0% (6%)	0% (9%)
instruction by	Effective	30% (55%)	38% (55%)	48% (50%)	64% (54%)
collaborating with colleagues, specialists, community resources, families and learners meet to individual learning needs. (Instructional Practice – Planning for Instruction 7.3)	Emerging Ineffective	70% (32%) 0% (0%)	47% (38%) 0% (0%)	39% (38%) 10% (0%)	30% (34%)
		00: (75:)		6-1-10-1	0.1.75
The teacher has deep knowledge of	Teacher Leader	0% (7%)	6% (0%)	0% (0%)	0% (0%)
current and	Effective	15% (36%)	22% (38%)	29% (34%)	53% (40%)
emerging state initiatives and programs including,	Emerging Ineffective	75% (55%) 0% (0%)	69% (56%) 0% (0%)	55% (58%) 16% (0%)	41% (51%)

		1			
but not limited to					
the Alabama					
Reading Initiative					
(ARI); the Alabama					
Math, Science and					
Technology					
Initiativie (AMSTI);					
Alabama Learning					
Exchange (ALEX);					
and Alabama					
Connecting					
Classrooms,					
Educators and					
Students Statewide					
(ACCESS);					
Response to					
Instruction (RTI)					
and their					
relationship to					
student					
aschievement.					
(Alabama Specific					
Expectations –					
Standard 4(0)).					
The teacher	Teacher Leader	0% (0%)	6% (0%)	0% (0%)	0% (0%)
possesses	Effective	35% (42%)	41% (48%)	29% (43%)	58% (49%)
knowledge of	Emerging	65% (51%)	53% (48%)	58% (50)	41% (44%)
Alabama's state	Ineffective	0% (0%)	0% (0%)	10% (0%)	1170 (1170)
assessment system.	menective	070 (070)	070 (070)	1070 (070)	
(Alabama Specific					
Expectations –					
Standard 6(q)).					
The teacher	Teacher Leader	0% (7%)	9% (0%)	0% (0%)	0% (0%)
integrates Alabama-	Effective	20% (45%)	34% (45%)	39% (45%)	58% (48%)
wide programs and	Emerging	70% (45%	56% (50%	48% (48%)	37% (44%)
initiatives into the	Ineffective	0% (0%)	0% (0%)	10% (0%)	3770 (1170)
curriculum and	Inchective	070 (070)	070 (070)	1070 (070)	
instructional					
process. (Alabama					
Specific					
Expectations –					
Standard 7(g)).					
The teacher	Teacher Leader	0% (6%)	9% (0%)	0% (0%)	0% (0%)
communicates with	Effective	37% (38%)	28% (41%)	45% (39%)	49% (42%)
students, parents,	Emerging	59% (51%)	56% (54%)	39% (52%)	47% (50%)
and the public about	Ineffective	, ,			T770 (3070)
Alabama's	merrective	0% (0%)	0% (0%)	13% (0%)	
assessment system					
and major Alabama					
educational					
improvement					
initiatives.					
(Alabama Specific					

Expectations – Standard 7(h)).					
The teacher understands the	Teacher Leader	0% (11%)	9% (0%)	0% (0%)	0% (7%)
expectations of the	Effective	41% (55%)	47% (59%)	55% (50%)	67% (55%)
profession including the Alabama	Emerging	52% (33%)	41% (34%)	32% (42%)	27% (35%)
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)).	Ineffective			10% (0%)	

Measure 2b: RA 4.1. (Advanced) Employer Satisfaction Survey

1. The Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to first-year teachers who, during the 2018-2019 school year, completed an Alabama State Board of Education approved undergraduate (Class B) or alternative master's degree program (Class A program leading to their first or initial Professional Educator Certificate). The purpose of the annually administered survey is to collect data on employers' satisfaction with first year teachers. The ALSDE does not provide to the EPP the number of completers being assessed, their programs of study, or the number of employer respondents. Thus, the EPP went back and conducted the Lawshe method with faculty and school partners to calibrate the instrument and ensure that the instrument will have valid results. The EPP administered the survey (1 Year Out Employer Survey) with partnering districts to collect satisfaction data on advanced program completers who completed an advanced program during the 2022-2023 academic year. Data provided in this report include summary survey categories and employer responses. Employers were asked to rate completers as: teacher leader, effective teacher, emerging teacher, or ineffective teacher. Based on the 2022-2023 employer data collected, the EPP was able to ascertain that overall UWA advanced program completers were rated as "Effective or Emerging" on most items. Very few completers were rated as Ineffective. Further, there were no advanced program completers during the 2022-2023 academic year for the following

programs: Secondary ELA, Biology, General Science, Social Studies, Mathematics or History. As a result, there were no employers to survey due to not having completers.

Measure 2b: RA 4.1. (Advanced) Employer Satisfaction 1 Year Out Survey Data

2022-2023 data on UWA Advanced Program Employer Satisfaction Advanced Programs						
Survey Item	Early Ch MED	ildhood	Ealy Childhood EDS	Elementary MED		
		Surveys N=4	Surveys N=1	Surveys N=22		
The teacher collaborates with others to build a	Teacher Leader	1 (25%)		6 (27%)		
positive learning climate marked by respect, rigor,	Effective Emerging	3 (75%)	1 (100%)	14 (64%) 2 (9%)		
and responsibility. (The Learner and Learning – Learning Environments 3.1)	Ineffective					
	Score: 93% o	<mark>f completers wer</mark>	e rated Teacher Leader	or Effective		
The teacher understands the central concepts, tools	Teacher Leader	2 (50%)		4 (18%)		
of inquiry and structures	Effective	2 (50%)	1 (100%)	16 (73%)		
of the discipline(s) he or	Emerging			2 (9%)		
she teachers. (Content Knowledge – Knowledge – Content Knowledge 4.1)	Ineffective					
	Score: 93% o	f completers wer	e rated Teacher Leader	or Effective		
The teacher engages	Teacher	1 (25%)				
learners in critical	Leader			1 (4.5%)		
thinking, creativity, collaboration, and	Effective	3 (75%)	1 (100%)	20 (91%)		
communication to address authentic local and global issues, (Content Knowledge – Application	Emerging Ineffective			1 (4.5%)		
of Content 5.2)	Score: 06% o	f completers wer	l e rated Teacher Leader	or Effective		
The teacher implements	Teacher		Tacu Teacher Leader	of Effective		
assessments in an ethical	Leader			3 (14%)		
manner and minimizes	Effective	3 (75%)	1 (100%)	17 (77%)		
biases to enable the	Emerging	1 (25%)	- (20070)	2 (9%)		
learners to display the full	Ineffective	- (== /3)		- (* .*/)		
extent of their learning. (Instructional Practice –						
Assessment 6.3)	0.004	Community		True d'		
	Score: 89% o	t completers wer	e rated Teacher Leader	or Effective		

TTI	I	1 (250()	1	
The teacher selects,	Teacher	1 (25%)		
creates, and sequences	Leader			2 (9%)
learning experiences and	Effective	2 (50%)	1 (100%)	17 (77%)
performance tasks that	Emerging	1 (25%)		3 (14%)
support learners in	Ineffective			
reaching rigorous				
curriculum goals based on				
content standards and				
cross-disciplinary skills.				
(Instructional Practice –				
Planning for Instruction				
7.1)				
	Score: 85% of	f completers we	re rated Teacher Leade	r or Effective
The teacher plans	Teacher	1 (25%)		4 (18%)
instruction based on	Leader			, , ,
information from	Effective	2 (50%)	1 (100)%	14 (64%)
formative and summative	Emerging	1 (25%)	(2 2 / 1 2	4 (18%)
assessments as well as	Ineffective	(== , 0)		
other sources and				
systematically adjusts				
plans to meet each				
student's learning needs				
(Instructional Practice –				
Planning for Instruction				
7.2)				
	0.107	<u> </u>	1 TD 1 T 1	Tice
	Teacher		<mark>re rated Teacher Leade</mark>	r or Effective
The teacher understands		1 (25%)		1 (4.50/)
and uses a variety of	Leader		1 (1000)	1 (4.5%)
and uses a variety of instructional strategies	Leader Effective	3 (75%)	1 (100%)	20 (91%)
and uses a variety of instructional strategies and makes learning	Leader Effective Emerging		1 (100%)	
and uses a variety of instructional strategies and makes learning accessible to all learners.	Leader Effective		1 (100%)	20 (91%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice –	Leader Effective Emerging		1 (100%)	20 (91%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies	Leader Effective Emerging		1 (100%)	20 (91%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1)	Leader Effective Emerging Ineffective	3 (75%)		20 (91%) 1 (4.5%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1)	Leader Effective Emerging Ineffective Score: 96% o	3 (75%) f completers we	1 (100%)	20 (91%) 1 (4.5%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) The teacher engages in	Leader Effective Emerging Ineffective Score: 96% of Teacher	3 (75%)		20 (91%) 1 (4.5%) r or Effective
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) The teacher engages in continuous professional	Leader Effective Emerging Ineffective Score: 96% of Teacher Leader	3 (75%) f completers we 1 (25%)	re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) The teacher engages in continuous professional learning to more	Leader Effective Emerging Ineffective Score: 96% of Teacher Leader Effective	3 (75%) f completers we		20 (91%) 1 (4.5%) r or Effective 1 (4.5%) 20 (91%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) The teacher engages in continuous professional learning to more effectively meet the needs	Leader Effective Emerging Ineffective Score: 96% o Teacher Leader Effective Emerging	3 (75%) f completers we 1 (25%)	re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) The teacher engages in continuous professional learning to more effectively meet the needs of each learner.	Leader Effective Emerging Ineffective Score: 96% of Teacher Leader Effective	3 (75%) f completers we 1 (25%)	re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%) 20 (91%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) The teacher engages in continuous professional learning to more effectively meet the needs of each learner. (Professional	Leader Effective Emerging Ineffective Score: 96% o Teacher Leader Effective Emerging	3 (75%) f completers we 1 (25%)	re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%) 20 (91%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) The teacher engages in continuous professional learning to more effectively meet the needs of each learner. (Professional Responsibility –	Leader Effective Emerging Ineffective Score: 96% o Teacher Leader Effective Emerging	3 (75%) f completers we 1 (25%)	re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%) 20 (91%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) The teacher engages in continuous professional learning to more effectively meet the needs of each learner. (Professional Responsibility – Professional Learning and	Leader Effective Emerging Ineffective Score: 96% o Teacher Leader Effective Emerging	3 (75%) f completers we 1 (25%)	re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%) 20 (91%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) 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)	Leader Effective Emerging Ineffective Score: 96% of Teacher Leader Effective Emerging Ineffective	3 (75%) f completers we 1 (25%) 3 (75%)	re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%) 20 (91%) 1 (4.5%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) 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)	Leader Effective Emerging Ineffective Score: 96% of Teacher Leader Effective Emerging Ineffective Score: 96% of Teacher	3 (75%) f completers we 1 (25%) 3 (75%)	re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%) 20 (91%) 1 (4.5%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) 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)	Leader Effective Emerging Ineffective Score: 96% of Teacher Leader Effective Emerging Ineffective Score: 96% of Teacher	3 (75%) f completers we 1 (25%) 3 (75%)	re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%) 20 (91%) 1 (4.5%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) 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) The teacher uses evidence to continually evaluate the	Leader Effective Emerging Ineffective Score: 96% o Teacher Leader Effective Emerging Ineffective Score: 96% o Teacher Leader Leader	3 (75%) f completers we 1 (25%) 3 (75%) f completers we	re rated Teacher Leade 1 (100%) re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%) 20 (91%) 1 (4.5%) r or Effective 6 (27%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) 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) The teacher uses evidence to continually evaluate the effects of his/her	Leader Effective Emerging Ineffective Score: 96% of Teacher Leader Effective Emerging Ineffective Score: 96% of Teacher	3 (75%) f completers we 1 (25%) 3 (75%)	re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%) 20 (91%) 1 (4.5%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) 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) The teacher uses evidence to continually evaluate the	Leader Effective Emerging Ineffective Score: 96% o Teacher Leader Effective Emerging Ineffective Score: 96% o Teacher Leader Leader	3 (75%) f completers we 1 (25%) 3 (75%) f completers we	re rated Teacher Leade 1 (100%) re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%) 20 (91%) 1 (4.5%) r or Effective 6 (27%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) 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) The teacher uses evidence to continually evaluate the effects of his/her	Leader Effective Emerging Ineffective Score: 96% o Teacher Leader Effective Emerging Ineffective Score: 96% o Teacher Leader Effective	3 (75%) f completers we 1 (25%) 3 (75%) f completers we 3 (75%)	re rated Teacher Leade 1 (100%) re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%) 20 (91%) 1 (4.5%) r or Effective 6 (27%) 14 (64%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) 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) The teacher uses evidence to continually evaluate the effects of his/her decisions on others and	Leader Effective Emerging Ineffective Score: 96% o Teacher Leader Emerging Ineffective Score: 96% o Teacher Leader Effective Emerging Ineffective Emerging Effective Emerging	3 (75%) f completers we 1 (25%) 3 (75%) f completers we 3 (75%)	re rated Teacher Leade 1 (100%) re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%) 20 (91%) 1 (4.5%) r or Effective 6 (27%) 14 (64%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) 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) The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional	Leader Effective Emerging Ineffective Score: 96% o Teacher Leader Emerging Ineffective Score: 96% o Teacher Leader Effective Emerging Ineffective Emerging Effective Emerging	3 (75%) f completers we 1 (25%) 3 (75%) f completers we 3 (75%)	re rated Teacher Leade 1 (100%) re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%) 20 (91%) 1 (4.5%) r or Effective 6 (27%) 14 (64%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) 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) The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet	Leader Effective Emerging Ineffective Score: 96% o Teacher Leader Emerging Ineffective Score: 96% o Teacher Leader Effective Emerging Ineffective Emerging Effective Emerging	3 (75%) f completers we 1 (25%) 3 (75%) f completers we 3 (75%)	re rated Teacher Leade 1 (100%) re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%) 20 (91%) 1 (4.5%) r or Effective 6 (27%) 14 (64%)
and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1) 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) The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.	Leader Effective Emerging Ineffective Score: 96% o Teacher Leader Emerging Ineffective Score: 96% o Teacher Leader Effective Emerging Ineffective Emerging Effective Emerging	3 (75%) f completers we 1 (25%) 3 (75%) f completers we 3 (75%)	re rated Teacher Leade 1 (100%) re rated Teacher Leade	20 (91%) 1 (4.5%) r or Effective 1 (4.5%) 20 (91%) 1 (4.5%) r or Effective 6 (27%) 14 (64%)

	1	I		T
Professional Learning and				
Ethical Practice 9.2)				
			e rated Teacher Leader	or Effective
The teacher practices the	Teacher	1 (25%)		
profession in an ethical	Leader			2 (9%)
manner. Professional	Effective	2 (50%)	1 (100%)	17 (77%)
Responsibility –	Emerging	1 (25%)		3 (14%)
Professional Learning and	Ineffective	1 (20 /0)		<i>(1170)</i>
Ethical Practice 9.3)	mericetive			
,	Score: 85% o	f completers wer	e rated Teacher Leader	or Effective
The teacher uses	Teacher	Completels wer	rated reaction Leader	6 (27%)
understanding of how	Leader			0 (21/0)
learners grow and develop	Effective	3 (75%)	1 (100%)	14 (640/)
			1 (100%)	14 (64%)
(in cognitive, linguistic,	Emerging	1 (25%)		2 (9%)
social, emotional, and	Ineffective			
physical areas) to design				
and implement				
developmentally				
appropriate and				
challenging learning				
experiences. (The				
Learner and Learning –				
Learner Development 1.1)				
	Score: 89% of	completers were	rated Teacher Leader of	or Effective
The teacher manages the	Teacher			5 (23%)
learning environment to	Leader			3 (2370)
engage learners actively.	Effective	3 (75%)	1 (100%)	15 (68%)
(The Learner and			1 (100%)	` ′
Learning – Learning	Emerging	1 (25%)		2 (9%)
Environments 3.2)	Ineffective			
	G 000/	C 1.	, 1m 1 T 1	Ties
			e rated Teacher Leader	
The teacher creates	Teacher	1 (25%)		5 (23%)
learning experiences that	Leader			
make the discipline	Effective	3 (75%)	1 (100%)	15 (68%)
accessible and meaningful	Emerging			2 (9%)
for learners to assure	Ineffective			
mastery of the content.				
(Content Knowledge –				
Content Knowledge 4.2)				
	Score: 92% o	f completers were	e rated Teacher Leader	or Effective
The teacher uses, designs,	Teacher			5 (23%)
or adapts multiple	Leader			- (- / - /
methods of assessment to	Effective	3 (75%)	1 (100%)	15 (68%)
document, monitor, and	Emerging	1 (25%)	1 (100/0)	2 (9%)
support learner progress		1 (4370)		\(\(\(\(\) \) \(\) \(\)
	Ineffective			
appropriate for learning				
goals and objectives.				
(Instructional Practice –				
Assessment 6.1)				
			e rated Teacher Leader	
The teacher encourages	Teacher	1 (25%)		5 (23%)
learners to develop deep	Leader			
understanding of content	Effective	3 (75%)	1 (100%)	17 (77%)
areas, makes connections	Emerging		,	
· · · · · · · · · · · · · · · · · · ·		1	i .	

