

Jacksonville State University
2023 Annual Reporting Measures
CAEP Accountability Measures

Measure 1 Completer Effectiveness

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

Measure 1a: EPP Report Card

Prior to the 2018-2019 academic year, a survey for first-year teachers was developed by The Alabama Association of Colleges for Teacher Education (ALACTE) members, it was administered electronically to first-year teachers who, during the 2018-2019 school year, completed an Alabama State Board of Education (ALSBOE) 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 the effectiveness of first-year teachers. The Alabama State Department of Education (ALSDE) does not provide the EPP with the number of completers being assessed, their programs of study, or the number of employer respondents. Data provided in this report include a 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 JSU 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 Jacksonville State University				
Survey Item	JSU%(AL%)	2023 Report: 2021/2022 data on JSU Employer Satisfaction (Alabama Statewide Employer Satisfaction)	2024 Report: 2022/2023 data on JSU Employer Satisfaction (Alabama Statewide Employer Satisfaction)	
		JSU%(AL%)	JSU%(AL%)	
Understanding how learners grow and develop. (The Learner and Learning – Learner Development 1.1)	Teacher Leader	0% (0%)	0% (6%)	
	Effective	50% (45%)	51% (50%)	
	Emerging	41% (47%)	40% (40%)	
	Ineffective	8% (0%)	0% (0%)	
Understanding of learners’ commonalities and individual differences. (The Learner and Learning – Learning Differences 2.1)	Teacher Leader	0% (0%)	0% (6%)	
	Effective	42% (45%)	49% (48%)	
	Emerging	47% (46%)	41% (42%)	
	Ineffective	0% (0%)	0% (0%)	
Manage the learning environment to engage learners actively. (The Learner and Learning – Learning Environments 3.2)	Teacher Leader	0% (0%)	6% (7%)	
	Effective	48% (48%)	50% (51%)	
	Emerging	36% (37%)	40% (36%)	
	Ineffective	9% (9%)	0% (0%)	
The teacher understands the central concepts, tools of inquiry	Teacher Leader	0% (0%)	0% (6%)	
	Effective	58% (51%)	54% (55%)	

and structures of the discipline(s) he or she teaches. (Content Knowledge-Content Knowledge 4.1)	Emerging	33% (0%)	39% (36%)	
	Ineffective	8% (0%)	0% (0%)	
Create 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% (0%)	0% (6%)	
	Effective	52% (48%)	54% (54%)	
	Emerging	39% (43%)	37% (37%)	
	Ineffective	0% (0%)	0% (0%)	
Connect concepts, perspectives from varied disciplines, and interdisciplinary themes to problems and issues. (Content Knowledge – Application of Content 5.1)	Teacher Leader	0% (0%)	6% (0%)	
	Effective	44% (45%)	46% (48%)	
	Emerging	47% (46%)	46% (44%)	
	Ineffective	0% (0%)	0% (0%)	
Use, design, or adapt 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% (0%)	0% (6%)	
	Effective	39% (43%)	52% (49%)	
	Emerging	55% (48%)	40% (41%)	
	Ineffective	0% (0%)	0% (0%)	
The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning. (Instructional Practice – Assessment 6.3)	Teacher Leader	0% (00%)	0% (8%)	
	Effective	62% (59%)	63% (61%)	
	Emerging	28% (33%)	28% (29%)	
	Ineffective	0% (0%)	0% (0%)	
Plan instruction based on information from formative and summative assessments and other sources and systematically adjust plans to meet each student’s learning needs. (Instructional Practice – Planning for Instruction 7.3)	Teacher Leader	0% (0%)	7% (6%)	
	Effective	44% (45%)	52% (51%)	
	Emerging	50% (46%)	38% (39%)	
	Ineffective	0% (0%)	0% (0%)	
Understand and use a variety of instructional strategies and make learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1)	Teacher Leader	0% (0%)	7% (7%)	
	Effective	48% (50%)	54% (54%)	
	Emerging	39% (40%)	36% (36%)	
	Ineffective	8% (0%)	0% (0%)	

