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

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

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

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)	Teacher Leader	0% (10%)	9% (0%)	0% (0%)	6% (8%)
	Effective	35% (56%)	41% (58%)	58% (55%)	65% (58%)
	Emerging	55% (32%)	47% (36%)	29% (37%)	28% (32%)
	Ineffective	0% (0%	0% (0%	10% (0%)	
The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)	Teacher Leader	0% (9%)	9% (9%)	0% (0%)	0% (6%)
	Effective	20% (51%)	34% (49%)	42% (45%)	59% (48%)
	Emerging	70% (37%)	47% (43%)	45% (45%)	34% (42%)
	Ineffective	0% (0%)	9% (0%)	10% (0%)	
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3)	Teacher Leader	0% (17%)	13% (16%)	10% (11%)	17% (17%)
	Effective	50% (64%)	63% (69%)	74% (63%)	69% (66%)
	Emerging	45% (18%)	19% (14%)	10% (23%)	14% (16%)
	Ineffective	0% (0%)	0% (0%)	10% (23%)	
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	0% (9%)	6% (0%)	0% (0%)	0% (0%)
	Effective	10% (45%)	44% (50%)	29% (45%)	52% (50%)
	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	0% (10%)	13% (8%)	0% (0%)	7% (7%)
	Effective	25% (52%)	34% (55%)	45% (48%)	56% (51%)
	Emerging	70% (33%)	44% (33%)	35% (37%)	33% (36%)
	Ineffective	0% (0%)	9% (0%)	16% (9%)	
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	0% (9%)	13% (6%)	0% (0%)	0% (6%)
	Effective	25% (52%)	34% (54%)	45% (48%)	57% (54%)
	Emerging	65% (37%)	50% (37%)	48% (43%)	38% (37%)
	Ineffective	0% (0%)	0% (0%)	0% (0%)	
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	0% (9%)	9% (0%)	0% (0%)	0% (6%)
	Effective	30% (46%)	31% (48%)	35% (43%)	55% (51%)
	Emerging	55% (43%)	50% (46%)	52% (48%)	37% (31%)
	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	0% (8%)	6% (0%)	0% (0%)	0% (6%)
	Effective	20% (47%)	44% (49%)	48% (46%)	55% (50%)
	Emerging	70% (43%)	44% (45%)	45% (46%)	38% (40%)
	Ineffective	0% (0%)	0% (0%)	6% (0%)	

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

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

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

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	
Culture/Climate	A learning environment that is created and sustained in which each learner is cared for, is safe, has a sense of belonging, and feels secure to share their thoughts	Environment	Context in which student learning occurs within a classroom setting or learning situation
		Equitably, equity	Access to resources and support based on individual need
		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 disposition, pedagogical knowledge, content knowledge, and management of the learning environment	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
		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
Agency	Actions that foster learners' ability to self-direct and self-regulate their learning	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
		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 learners	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)
		Inclusivity	Intentionally not excluding any learner from activities, tasks, discussions, etc., due to their background, ability level, and/or physical impairment

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

Employer Satisfaction Survey Educator Preparation Institutional Report Card For University of West Alabama					
		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 collaborates with others to build a positive learning climate marked by	Teacher Leader	0% (13%)	13% (12%)	10% (7%)	9% (12%)
	Effective	35% (53%)	50% (64%)	48% (56%)	67% (61%)
	Emerging	50% (32%)	31% (22%)	35% (32%)	21% (24%)
	Ineffective	0% (0%)	0% (0%)	6% (0%)	

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

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

Learning and Ethical Practice 9.2)					
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3)	Teacher Leader	0% (17%)	13% (16%)	10% (11%)	17% (17%)
	Effective	50% (64%)	63% (69%)	74% (63%)	69% (66%)
	Emerging	45% (18%)	19% (14%)	10% (23%)	14% (16%)
	Ineffective	0% (0%)	0% (0%)	10% (23%)	
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 Development 1.1)	Teacher Leader	0% (9%)	6% (0%)	0% (0%)	0% (0%)
	Effective	10% (45%)	44% (50%)	29% (45%)	52% (50%)
	Emerging	80% (44%)	44% (44%)	61% (47%)	42% (40%)
	Ineffective	0% (0%)	0% (0%)	0% (0%)	
The teacher manages the learning environment to engage learners actively. (The Learner and Learning – Learning Environments 3.2)	Teacher Leader	0% (10%)	13% (8%)	0% (0%)	7% (7%)
	Effective	25% (52%)	34% (55%)	45% (48%)	56% (51%)
	Emerging	70% (33%)	44% (33%)	35% (37%)	33% (36%)
	Ineffective	0% (0%)	9% (0%)	16% (9%)	
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	0% (9%)	13% (6%)	0% (0%)	0% (6%)
	Effective	25% (52%)	34% (54%)	45% (48%)	57% (54%)
	Emerging	65% (37%)	50% (37%)	48% (43%)	38% (37%)
	Ineffective	0% (0%)	0% (0%)	0% (0%)	
The teacher uses, designs, or adapts multiple methods of	Teacher Leader	0% (9%)	9% (0%)	0% (0%)	0% (6%)
	Effective	30% (46%)	31% (48%)	35% (43%)	55% (51%)
	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	0% (8%)	6% (0%)	0% (0%)	0% (6%)
	Effective	20% (47%)	44% (49%)	48% (46%)	55% (50%)
	Emerging	70% (43%)	44% (45%)	45% (46%)	38% (40%)
	Ineffective	0% (0%)	0% (0%)	6% (0%)	
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	0% (10%)	9% (0%)	0% (6%)	0% (8%)
	Effective	35% (58%)	41% (58%)	55% (50%)	69% (54%)
	Emerging	55% (29%)	47% (35%)	32% (39%)	24% (35%)
	Ineffective	0% (0%)	0% (0%)	10% (0%)	
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	0% (9%)	9% (0%)	0% (0%)	0% (6%)
	Effective	20% (47%)	34% (49%)	48% (45%)	49% (48%)
	Emerging	75% (41%)	44% (44%)	45% (46%)	47% (42%)
	Ineffective	0% (0%)	13% (0%)	0% (0%)	