	T	1		
across content, and	Ineffective			
applies content				
knowledge in meaningful				
ways. (Instructional				
Practice – Instructional				
Strategies 8.2)				
	Score: 100% o	of completers we	re rated Teacher Leader	or Effective
The teacher collaborates	Teacher	1 (25%)		5 (23%)
with learners, families,	Leader			
colleagues, other school	Effective	3 (75%)	1 (100%)	15 (68%)
professionals, and	Emerging			2 (9%)
community members to	Ineffective			
ensure learner growth.				
(Professional				
Responsibility-Leadership				
and Collaboration 10.1)				
	Score: 92% o	f completers wer	e rated Teacher Leader	or Effective
The teacher uses	Teacher			6 (27%)
understanding of learners'	Leader			
commonalities and individual differences	Effective	3 (75%)	1 (100%)	14 (64%)
within and across diverse	Emerging	1 (25%)		2 (9%)
communities to design	Ineffective			
inclusive learning				
experiences that enable				
each learner to meet high				
standards. (The Learner				
and Learning – Learning				
Differences 2.1)				
	Score: 89% o	f completers wer	e rated Teacher Leader	or Effective
The teacher connects	Teacher			5 (23%)
concepts, perspectives	Leader			
from varied disciplines,	Effective	3 (75%)	1 (100%)	15 (68%)
and interdisciplinary	Emerging	1 (25%)		2 (9%)
themes to real world	Ineffective	1 (20 /0)		- (3 /3)
problems and issues.	meriective			
(Content Knowledge –				
Application of Content				
5.1)			L	
		f completers wer	e rated Teacher Leader	
The teacher seeks	Teacher			3 (14%)
appropriate leadership	Leader		1 (100)	10 (01)
roles and opportunities to take responsibility for	Effective	4 (100%)	1 (100%)	18 (81%)
student learning and to	Emerging			1 (5%)
advance the profession.	Ineffective			
(Professional				
Responsibility –				
Leadership and				
Collaboration 10.2)				
		f completers wer	re rated Teacher Leader	or Effective
The teacher uses	Teacher			5 (23%)
assessment to engage	Leader			
learners in their own	Effective	3 (75%)	1 (100%)	15 (68%)

	Ei	1 (250/)	1	2 (00/)	1
growth. (Instructional Practice – Assessment	Emerging	1 (25%)		2 (9%)	
6.2)	Ineffective				
0.2)	Score: 89% o	f completers w	ere rated Teacher L	eader or Effective	
				Dador of Brookive	
The Asselver of our	T1			5 (220/)	
The teacher plans instruction by	Teacher Leader			5 (23%)	
collaborating with	Effective	3 (75%)	1 (100%)	15 (68%)	
colleagues, specialists,			1 (100%)	· · · · · · · · · · · · · · · · · · ·	
community resources,	Emerging	1 (25%)		2 (9%)	
families and learners meet	Ineffective				
to individual learning					
needs. (Instructional					
Practice – Planning for					
Instruction 7.3)					
	Score: 89% o	f completers w	ere rated Teacher L	eader or Effective	
		F			
The teacher has deep	Teacher			6 (27%)	
knowledge of current and	Leader			, ´ ´	
emerging state initiatives	Effective	3 (75%)	1 (100%)	14 (64%)	
and programs including,	Emerging	1 (25%)		2 (9%)	
but not limited to the	Ineffective	()		()	
Alabama Reading	merrecuve				
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)).					
ζ-//-					
The teacher reseases	Teacher				
The teacher possesses knowledge of Alabama's	Leader			3 (14%)	
state assessment system.	Effective	3 (75%)	1 (100%)	3 (14%) 17 (77%)	
(Alabama Specific	Emerging	1 (25%)	1 (100%)		
Expectations – Standard	Ineffective	1 (23%)		2 (9%)	
6(q)).	meriective				
	Score: 89% o	f completers w	ere rated Teacher L	eader or Effective	
The teacher integrates	Teacher	l l		6 (27%)	
Alabama-wide programs	Leader				
and initiatives into the	Effective	3 (75%)	1 (100%)	14 (64%)	
curriculum and	Emerging	1 (25%)	` ′	2 (9%)	
instructional process.	Ineffective	` ′) í	
(Alabama Specific					
Expectations – Standard					
7(g)).					

	Score: 89% o	f completers wer	e rated Teacher Leader	or Effective		
The teacher	Teacher			6 (27%)		
communicates with	Leader					
students, parents, and the	Effective	3 (75%)	1 (100%)	14 (64%)		
public about Alabama's	Emerging	1 (25%)		2 (9%)		
assessment system and major Alabama educational improvement	Ineffective					
initiatives. (Alabama						
Specific Expectations –						
Standard 7(h)).						
	Score:89 % o	f completers wer	e rated Teacher Leader	or Effective		
The teacher understands	Teacher	1 (25%)				
the expectations of the	Leader			1 (4.5%)		
profession including the	Effective	3 (75%)	1 (100%)	20 (91%)		
Alabama Educator Code						
of Ethics, the NASDTEC	Emerging			1 (4.5%)		
Model of Code of Ethics	Ineffective					
for Educators (MCEE),	menective					
professional standards of						
practice, and relevant law						
and policy. (Alabama						
Specific Expectations –						
Standard 6(q)).						
Score: 96% of completers were rated Teacher Leader or Effective						

2022-2023 data on UWA Advanced Program Employer Satisfaction Advanced Programs						
Survey Item	Elementary EDS		Collab. K-6 MED	Collab. 6-12 MED		
		Surveys N=3	Surveys N=8	Surveys N=8		
The teacher collaborates with others to build a	Teacher Leader	1 (33%)	4 (50%)	4 (50%)		
positive learning climate	Effective	2 (67%)	4 (50%)	4 (50%)		
marked by respect, rigor,	Emerging					
and responsibility. (The Learner and Learning –	Ineffective					

	T	T		
Learning Environments				
3.1)				
	T	of completers wer	re rated Teacher Leader	
The teacher understands	Teacher		4 (50%)	4 (50%)
the central concepts, tools	Leader			
of inquiry and structures	Effective	3 (100%)	4 (50%)	4 (50%)
of the discipline(s) he or	Emerging			
she teachers. (Content	Ineffective			
Knowledge – Knowledge				
- Content Knowledge 4.1)				
		of completers we	re rated Teacher Leader	· · · · · · · · · · · · · · · · · · ·
The teacher engages	Teacher		4 (50%)	4 (50%)
learners in critical	Leader			
thinking, creativity,	Effective	3 (100%)	4 (50%)	4 (50%)
collaboration, and	Emerging			
communication to address	Ineffective			
authentic local and global				
issues, (Content				
Knowledge – Application				
of Content 5.2)				
,	Score: 100% o	of completers were	re rated Teacher Leader	or Effective
The teacher implements	Teacher		3 (37%)	3 (37%)
assessments in an ethical	Leader		,	,
manner and minimizes	Effective	3 (100%)	5 (63%)	5 (63%)
biases to enable the	Emerging	- ()	- ()	()
learners to display the full	Ineffective			
extent of their learning.	Incrective			
(Instructional Practice –				
Assessment 6.3)				
	Score: 100% o	of completers we	re rated Teacher Leader	or Effective
The teacher selects,	Teacher		3 (37%)	2 (25%)
creates, and sequences	Leader		3 (3170)	2 (23 70)
learning experiences and	Effective	3 (100%)	5 (63%)	6 (75%)
performance tasks that	Emerging	3 (10070)	3 (0370)	0 (7370)
support learners in	Ineffective			
reaching rigorous	meriective			
curriculum goals based on				
content standards and				
cross-disciplinary skills.				
(Instructional Practice –				
*				
Planning for Instruction				
7.1)	Capra, 1000/	of completes see	ro roted Touchan Lac day	or Effective
	Teacher	1	re rated Teacher Leader	
The teacher plans		1 (33%)	1 (12.5%)	3 (37%)
instruction based on information from	Leader	2 (670/)	(750/)	5 (620)
	Effective	2 (67%)	6 (75%)	5 (63%)
formative and summative	Emerging		1 (12.5%)	
assessments as well as	Ineffective			
other sources and				
systematically adjusts				
plans to meet each				
student's learning needs				
(Instructional Practice –				
Planning for Instruction				
7.2)				
,				

	Score: 95% o	f completers were	e rated Teacher Leader	or Effective
The teacher understands	Teacher	Completels were	3 (37%)	3 (37%)
and uses a variety of	Leader		3 (3770)	3 (3770)
instructional strategies	Effective	3 (100%)	5 (63%)	5 (63%)
and makes learning	Emerging	2 (10070)	0070)	(0070)
accessible to all learners.	Ineffective			
(Instructional Practice –	merrecure			
Instructional Strategies				
8.1)				
	Score: 100% o	f completers wer	e rated Teacher Leader	or Effective
The teacher engages in	Teacher	1 (33%)	4 (50%)	4 (50%)
continuous professional	Leader			
learning to more	Effective	2 (67%)	4 (50%)	4 (50%)
effectively meet the needs	Emerging			
of each learner.	Ineffective			
(Professional				
Responsibility –				
Professional Learning and				
Ethical Practice 9.1)				
		f completers wer	e rated Teacher Leader	or Effective
The teacher uses evidence	Teacher	1 (33%)	1 (12.5%)	3 (37%)
to continually evaluate the	Leader			
effects of his/her	Effective	2 (67%)	6 (75%)	5 (63%)
decisions on others and	Emerging		1 (12.5%)	
adapts professional	Ineffective			
practices to better meet				
learners' needs.				
(Professional				
Responsibility –				
Professional Learning and				
Ethical Practice 9.2)				
			e rated Teacher Leader	
The teacher practices the	Teacher	1 (33%)	1 (12%)	3 (37%)
profession in an ethical	Leader			
manner. Professional	Effective	2 (67%)	7 (88%)	5 (63%)
Responsibility –	Emerging			
Professional Learning and	Ineffective			
Ethical Practice 9.3)	1000/		. 170 1 T 1	Tree of
_			re rated Teacher Leader	
The teacher uses	Teacher	1 (33%)	4 (50%)	4 (50%)
understanding of how	Leader	2 (670/)	4 (500/)	4 (500()
learners grow and develop	Effective	2 (67%)	4 (50%)	4 (50%)
(in cognitive, linguistic,	Emerging			
social, emotional, and	Ineffective			
physical areas) to design				
and implement	1			
developmentally				
appropriate and				
challenging learning				
experiences. (The	1			
Learner and Learning –				
Learner Development 1.1)	1000	f agree 1-4-	a mate d. Translava I 1	on Effective
•	1	completers wer	e rated Teacher Leader	
The teacher manages the	Teacher		2 (25%)	3 (37%)
learning environment to	Leader			

	T 00	0 (1000)	5 (FF0()		
engage learners actively.	Effective	3 (100%)	6 (75%)	5 (63%)	
(The Learner and	Emerging				
Learning – Learning	Ineffective				
Environments 3.2)	1,000/	<u> </u>	. 170 1	The transfer of	
				Leader or Effective	
The teacher creates	Teacher	1 (33%)	4 (50%)	4 (50%)	
learning experiences that	Leader	2 (670/)	4 (500/)	4 (500/)	
make the discipline	Effective	2 (67%)	4 (50%)	4 (50%)	
accessible and meaningful for learners to assure	Emerging				
mastery of the content.	Ineffective				
(Content Knowledge –					
Content Knowledge 4.2)					
	Score: 100% c	of completers w	ora rated Tanchar	Leader or Effective	
	Teacher	l completers w	3 (37%)	2 (25%)	
The teacher uses, designs, or adapts multiple	Leader		3 (3/%)	2 (23%)	
methods of assessment to	Effective	3 (100%)	5 (63%)	6 (750/)	
document, monitor, and		3 (100%)	3 (03%)	6 (75%)	
support learner progress	Emerging Ineffective				
appropriate for learning	ineffective				
goals and objectives.					
(Instructional Practice –					
Assessment 6.1)					
	Score: 100% c	of completers w	ere rated Teacher	Leader or Effective	
The teacher encourages	Teacher	1 (33%)	1 (12%)	3 (37%)	
learners to develop deep	Leader	1 (3370)	1 (12/0)	3 (3770)	
understanding of content	Effective	2 (67%)	7 (88%)	5 (63%)	
areas, makes connections	Emerging	2 (0770)	7 (0070)	3 (0370)	
across content, and	Ineffective				
applies content	Incrective				
knowledge in meaningful					
ways. (Instructional					
Practice – Instructional					
Strategies 8.2)					
	Score: 100% o	of completers w	ere rated Teacher	Leader or Effective	
The teacher collaborates	Teacher	1 (33%)	3 (37%)	3 (37%)	
with learners, families,	Leader	, ,	, ,	, ,	
colleagues, other school	Effective	2 (67%)	5 (63%)	5 (63%)	
professionals, and	Emerging	, ,			
community members to	Ineffective				
ensure learner growth.					
(Professional					
Responsibility					
Responsibility –					
Leadership and					
Collaboration 10.1)					
	Score: 100% o	of completers w	ere rated Teacher	Leader or Effective	
The teacher uses	Teacher		4 (50%)	4 (50%)	
understanding of learners'	Leader				
commonalities and	Effective	3 (100%)	4 (50%)	4 (50%)	
individual differences	Emerging				
within and across diverse	Emerging				
communities to design	Ineffective				
inclusive learning					