Initiative (AMSTI); Alabama Learning Exchange (ALEX); And the Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. (Alabama Specific Expectations – Standard 4(0)).				
Possesses knowledge of Alabama’s state assessment system. (Alabama Specific Expectations – Standard 6(q)).	Teacher Leader	0% (0%)	6% (0%)	
	Effective	50% (43%)	40% (49%)	
	Emerging	45% (50%)	51% (44%)	
	Ineffective	0% (0%)	0% (0%)	
Integrates Alabama-wide programs and initiatives into the curriculum and instructional process. (Alabama Specific Expectations – Standard 7(g)).	Teacher Leader	0% (0%)	0% (0%)	
	Effective	44% (45%)	45% (48%)	
	Emerging	50% (48%)	46% (44%)	
	Ineffective	0% (0%)	0% (0%)	
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%)	0% (0%)	
	Effective	37% (38%)	34% (42%)	
	Emerging	59% (51%)	56% (50%)	
	Ineffective	0% (0%)	0% (0%)	
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% (0%)	8% (7%)	
	Effective	42% (39%)	55% (55%)	
	Emerging	50% (52%)	34% (35%)	
	Ineffective	8% (0%)	0% (0%)	

Measure 1b: Common Lesson Plan and Observation

The CEPS developed the Common Planning and Observation Rubrics (CLP + COBS) to measure candidate performance in planning and instruction. The CAEP committee agreed that the EPP-created instruments should be common, meaning that the content measured should apply to all teaching fields, grades, age bands, and settings. The instruments were developed with this guiding question in mind: what were the essential elements of pedagogical content knowledge that all teacher candidates need to know and be able to do for effective planning and instruction? Lawshe’s Method was followed to determine content validity. The instruments are used throughout the candidate’s program, the following data was collected during internship.

SCD-CLASS B		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
	N= 19	CT	US	CT	US	CT	US	CT	US	
Learning Environment		10 (53%)	17 (89%)	3 (16%)	2 (11%)	0	0	0	0	
Prior Knowledge		8 (42%)	12 (63%)	5 (26%)	7 (37%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		9 (47%)	15 (79%)	4 (21%)	4 (21%)	0	0	0	0	
Academic Language		7 (37%)	14 (74%)	6 (32%)	5 (26%)	0	0	0	0	
Assessment		10 (53%)	18 (95%)	3 (16%)	1 (5%)	0	0	0	0	
Technology		10 (53%)	18 (95%)	2 (11%)	1 (5%)	1 (5%)	0	0	0	

SCD-CLASS B		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 19		CT	US	CT	US	CT	US	CT	US	
Learning Environment		11 (58%)	14 (74%)	2 (11%)	5 (26%)	0	0	0	0	
Prior Knowledge		7 (37%)	13 (68%)	6 (32%)	6 (32%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		9 (47%)	16 (84%)	4 (21%)	3 (16%)	0	0	0	0	
Academic Language		7 (37%)	14 (74%)	6 (32%)	5 (26%)	0	0	0	0	
Assessment		8 (42%)	16 (84%)	5 (26%)	3 (16%)	0	0	0	0	
Technology		9 (47%)	16 (84%)	3 (16%)	3 (16%)	1 (5%)	0	0	0	

SCD-ALT-A		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 3		CT	US	CT	US	CT	US	CT	US	
Learning Environment		2 (67%)	3 (100%)	0	0	0	0	0	0	
Prior Knowledge		1 (33%)	3 (100%)	1 (33%)	0	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		2 (67%)	3 (100%)	0	0	0	0	0	0	
Academic Language		2 (67%)	3 (100%)	0	0	0	0	0	0	
Assessment		2 (67%)	3 (100%)	0	0	0	0	0	0	
Technology		2 (67%)	3 (100%)	0	0	0	0	0	0	