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

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 possesses knowledge of Alabama's state assessment system. (Alabama Specific Expectations – Standard 6(q)).	Teacher Leader	0% (0%)	6% (0%)	0% (0%)	0% (0%)
	Effective	35% (42%)	41% (48%)	29% (43%)	58% (49%)
	Emerging	65% (51%)	53% (48%)	58% (50)	41% (44%)
	Ineffective	0% (0%)	0% (0%)	10% (0%)	
The teacher integrates Alabama-wide programs and initiatives into the curriculum and instructional process. (Alabama Specific Expectations – Standard 7(g)).	Teacher Leader	0% (7%)	9% (0%)	0% (0%)	0% (0%)
	Effective	20% (45%)	34% (45%)	39% (45%)	58% (48%)
	Emerging	70% (45%	56% (50%	48% (48%)	37% (44%)
	Ineffective	0% (0%)	0% (0%)	10% (0%)	
The teacher communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives. (Alabama Specific	Teacher Leader	0% (6%)	9% (0%)	0% (0%)	0% (0%)
	Effective	37% (38%)	28% (41%)	45% (39%)	49% (42%)
	Emerging	59% (51%)	56% (54%)	39% (52%)	47% (50%)
	Ineffective	0% (0%)	0% (0%)	13% (0%)	

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 – Standard 6(q)).	Teacher Leader	0% (11%)	9% (0%)	0% (0%)	0% (7%)
	Effective	41% (55%)	47% (59%)	55% (50%)	67% (55%)
	Emerging	52% (33%)	41% (34%)	32% (42%)	27% (35%)
	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

<table>
<tr>
<td colspan="5" align="center">2022-2023 data on
UWA Advanced Program Employer Satisfaction
Advanced Programs</td>
</tr>
<tr>
<td>Survey Item</td>
<td colspan="2">Early Childhood MED

Surveys N=4</td>
<td>Ealy Childhood EDS

Surveys N=1</td>
<td>Elementary MED

Surveys N=22</td>
</tr>
<tr>
<td rowspan="4">The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility. (The Learner and Learning – Learning Environments 3.1)</td>
<td>Teacher Leader</td>
<td>1 (25%)</td>
<td></td>
<td>6 (27%)</td>
</tr>
<tr>
<td>Effective</td>
<td>3 (75%)</td>
<td>1 (100%)</td>
<td>14 (64%)</td>
</tr>
<tr>
<td>Emerging</td>
<td></td>
<td></td>
<td>2 (9%)</td>
</tr>
<tr>
<td>Ineffective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td colspan="4" style="background:yellow">Score: 93% of completers were rated Teacher Leader or Effective</td>
</tr>
<tr>
<td rowspan="4">The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teachers. (Content Knowledge – Knowledge – Content Knowledge 4.1)</td>
<td>Teacher Leader</td>
<td>2 (50%)</td>
<td></td>
<td>4 (18%)</td>
</tr>
<tr>
<td>Effective</td>
<td>2 (50%)</td>
<td>1 (100%)</td>
<td>16 (73%)</td>
</tr>
<tr>
<td>Emerging</td>
<td></td>
<td></td>
<td>2 (9%)</td>
</tr>
<tr>
<td>Ineffective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td colspan="4" style="background:yellow">Score: 93% of completers were rated Teacher Leader or Effective</td>
</tr>
<tr>
<td rowspan="4">The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues, (Content Knowledge – Application of Content 5.2)</td>
<td>Teacher Leader</td>
<td>1 (25%)</td>
<td></td>
<td>1 (4.5%)</td>
</tr>
<tr>
<td>Effective</td>
<td>3 (75%)</td>
<td>1 (100%)</td>
<td>20 (91%)</td>
</tr>
<tr>
<td>Emerging</td>
<td></td>
<td></td>
<td>1 (4.5%)</td>
</tr>
<tr>
<td>Ineffective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td colspan="4" style="background:yellow">Score: 96% of completers were rated Teacher Leader or Effective</td>
</tr>
<tr>
<td rowspan="4">The teacher implements assessments in an ethical manner and minimizes biases to enable the learners to display the full extent of their learning. (Instructional Practice – Assessment 6.3)</td>
<td>Teacher Leader</td>
<td></td>
<td></td>
<td>3 (14%)</td>
</tr>
<tr>
<td>Effective</td>
<td>3 (75%)</td>
<td>1 (100%)</td>
<td>17 (77%)</td>
</tr>
<tr>
<td>Emerging</td>
<td>1 (25%)</td>
<td></td>
<td>2 (9%)</td>
</tr>
<tr>
<td>Ineffective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td colspan="4" style="background:yellow">Score: 89% of completers were rated Teacher Leader or Effective</td>
</tr>
</table>

The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)	Teacher Leader	1 (25%)		2 (9%)
	Effective	2 (50%)	1 (100%)	17 (77%)
	Emerging	1 (25%)		3 (14%)
	Ineffective			
Score: 85% of completers were rated Teacher Leader or Effective				
The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs (Instructional Practice – Planning for Instruction 7.2)	Teacher Leader	1 (25%)		4 (18%)
	Effective	2 (50%)	1 (100)%	14 (64%)
	Emerging	1 (25%)		4 (18%)
	Ineffective			
Score: 81% of completers were rated Teacher Leader or Effective				
The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1)	Teacher Leader	1 (25%)		1 (4.5%)
	Effective	3 (75%)	1 (100%)	20 (91%)
	Emerging			1 (4.5%)
	Ineffective			
Score: 96% of completers were rated Teacher Leader or Effective				
The teacher engages in continuous professional learning to more effectively meet the needs of each learner. (Professional Responsibility – Professional Learning and Ethical Practice 9.1)	Teacher Leader	1 (25%)		1 (4.5%)
	Effective	3 (75%)	1 (100%)	20 (91%)
	Emerging			1 (4.5%)
	Ineffective			
Score: 96% of completers were rated Teacher Leader or Effective				
The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility –	Teacher Leader			6 (27%)
	Effective	3 (75%)	1 (100%)	14 (64%)
	Emerging	1 (25%)		2 (9%)
	Ineffective			