	ı	ı	1	1
experiences that enable				
each learner to meet high				
standards. (The Learner				
and Learning – Learning Differences 2.1)				
Differences 2.1)	Score: % of	completers were	rated Teacher Leader o	r Effective
The teacher connects	Teacher		3 (37.5%)	4 (50%)
concepts, perspectives	Leader		3 (37.370)	1 (5070)
from varied disciplines,	Effective	3 (100%)	4 (50%)	4 (50%)
and interdisciplinary	Emerging	, , ,	1 (12.5%)	
themes to real world	Ineffective		1 (12.0 /0)	
problems and issues.	mericenve			
(Content Knowledge –				
Application of Content 5.1)				
,	Score: 94% o	l <mark>f.completers wer</mark>	e rated Teacher Leader	or Effective
The teacher seeks	Teacher		3 (37%)	2 (25%)
appropriate leadership	Leader		3 (3770)	2 (23 /0)
roles and opportunities to	Effective	3 (100%)	5 (63%)	6 (75%)
take responsibility for	Emerging	, , ,	, ,	
student learning and to	Ineffective			
advance the profession.	Illeffective			
(Professional				
Responsibility – Leadership and				
Collaboration 10.2)				
	Score: 100% o	of completers we	re rated Teacher Leader	or Effective
The teacher uses	Teacher		3 (37.5%)	2 (25%)
assessment to engage	Leader			
learners in their own	Effective	3 (100%)	4 (50%)	4 (50%)
growth. (Instructional	Emerging		1 (12.5%)	2 (25%)
Practice – Assessment	Ineffective			
6.2)	C	C		TOS AL
	Score: /5% o	l completers wer	<mark>e rated Teacher Leader</mark> I	or Effective
	. .		2 (25 50)	4 (500)
The teacher plans	Teacher		3 (37.5%)	4 (50%)
instruction by collaborating with	Leader Effective	3 (100%)	4 (500%)	4 (50%)
colleagues, specialists,		3 (100%)	4 (50%) 1 (12.5%)	4 (30%)
community resources,	Emerging		1 (12.3%)	
families and learners meet	Ineffective			
to individual learning				
needs. (Instructional				
Practice – Planning for				
Instruction 7.3)				
	Score: 94% o	t completers wer	e rated Teacher Leader	or Effective
The teacher has deep	Teacher		3 (37.5%)	2 (25%)
knowledge of current and	Leader		3 (31.370)	2 (23 /0)
emerging state initiatives	Effective	3 (100%)	4 (50%)	6 (75%)
and programs including,	Emerging	- (200/0)	1 (12.5%)	- (/*)
but not limited to the	Lineighig		1 (12.5/0)	
Alabama Reading	Ineffective			
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)).				
The teacher possesses	Teacher		3 (37%)	2 (25%)
knowledge of Alabama's	Leader			
state assessment system.	Effective	3 (100%)	5 (63%)	6 (75%)
(Alabama Specific		3 (100/0)	3 (03/0)	0 (73/0)
	Emerging			
Expectations – Standard				
6(q)).	Ineffective		1.00	Too i
	T	t completers we	re rated Teacher Leader	
The teacher integrates	Teacher		3 (37%)	2 (25%)
Alabama-wide programs	Leader			
and initiatives into the	Effective	3 (100%)	5 (63%)	6 (75%)
curriculum and	Emerging			
instructional process.	Ineffective			
(Alabama Specific				
Expectations – Standard				
-				
1 /(g)).				
7(g)).	Score:100 % o	of completers we	<u>l</u> re rated Teacher Leader	or Effective
			re rated Teacher Leader 1 (12 5%)	
The teacher	Teacher	of completers we 1 (33%)	re rated Teacher Leader 1 (12.5%)	or Effective 3 (37%)
The teacher communicates with	Teacher Leader	1 (33%)	1 (12.5%)	3 (37%)
The teacher communicates with students, parents, and the	Teacher			
The teacher communicates with students, parents, and the public about Alabama's	Teacher Leader Effective	1 (33%)	1 (12.5%)	3 (37%)
The teacher communicates with students, parents, and the public about Alabama's assessment system and	Teacher Leader Effective Emerging	1 (33%)	1 (12.5%) 6 (75%)	3 (37%)
The teacher communicates with students, parents, and the public about Alabama's	Teacher Leader Effective	1 (33%)	1 (12.5%) 6 (75%)	3 (37%)
The teacher communicates with students, parents, and the public about Alabama's assessment system and	Teacher Leader Effective Emerging	1 (33%)	1 (12.5%) 6 (75%)	3 (37%)
The teacher communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement	Teacher Leader Effective Emerging	1 (33%)	1 (12.5%) 6 (75%)	3 (37%)
The teacher communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives. (Alabama	Teacher Leader Effective Emerging	1 (33%)	1 (12.5%) 6 (75%)	3 (37%)
The teacher communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives. (Alabama Specific Expectations –	Teacher Leader Effective Emerging	1 (33%)	1 (12.5%) 6 (75%)	3 (37%)
The teacher communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives. (Alabama	Teacher Leader Effective Emerging Ineffective	1 (33%) 2 (67%)	1 (12.5%) 6 (75%) 1 (12.5%)	3 (37%) 5 (63%)
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)).	Teacher Leader Effective Emerging Ineffective	1 (33%) 2 (67%)	1 (12.5%) 6 (75%) 1 (12.5%) e rated Teacher Leader of	3 (37%) 5 (63%) or Effective
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)).	Teacher Leader Effective Emerging Ineffective Score:94% of Teacher	1 (33%) 2 (67%)	1 (12.5%) 6 (75%) 1 (12.5%)	3 (37%) 5 (63%)
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)). The teacher understands the expectations of the	Teacher Leader Effective Emerging Ineffective Score:94% of Teacher Leader	1 (33%) 2 (67%) completers were	1 (12.5%) 6 (75%) 1 (12.5%) e rated Teacher Leader (3 (37%)	3 (37%) 5 (63%) or Effective 2 (25%)
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)). The teacher understands the expectations of the profession including the	Teacher Leader Effective Emerging Ineffective Score:94% of Teacher	1 (33%) 2 (67%)	1 (12.5%) 6 (75%) 1 (12.5%) e rated Teacher Leader of	3 (37%) 5 (63%) or Effective
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)). The teacher understands the expectations of the profession including the Alabama Educator Code	Teacher Leader Effective Emerging Ineffective Score:94% of Teacher Leader Effective	1 (33%) 2 (67%) completers were	1 (12.5%) 6 (75%) 1 (12.5%) e rated Teacher Leader (3 (37%)	3 (37%) 5 (63%) or Effective 2 (25%)
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)). The teacher understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC	Teacher Leader Effective Emerging Ineffective Score:94% of Teacher Leader	1 (33%) 2 (67%) completers were	1 (12.5%) 6 (75%) 1 (12.5%) e rated Teacher Leader (3 (37%)	3 (37%) 5 (63%) or Effective 2 (25%)
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)). The teacher understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics	Teacher Leader Effective Emerging Ineffective Score:94% of Teacher Leader Effective Emerging	1 (33%) 2 (67%) completers were	1 (12.5%) 6 (75%) 1 (12.5%) e rated Teacher Leader (3 (37%)	3 (37%) 5 (63%) or Effective 2 (25%)
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)). The teacher understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC	Teacher Leader Effective Emerging Ineffective Score:94% of Teacher Leader Effective	1 (33%) 2 (67%) completers were	1 (12.5%) 6 (75%) 1 (12.5%) e rated Teacher Leader (3 (37%)	3 (37%) 5 (63%) or Effective 2 (25%)
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)). The teacher understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics	Teacher Leader Effective Emerging Ineffective Score:94% of Teacher Leader Effective Emerging	1 (33%) 2 (67%) completers were	1 (12.5%) 6 (75%) 1 (12.5%) e rated Teacher Leader (3 (37%)	3 (37%) 5 (63%) or Effective 2 (25%)
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)). 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	Teacher Leader Effective Emerging Ineffective Score:94% of Teacher Leader Effective Emerging	1 (33%) 2 (67%) completers were	1 (12.5%) 6 (75%) 1 (12.5%) e rated Teacher Leader (3 (37%)	3 (37%) 5 (63%) or Effective 2 (25%)
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)). 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	Teacher Leader Effective Emerging Ineffective Score:94% of Teacher Leader Effective Emerging	1 (33%) 2 (67%) completers were	1 (12.5%) 6 (75%) 1 (12.5%) e rated Teacher Leader (3 (37%)	3 (37%) 5 (63%) or Effective 2 (25%)
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)). 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	Teacher Leader Effective Emerging Ineffective Score:94% of Teacher Leader Effective Emerging	1 (33%) 2 (67%) completers were	1 (12.5%) 6 (75%) 1 (12.5%) e rated Teacher Leader (3 (37%)	3 (37%) 5 (63%) or Effective 2 (25%)
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)). 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 –	Teacher Leader Effective Emerging Ineffective Score:94% of Teacher Leader Effective Emerging	1 (33%) 2 (67%) completers were	1 (12.5%) 6 (75%) 1 (12.5%) e rated Teacher Leader (3 (37%)	3 (37%) 5 (63%) or Effective 2 (25%)
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)). 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	Teacher Leader Effective Emerging Ineffective Score:94% of Teacher Leader Effective Emerging	1 (33%) 2 (67%) completers were	1 (12.5%) 6 (75%) 1 (12.5%) e rated Teacher Leader (3 (37%)	3 (37%) 5 (63%) or Effective 2 (25%)
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)). 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 –	Teacher Leader Effective Emerging Ineffective Score:94% of Teacher Leader Effective Emerging	1 (33%) 2 (67%) completers were	1 (12.5%) 6 (75%) 1 (12.5%) e rated Teacher Leader (3 (37%)	3 (37%) 5 (63%) or Effective 2 (25%)

2022-2023 data on UWA Advanced Program Employer Satisfaction Advanced Programs						
Survey Item	Collab. K-6 EDS		Collab. 6-12 EDS	Teacher Leadership		
		Surveys N=5	Surveys N=5	Surveys N=5		
The teacher	Teacher	1 (20%)				
collaborates with	Leader					
others to build a	Effective	4 (80%)	5 (100%)	5 (100%)		
positive learning	Emerging					
climate marked by	Ineffective					
respect, rigor, and						
responsibility. (The						
Learner and Learning						
– Learning Environments 3.1)						
Environments 3.1)	Sagra: 1000/ o	f completers were re	ted Teacher Leader or	Effective		
The teacher	Teacher	1 (20%)	Lea reacher Leader of	1 (20%)		
understands the	Leader	1 (2070)		1 (2070)		
central concepts,	Effective	4 (80%)	5 (100%)	4 (80%)		
tools of inquiry and	Emerging	1 (0070)	3 (10070)	1 (0070)		
structures of the	Ineffective					
discipline(s) he or	Therreetive					
she teachers.						
(Content Knowledge						
- Knowledge -						
Content Knowledge						
4.1)						
		f completers were ra	ted Teacher Leader or			
The teacher engages	Teacher			2 (40%)		
learners in critical	Leader	5 (1000)	5 (1000()	2 (500)		
thinking, creativity,	Effective	5 (100%)	5 (100%)	3 (60%)		
collaboration, and communication to	Emerging					
address authentic	Ineffective					
local and global						
issues, (Content						
Knowledge –						
Application of						
Content 5.2)						

	Score: 100% of	f completers were ra	ated Teacher Leader or	Effective
The teacher	Teacher			2 (40%)
implements	Leader			
assessments in an	Effective	5 (100%)	5 (100%)	3 (60%)
ethical manner and	Emerging			
minimizes biases to	Ineffective			
enable the learners to				
display the full				
extent of their				
learning.				
(Instructional				
Practice –				
Assessment 6.3)				
		f completers were r	ated Teacher Leader or	Effective
The teacher selects,	Teacher			
creates, and	Leader			
sequences learning	Effective	5 (100%)	5 (100%)	3 (100%)
experiences and	Emerging			
performance tasks	Ineffective			
that support learners				
in reaching rigorous				
curriculum goals				
based on content				
standards and cross-				
disciplinary skills.				
(Instructional				
Practice – Planning				
for Instruction 7.1)	C 1000/	<u>C </u>	1 T 1 T 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Title at a
		of completers were i	ated Teacher Leader or	Effective
The teacher plans	Toucher	1 (20%)		
The teacher plans	Teacher	1 (20%)		
instruction based on	Leader	, ,	5 (100%)	5 (100%)
instruction based on information from	Leader Effective	1 (20%) 4 (80%)	5 (100%)	5 (100%)
instruction based on information from formative and	Leader Effective Emerging	, ,	5 (100%)	5 (100%)
instruction based on information from formative and summative	Leader Effective	, ,	5 (100%)	5 (100%)
instruction based on information from formative and summative assessments as well	Leader Effective Emerging	, ,	5 (100%)	5 (100%)
instruction based on information from formative and summative assessments as well as other sources and	Leader Effective Emerging	, ,	5 (100%)	5 (100%)
instruction based on information from formative and summative assessments as well as other sources and systematically	Leader Effective Emerging	, ,	5 (100%)	5 (100%)
instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet	Leader Effective Emerging	, ,	5 (100%)	5 (100%)
instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's	Leader Effective Emerging	, ,	5 (100%)	5 (100%)
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	Leader Effective Emerging	, ,	5 (100%)	5 (100%)
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 (Instructional	Leader Effective Emerging	, ,	5 (100%)	5 (100%)
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	Leader Effective Emerging	, ,	5 (100%)	5 (100%)
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 (Instructional Practice – Planning	Leader Effective Emerging Ineffective	4 (80%)	5 (100%) ated Teacher Leader or	
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 (Instructional Practice – Planning	Leader Effective Emerging Ineffective	4 (80%)		
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 (Instructional Practice – Planning for Instruction 7.2)	Leader Effective Emerging Ineffective	4 (80%)		
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 (Instructional Practice – Planning for Instruction 7.2) The teacher	Leader Effective Emerging Ineffective	4 (80%)		
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 (Instructional Practice – Planning for Instruction 7.2) The teacher understands and uses	Leader Effective Emerging Ineffective Score: 100% of Teacher Leader	4 (80%) f completers were r 1 (20%)	ated Teacher Leader or	Effective
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 (Instructional Practice – Planning for Instruction 7.2) The teacher understands and uses a variety of	Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective	4 (80%) f completers were r 1 (20%)	ated Teacher Leader or	Effective
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 (Instructional Practice – Planning for Instruction 7.2) The teacher understands and uses a variety of instructional	Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging	4 (80%) f completers were r 1 (20%)	ated Teacher Leader or	Effective
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 (Instructional Practice – Planning for Instruction 7.2) The teacher understands and uses a variety of instructional strategies and makes	Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging	4 (80%) f completers were r 1 (20%)	ated Teacher Leader or	Effective
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 (Instructional Practice – Planning for Instruction 7.2) The teacher understands and uses a variety of instructional strategies and makes learning accessible to	Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging	4 (80%) f completers were r 1 (20%)	ated Teacher Leader or	Effective
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 (Instructional Practice – Planning for Instruction 7.2) The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice –	Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging	4 (80%) f completers were r 1 (20%)	ated Teacher Leader or	Effective
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 (Instructional Practice – Planning for Instruction 7.2) The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional	Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging	4 (80%) f completers were r 1 (20%)	ated Teacher Leader or	Effective