SCD-ALT-A		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 3		CT	US	CT	US	CT	US	CT	US	
Learning Environment		2 (67%)	3 (100%)	0	0	0	0	0	0	
Prior Knowledge		2 (67%)	3 (100%)	0	0	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		2 (67%)	3 (100%)	0	0	0	0	0	0	
Academic Language		2 (67%)	2 (67%)	0	1 (33%)	0	0	0	0	
Assessment		2 (67%)	3 (100%)	0	0	0	0	0	0	
Technology		2 (67%)	2 (67%)	0	1 (33%)	0	0	0	0	

ECP-CLASS B		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 63		CT	US	CT	US	CT	US	CT	US	
Learning Environment		146 (232%)	57 (90%)	11 (17%)	6 (10%)	0	0	0	0	
Prior Knowledge		140 (22%)	43 (68%)	17 (27%)	30 (48%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		135 (214%)	37 (59%)	21 (33%)	26 (41%)	1 (2%)	0	0	0	
Academic Language		127 (202%)	53 (84%)	22 (35%)	10 (16%)	0	0	0	0	
Assessment		138 (219%)	58 (92%)	17 (27%)	5 (8%)	0	0	0	0	
Technology		83 (132%)	30 (48%)	18 (29%)	26 (41%)	2 (3%)	7 (11%)	1 (2%)	0	

ECP-CLASS B		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 63		CT	US	CT	US	CT	US	CT	US	
Learning Environment		142 (225%)	56 (89%)	15 (24%)	7 (11%)	0	0	0	0	
Prior Knowledge		130 (206%)	48 (76%)	25 (40%)	15 (24%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		133 (211%)	35 (56%)	21 (33%)	28 (44%)	0	0	0	0	
Academic Language		126 (200%)	55 (87%)	31 (49%)	8(13%)	0	0	0	0	
Assessment		130 (206%)	56 (89%)	24 (38%)	7 (11%)	0	0	1 (2%)	0	
Technology		82 (130%)	27 (43%)	14 (22%)	15 (24%)	1 (2%)	8 (13%)	7 (11%)	7 (11%)	

SOS-CLASS B		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 26		CT	US	CT	US	CT	US	CT	US	
Learning Environment		23 (88%)	16 (62%)	3 (12%)	8 (31%)	0	0	0	0	
Prior Knowledge		20 (77%)	10 (38%)	6 (23%)	14 (54%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		17 (65%)	6 (23%)	8 (31%)	18 (69%)	1 (4%)	0	0	0	
Academic Language		20 (77%)	0	5 (19%)	12 (46%)	1 (4%)	0	0	0	
Assessment		19 (73%)	7 (27%)	7 (27%)	17 (65%)	0	0	0	0	
Technology		22 (85%)	17 (65%)	3 (12%)	7 (27%)	1 (4%)	0	0	0	

SOS-CLASS B		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 26		CT	US	CT	US	CT	US	CT	US	
Learning Environment		22 (85%)	15 (58%)	3 (12%)	11 (42%)	1 (4%)	0	0	0	
Prior Knowledge		20 (77%)	6 (23%)	6 (23%)	20 (77%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		18 (69%)	6 (23%)	6 (23%)	20 (77%)	2 (8%)	0	0	0	
Academic Language		16 (62%)	13 (50%)	9 (35%)	13 (50%)	1 (4%)	0	0	0	
Assessment		19 (73%)	8 (31%)	6 (23%)	17 (65%)	1 (4%)	0	0	0	
Technology		22 (85%)	17 (65%)	3 (12%)	8 (31%)	1 (4%)	0	0	0	

SOS-ALT-A		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 3		CT	US	CT	US	CT	US	CT	US	
Learning Environment		1 (33%)	2 (67%)	2 (67%)	1 (33%)	0	0	0	0	
Prior Knowledge		0	3 (100%)	3 (100%)	0	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		0	0	3 (100%)	3 (100%)	0	0	0	0	
Academic Language		0	2 (67%)	3 (100%)	1 (33%)	0	0	0	0	
Assessment		0	1 (33%)	3 (100%)	2 (67%)	0	0	0	0	
Technology		2 (67%)	3 (100%)	1 (33%)	0	0	0	0	0	