Professional Learning and Ethical Practice 9.2)				
<mark>Score: 89% of completers were rated Teacher Leader or Effective</mark>				
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3)	Teacher Leader	1 (25%)		2 (9%)
	Effective	2 (50%)	1 (100%)	17 (77%)
	Emerging	1 (25%)		3 (14%)
	Ineffective			
<mark>Score: 85% of completers were rated Teacher Leader or Effective</mark>				
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 Development 1.1)	Teacher Leader			6 (27%)
	Effective	3 (75%)	1 (100%)	14 (64%)
	Emerging	1 (25%)		2 (9%)
	Ineffective			
<mark>Score: 89% of completers were rated Teacher Leader or Effective</mark>				
The teacher manages the learning environment to engage learners actively. (The Learner and Learning – Learning Environments 3.2)	Teacher Leader			5 (23%)
	Effective	3 (75%)	1 (100%)	15 (68%)
	Emerging	1 (25%)		2 (9%)
	Ineffective			
<mark>Score: 89% of completers were rated Teacher Leader or Effective</mark>				
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	1 (25%)		5 (23%)
	Effective	3 (75%)	1 (100%)	15 (68%)
	Emerging			2 (9%)
	Ineffective			
<mark>Score: 92% of completers were rated Teacher Leader or Effective</mark>				
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			5 (23%)
	Effective	3 (75%)	1 (100%)	15 (68%)
	Emerging	1 (25%)		2 (9%)
	Ineffective			
<mark>Score: 89% of completers were rated Teacher Leader or Effective</mark>				
The teacher encourages learners to develop deep understanding of content areas, makes connections	Teacher Leader	1 (25%)		5 (23%)
	Effective	3 (75%)	1 (100%)	17 (77%)
	Emerging			

across content, and applies content knowledge in meaningful ways. (Instructional Practice – Instructional Strategies 8.2)	Ineffective			
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	1 (25%)		5 (23%)
	Effective	3 (75%)	1 (100%)	15 (68%)
	Emerging			2 (9%)
	Ineffective			
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			6 (27%)
	Effective	3 (75%)	1 (100%)	14 (64%)
	Emerging	1 (25%)		2 (9%)
	Ineffective			
The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)	Teacher Leader			5 (23%)
	Effective	3 (75%)	1 (100%)	15 (68%)
	Emerging	1 (25%)		2 (9%)
	Ineffective			
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession. (Professional Responsibility – Leadership and Collaboration 10.2)	Teacher Leader			3 (14%)
	Effective	4 (100%)	1 (100%)	18 (81%)
	Emerging			1 (5%)
	Ineffective			
The teacher uses assessment to engage learners in their own	Teacher Leader			5 (23%)
	Effective	3 (75%)	1 (100%)	15 (68%)

growth. (Instructional Practice – Assessment 6.2)	Emerging	1 (25%)		2 (9%)
	Ineffective			
The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners meet to individual learning needs. (Instructional Practice – Planning for Instruction 7.3)	Teacher Leader			5 (23%)
	Effective	3 (75%)	1 (100%)	15 (68%)
	Emerging	1 (25%)		2 (9%)
	Ineffective			
The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. (Alabama Specific Expectations – Standard 4(0)).	Teacher Leader			6 (27%)
	Effective	3 (75%)	1 (100%)	14 (64%)
	Emerging	1 (25%)		2 (9%)
	Ineffective			
The teacher possesses knowledge of Alabama's state assessment system. (Alabama Specific Expectations – Standard 6(q)).	Teacher Leader			3 (14%)
	Effective	3 (75%)	1 (100%)	17 (77%)
	Emerging	1 (25%)		2 (9%)
	Ineffective			
The teacher integrates Alabama-wide programs and initiatives into the curriculum and instructional process. (Alabama Specific Expectations – Standard 7(g)).	Teacher Leader			6 (27%)
	Effective	3 (75%)	1 (100%)	14 (64%)
	Emerging	1 (25%)		2 (9%)
	Ineffective			

			Score: 89% of completers were rated Teacher Leader 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			6 (27%)
	Effective	3 (75%)	1 (100%)	14 (64%)
	Emerging	1 (25%)		2 (9%)
	Ineffective			
	Score:89 % of completers were rated Teacher Leader or Effective			
The teacher understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy. (Alabama Specific Expectations – Standard 6(q)).	Teacher Leader	1 (25%)		1 (4.5%)
	Effective	3 (75%)	1 (100%)	20 (91%)
	Emerging			1 (4.5%)
	Ineffective			
	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 positive learning climate marked by respect, rigor, and responsibility. (The Learner and Learning –	Teacher Leader	1 (33%)	4 (50%)	4 (50%)
	Effective	2 (67%)	4 (50%)	4 (50%)
	Emerging			
	Ineffective			

Learning Environments 3.1)				
The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teachers. (Content Knowledge – Knowledge – Content Knowledge 4.1)	Teacher Leader		4 (50%)	4 (50%)
	Effective	3 (100%)	4 (50%)	4 (50%)
	Emerging			
	Ineffective			
The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues, (Content Knowledge – Application of Content 5.2)	Teacher Leader		4 (50%)	4 (50%)
	Effective	3 (100%)	4 (50%)	4 (50%)
	Emerging			
	Ineffective			
The teacher implements assessments in an ethical manner and minimizes biases to enable the learners to display the full extent of their learning. (Instructional Practice – Assessment 6.3)	Teacher Leader		3 (37%)	3 (37%)
	Effective	3 (100%)	5 (63%)	5 (63%)
	Emerging			
	Ineffective			
The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)	Teacher Leader		3 (37%)	2 (25%)
	Effective	3 (100%)	5 (63%)	6 (75%)
	Emerging			
	Ineffective			
The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs (Instructional Practice – Planning for Instruction 7.2)	Teacher Leader	1 (33%)	1 (12.5%)	3 (37%)
	Effective	2 (67%)	6 (75%)	5 (63%)
	Emerging		1 (12.5%)	
	Ineffective			