	G 40004	0 1		7.00
		· · · · · · · · · · · · · · · · · · ·	ated Teacher Leader or l	<u>Effective</u>
The teacher engages	Teacher	1 (20%)		
in continuous	Leader	4 (00-1)	- (100-1)	7 (1 00 5 1)
professional learning	Effective	4 (80%)	5 (100%)	5 (100%)
to more effectively	Emerging			
meet the needs of	Ineffective			
each learner.				
(Professional				
Responsibility –				
Professional				
Learning and Ethical				
Practice 9.1)				
	Score: 100% o	f completers were r	ated Teacher Leader or l	Effective Effect
The teacher uses	Teacher	1 (20%)		1 (20%)
evidence to	Leader			
continually evaluate	Effective	4 (80%)	5 (100%)	4 (80%)
the effects of his/her	Emerging			
decisions on others	Ineffective			
and adapts				
professional				
practices to better				
meet learners' needs.				
(Professional				
Responsibility –				
Professional				
Learning and Ethical				
Practice 9.2)				
,	Score: 100% o	f completers were r	ated Teacher Leader or l	Effective Effective
,	Score: 100% of Teacher	of completers were rail 1 (20%)	ated Teacher Leader or l	Effective
The teacher practices			ated Teacher Leader or l	Effective
,	Teacher Leader	1 (20%)		
The teacher practices the profession in an ethical manner.	Teacher Leader Effective		sted Teacher Leader or lea	Effective 5 (100%)
The teacher practices the profession in an ethical manner. Professional	Teacher Leader Effective Emerging	1 (20%)		
The teacher practices the profession in an ethical manner. Professional Responsibility –	Teacher Leader Effective	1 (20%)		
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional	Teacher Leader Effective Emerging	1 (20%)		
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical	Teacher Leader Effective Emerging	1 (20%)		
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional	Teacher Leader Effective Emerging Ineffective	1 (20%) 4 (80%)	5 (100%)	5 (100%)
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical	Teacher Leader Effective Emerging Ineffective	1 (20%) 4 (80%)		5 (100%)
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3) The teacher uses	Teacher Leader Effective Emerging Ineffective Score: 100% of Teacher	1 (20%) 4 (80%)	5 (100%)	5 (100%)
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3) The teacher uses understanding of	Teacher Leader Effective Emerging Ineffective Score: 100% of Teacher Leader	1 (20%) 4 (80%) f completers were re-	5 (100%) ated Teacher Leader or I	5 (100%) Effective
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3) The teacher uses understanding of how learners grow	Teacher Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective	1 (20%) 4 (80%) f completers were read 4 (80%)	5 (100%)	5 (100%)
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3) The teacher uses understanding of how learners grow and develop (in	Teacher Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging	1 (20%) 4 (80%) f completers were re-	5 (100%) ated Teacher Leader or I	5 (100%) Effective
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3) The teacher uses understanding of how learners grow and develop (in cognitive, linguistic,	Teacher Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective	1 (20%) 4 (80%) f completers were read 4 (80%)	5 (100%) ated Teacher Leader or I	5 (100%) Effective
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3) The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional,	Teacher Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging	1 (20%) 4 (80%) f completers were read 4 (80%)	5 (100%) ated Teacher Leader or I	5 (100%) Effective
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3) The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas)	Teacher Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging	1 (20%) 4 (80%) f completers were read 4 (80%)	5 (100%) ated Teacher Leader or I	5 (100%) Effective
The teacher practices the profession in an ethical manner. Professional Responsibility — Professional Learning and Ethical Practice 9.3) The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and	Teacher Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging	1 (20%) 4 (80%) f completers were read 4 (80%)	5 (100%) ated Teacher Leader or I	5 (100%) Effective
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3) The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement	Teacher Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging	1 (20%) 4 (80%) f completers were read 4 (80%)	5 (100%) ated Teacher Leader or I	5 (100%) Effective
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3) The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally	Teacher Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging	1 (20%) 4 (80%) f completers were read 4 (80%)	5 (100%) ated Teacher Leader or I	5 (100%) Effective
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3) The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and	Teacher Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging	1 (20%) 4 (80%) f completers were read 4 (80%)	5 (100%) ated Teacher Leader or I	5 (100%) Effective
The teacher practices the profession in an ethical manner. Professional Responsibility — Professional Learning and Ethical Practice 9.3) The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning	Teacher Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging	1 (20%) 4 (80%) f completers were read 4 (80%)	5 (100%) ated Teacher Leader or I	5 (100%) Effective
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3) The teacher uses 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. (The	Teacher Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging	1 (20%) 4 (80%) f completers were read 4 (80%)	5 (100%) ated Teacher Leader or I	5 (100%) Effective
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3) The teacher uses 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. (The Learner and Learning	Teacher Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging	1 (20%) 4 (80%) f completers were read 4 (80%)	5 (100%) ated Teacher Leader or I	5 (100%) Effective
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3) The teacher uses 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. (The Learner and Learning – Learner	Teacher Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging	1 (20%) 4 (80%) f completers were read 4 (80%)	5 (100%) ated Teacher Leader or I	5 (100%) Effective
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3) The teacher uses 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. (The Learner and Learning	Teacher Leader Effective Emerging Ineffective Score: 100% of Teacher Leader Effective Emerging Ineffective	1 (20%) 4 (80%) f completers were results (4 (80%)) 1 (20%)	5 (100%) ated Teacher Leader or I	5 (100%) Effective 5 (100%)

	1	T		
The teacher manages	Teacher	1 (20%)		
the learning	Leader			
environment to	Effective	4 (80%)	5 (100%)	5 (100%)
engage learners	Emerging			
actively. (The	Ineffective			
Learner and Learning				
– Learning				
Environments 3.2)				
,	Score: 100% o	f completers were ra	ated Teacher Leader or l	Effective
The teacher creates	Teacher	1 (20%)		
learning experiences	Leader	(==,,,)		
that make the	Effective	4 (80%)	5 (100%)	5 (100%)
discipline accessible	Emerging	. (6670)	2 (10070)	2 (10070)
and meaningful for	Ineffective			
learners to assure	mericetive			
mastery of the				
content. (Content				
Knowledge –				
Content Knowledge				
4.2)				
4.2)	Score: 100% o	f completers were re	ated Teacher Leader or l	Effective
The teacher uses,	Teacher	1 (20%)		1 (20%)
designs, or adapts	Leader	1 (2070)		1 (20%)
multiple methods of		4 (900/)	£ (1000/)	4 (900/)
assessment to	Effective	4 (80%)	5 (100%)	4 (80%)
	Emerging			
document, monitor,	Ineffective			
and support learner				
progress appropriate				
for learning goals				
and objectives.				
(Instructional				
Practice –				
Assessment 6.1)	~	2		
		f completers were ra	ated Teacher Leader or l	Effective
The teacher	Teacher			
encourages learners	Leader			
to develop deep	Effective	5 (100%)	5 (100%)	5 (100%)
understanding of	Emerging			
content areas, makes	Ineffective			
connections across				
content, and applies				
content knowledge in				
meaningful ways.				
(Instructional				
Practice –				
Instructional				
Strategies 8.2)				
		f completers were ra	ated Teacher Leader or l	Effective
The teacher	Teacher			
collaborates with	Leader			
learners, families,	Effective	5 (100%)	5 (100%)	5 (100%)
colleagues, other	Emerging			
school professionals,	Ineffective			
and community				
members to ensure				

learner growth.				
(Professional				
Responsibility				
Responsibility –				
Leadership and				
Collaboration 10.1)				
,	Score: 100% o	f completers were ra	ited Teacher Leader or I	Effective
The teacher uses	Teacher			
understanding of	Leader			
learners'	Effective	5 (100%)	5 (100%)	5 (100%)
commonalities and	Emerging			
individual				
differences within	Ineffective			
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)	Capra 1000/ a	f acmoralatore vyana re	l ated Teacher Leader or F	Tffoative
The teacher connects	Teacher	1 (20%)	led Teacher Leader of I	1 (20%)
concepts,	Leader	1 (20%)		1 (20%)
perspectives from	Effective	4 (80%)	5 (100%)	4 (80%)
varied disciplines,		4 (6070)	3 (10070)	7 (80%)
and interdisciplinary	Emerging			
themes to real world	Ineffective			
problems and issues.				
(Content Knowledge				
– Application of				
Content 5.1)				
	Score: 100% o	f completers were ra	ted Teacher Leader or I	Effective
The teacher seeks	Teacher	1 (20%)		1 (20%)
appropriate	Leader			
leadership roles and	Effective	4 (80%)	5 (100%)	4 (80%)
opportunities to take	Emerging			
responsibility for	Ineffective			
student learning and to advance the				
profession.				
(Professional				
Responsibility –				
Leadership and				
Collaboration 10.2)				
Commoditation 10.2)	Score: 100% o	f completers were ra	ited Teacher Leader or F	Effective
The teacher uses	Teacher	1 (20%)	lead reaction beautiful to	
assessment to engage	Leader	(==)		
learners in their own	Effective	4 (80%)	5 (100%)	5 (100%)
growth.	Emerging	, ,	, ,	
(Instructional	Ineffective			
			1	

- ·		1		1
Practice –				
Assessment 6.2)	40004		177 1 7 1	
	Score: 100% o	t completers were ra	ated Teacher Leader or I	Effective I
The teacher plans	Teacher	1 (20%)		1 (20%)
instruction by	Leader			
collaborating with	Effective	4 (80%)	5 (100%)	4 (80%)
colleagues,	Emerging			
specialists,	Ineffective			
community				
resources, families				
and learners meet to				
individual learning				
needs. (Instructional				
Practice – Planning for Instruction 7.3)				
10r Instruction 7.3)	C 1000/	<u>C </u>	1 T 1 1	200
	Score: 100% o	of completers were ra	ated Teacher Leader or I	Effective
The teacher has day	Teacher	1 (200/)		T
The teacher has deep knowledge of current	Leader	1 (20%)		
and emerging state	Effective	4 (900/)	5 (1000/)	5 (1000/)
initiatives and		4 (80%)	5 (100%)	5 (100%)
programs including,	Emerging			
but not limited to the	Ineffective			
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)).		4 (2004)		
The teacher	Teacher	1 (20%)		
possesses knowledge	Leader	4 (000)	5 (1000()	5 (1000/)
of Alabama's state	Effective	4 (80%)	5 (100%)	5 (100%)
assessment system.	Emerging			
(Alabama Specific Expectations –	Ineffective			
Standard 6(q)).				
Standard O(q)).	Score: 100%	f completers were re	ted Teacher Leader or I	I Effective
The teacher	Teacher			
integrates Alabama-	Leader			
wide programs and	Effective	5 (100%)	5 (100%)	5 (100%)
wide programs and	Lincuve	J (10070)	J (10070)	J (10070)

initiatives into the	Emerging						
curriculum and	Ineffective						
instructional process.							
(Alabama Specific							
Expectations –							
Standard 7(g)).							
Score: 100% of completers were rated Teacher Leader or Effective							
The teacher	Teacher	1 (20%)		1 (20%)			
communicates with	Leader						
students, parents, and	Effective	4 (80%)	5 (100%)	4 (80%)			
the public about	Emerging						
Alabama's	Ineffective						
assessment system	mericetive						
and major Alabama							
educational							
improvement							
initiatives. (Alabama							
Specific							
Expectations –							
Standard 7(h)).							
	Score: 100% o	f completers were ra	nted Teacher Leader or E	Effective			
The teacher	Teacher	1 (20%)					
understands the	Leader						
expectations of the	Effective	4 (80%)	5 (100%)	5 (100%)			
profession including							
the Alabama	Emerging						
Educator Code of	Ineffective						
Ethics, the	mericetive						
NASDTEC Model of							
Code of Ethics for							
Educators (MCEE),							
professional							
standards of practice,							
and relevant law and							
policy. (Alabama							
Specific							
Expectations –							
Standard 6(q)).							
	Capra, 1000/	f completers were w	tod Tagahar I aadan an I	[Cffeetive			
Score: 100% of completers were rated Teacher Leader or Effective							

The teacher understands	Teacher	1 (20%)		
the expectations of the	Leader			
profession including the	Effective	4 (80%)	5 (100%)	5 (100%)
Alabama Educator Code				
of Ethics, the NASDTEC	Emerging			
Model of Code of Ethics	7 00 1			
for Educators (MCEE),	Ineffective			
professional standards of				
practice, and relevant law				
and policy. (Alabama				

Specific Expectations – Standard 6(q)).				
Sco	re: 100% of co	ompleters were ra	ated Teacher Leader or 1	 Effective

R3.3 Candidate Competency at Program Completion

Measure 3a: R3.3 edTPA Data (Class B & Alt. A)

In order to earn an Alabama Educator Certificate based on the ALSDE traditional approach, a candidate must pass the edTPA Performance assessment. All initial program candidates in Class B and Class A-Alternative programs must take and pass the assessment. Please see UWA edTPA scores below:

			E	arly Child	hood - Cla	ass B- edTi	PA Scores	s - Fall 202	2-Spring	2023 (CS=Compl	eter Score	e/PS=Pass	ing Score	<u>:</u>)			
N	Planning for Literacy Instruction and Assessment Instructing and Engaing Students in Literacy Learning Assessing Studens' Literacy Learning Task 1 Task 2 Task 3 CS PS															% of 1st Attempt Pass Rate		
																cc	nc	
2022-2023	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15	L3	PS	A		
Standards																		
N=3	2.7	3	3	3	2.7	3	2.7	2.3	1.3	2.3	3.3	2.3	3	3	2.7	40.3	37	100%
			3 RB1 RB2 RB3 RB4 RB5 RB6 RB7 RB8 RB9 RB10 RB11 RB12 RB13 RB14 RB15															
			tar	ly Childho	od - Class	s Alt. A- ed	ITPA Sco	res - Fall 2	:022-Sprir	g 2023	(CS=Com	pleter Sc	ore/PS=Pa	assing Sco	ore)			
N	Planni	ng for Litera	Task 1 Ā	n and Assess				res - Fall 2 Task 2 Ā ing Students			'	<u>'</u>	ore/PS=Pa Task 3 Ā udens' Litera	•	,	Sco	res	% of 1st Attempt Pass Rate
N	Planni	ng for Litera	Task 1 Ā					Task 2 Ā			'	<u>'</u>	Task 3 Ā	•	,			Attempt Pass Rate
N 2022-2023	Planni RB 1	ng for Litera	Task 1 Ā cy Instuctio					Task 2 Ā ing Students			'	<u>'</u>	Task 3 Ā udens' Litera	•	,	Sco	res PS	Attempt
			Task 1 Ā icy Instuctio Task 1	n and Assess	ment	Instructing	g and Engai	Task 2 Ā ing Student: Task 2	in Literacy	Learning	Ä	Āssessing Stu	Task 3 Ā udens' Litera Task 3	ıcy Learning	•			Attempt Pass Rate
2022-2023			Task 1 Ā icy Instuctio Task 1	n and Assess	ment	Instructing	g and Engai	Task 2 Ā ing Student: Task 2	in Literacy	Learning	Ä	Āssessing Stu	Task 3 Ā udens' Litera Task 3	ıcy Learning	•		PS	Attempt Pass Rate A