SOS-ALT-A		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 3		CT	US	CT	US	CT	US	CT	US	
Learning Environment		1 (33%)	2 (67%)	2 (67%)	1 (33%)	0	0	0	0	
Prior Knowledge		0	1 (33%)	3 (100%)	2 (67%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		0	0	2 (67%)	3 (100%)	1 (33%)	0	0	0	
Academic Language		2 (67%)	1 (33%)	1 (33%)	2 (67%)	0	0	0	0	
Assessment		0	2 (67%)	3 (100%)	1 (33%)	0	0	0	0	
Technology		2 (67%)	3 (100%)	0	0	1 (33%)	0	0	0	

GS-CLASS B		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 10		CT	US	CT	US	CT	US	CT	US	
Learning Environment		7 (70%)	9 (90%)	2 (20%)	1 (10%)	1 (10%)	0	0	0	
Prior Knowledge		5 (5%)	7 (70%)	4 (40%)	3 (30%)	1 (10%)	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		6 (60%)	4 (40%)	2 (20%)	5 (5%)	2 (20%)	0	0	0	
Academic Language		7 (70%)	4 (40%)	3 (30%)	6 (6%)		0	0	0	
Assessment		5 (5%)	6 (6%)	4 (40%)	4 (40%)	1 (10%)	0	0	0	
Technology		5 (5%)	5 (5%)	4 (40%)	5 (5%)	1 (10%)	0	0	0	

GS-CLASS B		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 10		CT	US	CT	US	CT	US	CT	US	
Learning Environment		7 (70%)	7 (70%)	2 (20%)	3 (30%)	0	0	0	0	
Prior Knowledge		5 (5%)	6 (6%)	4 (40%)	4 (40%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		7 (70%)	3 (30%)	1 (10%)	6 (6%)	0	0	0	0	
Academic Language		6 (6%)	4 (40%)	3 (30%)	6 (6%)	0	0	0	0	
Assessment		7 (70%)	5 (5%)	2 (20%)	5 (5%)	0	0	0	0	
Technology		6 (6%)	4 (40%)	4 (40%)	6 (6%)	0	0	0	0	

GS-ALT-A		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 07		CT	US	CT	US	CT	US	CT	US	
Learning Environment		4 (57%)	5 (71%)	2 (29%)	2 (29%)	0	0	0	0	
Prior Knowledge		3 (43%)	3 (43%)	3 (43%)	4 (57%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		3 (43%)	1 (14%)	3 (43%)	4 (57%)	0	1 (14%)	0	0	
Academic Language		6 (86%)	3 (43%)	0	4 (57%)	0	0	0	0	
Assessment		3 (43%)	3 (43%)	3 (43%)	4 (57%)	0	0	0	0	
Technology		4 (57%)	2 (29%)	2 (29%)	3 (43%)	0	1 (14%)	0	0	

GS-ALT-A		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 07		CT	US	CT	US	CT	US	CT	US	
Learning Environment		0	5 (71%)	0	2 (29%)	0	0	0	0	
Prior Knowledge		0	5 (71%)	0	3 (43%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		0	1 (14%)	0	5 (71%)	0	0	0	0	
Academic Language		0	2 (29%)	0	5 (71%)	0	0	0	0	
Assessment		0	1 (14%)	0	6 (86%)	0	0	0	0	
Technology		0	1 (14%)	0	5 (71%)	0	0	0	0	