The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1)	Teacher Leader		3 (37%)	3 (37%)
	Effective	3 (100%)	5 (63%)	5 (63%)
	Emerging			
	Ineffective			
The teacher engages in continuous professional learning to more effectively meet the needs of each learner. (Professional Responsibility – Professional Learning and Ethical Practice 9.1)	Teacher Leader	1 (33%)	4 (50%)	4 (50%)
	Effective	2 (67%)	4 (50%)	4 (50%)
	Emerging			
	Ineffective			
The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)	Teacher Leader	1 (33%)	1 (12.5%)	3 (37%)
	Effective	2 (67%)	6 (75%)	5 (63%)
	Emerging		1 (12.5%)	
	Ineffective			
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3)	Teacher Leader	1 (33%)	1 (12%)	3 (37%)
	Effective	2 (67%)	7 (88%)	5 (63%)
	Emerging			
	Ineffective			
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 Development 1.1)	Teacher Leader	1 (33%)	4 (50%)	4 (50%)
	Effective	2 (67%)	4 (50%)	4 (50%)
	Emerging			
	Ineffective			
The teacher manages the learning environment to	Teacher Leader		2 (25%)	3 (37%)

engage learners actively. (The Learner and Learning – Learning Environments 3.2)	Effective	3 (100%)	6 (75%)	5 (63%)
	Emerging			
	Ineffective			
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	1 (33%)	4 (50%)	4 (50%)
	Effective	2 (67%)	4 (50%)	4 (50%)
	Emerging			
	Ineffective			
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		3 (37%)	2 (25%)
	Effective	3 (100%)	5 (63%)	6 (75%)
	Emerging			
	Ineffective			
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	1 (33%)	1 (12%)	3 (37%)
	Effective	2 (67%)	7 (88%)	5 (63%)
	Emerging			
	Ineffective			
The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth. (Professional Responsibility Responsibility – Leadership and Collaboration 10.1)	Teacher Leader	1 (33%)	3 (37%)	3 (37%)
	Effective	2 (67%)	5 (63%)	5 (63%)
	Emerging			
	Ineffective			
The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning	Teacher Leader		4 (50%)	4 (50%)
	Effective	3 (100%)	4 (50%)	4 (50%)
	Emerging			
	Ineffective			

experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)				
The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)	Teacher Leader		3 (37.5%)	4 (50%)
	Effective	3 (100%)	4 (50%)	4 (50%)
	Emerging		1 (12.5%)	
	Ineffective			
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession. (Professional Responsibility – Leadership and Collaboration 10.2)	Teacher Leader		3 (37%)	2 (25%)
	Effective	3 (100%)	5 (63%)	6 (75%)
	Emerging			
	Ineffective			
The teacher uses assessment to engage learners in their own growth. (Instructional Practice – Assessment 6.2)	Teacher Leader		3 (37.5%)	2 (25%)
	Effective	3 (100%)	4 (50%)	4 (50%)
	Emerging		1 (12.5%)	2 (25%)
	Ineffective			
The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners meet to individual learning needs. (Instructional Practice – Planning for Instruction 7.3)	Teacher Leader		3 (37.5%)	4 (50%)
	Effective	3 (100%)	4 (50%)	4 (50%)
	Emerging		1 (12.5%)	
	Ineffective			
The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science	Teacher Leader		3 (37.5%)	2 (25%)
	Effective	3 (100%)	4 (50%)	6 (75%)
	Emerging		1 (12.5%)	
	Ineffective			

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 knowledge of Alabama's state assessment system. (Alabama Specific Expectations – Standard 6(q)).	Teacher Leader		3 (37%)	2 (25%)
	Effective	3 (100%)	5 (63%)	6 (75%)
	Emerging			
	Ineffective			
Score:100 % of completers were rated Teacher Leader or Effective				
The teacher integrates Alabama-wide programs and initiatives into the curriculum and instructional process. (Alabama Specific Expectations – Standard 7(g)).	Teacher Leader		3 (37%)	2 (25%)
	Effective	3 (100%)	5 (63%)	6 (75%)
	Emerging			
	Ineffective			
Score:100 % of completers were rated Teacher Leader 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	1 (33%)	1 (12.5%)	3 (37%)
	Effective	2 (67%)	6 (75%)	5 (63%)
	Emerging		1 (12.5%)	
	Ineffective			
Score:94% of completers were rated Teacher Leader or Effective				
The teacher understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy. (Alabama Specific Expectations – Standard 6(q)).	Teacher Leader		3 (37%)	2 (25%)
	Effective	3 (100%)	5 (63%)	6 (75%)
	Emerging			
	Ineffective			

	Score: 100% of completers were rated Teacher Leader or Effective		

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 collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility. (The Learner and Learning – Learning Environments 3.1)	Teacher Leader	1 (20%)		
	Effective	4 (80%)	5 (100%)	5 (100%)
	Emerging			
	Ineffective			
	Score: 100% of completers were rated Teacher Leader or Effective			
The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teachers. (Content Knowledge – Knowledge – Content Knowledge 4.1)	Teacher Leader	1 (20%)		1 (20%)
	Effective	4 (80%)	5 (100%)	4 (80%)
	Emerging			
	Ineffective			
	Score: 100% of completers were rated Teacher Leader or Effective			
The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues, (Content Knowledge – Application of Content 5.2)	Teacher Leader			2 (40%)
	Effective	5 (100%)	5 (100%)	3 (60%)
	Emerging			
	Ineffective			