													,								
					ı	lement	ary - Cla	ss B- ed	TPA Sco	res - Fall	2022-S	oring 202	3 (CS=C	ompleter S	core/PS=F	Passing Sco	ore)				
N	Planni	ng for Li	ask 1 Ā teracy I sessme	nstucti	on and	Insti	ructing a Lite	Task 2 Å nd Engai racy Leai	ing Stude	nts in		Āssessing	Task 3 Ā Studens' Lite		ing	Āsses	Task 4 Ā sing Stude natical Lea		Sc	ores	% of 1st Attempt Pass Rate
2022-2023	RB1	RB 2	Task 1 RB 3	RB 4	RB 5	RB 6	RB 7	Task 2 RB 8	RB 9	RB 10	RB 11	RB 12	Task 3 2 RB 13	RB 14	RB 15	Task4 RB 16	1 (Elem. Or RB 17	nly) RB 18	CS	PS	A
Standards N=77	2.6	2.6	2.7	2.6	2.5	3.0	2.5	2.8	2.4	2.4	. 2	.5 3	3.2 2.	5 2.4	2.7	2.4	2.6	2.3	46.	9 4	14 84%
						Element	ary - Al	t. A- ed1	TPA Sco	res - Fall :	2022-Sp	ring 2023	G (CS=Co	mpleter S	core/PS=P	assing Sco	re)				
N	Planni	ng for Li	ask 1 Ā teracy I sessme	nstucti	on and	Insti	ructing a Lite	Task 2 Å nd Engai racy Leai	ing Stude	nts in		Āssessing	Task 3 Ā Studens' Liti		ing	Āsses	Task 4 Ā sing Stude natical Lea		Sc	ores	% of 1st Attempt Pass Rate
2022 2022	DD 4	DD 2	Task 1	DD 4	DD.F.	DD C		Task 2		DD 40	DD 44	DD 42	Task 3	DD 14	DD 45		1 (Elem. O	- 11	CS	PS	А
2022-2023 Standards	RB1	RB 2	RB 3	RB4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	2 RB 13	RB 14	RB 15	RB 16	RB 17	RB 18			+
N=60	2.8	2.8	3.0	2.9	2.7	3.0	2.8	2.9	2.7	2.7	2	.7 3	3.5 2.	7 2.6	2.8	2.6	2.8	2.5	50.	5 4	97%
						S	pecial	Educ	ation	- Class	B- ed	TPA Sc	ores - Fa	II 2022	-Spring	2023					
N	Plan	ning f	or Lite	sk 1 Ā racy l	nstucti	on and	Inst	•	and E	k 2 Ā ngaing S Learnin		s in	Āsse	ssing Stu	Task 3 Ā dens' Lite	eracy Lear	rning		Score	S	% of 1st Attempt Pass Rate
				ask 1						sk 2				20.40	Task 3	201			CS .	PS	А
2022-202	3 RB	1 R	B2 I	RB 3	RB4	RB 5	RB 6	RB 7	RB	8 RB	9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 1	5			

Standards 2.9 2.8 2.5 2.8 3.0 2.9 2.8 2.6 2.7 2.3 2.3 3.1 2.3 2.3 2.2 39 37 82.40% N=20 Special Education - Alt. A-edTPA Scores - Fall 2022-Spring 2023 Task 1 Ā Task 2 Ā % of 1st Task 3 Ā Instructing and Engaing Students in Planning for Literacy Instuction and Scores Attempt Āssessing Studens' Literacy Learning Pass Rate Assessment Literacy Learning Task 2 Task 3 Task 1 CS Α RB2 RB3 RB4 2022-2023 RB1 RB 5 RB 6 RB7 RB8 RB9 RB 10 RB 12 RB 13 RB 14 RB 15 RB 11 Standards 2.8 2.7 2.8 2.6 2.8 2.7 3.0 3.0 2.9 2.4 2.4 3.0 2.5 2.7 2.5 40.7 N=30 37 84.00%

					Dŀ	veical	Educa	tion - (lace R.	AdTDA 9	Scores - F	all 2022	-Snring	2023				
N	Planni	ng for Li	ask 1 A teracy sessme	Instuct			ucting a	Task 2	Ā ning Stud				Task 3 Ā		ing	Sco	ores	% of 1st Attempt Pass Rate
2002 2002	20.4		Task 1	55.4		20.5	20.7	Task 2		PP 40	DD 44	DD 40	Task 3	22.44	22.45	CS	PS	A
2022-2023 Standards		RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
N=4	2.4	2.6	2.7	2.3	2.1	2.4	2.8	2.4	3.0	2.0	1.8	3.0	2.4	1.4	2.0	35.4	37	25%
					P	hysica	l Educa	ation -	Alt. A-	edTPA S	cores - F	all 2022	-Spring 2	2023				
		1	ask 1 /			, 		Task 2										% of 1st
N	Planni	ng for Li			ion and	Instr	ucting a		ing Stud	ents in	Āss	essina Stu	Task 3 Ā dens' Liter	racy Learn	nina	Sco	ores	Attempt
		As	sessme	ent			Lite	eracy Le			7100			ucy ccum	9			Pass
2022-2023	RB 1	RB 2	Task 1 RB 3	RB 4	RB 5	RB 6	RB 7	Task 2 RB 8	RB 9	RB 10	RB 11	RB 12	Task 3 RB 13	RB 14	RB 15	cs	PS	Α
Standards		ND Z	IVD 3	ND 4	IVD 3	NDO	ND 7	1/0 0	100	ND 10	NOTI	1012	NO 13	1014	1013			
N=20	2.6	2.8	2.7	2.6	2.5	2.5	2.7	2.4	2.7	2.1	2.2	2.6	2.2	2.0	2.4	37.1	. 37	65%
			Task 1 Ā		Seco	ndary	Mathe	matics		B- edTP	A Scores	- Fall 20	022-Spri	ng 2023				N. 54.1
N	Plann	ing for Li		nstucti	on and	Inst	•		ing Stude	nts in	Āss	sessing Stu	Task 3 Ā Idens' Liter	acy Learniı	ng	Sco	res	% of 1st Attempt Pass Rate
		<u></u>	Task 1				Litt	Task 2					Task 3					
2022-2023	RB1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15	CS	PS	A
Standards																		
N=4	2.6	2.1	2.7	2.3	2.3	3.0	2.0	2.6	2.4	2.0	1.9	3.9	2.6	2.0	2.6	36.9	37	75%
					Seco	ndary	Mathe	matics	s - Alt. <i>I</i>	\ edTP/	A Scores	- Fall 20	22-Sprir	ng 2023				
N	Planni	ing for Li		nstucti	on and	Inst	•	Task 2. and Enga eracy Lea	ing Stude	nts in	Āss	sessing Stu	Task 3 Ā Idens' Liter	acy Learniı	ng	Sco	ires	% of 1st Attempt Pass
		As	sessme	nt			LILL											
		As		nt			Litt											Rate
2022-2022	RR 1		Task 1		RR 5	RR 6		Task 2	!	RB 10	RR 11	RB 12	Task 3	RB 14	RB 15	CS	PS	Rate A
2022-2023 Standards		As		nt RB 4	RB 5	RB 6	RB 7			RB 10	RB 11	RB 12	Task 3 RB 13	RB 14	RB 15	CS	PS	

			ask 1 Ā					Task 2 Ā			_		ısk 3 i					% of 1st
N	PI	annin	g for Li	teracy	/	Ins	structi	ng and	Engain	g	A	ssessi	ng St	udens	'	Scoi	res	Attempt
	Instu	ction	and As	sessm	ent	Stud	ents ir	Literac	y Leari	ning		Literac	y Lea	rning				Pass Rate
			Task 1					Task 2				1	ask 3			cs	PS	А
2022-2023	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15	CS	P3	A
Standards																		
J=4	3	2.8	3	2.5	3	3	2.5	2.8	2.8	2.5	3	3	2.8	3	2.3	41.8	37	1009
						_												
		Se	cond	ary So	cienc	e - Al	t. A-	edTPA	Score	s - Fa	II 20	22-Sp	ring	2023				
			econda ask 1 Ā		cienc	e - Al		edTPA Task 2 Ā		s - Fa	ll 202		ring isk 3 /					% of 1st
N	PI	To		•									ısk 3 /	Ā		Scor	res	
N		<i>To</i>	ask 1 Ā	teracy	/	Ins	structi	Task 2 Ā	Engain	g	Ā	Ta	ng St	Ā udens		Scor	res	Attempt
N		To annin ction a	ask 1 Ā g for Li	teracy	/	Ins	structi	Task 2 Ā ng and	Engain	g	Ā	Ta ssessii Literaa	ng St	Ā udens rning				Attempt Pass Rate
N 2022-2023		To annin ction a	ask 1 Ā g for Li and Ass	teracy	/ ent	In: Stud	structi	Task 2 Ā ng and n Literac	Engain y Learr	g ning	Ā	Ta ssessii Literaa	nsk 3 / ng Sti y Lea Task 3	Ā udens rning	ı	Scor	res	Attempt
	Instu	To annin ction a	ask 1 Ā g for Li and Ass Task 1	teracy	/ ent	In: Stud	structi ents ir	Task 2 Ā ng and Literac Task 2	Engain y Learr	g ning	Ā	Ta ssessi Literaa	nsk 3 / ng Sti y Lea Task 3	Ā udens rning	ı			% of 1st Attempt Pass Rate A

				Sec	condar	y Engli	ish Lan	guage	Arts - C	Class B- e	dTPA Sc	ores - Fa	ıll 2022-	Spring 2	023			
N	Planni	ng for L	Task 1 A iteracy isessme	Instucti	on and	Inst		Task 2 / and Enga eracy Lea	ing Stude	ents in	Āss	sessing Stu	Task 3 Ā dens' Liter	acy Learnii	ng	Sco	res	% of 1st Attempt Pass Rate
			Task 1					Task 2	!				Task 3			CS	PS	Α
2022-2023	RB1	RB 2	RB3	RB 4	RB 5	RB 6	RB 7	RB8	RB9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15	LS	73	A
Standards																		
N=2	3	3	3	3.5	3	3	3	3	3	3	3.5	4	3	3	2.5	46.5	37	100%
				Se	conda	ry Eng	lish Laı	nguage	Arts -	Alt. A- e	dTPA Sco	ores - Fa	2022-9	Spring 20)23			
N	Planni	ng for L	Task 1 Å iteracy isessme	Instucti	on and	Inst	•	Task 2 i and Enga eracy Lea	ing Stude	ents in	Āss	sessing Stu	Task 3 Ā dens' Liter	acy Learniı	ng	Sco	res	% of 1st Attempt Pass Rate
			Task 1					Task 2	!				Task 3			CS	PS	A
2022-2023												RB 12	RB 13	RB 14	RB 15	L3	73	A
Standards																		
N=19	3.2	3.2	3.2	3.2	3.1	3.1	3.1	2.8	2.7	2.8	2.9	3.0	2.5	2.8	3.1	44.7	37	100%

						Histo	ory/SS	- Class	B- edT	PA Score	es - Fall 2	2022-Spi	ring 202	3				
N	Planni	ng for L	Task 1 Å iteracy isessme	nstucti	on and	Inst	•	Task 2. and Enga eracy Lea	ing Stud	ents in	Ās	sessing Stu	Task 3 Ā Idens' Liter	acy Learnir	ng	Sco	res	% of 1st Attempt Pass Rate
			Task 1					Task 2)				Task 3			CS	PS	A
2022-2023	RB1	RB 2	RB3	RB4	RB 5	RB 6	RB 7	RB8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15	G	23	А
Standards																		
N=1	3	3	3	4	3	3	3	3	3	3	3	3	3	4	2	47	37	100%
					_	•	,	J		3	3	3	3	4	3	7/	• • • • • • • • • • • • • • • • • • • •	100/0
										PA Score				7	•	7/	J,	100/1
N	Planni	ng for L	Task 1 A	nstucti	on and	Hist	ory/SS	S - Alt. Task 2	A- edTl Ā ing Stude	PA Score	s - Fall 2	022-Spr	ing 2023 Task 3 Ā	7	ng	Sco		% of 1st Attempt Pass Rate
N	Planni	ng for L	iteracy	nstucti	ion and	Hist	ory/SS	S - Alt. Task 2	A- edTl Ā ing Stude	PA Score	s - Fall 2	022-Spr	ing 2023 Task 3 Ā		ng	Sco	res	% of 1st Attempt Pass Rate
N 2022-2023		ng for L	iteracy ssessme	nstucti	ion and	Hist	ory/SS	S - Alt. Task 2 and Enga eracy Lec	A- edTl Ā ing Stude	PA Score	s - Fall 2	022-Spr	ing 2023 Task 3 Ā idens' Liter		ng RB 15			% of 1st Attempt
	RB1	ng for L	iteracy sessme	nstucti		Hist	ructing o	S - Alt. Task 2 and Enga eracy Lea Task 2	A- edTl Ā ing Studenning	PA Score	s - Fall 2	022-Spr i	ing 2023 Task 3 Ā udens' Liter Task 3	acy Learnir	·	Sco	res	% of 1st Attempt Pass Rate

Measure 3b: R3.3 Praxis Content Data (Class B & Alt. A)

								Ge	neral Scien	ce 5435 Al	t.A								
General Scier 5436/Requir Score = 141 (ed Passing	Cat I. Sci	entific Meth CIEP	odology, Te		d History			, 3.2, 3.3, 3.4 5.1, 5.2, 5.3	1, 3.5, 3.6, 3				CIEP 2.1	, 2.2, 2.3, 2.	Cat III. Li 4, 2.5, 2.6, 2	fe Science .7, 2.8, 2.9,	1.20, 2.11, 2	2.12, 2.13
Academic	141 (9/1/23) Raw Total N Points Average Earned Raw Points Reference Points Reference Points Reference Points Reference						withing the Nat. performan	_	Raw Points	Nat. Average Raw Points Performan	_	below the Nat. median performan ce range	performan			Raw Points Performan	Median performan ce range average	below the Nat. median performan ce range	scoring withing the Nat. performan
Year 18-19 N=6	152	6	Available 12	6-8.	7	average -1	ce range 83%	for UWA 24	Available 41	ce Range 16-27	score 21.5	average 2.5	ce range 100%	for UWA 18	Available 22	ce Range 11-17.	score 14	average 4	ce range
19-20 N=4	161.5	9,5	12	6.5-10.	8.25	1.25	100%	23	41	18-30.5	24.2	-1.2	100%	17	22	12.5-18.	15.2	1.8	100%
20-21 N=5	167.6	9	12	6-9.	7.5	1.5	100%	30	42	20-31.5	25.7	4.3	100%	17.5	22	12.5-18	15.2	2.3	100%
22-23 N=9	160.3	7	12	6-9.	7.5	-0.5	89%	27.5	40	20-31.5	25.7	1.8	89%	15.8	22	12.5-18	15.2	-0.6	100%
4 Year Mean	160.35						93%						97%						100%