HPE-CLASS B		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 38		CT	US	CT	US	CT	US	CT	US	
Learning Environment		27 (71%)	31 (82%)	9 (24%)	7 (18%)	0	0	0	0	
Prior Knowledge		25 (66%)	29 (76%)	10 (26%)	9 (24%)	1 (3%)	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		23 (61%)	28 (74%)	11 (29%)	10 (26%)	2 (5%)	0	0	0	
Academic Language		27 (71%)	29 (76%)	7 (18%)	9 (24%)	1 (3%)	0	0	0	
Assessment		29 (76%)	24 (63%)	5 (13%)	14 (37%)	2 (5%)	0	0	0	
Technology		19 (50%)	29 (76%)	14 (37%)	9 (24%)	0	0	1 (3%)	0	

HPE-CLASS B		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 38		CT	US	CT	US	CT	US	CT	US	
Learning Environment		29 (76%)	31 (82%)	7 (18%)	7 (18%)	0	0	0	0	
Prior Knowledge		28 (74%)	29 (76%)	7 (18%)	9 (24%)	1 (3%)	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		28 (74%)	28 (74%)	8 (21%)	10 (26%)	0	0	0	0	
Academic Language		28 (74%)	29 (76%)	6 (16%)	9 (24%)	1 (3%)	0	0	0	
Assessment		30 (79%)	24 (63%)	5 (13%)	14 (37%)	1 (3%)	0	0	0	
Technology		25 (66%)	29 (76%)	7 (18%)	9 (24%)	1 (3%)	0	0	0	

PE-ALT-A		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 10		CT	US	CT	US	CT	US	CT	US	
Learning Environment		5 (50%)	5 (50%)	3 (30%)	5 (50%)	0	0	0	0	
Prior Knowledge		3 (30%)	3 (30%)	4 (40%)	7 (70%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		4 (40%)	2 (20%)	3 (30%)	8 (80%)	0	0	0	0	
Academic Language		5 (50%)	3 (30%)	2 (20%)	7 (70%)	0	0	0	0	
Assessment		5 (50%)	2 (20%)	2 (20%)	8 (80%)	0	0	0	0	
Technology		3 (30%)	2 (20%)	4 (40%)	8 (80%)	0	0	0	0	

PE-ALT-A		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 10		CT	US	CT	US	CT	US	CT	US	
Learning Environment		4 (40%)	1 (10%)	4 (40%)	0	0	0	0	0	
Prior Knowledge		4 (40%)	1 (10%)	4 (40%)	0	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		5 (50%)	0	2 (20%)	1 (10%)	0	0	0	0	
Academic Language		5 (50%)	1 (10%)	2 (20%)	0	0	0	0	0	
Assessment		4 (40%)	1 (10%)	4 (40%)	0	0	0	0	0	
Technology		3 (30%)	1 (10%)	3 (30%)	0	1 (10%)	0	0	0	

ELA-CLASS B		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 21		CT	US	CT	US	CT	US	CT	US	
Learning Environment		19 (90%)	16 (76%)	3 (14%)	5 (24%)	0	0	0	0	
Prior Knowledge		16 (76%)	13 (62%)	6 (29%)	8 (38%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		13 (62%)	10 (48%)	9 (43%)	10 (48%)	0	0	0	0	
Academic Language		18 (86%)	11 (52%)	4 (19%)	10 (48%)	0	0	0	0	
Assessment		15 (71%)	10 (48%)	7 (33%)	11 (52%)	0	0	0	0	
Technology		16 (76%)	8 (38%)	5 (24%)	13 (62%)	1 (5%)	0	0	0	

ELA-CLASS B		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 21		CT	US	CT	US	CT	US	CT	US	
Learning Environment		18 (86%)	6 (29%)	4 (19%)	15 (71%)	0	0	0	0	
Prior Knowledge		17 (81%)	8 (38%)	5 (24%)	13 (62%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		15 (71%)	9 (43%)	6 (29%)	11 (52%)	0	0	0	0	
Academic Language		18 (86%)	9 (43%)	4 (19%)	11 (52%)	0	0	0	0	
Assessment		15 (71%)	10 (48%)	7 (33%)	11 (52%)	0	0	0	0	
Technology		17 (81%)	12 (57%)	5 (24%)	9 (43%)	0	0	0	0	