		Score: 100% of completers were rated Teacher Leader or Effective		
The teacher implements assessments in an ethical manner and minimizes biases to enable the learners to display the full extent of their learning. (Instructional Practice – Assessment 6.3)	Teacher Leader			2 (40%)
	Effective	5 (100%)	5 (100%)	3 (60%)
	Emerging			
	Ineffective			
		Score: 100% of completers were rated Teacher Leader or Effective		
The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)	Teacher Leader			
	Effective	5 (100%)	5 (100%)	3 (100%)
	Emerging			
	Ineffective			
		Score: 100% of completers were rated Teacher Leader or Effective		
The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs (Instructional Practice – Planning for Instruction 7.2)	Teacher Leader	1 (20%)		
	Effective	4 (80%)	5 (100%)	5 (100%)
	Emerging			
	Ineffective			
		Score: 100% of completers were rated Teacher Leader or Effective		
The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1)	Teacher Leader	1 (20%)		
	Effective	4 (80%)	5 (100%)	5 (100%)
	Emerging			
	Ineffective			

	Score: 100% of completers were rated Teacher Leader or Effective			
The teacher engages in continuous professional learning to more effectively meet the needs of each learner. (Professional Responsibility – Professional Learning and Ethical Practice 9.1)	Teacher Leader	1 (20%)		
	Effective	4 (80%)	5 (100%)	5 (100%)
	Emerging			
	Ineffective			
	Score: 100% of completers were rated Teacher Leader or Effective			
The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)	Teacher Leader	1 (20%)		1 (20%)
	Effective	4 (80%)	5 (100%)	4 (80%)
	Emerging			
	Ineffective			
	Score: 100% of completers were rated Teacher Leader or Effective			
The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Learning and Ethical Practice 9.3)	Teacher Leader	1 (20%)		
	Effective	4 (80%)	5 (100%)	5 (100%)
	Emerging			
	Ineffective			
	Score: 100% of completers were rated Teacher Leader or Effective			
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 Development 1.1)	Teacher Leader			
	Effective	4 (80%)	5 (100%)	5 (100%)
	Emerging	1 (20%)		
	Ineffective			
	Score: 93% of completers were rated Teacher Leader or Effective			

The teacher manages the learning environment to engage learners actively. (The Learner and Learning – Learning Environments 3.2)	Teacher Leader	1 (20%)		
	Effective	4 (80%)	5 (100%)	5 (100%)
	Emerging			
	Ineffective			
	<mark>Score: 100% of completers were rated Teacher Leader or Effective</mark>			
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	1 (20%)		
	Effective	4 (80%)	5 (100%)	5 (100%)
	Emerging			
	Ineffective			
	<mark>Score: 100% of completers were rated Teacher Leader or Effective</mark>			
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	1 (20%)		1 (20%)
	Effective	4 (80%)	5 (100%)	4 (80%)
	Emerging			
	Ineffective			
	<mark>Score: 100% of completers were rated Teacher Leader or Effective</mark>			
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	5 (100%)	5 (100%)	5 (100%)
	Emerging			
	Ineffective			
	<mark>Score: 100% of completers were rated Teacher Leader or Effective</mark>			
The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure	Teacher Leader			
	Effective	5 (100%)	5 (100%)	5 (100%)
	Emerging			
	Ineffective			

learner growth. (Professional Responsibility Responsibility – Leadership and Collaboration 10.1)				
	<mark>Score: 100% of completers were rated Teacher Leader or Effective</mark>			
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	5 (100%)	5 (100%)	5 (100%)
	Emerging			
	Ineffective			
	<mark>Score: 100% of completers were rated Teacher Leader or Effective</mark>			
The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)	Teacher Leader	1 (20%)		1 (20%)
	Effective	4 (80%)	5 (100%)	4 (80%)
	Emerging			
	Ineffective			
	<mark>Score: 100% of completers were rated Teacher Leader or Effective</mark>			
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession. (Professional Responsibility – Leadership and Collaboration 10.2)	Teacher Leader	1 (20%)		1 (20%)
	Effective	4 (80%)	5 (100%)	4 (80%)
	Emerging			
	Ineffective			
	<mark>Score: 100% of completers were rated Teacher Leader or Effective</mark>			
The teacher uses assessment to engage learners in their own growth. (Instructional	Teacher Leader	1 (20%)		
	Effective	4 (80%)	5 (100%)	5 (100%)
	Emerging			
	Ineffective			

Practice – Assessment 6.2)				
The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners meet to individual learning needs. (Instructional Practice – Planning for Instruction 7.3)	Teacher Leader	1 (20%)		1 (20%)
	Effective	4 (80%)	5 (100%)	4 (80%)
	Emerging			
	Ineffective			
The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. (Alabama Specific Expectations – Standard 4(0)).	Teacher Leader	1 (20%)		
	Effective	4 (80%)	5 (100%)	5 (100%)
	Emerging			
	Ineffective			
The teacher possesses knowledge of Alabama's state assessment system. (Alabama Specific Expectations – Standard 6(q)).	Teacher Leader	1 (20%)		
	Effective	4 (80%)	5 (100%)	5 (100%)
	Emerging			
	Ineffective			
The teacher integrates Alabama-wide programs and	Teacher Leader			
	Effective	5 (100%)	5 (100%)	5 (100%)

initiatives into the curriculum and instructional process. (Alabama Specific Expectations – Standard 7(g)).	Emerging			
	Ineffective			
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	1 (20%)		1 (20%)
	Effective	4 (80%)	5 (100%)	4 (80%)
	Emerging			
	Ineffective			
The teacher understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy. (Alabama Specific Expectations – Standard 6(q)).	Teacher Leader	1 (20%)		
	Effective	4 (80%)	5 (100%)	5 (100%)
	Emerging			
	Ineffective			

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	1 (20%)		
	Effective	4 (80%)	5 (100%)	5 (100%)
	Emerging			
	Ineffective			

Specific Expectations – Standard 6(q)).				