							Bio	logy 5236	Alt. A /Req	uired Pass	ing Score =	154							
Biology 52	236 Alt. A	Cat I. N	lature of So	cience: Scie	entific Inqu	iry, Metho	odology,		Catilia	Aologular a	nd Collular	Diology			Cat	III. Genetic	s and Evol	ution	
/Required	l Passing		1	Techniques	, and Histo	ry			Cat II. N	Aolecular a	na cenular	Віоїоду			Cat	III. Geneuc	S and Evol	uuon	
Academic	Total N	Raw	Raw	Nat.	Median	UWATotal	% of	Raw	Raw	Nat.	Median	UWATotal	% of	Raw	Raw	Nat.	Median	UWATotal	% of
Year	Average	Points	Points	Average	performan	Raw	candidates	Points	Points	Average	performan	Raw	candidates	Points	Points	Average	performan	Raw	candidate
	Score	Earned	Available	Raw	ce range	points	scoring	Earned	Available	Raw	ce range	points	scoring	Earned	Available	Raw	ce range	points	scoring
	Score	Average		Points	average	above or	withing	Average		Points	average	above or	withing	Average		Points	average	above or	withing
		for UWA		Performan	score	below the	the Nat.	for UWA		Performan	score	below the	the Nat.	for UWA		Performan	score	below the	the Nat.
				ce Range		Nat.	performan			ce Range		Nat.	performan			ce Range		Nat.	performa
						median	ce range					median	ce range					median	ce range
						performan						performan						performan	
						ce range						ce range						ce range	
18-19 N=4	156	8.5	17	9.5-12.5	11	-2.5	66%	14.5	23.5	10-16.5	13.2	1.3	100%	15	24	10-15.	12.5	2.5	100%
19-20 N=3	148.3	10	16.3	8-12.	10	0	100%	10	24	8.5-14	11.2	-1.2	100%	10.3	24	10-16.	13	-2.7	66%
20-21 N=2	156.5	10	17	9-12.	10.5	-0.5	100%	14	23.5	10-16.5	13.2	0.8	100%	15	24	10-15.	12.5	2.5	100%
22-23 N=2	172	12	17	9-12.	10.5	1.5	100%	18.5	24	10-16.5	13.2	5.3	100%	16.5	24	10-15.	12.5	4	100%
4 Year																			
Mean	158.2						92%						100%						92%

	Ca	it IV. Diver	sity of Life	and Organ	ismal Biolo	gy	(Cat V. Ecolo	gy: Organi	sms and Er	nvironmen	ts	Cat \	/I. Science,	, Technolog	gy, and Soc	ial Perspe	ctives
% of	Raw	Raw	Nat.	Median	UWATotal	% of	Raw	Raw	Nat.	Median	UWATotal	% of	Raw	Raw	Nat.	Median	UWATotal	% of
candidates	Points	Points	Average	performan	Raw	candidates	Points	Points	Average	performan	Raw	candidates	Points	Points	Average	performan	Raw	candidates
scoring	Earned	Available	Raw	ce range	points	scoring	Earned	Available	Raw	ce range	points	scoring	Earned	Available	Raw	ce range	points	scoring
withing	Average		Points	average	above or	withing	Average		Points	average	above or	withing	Average		Points	average	above or	withing
the Nat.	for UWA		Performan	score	below the	the Nat.	for UWA		Performan	score	below the	the Nat.	for UWA		Performan	score	below the	the Nat.
performan			ce Range		Nat.	performan			ce Range		Nat.	performan			ce Range		Nat.	performan
ce range					median	ce range					median	ce range					median	ce range
					performan						performan						performan	
					ce range						ce range						ce range	
100%	15	23.5	11-17.	14	1	100%	15.5	19	10-14.5	12.2	3.3	100%	8	12	7-10.	8.5	-0.5	83%
66%	11.3	23.5	10-16.	13	-1.7	100%	8	19	8-13.5	10.7	-2.7	66%	7	12	7-10.	8.5	-1.5	100%
100%	16	23.5	11-17.	14	2	100%	15	19	10-14.5	12.2	2.8	100%	9	12	7-10.	8.5	0.5	100%
100%	16	24					13.5	19	10-14.5	12.2	1.3	100%	10	12	7-10.	8.5	1.5	100%
92%						100%						92%						96%

							Englis	h Languag	e Arts 5038	Class B /R	equired Pa	ssing Score	=167						
English Languag 5038 Class B/R Passing Score =	equired			Cat I. Readii	ng				Cat II.	Language U	se and Voca	bulary			Cat III.	Writing, Spe	eaking, and I	istening	
Academic Year	core = 167 E Year Total N Raw Raw Nat. Median UWATotal Average Points Points Average performan Raw Score Earned Available Raw ce range points average for UWA Performan score below the ce Range Nat.						candidates scoring withing the Nat. performan ce range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performan ce Range	performan ce range average score	UWATotal Raw points above or below the Nat. median performan ce range average score CAT 2	candidates scoring withing the Nat. performan ce range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performan ce Range	performan ce range average score	points above or below the Nat.	candidates scoring withing
18-19 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
19-20 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20-21 N=4	170	30	40.6	27-34	30.5	-0.5	100%	22	28	20-24	22	0	75%	28	40	27-33	30	-2	75%
22-23 N=1	166	28	41	27-34	30.5	-2.5	100%	18	28	20-24	22	-4	0%	28	41	27-33	30	-2	100%
4 Year Mean	168						100%						38%						88%

							En	glish Langua	ige Arts 503	8 Alt. A /Re	quired Passi	ing Score =1	67						
English Languag 5038 Alt. A /Re Passing Score =:	quired			Cat I. Readii	ng				Cat II.	Language U	se and Voca	bulary			Cat III.	Writing, Spo	eaking, and L	istening	
	• •							Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performan ce Range	performan ce range average	points above or below the Nat.	candidates scoring withing the Nat. performan ce range	Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performan ce Range		points above or below the Nat.	candidates scoring withing the Nat. performan ce range
18-19 N=7	172	31	41	28-35	31.5	-0.5	88%	21	28	19-24	21.5	-0.5	88%	29	41	27-33	30	-1	71%
19-20 N=9	171	31.6	40.6	27-34	30.5	1.1	7{ 🌗	20.6	28	20-24	22	-1.4	78%	26.3	40	27-33	30	-3.7	78%
20-21 N=9	174.1	32.3	41	28-35	31.5	0.8	78%	23.6	28	19-24	21.5	2.1	88%	33.6	41	27-33	30	3.6	100%
22-23 N=17	177	31.5	41	28-35	31.5	0	100%	21.7	28	19-24	21.5	0.2	100%	30.1	41	27-33	30	0.1	100%
4 Year Mean	173.53						86%						89%						87%

Science 50 B/Require Score = 15	ed Passing			nited State EP 1.1, 1.2,	'				 	Cat II. Wo	rld History , 1.2, 1.3				Cat III. (s, Political , 1.2, 1.3	Science	
	Total N	_	Raw Points	Raw Points Performanc	Median performanc e range average	Nat. median performanc e range	Nat. performanc	Earned	 	Average Raw Points Performanc	e range	Nat. median	% of candidates scoring withing the Nat. performanc	Earned Average for	Raw Points Available	Average Raw Points Performanc	_	Nat. median performanc e range	Nat. performan
18-19 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
19-20 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20-21 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
22-23 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3 Year Mean	N/A						N/A						N/A						N/A

					G	eneral So	ial Science	5081 Clas	s B /Requi	red Passing	Score = 15	55					
			eography				 	Cat V. Ed					Ca	t VI. Behav		ices	
		CIEP 1.1	, 1.2, 1.3				 	CIEP 1.1	, 1.2, 1.3					CIEP 1.1	, 1.2, 1.3	 	
				UWATotal			 			UWATotal						UWATotal	
				Raw points			 			Raw points						Raw points	
				above or below the	% of		 			above or below the	% of					above or below the	% of
				Nat.	candidates		 			Nat.	candidates					Nat.	candidates
		Nat.	Median	median	scoring			Nat.	Median	median	scoring			Nat.	Median	median	scoring
Raw Points		Average	performanc	performanc	withing the	Raw Points	 	Average	performanc	performanc	withing the	Raw Points		_	ľ	performanc	withing the
Earned		Raw Points	_	e range		Earned		Raw Points	•	e range	Nat.	Earned		Raw Points	_	e range	Nat.
Average for			_	_	performanc	_			average			Average for			_	average	performano
UWA	Available	e Range	score	score CAT 4	e range	UWA	Available	e Range	score	score CAT 5	e range	UWA	Available	e Range	score	score CAT 6	e range
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
					N/A						N/A						N/A

				1		I	Hi	story 5941	Class B /Re	equired Pa	ssing Score	e = 148	1					 	
History 594 B/Required Score = 148	Passing	Cat I. Sci	ence, Tec	chnology, a	nd Social F	erspectives			Cat II. W	orld Histor	y: 1450CE-	to Present			Cat III.	. United Sta	ates Histor	y to 1877	
Academic	Total N	Raw	Raw	Nat.	Median	UWATotal	% of	Raw	Raw	Nat.	Median	UWATotal	% of	Raw	Raw	Nat.	Median	UWATotal	% of
Year	Average	Points	Points	Average	performan	Raw points	candidate	Points	Points	Average	performan	Raw points	candidate	Points	Points	Average	performan	Raw points	candidate
	Score	Earned	Available	Raw	ce range	above or	s scoring	Earned	Available	Raw	ce range	above or	s scoring	Earned	Available	Raw	ce range	above or	s scoring
	Score	Average		Points	average	below the	withing	Average		Points	average	below the	withing	Average		Points	average	below the	withing
		for UWA		Performan	score	Nat. median	the Nat.	for UWA		Performan	score	Nat.	the Nat.	for UWA		Performan	score	Nat. median	the Nat.
				ce Range		performance	performan			ce Range		median	performan			ce Range		performance	performar
						range	ce range					performanc	ce range					range	ce range
						average						e range						average	
						score CAT 1						average						score CAT 3	
												score CAT 2							
18-19 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
19-20 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20-21 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
22-23 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4 Year																			
Mean	N/A						N/A						N/A						N/A

				History 59	41 Class B /Re	equired Pa	ssing Scor	e = 148			
	Cat IV. U	Jnited State	es History:	1877 to presen	t			Cat V. Hist	torical Thin	king Skills	
Raw Points Earned Average for UWA	Raw Points Available	Average Raw	Median performan ce range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 4	candidates	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performan ce Range	ce range average	UWATotal Raw points above or below the Nat. median performance range average score CAT 5	% of candidates scoring withing the Nat. performance range
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
					N/A						N/A

							<u> </u>	listory 594	1 Alt. A /Re	quired Pa	ssing Score	:=148		1					
History 594 A/Required Score = 148	d Passing	Cat	I. Science	, Technolo	gy, and So	cial Perspect	ives		Cat II. W	orld Histor	y: 1450CE-	to Present			Cat III.	United Sta	ites Histor	y to 1877	
Year	Average Score Score	Raw Points Earned Average for UWA	Points Available	Raw	ce range average	Raw points above or below the Nat. median performance		Raw Points Earned Average for UWA	Raw Points Available	Average Raw	Median performan ce range average score	Raw points above or below the	s scoring withing the Nat. performan	Raw Points Earned Average for UWA		Raw	ce range average score	Raw points above or below the Nat. median performance	s scorin withing the Nat
18-19 N=4	155.3	16	28	15-20	17.5	-1.5	75%	16.5	27	14-19.	16.5	0	100%	18	29	16-23	19.5	-1.5	75%
19-20 N=3	168.3	22.3	29	15.6-20.6	18.1	4.2	100%	19.3	26	13.3-16.5	14.9	4.4	100%	19	27.6	14-20	17	2	100%
20-21 N=3	164	17	28	15-20	17.5	-0.5	100%	18.5	27	14-19.	16.5	2	100%	23	29	16-23	19.5	3.5	1009
22-23 N=2	155	19	27	15-20	17.5	2.5	100%	15.5	27	14-19.	16.5	-1	100%	17	28	16-23	19.5	-1.5	50%
3 Year Mean	160.65						94%						100%						81%

				History 59	941 Alt. A /Re	quired Pas	sing Score	= 148			
	Cat IV. U	Inited State	es History:	1877 to presen	t			Cat V. His	torical Thir	nking Skills	
Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performan ce Range	ce range average	UWATotal Raw points above or below the Nat. median performance range average score CAT 4	candidates	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performan ce Range	Median performan ce range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 5	% of candidates scoring withing the Nat. performance range
19	28	16-21	18.5	0.5	100%	18	28	14-20	17	-1	100%
20	28.3	16-21.6	18.8	1.2	66%	21.3	30.3	16.3-23	19.6	1.7	66%
24	28	16-21	18.5	5.5	100%	20.5	28	14-20	17	3.5	100%
18	28	16-21	18.5	-0.5	100%	20	31	14-20	17	3	100%
					92%						92%

					,	Clas	s B Mathe	matics	i i				
Secondary Mathemat Passing Sco Required S 223=160	tics/Required ore =157	CATIN	lumber and	l Quantity,	Algebra, f	unctions; and (Calculus	CATII	Geometry	, Probabili	ity and Stal	tistics, and Discr	ete Mathematics
Academic Year	Average Score	Raw Points Earned Average for UWA	Raw Points Available	Average Raw	performan ce range average		% of candidate s scoring withing the Nat. performan ce range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performan ce Range	ce range average	UWA Total Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range
18-19 N= 6	153.5	21.8	34	16-23.	19.5	2.3	100%	9.8	16	7.5-11.5	9	0.8	100%
N=2	154.5	20.5	34	14-22.	18	2.5	100%	9	16	7-11.	9	0.0	100%
N=1	168	26	34	14-22.	18	8	100%	10	16	7-11.	9	1	100%
N=2	167	25	34	14-22.	18	7	100%	11	16	7-11.	9	2	100%
4 Year Mean	160.75						100%						100%

iviean	160./5						100%						100%
I													
						Alt. A	. Mathem	atics					
Secondary Mathematics/	/Required	CATIN	umber and	l Quantity,	Algebra, f	unctions; and (Calculus	CATII	Geometry	, Probabili	ty and Stat	istics, and Discr	ete Mathematics
assing Score	=157				-			 					
Required Scor	re 22-23=160							 					
Academic	Average Score	Raw	Raw	Nat.	Median	UWA Total Raw	% of	Raw Points	Raw	Nat.	Median	UWA Total Raw	% of candidates scoring
Year		Points	Points	Average	performan	points above	candidate	Earned	Points	Average	performan	points above or	withing the Nat.
		Earned	Available	Raw	ce range	or below the	s scoring	Average for	Available	Raw	ce range	below the Nat.	performance range
		Average		Points	average	Nat. median	withing	UWA		Points	average	median	
		for UWA		Performan	score	performance	the Nat.	! 		Performan	score	performance	
				ce Range		range average	performan	- -		ce Range		range average	
						score CAT 1	ce range	İ				score CAT 2	
18-19 N=9	151.8	20	34	16-23.	19.5	0.5	88%	8.4	16	7.5-11.5	9	-0.6	88%
19-20 N=9	152.9	19.4	34	15.5-23.5	19.5	-0.1	100%	10	16	7.3-11.2	9.25	0.75	88%
20-21 N=11	154.1	22	34	14-22.	18	4	100%	9	16	7-11.	9	0	100%
22-23 N=10	163.2	22.4	34	14-22.	18	4.4	100%	11.2	16	7-11.	9	2.2	100%
3 Year													
Mean	152.9						97%						94%