ELA-ALT-A		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 2		CT	US	CT	US	CT	US	CT	US	
Learning Environment		0	2 (100%)	0	0	0	0	0	0	
Prior Knowledge		0	1 (50%)	0	1 (50%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		0	0	0	2 (100%)	0	0	0	0	
Academic Language		0	1 (50%)	0	1 (50%)	0	0	0	0	
Assessment		0	0	0	2 (100%)	0	0	0	0	
Technology		0	1 (50%)	0	1 (50%)	0	0	0	0	

ELA-ALT-A		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 2		CT	US	CT	US	CT	US	CT	US	
Learning Environment		2 (100%)	0	0	2 (100%)	0	0	0	0	
Prior Knowledge		2 (100%)	0	0	2 (100%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		2 (100%)	0	0	2 (100%)	0	0	0	0	
Academic Language		2 (100%)	0	0	2 (100%)	0	0	0	0	
Assessment		2 (100%)	0	0	2 (100%)	0	0	0	0	
Technology		2 (100%)	0	0	2 (100%)	0	0	0	0	

MS-CLASS B		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 04		CT	US	CT	US	CT	US	CT	US	
Learning Environment		3 (75%)	2 (50%)	1 (25%)	2 (50%)	0	0	0	0	
Prior Knowledge		3 (75%)	2 (50%)	1 (25%)	2 (50%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		2 (50%)	1 (25%)	2 (50%)	1 (25%)	0	2 (50%)	0	0	
Academic Language		2 (50%)	2 (50%)	2 (50%)	2 (50%)	0	0	0	0	
Assessment		4 (100%)	2 (50%)	0	2 (50%)	0	0	0	0	
Technology		4 (100%)	2 (50%)	0	2 (50%)	0	0	0	0	

MS-CLASS B		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 04		CT	US	CT	US	CT	US	CT	US	
Learning Environment		4 (100%)	2 (50%)	0	2 (50%)	0	0	0	0	
Prior Knowledge		2 (50%)	2 (50%)	2 (50%)	2 (50%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		1 (25%)	1 (25%)	3 (75%)	1 (25%)	0	2 (50%)	0	0	
Academic Language		2 (50%)	2 (50%)	2 (50%)	2 (50%)	0	0	0	0	
Assessment		4 (100%)	2 (50%)	0	2 (50%)	0	0	0	0	
Technology		3 (75%)	2 (50%)	1 (25%)	2 (50%)	0	0	0	0	

FCS-CLASS B		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 05		CT	US	CT	US	CT	US	CT	US	
Learning Environment		4 (80%)	5 (100%)	1 (20%)	0	0	0	0	0	
Prior Knowledge		3 (60%)	5 (100%)	2 (40%)	0	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		3 (60%)	5 (100%)	2 (40%)	0	0	0	0	0	
Academic Language		4 (80%)	5 (100%)	1 (20%)	0	0	0	0	0	
Assessment		4 (80%)	5 (100%)	1 (20%)	0	0	0	0	0	
Technology		4 (80%)	5 (100%)	1 (20%)	0	0	0	0	0	

FCS-CLASS B		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 05		CT	US	CT	US	CT	US	CT	US	
Learning Environment		3 (60%)	5 (100%)	2 (40%)	0	0	0	0	0	
Prior Knowledge		4 (80%)	5 (100%)	1 (20%)	0	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		4 (80%)	5 (100%)	1 (20%)	0	0	0	0	0	
Academic Language		4 (80%)	5 (100%)	1 (20%)	0	0	0	0	0	
Assessment		3 (60%)	5 (100%)	2 (40%)	0	0	0	0	0	
Technology		4 (80%)	5 (100%)	1 (20%)	0	0	0	0	0	