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:

Early Childhood - Class B- edTPA Scores - Fall 2022-Spring 2023   (CS=Completer Score/PS=Passing Score)

N	Task 1 Ā Planning for Literacy Instuction and Assessment					Task 2 Ā Instructing and Engaing Students in Literacy Learning					Task 3 Ā Āssessing Studens' Literacy Learning					Scores		% of 1st Attempt Pass Rate
	Task 1					Task 2					Task 3					CS	PS	A
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			
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%

Early Childhood - Class Alt. A- edTPA Scores - Fall 2022-Spring 2023   (CS=Completer Score/PS=Passing Score)

N	Task 1 Ā Planning for Literacy Instuction and Assessment					Task 2 Ā Instructing and Engaing Students in Literacy Learning					Task 3 Ā Āssessing Studens' Literacy Learning					Scores		% of 1st Attempt Pass Rate
	Task 1					Task 2					Task 3					CS	PS	A
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			
Standards																		
N=7	3	2.9	2.7	3	3.1	3	3.1	2.9	1.9	3	2.9	3	2.5	3	3	43.6	37.0	88%

Elementary - Class B- edTPA Scores - Fall 2022-Spring 2023   (CS=Completer Score/PS=Passing Score)

N	Task 1 Ā Planning for Literacy Instuction and Assessment					Task 2 Ā Instructing and Engaing Students in Literacy Learning					Task 3 Ā Assessing Studens' Literacy Learning					Task 4 Ā Assessing Students' Mathematical Learning			Scores		% of 1st Attempt Pass Rate
	Task 1					Task 2					Task 3					Task4 (Elem. Only)			CS	PS	A
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	RB 16	RB 17	RB 18			
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	3.2	2.5	2.4	2.7	2.4	2.6	2.3	46.9	44	84%

Elementary - Alt. A- edTPA Scores - Fall 2022-Spring 2023   (CS=Completer Score/PS=Passing Score)

N	Task 1 Ā Planning for Literacy Instuction and Assessment					Task 2 Ā Instructing and Engaing Students in Literacy Learning					Task 3 Ā Assessing Studens' Literacy Learning					Task 4 Ā Assessing Students' Mathematical Learning			Scores		% of 1st Attempt Pass Rate
	Task 1					Task 2					Task 3					Task4 (Elem. Only)			CS	PS	A
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	RB 16	RB 17	RB 18			
Standards																					
N=60	2.8	2.8	3.0	2.9	2.7	3.0	2.8	2.9	2.7	2.7	2.7	3.5	2.7	2.6	2.8	2.6	2.8	2.5	50.5	44	97%

Special Education - Class B- edTPA Scores - Fall 2022-Spring 2023

N	Task 1 Ā Planning for Literacy Instuction and Assessment					Task 2 Ā Instructing and Engaing Students in Literacy Learning					Task 3 Ā Assessing Studens' Literacy Learning					Scores		% of 1st Attempt Pass Rate
	Task 1					Task 2					Task 3					CS	PS	A
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			
Standards																		
N=20	2.9	2.8	2.5	2.8	2.7	3.0	2.9	2.8	2.6	2.3	2.3	3.1	2.3	2.3	2.2	39	37	82.40%

Special Education - Alt. A- edTPA Scores - Fall 2022-Spring 2023

N	Task 1 Ā Planning for Literacy Instuction and Assessment					Task 2 Ā Instructing and Engaing Students in Literacy Learning					Task 3 Ā Assessing Studens' Literacy Learning					Scores		% of 1st Attempt Pass Rate
	Task 1					Task 2					Task 3					CS	PS	A
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			
Standards																		
N=30	2.7	2.8	2.6	2.8	2.7	3.0	3.0	2.8	2.9	2.4	2.4	3.0	2.5	2.7	2.5	40.7	37	84.00%

Physical Education - Class B- edTPA Scores - Fall 2022-Spring 2023

N	Task 1 Ā — Planning for Literacy Instuction and Assessment					Task 2 Ā — Instructing and Engaing Students in Literacy Learning					Task 3 Ā — Āssessing Studens' Literacy Learning					Scores		% of 1st Attempt Pass Rate
	Task 1					Task 2					Task 3					CS	PS	A
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			
Standards																		
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%

Physical Education - Alt. A- edTPA Scores - Fall 2022-Spring 2023

N	Task 1 Ā — Planning for Literacy Instuction and Assessment					Task 2 Ā — Instructing and Engaing Students in Literacy Learning					Task 3 Ā — Āssessing Studens' Literacy Learning					Scores		% of 1st Attempt Pass
	Task 1					Task 2					Task 3					CS	PS	A
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			
Standards																		
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%

Secondary Mathematics - Class B- edTPA Scores - Fall 2022-Spring 2023

N	Task 1 Ā — Planning for Literacy Instuction and Assessment					Task 2 Ā — Instructing and Engaing Students in Literacy Learning					Task 3 Ā — Āssessing Studens' Literacy Learning					Scores		% of 1st Attempt Pass Rate
	Task 1					Task 2					Task 3					CS	PS	A
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			
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%

Secondary Mathematics - Alt. A.- edTPA Scores - Fall 2022-Spring 2023

N	Task 1 Ā — Planning for Literacy Instuction and Assessment					Task 2 Ā — Instructing and Engaing Students in Literacy Learning					Task 3 Ā — Āssessing Studens' Literacy Learning					Scores		% of 1st Attempt Pass Rate
	Task 1					Task 2					Task 3					CS	PS	A
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			
Standards																		
N=15	2.7	2.4	2.6	2.2	2.3	3.0	2.1	2.3	2.4	2.4	2.2	3.8	2.2	2.1	2.7	37.4	37	73%

Secondary Science - Class B- edTPA Scores - Fall 2022-Spring 2023

N	Task 1 Ā Planning for Literacy Instuction and Assessment					Task 2 Ā Instructing and Engaing Students in Literacy Learning					Task 3 Ā Āssessing Studens' Literacy Learning					Scores		% of 1st Attempt Pass Rate
	Task 1					Task 2					Task 3					CS	PS	A
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			
Standards																		
N=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	100%