		1	_	_		El	ementary	Education	(Class B) N	Iultiple Su	bject Math	ematics 59	03			_		1	
Elementary Education/R Passing Scor			CAT	l Number a	and Opera	itions			CA	T II Aagel	oraic Think	ing		III. Geo	ometry and	d Measure Proba	ement, Dat	ta, Statisti	cs, and
Multiple Subjects Mathemat ics 5903	Average Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw	Median performan ce range average	UWATotal Raw points above or below the Nat. median performan ce range average	% of candidate s scoring withing the Nat. performan ce range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performan ce Range	Median performan ce range average score	UWATotal Raw points above or below the Nat. median performan ce range average	% of candidate s scoring withing the Nat. performan ce range	Points		Nat. Average Raw	Median performan ce range average	points above or below the Nat. median performan ce range average	candidate s scoring withing the Nat. performan ce range
22-23						score CAT 1						score CAT 2						score CAT 3	
N=71	168.3	12.3	16	10.5-13.5	12	0.3	98%	8.1	12	6.3-9.6	7.9	0.2	94%	6.7	12	6-9.	7.5	-0.8	77%

							Element	ary Educat	ion Multip	le Subjects	Social Stu	dies 5904							
Elementary Education/ Passing Sco	Required	C	AT I US Hist	ory Govern	nement an	d Citizensh	nip	C	AT II Geogr	aphy, Anth	ropology a	nd Sociolo	gy		CATIII	World Hist	ory and Eco	onomics	
	Average Score	Raw Points	Raw Points	Nat. Average	Median performan	UWA Total	% of candidate	Raw Points	Raw Points	Nat. Average	Median performan	UWA Total	% of candidate		Raw Points	Nat. Average	Median performan	UWA Total	% of candidat
Social	Jeore	Earned	Available	Raw	ce range		s scoring	Earned	Available	Raw	ce range	points	s scoring			Raw	ce range	points	s scoring
Studies 5904		Average for UWA		Points Performan	_	above or below the	_	Average for UWA		Points Performan	_	above or below the		Average for UWA		Points Performan	average score	above or below the	withing the Nat.
				ce Range		١	performan ce range			ce Range		Nat. median	performan ce range			ce Range		Nat. median	performa ce range
						performan	cerange					performan	ceronge					performan	
						ce range average						ce range average						ce range average	
						score CAT						score CAT						score CAT	
22-23=71	162.7	16.6	25	13-17.	15	1.6	98%	10.8	16	8-11.5	9.75	1.05	94%	7.9	14	7.7-10.7	9.2	-1.3	87.00%

								Mult	iple Subje	cts Science	5905								
Elementary Education/ Passing Sc	Required			CATTEart	h Science					CATILLIF	e Science				(CAT III Phys	sical Scienc	e	
Multiple	_	Raw	Raw			UWA Total		Raw	Raw		Median	UWA Total		Raw		Nat.	Median	UWA Total	
Subjects Science	Score	Points Earned	Points Available	_	performan ce range		candidate s scoring	Points Earned		-	performan ce range		candidate s scoring	Points Earned		Average Raw	performan ce range		candidate s scoring
5905		Average for UWA		Points Performan	average score	above or below the		Average for UWA		Points Performan	average score	above or below the	_	Average for UWA		Points Performan	average score	above or below the	withing the Nat.
		lor own		ce Range	50010	Nat.	performan			ce Range	50010	Nat.	performan			ce Range	2010	Nat.	performan
						performan	ce range					performan	ce range					performan	ce range
						ce range average						ce range average						ce range average	
						score CAT 1						score CAT 2						score CAT 3	
22-23 N=71	166.1	10.6	16	8-11.3	9.6	1	94%	12.5	17	10.6-13.5	12	0.5	96%	11.5	17	10.5-13.2	11.8	-0.3	80%

						1	Elementar	y Educat	ion (Alt. A	.) Multiple	Subject N	Mathematics 59	03			1			
Elementary Education/I														III. G	eometry	and Meas	surement,	Data, Statistic	s, and
Passing Sco			C	AT I Numb	er and O	perations				CAT II Aa	gebraic Tl	hinking				P	robability		
Multiple	Average	Raw	Raw	Nat.	Median	UWA Total Raw	% of	Raw	Raw	Nat.	Median	UWA Total Raw	% of	Raw	Raw	Nat.	Median	UWA Total Raw	% of
Subjects	Score	Points	Points	Average	performa	points above or	candidate	Points	Points	Average	performa	points above or	candidate	Points	Points	Average	performa	points above or	candidate
Mathema		Earned	Available	Raw	nce range	below the Nat.	s scoring	Earned	Available	Raw	nce range	below the Nat.	s scoring	Earned	Available	Raw	nce range	below the Nat.	s scoring
tics 5903		Average		Points	average	median	withing	Average		Points	average	median	withing	Average		Points	average	median	withing
		for UWA		Performan	score	performance	the Nat.	for UWA		Performan	score	performance	the Nat.	for UWA		Performa	score	performance	the Nat.
				ce Range		range average	performan			ce Range		range average	performan			nce Range		range average	performan
						score CAT 1	ce range					score CAT 2	ce range					score CAT 3	ce range
18-19 N=	171.4	12.2	16	10.5-13.5	12	0.2	87%	9.2	12	6.3-9.6	7.9	1.3	100%	7.4	12	6-9.	7.5	-0.1	100%
16																			
19-20	165.8	12.7	16	10-14.	12	0.7	89%	7.6	12	6.3-9	7.6	0	84%	7.9	12.4	6.5-10	8.2	-0.3	94%
N=22																			
20-21	181.3	13.5	16	11-14.	12.5	1	95%	9.1	12	6-9.	7.5	1.6	100%	8.6	12	5-8.	6.5	2.1	100%
N=23																			
21-22	174.8	13.5	16	11-14.	12.5	1	100%	8.8	12	6-9.	7.5	1.3	97%	7.8	12	5-8.	6.5	1.3	100%
N=31																			
22-23 N=58	172.9	12.7	16	11-14.	12.5	0.2	92%	8.6	12	6-9.	7.5	1.1	98%	7.6	12	5-8.	6.5	1.1	90%

							Elemer	tary Edu	cation Mu	ıltiple Sub	ects Social	Studies 5904						1	
Elementary Education/ Passing Sco	Required		CATIUS	History Go	vernemen	t and Citizenshi	р		CAT II Ge	ography, A	nthropolo	gy and Sociolog	ıy		CAT	III World I	History and	d Economics	
		,		Nat.		UWA Total Raw points above or	% of candidate			Nat.		UWA Total Raw points above or				Nat.		UWA Total Raw points above or	
Multiple Subjects Social		Raw Points Earned	Raw	Average Raw Points	Median performa nce range	below the Nat. median performance	s scoring withing the Nat.	Raw Points Earned	Raw	Average Raw Points	Median performan ce range	below the Nat. median performance	s scoring withing the Nat.	Raw Points Earned	Raw	Average Raw Points	Median performan ce range	below the Nat. median performance	s scoring withing the Nat.
Studies 5004	Average Score	Average for UWA	Points Available	Performan ce Range	average score	range average score CAT 1	performan ce range	_	Points Available	Performan ce Range	average score	range average score CAT 2	performan ce range	Average for UWA	Points Available	Performan ce Range	average score	range average score CAT 2	performan ce range
18-19 N=	158.4	16.5	25	13-17.	15	1.5	100%	10.5	15.4	8-11.5	9.75	0.75	100%	8.8	14.5	7.7-10.7	9.2	-0.4	75.00%
19-20 N=22	165.8	17.1	25	13-17.5	15.2	1.9	95%	10.9	16	8-11.5	9.75	1.1	83%	8.8	14	6-9.	7.5	1.3	83.00%
20-21 N=23	175	18.5	25	13-18.	15.5	3	100%	12.1	16	8-11.	9.5	2.6	95%	10	14	6-9.	7.5	2.5	100.00%
21-22 N=31	172.6	19.1	25	13-18.	15.5	3.6	100%	11.9	16	8-11.	9.5	2.4	100%	9.65	14	6-9.	7.5	2.1	97%
22-23 N=58	171.6	18.2	25	13-18.	15.5	2.7	100%	11.9	16	8-11.	9.5	2.4	98%	9.6	14	6-9.	7.5	2.1	98%

								N	Iultiple Si	ubjects Sci	ence 5905								
Elementary																			
Education/ Passing Sc				CATI	Earth Scie	nce				CATI	l Life Scien	ce				CAT III F	Physical Sci	ience	
						UWA Total Raw	% of					UWA Total Raw	% of					UWA Total Raw	% of
				Nat.		points above or	candidate			Nat.		points above or	candidate			Nat.		points above or	candidate
		Raw		Average	Median	below the Nat.	s scoring	Raw		Average	Median	below the Nat.	s scoring	Raw		Average	Median	below the Nat.	s scoring
Multiple		Points		Raw	performa	median	withing	Points		Raw	performan	median	withing	Points		Raw	performa	median	withing
Subjects		Earned	Raw	Points	nce range	performance	the Nat.	Earned	Raw	Points	ce range	performance	the Nat.	Earned	Raw	Points	nce range	performance	the Nat.
Science	Average	Average	Points	Performan	average	range average	performan	Average	Points	Performan	average	range average	performan	Average	Points	Performa	average	range average	performan
5005	Score	for UWA	Available	ce Range	score	score CAT 2	ce range	for UWA	Available	ce Range	score	score CAT 2	ce range	for UWA	Available	nce Range	score	score CAT 2	ce range
18-19 N=																			
16	160.6	10.1	15.8	8-11.3	9.6	0.5	75%	12	17	10.6-13.5	12	0	87%	12	17	10.5-13.2	11.8	0.2	75.00%
19-20																			
N=22	167.1	10.9	16	8-12.	10	0.9	83%	13	16.8	10-14.	12	1	100%	11.2	16.7	9-14.	11.5	-0.3	83.00%
20-21																			
N=23	175.7	11.2	16	8-12.	10	1.2	95%	13.8	17	10-13.	11.5	2.3	100%	13.1	17	10-13.	11.5	1.6	100%
21-22																			
N=31	172.7	11.4	16	8-12.	10	1.4	97%	13.4	17	10-13.	11.5	1.9	100%	11.7	17	10-13.	11.5	0.2	97%
22-23																			
N=58	172.5	11.6	16	8-12.	10	1.6	100%	13.5	17	10-13.	11.5	2	98%	12.5	17	10-13.	11.5	1	96%

							5	025 Early	Childho	od Educa	ition Cla	ss B							
Early Childl Education/ Required P Score =156	assing			Cat I. Lanį	guage and	d Literacy				Cat II.	Mathema	itics				Cat III. S	Social Stu	lies	
							candida						candida					Raw points	candida
				Nat.		UWATotal Raw	tes			Nat.		UWATotal Raw	tes			Nat.		above or	tes
				Average	Median	points above or	scoring			Average	Median	points above or	scoring			Average	Median	below the	scoring
		Raw		Raw	perform	below the Nat.	withing	Raw		Raw	perform	below the Nat.	withing	Raw		Raw	perform	Nat. median	withing
	Total N	Points	Raw	Points	ance	median	the Nat.	Points	Raw	Points	ance	median	the Nat.	Points	Raw	Points	ance	performance	the Nat.
	Average	Earned	Points	Perform	range	performance	perform	Earned	Points	Perform	range	performance	perform	Earned	Points	Perform	range	range	perform
Academic	Score	Average	Availabl	ance	average	range average	ance	Average	Availabl	ance	average	range average	ance	Average	Availabl	ance	average	average	ance
Year	Score	for UWA	e	Range	score	score CAT 1	range	for UWA	e	Range	score	score CAT 2	range	for UWA	e	Range	score	score CAT 3	range
20-21																			
N=23	171.7	24	30	18-23.	20.5	3.5	100%	19	25	14-19.	16.5	2.5	100%	13.2	14	9-12.	10.5	2.7	100%
22-23 N=5	166.6	21.8	30	18-23.	20.5	1.8	100%	16.2	25	14-19.	16.5	-0.3	100%	10.4	14	9-12.	10.5	-0.1	100%

			F0	DE Forbu	Childhaa	d Educat	tion Class	. D			
		Cat IV.	Science	25 Edily	Cilianoc	Cat V		nd Physic	al Educat	tion; Creat	tive &
Raw Points Earned Average	Raw Points Availabl	Nat. Average Raw Points Perform ance	Median perform ance range average	the Nat. median	withing the Nat.	Raw Points Earned Average	Raw Points Availabl	Nat. Average Raw Points Perform ance	Median perform ance range average	al Raw points above or below the Nat. median perform	candida tes scoring withing the Nat. perform ance
_	e	Range	score	ance	range	for UWA	l	Range	score	ance	range
12	14	8-12.	10	2	100%	13.5	17	11-14.	12.5	1	91%
11	14	8-12.	10	1	100%	13.8	17	11-14.	12.5	1.3	100%

								5025 E	Early Chil	dhood E	ducation	(Alt. A)							
Early Child	dhood																		
Education	/Requi				Lon														
red Passin)g		Cat I.	Language	and Litera	су				Cat II.	Mathemat	ICS				Cat III. S	Social Stud	ies	
Score =156	•																		
50012 250	-					UWA Total Raw	% of					UWA Total Raw	% of					UWA Total Raw	% of
				Nat.		points above	candidate			Nat.		points above	candidate			Nat.		points above	candida
		Raw		Average	Median	or below the	s scoring	g Raw Average Median or below the s scoring R						Raw		Average	Median	or below the	s scorin
		Points		Raw	performan	Nat. median	withing	Points		Raw	performan	Nat. median	withing	Points		Raw	performan	Nat. median	withing
	Total N	Earned	Raw	Points	ce range	performance	the Nat.	Earned	Raw	Points	ce range	performance	the Nat.	Earned	Raw	Points	ce range	performance	the Nat.
Academic	Averag	Average	Points	Performan	average	range average	performan	Average	Points	Performan	average	range average	performan	Average	Points	Performan	average	range average	performa
	e Score	for UWA	Available	ce Range	score	score CAT 1	ce range	for UWA	Available	ce Range	score	score CAT 2	ce range	for UWA	Available	ce Range	score	score CAT 3	ce range
18-19 N=								١							١				
16	168.2	24	30	18-23.	20.5	3.5	100%	18	25	14-19.	16.5	1.5	100%	11.4	14	9-12.	10.5	0.9	100%
19-20 N-22	465.0	22.6	20	40 5 22	20.2	2.4	000/	40	20.5	40 5 25	24.7	27	000/	44.6	45	40 5 42	44.2	0.4	000/
N=22 20-21	165.8	22.6	30	18.5-22	20.2	2.4	80%	19	29.5	18.5-25	21.7	-2.7	80%	11.6	15	10.5-12	11.2	0.4	80%
N=23	180.6	26	30	18-23	20.5	4.5	100%	22	27.5	17-23.	20	2	86%	14	15	10-12.	11	3	100%
21-22	100.0	20	30	10-23	20.5	4.5	10070	LL	21.5	17-23.	20	2	0070	14	15	10-12.	11	,	10070
N=15	176.7	22.7	30	18-23	20.5	2.2	93%	19.1	25	14-19	16.5	2.6	93%	11.2	14	9-12.	10.5	0.7	100%
22-23 N=7		23.5	30	18-23	20.5	2.2	100%	18.5	25	14-19	16.5	2	100%	11.8	14	9-12.	10.5	1.3	100%