FCS-ALT-A		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 7		CT	US	CT	US	CT	US	CT	US	
Learning Environment		4 (57%)	7 (100%)	3 (43%)	0	0	0	0	0	
Prior Knowledge		3 (43%)	7 (100%)	4 (57%)	0	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		3 (43%)	6 (86%)	4 (57%)	1 (14%)	0	0	0	0	
Academic Language		5 (71%)	7 (100%)	2 (29%)	0	0	0	0	0	
Assessment		6 (86%)	7 (100%)	1 (14%)	0	0	0	0	0	
Technology		6 (86%)	7 (100%)	1 (14%)	0	0	0	0	0	

FCS-Alt-A		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 7		CT	US	CT	US	CT	US	CT	US	
Learning Environment		3 (43%)	7 (100%)	4 (57%)	0	0	0	0	0	
Prior Knowledge		3 (43%)	6 (86%)	4 (57%)	1 (14%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		4 (57%)	6 (86%)	2 (29%)	1 (14%)	1 (14%)	0	0	0	
Academic Language		5 (71%)	7 (100%)	2 (29%)	0	0	0	0	0	
Assessment		4 (57%)	7 (100%)	3 (43%)	0	0	0	0	0	
Technology		5 (71%)	7 (100%)	2 (29%)	0	0	0	0	0	

MU-CLASS B		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 43		CT	US	CT	US	CT	US	CT	US	
Learning Environment		34 (79%)	18 (42%)	8 (19%)	8 (19%)	1 (2%)	2 (5%)	0	0	
Prior Knowledge		35 (81%)	14 (33%)	5 (12%)	12 (28%)	3 (7%)	2 (5%)	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		25 (58%)	13 (30%)	15 (35%)	13 (30%)	3 (7%)	2 (5%)	0	0	
Academic Language		33 (77%)	15 (35%)	8 (19%)	12 (28%)	2 (5%)	1 (2%)	0	0	
Assessment		26 (60%)	11 (26%)	14 (33%)	14 (33%)	2 (5%)	3 (7%)	0	0	
Technology		31 (72%)	10 (23%)	9 (21%)	7 (16%)	2 (5%)	11 (26%)	0	0	

MU-CLASS B		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 43		CT	US	CT	US	CT	US	CT	US	
Learning Environment		34 (79%)	20 (47%)	6 (14%)	7 (16%)	3 (7%)	1 (2%)			
Prior Knowledge		35 (81%)	13 (30%)	6 (14%)	13 (30%)	2 (5%)	2 (5%)			
Differentiation, including exceptionalities, cultural, and linguistic differences		26 (60%)	11 (26%)	15 (35%)	15 (35%)	2 (5%)	2 (5%)			
Academic Language		29 (67%)	11 (26%)	12 (28%)	16 (37%)	2 (5%)	1 (2%)			
Assessment		24 (56%)	8 (19%)	17 (40%)	17 (40%)	2 (5%)	3 (7%)			
Technology		34 (79%)	10 (23%)	6 (14%)	7 (16%)	2 (5%)	11 (26%)			

MU-Alt-A		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 2		CT	US	CT	US	CT	US	CT	US	
Learning Environment		0	1 (50%)	1 (50%)	0	0	0	0	0	
Prior Knowledge		1 (50%)	1 (50%)	0	0	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		0	1 (50%)	1 (50%)	0	0	0	0	0	
Academic Language		0	1 (50%)	1 (50%)	0	0	0	0	0	
Assessment		1 (50%)	1 (50%)	0	0	0	0	0	0	
Technology		1 (50%)	1 (50%)	0	0	0	0	0	0	

MU-Alt-A		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students	N=	Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
	2	CT	US	CT	US	CT	US	CT	US	
Learning Environment		1 (50%)	1 (50%)	0	0	0	0	0	0	
Prior Knowledge		1 (50%)	1 (50%)	0	0	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		0	1 (50%)	1 (50%)	0	0	0	0	0	
Academic Language		1 (50%)	1 (50%)	0	0	0	0	0	0	
Assessment		1 (50%)	1 (50%)	0	0	0	0	0	0	
Technology		1 (50%)	1 (50%)	0	0	0	0	0	0	