Secondary Science - Alt. A- edTPA Scores - Fall 2022-Spring 2023

N	Task 1 Ā Planning for Literacy Instuction and Assessment					Task 2 Ā Instructing and Engaing Students in Literacy Learning					Task 3 Ā Āssessing Studens' Literacy Learning					Scores		% of 1st Attempt Pass Rate
	Task 1					Task 2					Task 3					CS	PS	A
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			
Standards																		
N=13	2.8	2.3	2.8	2.5	2.8	3.0	3.1	2.6	2.5	2.2	2.6	3.3	2.1	2.5	2.3	39.6	37	92%

Secondary English Language Arts - Class B- edTPA Scores - Fall 2022-Spring 2023

N	Task 1 Ā Planning for Literacy Instuction and Assessment					Task 2 Ā Instructing and Engaing Students in Literacy Learning					Task 3 Ā Āssessing Studens' Literacy Learning					Scores		% of 1st Attempt Pass Rate
	Task 1					Task 2					Task 3					CS	PS	A
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			
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%

Secondary English Language Arts - Alt. A- edTPA Scores - Fall 2022-Spring 2023

N	Task 1 Ā Planning for Literacy Instuction and Assessment					Task 2 Ā Instructing and Engaing Students in Literacy Learning					Task 3 Ā Āssessing Studens' Literacy Learning					Scores		% of 1st Attempt Pass Rate
	Task 1					Task 2					Task 3					CS	PS	A
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			
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%

History/SS - Class B- edTPA Scores - Fall 2022-Spring 2023

N	Task 1 Ā Planning for Literacy Instruction and Assessment					Task 2 Ā Instructing and Engaing Students in Literacy Learning					Task 3 Ā Āssessing Studens' Literacy Learning					Scores		% of 1st Attempt Pass Rate
	Task 1					Task 2					Task 3					CS	PS	A
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			
Standards																		
N=1	3	3	3	4	3	3	3	3	3	3	3	3	3	4	3	47	37	100%

History/SS - Alt. A- edTPA Scores - Fall 2022-Spring 2023

N	Task 1 Ā Planning for Literacy Instruction and Assessment					Task 2 Ā Instructing and Engaing Students in Literacy Learning					Task 3 Ā Āssessing Studens' Literacy Learning					Scores		% of 1st Attempt Pass Rate
	Task 1					Task 2					Task 3					CS	PS	A
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			
Standards																		
N=14	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	43	37	100%

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

General Science 5435 Alt.A

Academic Year	Total N Average Score Score	Cat I. Scientific Methodology, Techniques, and History CIEP 1.1, 1.2, 1.3, 1.4						Cat II. Physical Science CIEP 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12						Cat III. Life Science CIEP 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 1.20, 2.11, 2.12, 2.13					
		Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	Raw points above or below the Nat. median performance range average	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	Raw points above or below the Nat. median performance range average	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	Raw points above or below the Nat. median performance range average	% of candidates scoring withing the Nat. performance range
18-19 N=6	152	6	12	6-8.	7	-1	83%	24	41	16-27	21.5	2.5	100%	18	22	11-17.	14	4	100%
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%

General Science 5436/Required Passing Score = 141 (9/1/23)

Biology 5236 Alt. A /Required Passing Score = 154

Biology 5236 Alt. A /Required Passing — Academic Year	Total N Average Score Score	Cat I. Nature of Science: Scientific Inquiry, Methodology, Techniques, and History						Cat II. Molecular and Cellular Biology						Cat III. Genetics and Evolution					
		Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range	% of candidates scoring within the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range	% of candidates scoring within the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range	% of candidates scoring within the Nat. performance 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%

% of candidates scoring within the Nat. performance range	Cat IV. Diversity of Life and Organismal Biology						Cat V. Ecology: Organisms and Environments						Cat VI. Science, Technology, and Social Perspectives					
	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range	% of candidates scoring within the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range	% of candidates scoring within the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range	% of candidates scoring within the Nat. performance 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%

English Language Arts 5038 Class B /Required Passing Score =167

Academic Year	Total N Average Score Score	Cat I. Reading						Cat II. Language Use and Vocabulary						Cat III. Writing, Speaking, and Listening					
		Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 3	% of candidates scoring withing the Nat. performance range
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%

English Language Arts 5038 Alt. A /Required Passing Score =167

Academic Year	Total N Average Score Score	Cat I. Reading						Cat II. Language Use and Vocabulary						Cat III. Writing, Speaking, and Listening					
		Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 3	% of candidates scoring withing the Nat. performance 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%

General Social Science 5081 Class B /Required Passing Score = 155

Science 5081 Class B/Required Passing Score = 155	Cat I. United States History CIEP 1.1, 1.2, 1.3						Cat II. World History CIEP 1.1, 1.2, 1.3						Cat III. Govt., Civics, Political Science CIEP 1.1, 1.2, 1.3					
Academic Year / Total N Average Score Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 3	% of candidates scoring withing the Nat. performance range
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
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
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
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
3 Year Mean	N/A					N/A						N/A						N/A

General Social Science 5081 Class B /Required Passing Score = 155

Cat IV. Geography CIEP 1.1, 1.2, 1.3						Cat V. Economics CIEP 1.1, 1.2, 1.3						Cat VI. Behavioral Sciences CIEP 1.1, 1.2, 1.3					
Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 4	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance 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	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 6	% 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	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

History 5941 Class B /Required Passing Score = 148																	
History 5941 Class B/Required Passing Score = 148		Cat I. Science, Technology, and Social Perspectives						Cat II. World History: 1450CE-to Present						Cat III. United States History to 1877			
Academic Year	Total N Average Score Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 3	% of candidates scoring withing the Nat. performance range
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 5941 Class B /Required Passing Score = 148											
Cat IV. United States History: 1877 to present						Cat V. Historical Thinking Skills					
Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 4	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance 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
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

History 5941 Alt. A /Required Passing Score = 148

History 5941 Alt. A/Required Passing Score = 148		Cat I. Science, Technology, and Social Perspectives						Cat II. World History: 1450CE-to Present						Cat III. United States History to 1877					
Academic Year	Total N Average Score Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 3	% of candidates scoring withing the Nat. performance range
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	100%
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 5941 Alt. A /Required Passing Score = 148