				5025 Early (Childhoo	d Educati	on (Alt. A)			
		Cat	IV. Science	2		Cat V. He	ealth and P	hysical Edu	ucation; Cr	eative & Perforr	ning Arts
Raw Points		Nat. Average Raw	Median performan	median	% of candidate s scoring withing	Raw Points		Nat. Average Raw	Median performan		% of candidate s scoring withing
Earned Average	Raw Points	Points Performan	ce range	performance range average score CAT	the Nat. performan	Earned Average	Raw Points	Points Performan	ce range	performance range average	the Nat. performan
for UWA	Available		score	4	l'	for UWA	Available	ce Range	_	score CAT 5	ce range
11.6	14	8-12.	10	1.6	100%	12.5	17	11-14.	12.5	0	83%
10	13	7.5-10	8.7	1.3	100%	8.6	14.5	8-12.5	10.2	4.3	80%
12.5	14	8-12.	10	2.5	100%	14	16	9-14.	11.5	2.5	100%
12.4	14	8-12.	10	2.4	100%	14	17	11-14.	12.5	1.5	93%
12.5	14	8-10.	10	2.5	100%	13	17	11-14.	12.5	0.5	100%

								C	ollabor	ative (5354	4) Class B								
(UG) 5354 Sp Ed./Required Passing Scor			Cat I. Deve	elopment an	nd Characte	ristics of Learner	'S		Cat I	. Planning a	nd the Learnii	ng Environment				Cat I	II. Instructi	on	
	Total N Averag e Score Score	Points	Points Available		ce range average	UWATotal Raw points above or below the Nat. median performance range average score CAT 1	candidates scoring withing the	Points Earned Average for UWA	Points Availab Ie	Average Raw Points Performanc	range	UWATotal Raw points above or below the Nat. median performance range average score CAT 2	candidates scoring withing the	Points Earned	e	Average Raw Points Performanc	performa nce range average score	Raw points above or	i
22-23 N=12	170	13	18	10-14.	12	1	92%	19.2	25	17-22.	19.5	-0.3	100%	18.3	24	17-21.	19	-0.7	839

				(Collaborativ	e (UG) 535	4				
		Cat IV. As	sessment			Cat	V. Foundati	ons and Pro	ofessional R	Responsibili	ties
Raw Points Earned Averag e for UWA		Nat. Average Raw Points Performanc e Range	performa nce range average	nce range average	% of candidate s scoring withing the Nat.	Raw Points Earned Average	Raw Points Available	Nat. Average Raw Points Performa nce Range	Median	nce range average	% of candidate s scoring
12.6	20	12-16.	14	-1.4	75%	16.2	22	15-18.5	16.7	-0.5	75%

							5354	Collab. (Alt A.)./R	equired l	Passing S	core =153							
(G) 5354	Special																		
Ed./Red	quired	Cat I. D	evelopme	ent and Ch	aracteristic	cs of Learners			Cat II. Pla	nning and	the Learnii	ng Environme	nt			Cat II	. Instructi	on	
Passing	Score																		
						UWATotal Raw	% of			i i		UWATotal Raw	₩ of					UWATotal Raw	0/ of
				Nat.		points above	candidates			Nat.			candidate			Nat.		points above or	1
		Raw		Average	Median	or below the	scoring	Raw		Average				Raw		Average	Median	below the Nat.	1
	Total N					Nat. median	withing the			Raw		Nat. median	_	Points		Raw	performan		withing
	Average		Raw		ce range	performance	Nat.	Earned	Raw			performance				Points	ce range	performance	the Nat.
Academic	_	Average			_	range average	performanc		Points	Performan		range average				Performan	_	range average	performar
					score	score CAT 1	e range	for UWA				score CAT 2	ľ	_	Available		score	score CAT 3	ce range
19-20				Ť			,												
N=14	171.2	12.5	17.5	11.5-14.8	13.1	-0.6	79%	18.7	24.7	18-21.	19.5	-0.8	79%	18.1	24.5	14.5-18.5	16.5	1.6	100%
	1/1,2	12.0	17.0	11.0-14.0	13,1	-0.0	7370	10.1	24.1	10-21.	13.3	-0.0	7370	10.1	24.0	14.0-10.0	10.5	1.0	100/0
20-21										j 									
N=7	169.4	15	17.6	12-15.5	13.7	1.3	100%	20.3	24.3	18-21.5	19.7	0.6	100%	18	25.3	15.6-20.6	18.1	-0.1	100%
21-22										 									
N=13	171.5	11.7	18	12-15.	13.5	-1.8	69%	18.7	24	17-20.	18.5	-0.2	77%	17.5	25	14-19.	16.5	1	100%
22-23			7-	-= 101		7.2		- 211			- 211	3					. 3.0		
N=16	178.4	13.2	18	12-15.	13.5	-0.2	94%	19.8	25	18-21.	19.5	0.3	94%	19	25	14-19.	16.5	2.5	100%

			53	54 Collab. (Al	t A.)./Req	uired Pas	sing Sco	re =153			
		Cat IV.	Assessmer	nt		Ca	t V. Founda	ations and	Profession	nal Responsibilit	ties
Raw		Nat. Average	Median	UWA Total Raw points above or below the	% of candidate s scoring	Raw		Nat. Average	Median	UWA Total Raw points above or below the Nat.	% of candidate s scoring
Points Earned	Raw	Raw Points	performan ce range	Nat. median	withing the Nat.	Points Farned	Raw	Raw Points	performan ce range	median performance	withing the Nat.
Average	Points	Performan	average	range average	performan	Average	Points	Performan	average	range average	performan
for UWA	Available	ce Range	score	score CAT 4	ce range	for UWA	Available	ce Range	score	score CAT 5	ce range
13.1	19.5	13-16.	14.5	-1.4	71%	17.2	22.4	14.5-18.5	16.5	0.7	100%
12	19.6	12.3-15.6	13.9	-1.9	80%	18.6	22.3	16.3-19.3	17.8	0.8	100%
14	20	12-16.	14	0	85%	17.7	22	16-20.	18	-0.3	85%
15	20	12-16.	14	1	94%	18.3		16-21	18.5	-0.2	94%

					Phy	ysical Educati	on 5091 Al	t. A					
Physical Edu	ucation K-												
12 Alt. A		C	at I. Conte	ent Knowle	dge and Stud	dent Growth	and	_	l				
5091/Requi	red			Dev	elopment /			Ca	it II. Manag	gement, Mo	tivation, a	nd Communic	ation
Passing Sco	re = 149				·								
Academic Year	Total N Average Score Score	Raw Points Earned Average for UWA	Points Available	Nat. Average Raw Points Performanc e Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 1	% of candidate s scoring withing the Nat. performan ce range	Earned Average for UWA		Nat. Average Raw Points Performanc e Range	Median performan ce range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 2	candidate s scoring withing the Nat.
22-23 N=16	153.8	20	30	18-22.	20	0	93%	19	25	19-22.	20.5	-1.5	93%

				Ph	ysical Edu	cation 5091	L Alt. A				
Cat II	I. Plannir	ng, Instruct	ion, and St	udent Asso	essment	(Cat IV. Collai	boration, Re	flection, an	d Technolog	у
Raw	Raw	Nat.	Median	UWATotal	% of	Raw	Raw	Nat.	Median	UWATotal	% of
Points	Points	Average	performan	Raw	candidate	Points	Points	Average	performan	Raw	candidate
Earned	Availabl	Raw	ce range	points	s scoring	Earned	Available	Raw	ce range	points	s scoring
Average	e	Points	average	above or	withing	Average		Points	average	above or	withing
for		Performan	score	below the	the Nat.	for UWA		Performan	score	below the	the Nat.
UWA		ce Range		Nat.	performan			ce Range		Nat.	performan
				median	ce range					median	ce range
				performan						performan	
				ce range						ce range	
				average						average	
				score CAT						score CAT	
				3						4	
17.3	25	17-20.	18.5	-1.2	81%	14	20	13-16.	14.5	-0.5	81%

Assessment Name: Praxis	Initial Programs Pass Rates	Alt. A. Pass Rates
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	100	100
ETS5904 - ELEM ED 3 SUBJ BUNDLE: SOCIAL STUDIES S UBTEST Educational Testing Service (ETS) All program completers, 2022-23	96	100
ETS5003 - ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	96	100
ETS5002 - ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	Under 10	100
ETS5905 - ELEM ED 3 SUBJ BUNDLE: SCIENCE SUBTES T Educational Testing Service (ETS) All program completers, 2022-23	100	100
ETS5205 - TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2022-23	76	93
ETS5091 - PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	Under 10	100
ETDESE4		
ETS5354 - SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2022-23	100	100
ETS0081 - SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	Under 10	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	Under 10	100
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	Under 10	Under 10
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	98	100

Measure 3c: Advanced Program Comprehensive Examination Data (Master's/Ed.S)

1. Candidates completing Advanced programs at UWA are required to take and pass a comprehensive exam prior to program completion. UWA Advanced program completers continue to show competency in Content Knowledge.

			Ma			'		
Subject Area	Fall 1' 22	Fall 2' 22	Spring 1, 23	Spring 2, 23	Summer 1' 23	Summer 2' 23	Total	Percent Passing by Program for 22-23
Biology	N=1 P1/F0	N=2 P2/F0	N=2 P2/F0	N/A	N=2 P2/F0	N/A	N=7 P7/F0	100%
Early Childhood	N=5 P4/F1	N=10 P10/F0	N=5 P5/F0	N=6 P6/F0	N=8 P8/F0	N=5 P5/F0	N=39 P38/F1	97%
Education								
Elementary	N=38 P37/F1	N=25 P22/F3	N=26 P24/F2	N=31 P29/F2	N=28 P28/F0	N=33 P32/F1	N=181 P172/F9	94%
Education								
English/Lang. Arts	N=2 P2/F0	N=3 P/3F0	N=2 P2/F0	N=5 P4/F1	N=2 P2/F0	N=1 P1/F0	N=15 P14/F1	93%
History	N=1 P1/F0	N=1 P1/F0	N=1 P1/F0	N/A	N=1 P1/F0	N/A	N=4 P4/F0	100%
Physical	N=6 P5/F1	N=2 P2/F0	N=5 P3/F2	N=10 P5/F5	N=3 P1/F2	N=4 P3/F1	N=30 P19/F11	63%
Education								
School Counseling	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Science	N=1 P0/F1	N=3 P3/F0	N=5 P3/F2	N=5 P2/F3	N=4 P4/F0	N=3 P1/F2	N=21 P14/F7	67%
Special Education	N=14 P10/F4	N=13 P13/F0	N=22 P12/F10	N=16 P11/F5	N=19 P14/5	N=14 P14/F0	N=96 P76/F19	79%
Mathematics	N=3 P3/F0	N=3 P3/F0	N/A	N/A	N=2 P2/F0	N=2 P2/F0	N=10 P10/F0	100%

Master of Arts in Teaching								
Subject Area	Fall 1' 21	Fall 2' 21	Spring 1, 22	Spring 2, 22	Summer 1' 22	Summer 2' 2	Total	Percent Passing by Program for 22-23
English	N=1 P1/F0	N/A	N/A	N/A	N/A	N/A	N=1 P1/F0	100%
English Language Arts	N=1 P1/F0	N/A	N/A	N=4 P3/F1	N=4 P4/F0	N=2 P2/F0	N=11 P10/F1	91%
History	N/A	N/A	N/A	N/A	N/A	N=1 P1/F0	N=1 P1/F0	100%
Mathematics	N=3 P3/F0	N=1 P1/F0	N=4 P4/F0	N=2 P2/F0	N/A	N=3 P3/F0	N=13 P13/F0	100%
Physical Education	N=2 P1/F1	N=1 P1/F0	N/A	N/A	N=1 P1/F0	N/A	N=4 P3/F1	75%
Science	N=1 P1/F0	N/A	N/A	N/A	N/A	N/A	N=1 P1/F0	100%
Social Science	N/A	N/A	N/A	N=1 P1/F0	N/A	N=2 P1/F1	N=3 P2/F1	67%
Biology	N=1 P1/F0	N=2 P1/F1	N=2 P2/F0	N/A	N/A	N/A	N=5 P4/F1	80%

Subject Area	Fall 1' 22	Fall 2' 22	Spring 1, 23	Spring 2, 23	Summer 1' 23	Summer 2' 23	Total	Percent Passing by Program for 22-23
Counseling	N=4 P4/F0	N=3 P2/F1	N-1 P1/F0	N-1 P1/F0	N-1 P1/F0	N-1 P1/F0	N=11 P10/F1	91%
Early Childhood	N=2 P2/F0	N=3 P1/F2	N=2 P1/F1	N=2 P2/F0	N/A	N=1 P1/F0	N=10 P8/F2	80%
Education								
Elementary Educatio	N=6 P6/F0	N=6 P2/F4	N=12 P10/F2	N=7 P5/F2	N=15 P13/F2	N=10 P7/F3	N=56 P43/F13	77%
Library Media	N/A	N/A	N/A	N=2 P2/F0	N=1 P1/F0	N/A	N=3 P3/F0	100%
School Counseling	N=4 P4/F0	N-1 P1/F0	N=2 P2/F0	N=6 P6/F0	N=5 P5/F0	N=2 P2/F0	N=20/F0	100%
Special Education	N=2 P2/F0	N=3 P3/F0	P=7 P4/F3	N=6 P2/F4	N=5 P5/F0	N=5 P5/F0	N=28 P21/F7	75%

Measure 4: Ability of completers to be hired in education positions for which they have been prepared

The EPP in collaboration with K-12 partners created a new survey entitled "1 Year-Out Completer Survey". The Lawshe method was used to calibrate the instrument and ensure that the instrument would have valid results. The survey was distributed to initial and advanced program completers in April. The survey is designed to collect data on program completers' satisfaction with the preparation they received at UWA now that they have completed their program and have been teaching one year of teaching for one academic year. The survey also posed specific questions related to their employment status. Specifically, one question asked "if they were currently employed in the area in which UWA prepared them when completed their degree during the 2022-2023 academic year. Another question asked was "will you be retained for employment for the upcoming year. The survey yielded a total of twenty three (23) responses from initial program completers and nineteen (19) responses from advanced program completers. Based on the survey responses, 20 out of 23 (91%) of 2022-2023 initial program completers indicated that they were currently employed in the teaching field area for which they completed their degree in 22-23 and 82% (18 out of 22) indicated they were retained for employment for the upcoming, whereas, 2 respondents (9%) indicated they were not retained for the upcoming year. 2% indicated that they did not know if they would be retained at this time. As it relates to the same two questions posed for advanced program completers, out of the nineteen (19) respondents, 19 (100%) indicated they were currently employed in the teaching field area in which they completed their degree in 22-23 and 16 (84%) indicated they will be retained for the upcoming year. 3 respondents (16%) didn't know at the current if they would be retained.

	Total Survey					Don't know at	
Initial Programs	Responses	Yes	Percent	No	Percent	this time	Percent
Q6. I am currently employed teaching in							
the area that the University of West							
Alabama prepared me for certification							
when I completed my program during							
the 2022-2023 academic year	23	20	91%	2	9%	0	0%
Q.8 I will be retained for employment							
for the upcoming year	22	18	82%	2	9%	2	9%
Advanced Programs							
Q6. I am currently employed teaching in							
the area that the University of West							
Alabama prepared me for certification							
when I completed my program during							
the 2022-2023 academic year	19	19	100%	0	0%	0	0%
Q.8 I will be retained for employment							
for the upcoming year	16	16	84%	0	0%	3	16%