Cat IV. United States History: 1877 to present						Cat V. Historical Thinking Skills					
Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 4	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance 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%

Class B Mathematics												
Secondary Mathematics/Required Passing Score =157 Required Score 22-223=160	CAT I Number and Quantity, Algebra, functions; and Calculus							CAT II Geometry, Probability and Statistics, and Discrete Mathematics				
Academic Year	Average Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	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	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%

Alt. A. Mathematics												
Secondary Mathematics/Required Passing Score =157 Required Score 22-23=160	CAT I Number and Quantity, Algebra, functions; and Calculus							CAT II Geometry, Probability and Statistics, and Discrete Mathematics				
Academic Year	Average Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	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= 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%

Elementary Education (Class B) Multiple Subject Mathematics 5903

Elementary Education/Required Passing Score =157	Average Score	CAT I Number and Operations						CAT II Aagebraic Thinking						III. Geometry and Measurement, Data, Statistics, and Probability					
Multiple Subjects Mathematics 5903	Average Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 3	% of candidates scoring withing the Nat. performance range
22-23 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%

Elementary Education Multiple Subjects Social Studies 5904

Elementary Education/Required Passing Score =154	Average Score	CAT I US History Governement and Citizenship						CAT II Geography, Anthropology and Sociology						CAT III World History and Economics					
Multiple Subjects Social Studies 5904	Average Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 3	% of candidates scoring withing the Nat. performance range
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%

Multiple Subjects Science 5905

Multiple Subjects Science 5905 — Elementary Education/Required Passing Score =158	Average Score	CAT I Earth Science						CAT II Life Science						CAT III Physical Science					
		Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 3	% of candidates scoring withing the Nat. performance range
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%

Elementary Education (Alt. A.) Multiple Subject Mathematics 5903

Multiple Subjects Mathematics 5903 — Elementary Education/Required Passing Score =157	Average Score	CAT I Number and Operations						CAT II Aagebraic Thinking						III. Geometry and Measurement, Data, Statistics, and Probability					
		Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 3	% of candidates scoring withing the Nat. performance range
18-19 N=16	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%
19-20 N=22	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%
20-21 N=23	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%
21-22 N=31	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%
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%

Elementary Education Multiple Subjects Social Studies 5904

Elementary Education/Required Passing Score =154		CAT I US History Governement and Citizenship						CAT II Geography, Anthropology and Sociology						CAT III World History and Economics					
Multiple Subjects Social Studies 5004	Average Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	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= 16	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%

Multiple Subjects Science 5905

Elementary Education/Required Passing Score =158		CAT I Earth Science						CAT II Life Science						CAT III Physical Science					
Multiple Subjects Science 5005	Average Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	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= 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%

5025 Early Childhood Education Class B

Early Childhood Education/ Required Passing Score =156		Cat I. Language and Literacy						Cat II. Mathematics						Cat III. Social Studies					
Academic Year	Total N Average Score Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 1	candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 2	candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	Raw points above or below the Nat. median performance range average score CAT 3	candidates scoring withing the Nat. performance 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%

5025 Early Childhood Education Class B

Cat IV. Science						Cat V. Health and Physical Education; Creative & Performing Arts					
Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	al Raw points above or below the Nat. median performance	candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	al Raw points above or below the Nat. median performance	candidates scoring withing the Nat. performance 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 Early Childhood Education (Alt. A)

Early Childhood Education/Required Passing Score =156		Cat I. Language and Literacy						Cat II. Mathematics						Cat III. Social Studies					
Academic Year	Total N Average Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 3	% of candidates scoring withing the Nat. performance range
18-19 N= 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	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%
20-21 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 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	174.5	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 Childhood Education (Alt. A)

Cat IV. Science						Cat V. Health and Physical Education; Creative & Performing Arts					
Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 4	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 5	% of candidates scoring withing the Nat. performance 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%

Collaborative (5354) Class B

Academic Year	Total N Average Score Score	Cat I. Development and Characteristics of Learners						Cat II. Planning and the Learning Environment						Cat III. Instruction					
		Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 3	% of candidates scoring withing the Nat. performance range
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	83%

(UG) 5354 Special Ed./Required Passing Score =153

Collaborative (UG) 5354

Cat IV. Assessment						Cat V. Foundations and Professional Responsibilities					
Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 4	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance 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
12.6	20	12-16.	14	-1.4	75%	16.2	22	15-18.5	16.7	-0.5	75%

5354 Collab. (Alt A.)/Required Passing Score =153

(G) 5354 Special Ed./Required Passing Score		Cat I. Development and Characteristics of Learners						Cat II. Planning and the Learning Environment						Cat III. Instruction					
Academic Year	Total N Average Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 3	% of candidates scoring withing the Nat. performance range
19-20 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%
20-21 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 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%

5354 Collab. (Alt A.)/Required Passing Score =153

Cat IV. Assessment						Cat V. Foundations and Professional Responsibilities					
Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 4	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 5	% of candidates scoring withing the Nat. performance 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%

Physical Education 5091 Alt. A

Physical Education K-12 Alt. A 5091/Required Passing Score = 149		Cat I. Content Knowledge and Student Growth and Development						Cat II. Management, Motivation, and Communication					
Academic Year	Total N Average Score Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range
22-23 N=16	153.8	20	30	18-22.	20	0	93%	19	25	19-22.	20.5	-1.5	93%

Physical Education 5091 Alt. A

Cat III. Planning, Instruction, and Student Assessment						Cat IV. Collaboration, Reflection, and Technology					
Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 3	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 4	% of candidates scoring withing the Nat. performance range
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
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.

Master of Education								
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 Education	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%
Elementary Education	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%
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 Education	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%
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' 22	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%

	Education Specialist							
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 Education	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%
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.

Initial Programs	Total Survey Responses	Yes	Percent	No	Percent	Don't know at 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%