ECE-ALT-A		COMMON LESSON PLAN (CLP)								
N= Number of students	N=	Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
	5	CT	US	CT	US	CT	US	CT	US	
Learning Environment		3 (60%)	1 (20%)	2 (40%)	1 (20%)	0	0	0	0	
Prior Knowledge		2 (40%)	1 (20%)	2 (40%)	1 (20%)	1 (20%)	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		2 (40%)	2 (40%)	3 (60%)	0	0	0	0	0	
Academic Language		2 (40%)	1 (20%)	2 (40%)	1 (20%)	1 (20%)	0	0	0	
Assessment		1 (20%)	2 (40%)	3 (60%)	0	1 (20%)	0	0	0	
Technology		1 (20%)	0	2 (40%)	2 (40%)	1 (20%)	0	1 (20%)	0	

ECE-ALT-A		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 5		CT	US	CT	US	CT	US	CT	US	
Learning Environment		3 (60%)	1 (20%)	1 (20%)	1 (20%)	1 (20%)	0	0	0	
Prior Knowledge		1 (20%)	2 (40%)	2 (40%)	0	2 (40%)	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		1 (20%)	1 (20%)	3 (60%)	1 (20%)	1 (20%)	0	0	0	
Academic Language		1 (20%)	1 (20%)	3 (60%)	1 (20%)	1 (20%)	0	0	0	
Assessment		3 (60%)	2 (40%)	1 (20%)	0	1 (20%)	0	0	0	
Technology		1 (20%)	0	2 (40%)	1 (20%)	1 (20%)	0	1 (20%)	0	

EED-ALT-A		COMMON LESSON PLAN (CLP)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 9		CT	US	CT	US	CT	US	CT	US	
Learning Environment		7 (78%)	8 (89%)	2 (22%)	1 (11%)	0	0	0	0	
Prior Knowledge		5 (56%)	3 (33%)	4 (44%)	6 (67%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		2 (22%)	2 (22%)	7 (78%)	7 (78%)	0	0	0	0	
Academic Language		5 (56%)	4 (44%)	4 (44%)	5 (56%)	0	0	0	0	
Assessment		6 (67%)	6 (67%)	2 (22%)	3 (33%)	1 (11%)	0	0	0	
Technology		6 (67%)	6 (67%)	1 (11%)	2 (22%)	2 (22%)	0	0	0	

EED-ALT-A		COMMON OBSERVATION RUBRIC (COBS)								
N= Number of students		Exceptional(4)		Proficient(3)		Developing(2)		Unacceptable(1)		N/A
N= 9		CT	US	CT	US	CT	US	CT	US	
Learning Environment		5 (56%)	5 (56%)	4 (44%)	4 (44%)	0	0	0	0	
Prior Knowledge		4 (44%)	3 (33%)	5 (56%)	6 (67%)	0	0	0	0	
Differentiation, including exceptionalities, cultural, and linguistic differences		2 (22%)	2 (22%)	7 (78%)	7 (78%)	0	0	0	0	
Academic Language		5 (56%)	4 (44%)	3 (33%)	5 (56%)	1 (11%)	0	0	0	
Assessment		7 (78%)	5 (56%)	1 (11%)	4 (44%)	1 (11%)	0	0	0	
Technology		5 (56%)	5 (56%)	2 (22%)	3 (33%)	2 (22%)	0	0	0	

Measure 1c: Case Study

The EPP developed and piloted a case study to evaluate completer effectiveness in applying professional knowledge, skills, and dispositions during the 2019-2020 AY. Based on the case study, the EPP revised the case study and schedule a Spring 2020 pilot. Due to the pandemic, the pilot was not implemented. During the next year, the EPP experienced administrative leadership changes. A new dean was hired, and the position of associate dean was not filled. There were also changes in departmental leadership including 3 new department heads (2 interim). The case study was not implemented.

During the same time, the ALSDE began the Alabama Teacher Growth Program (ATGP). According to ALSDE:

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.

All districts in Alabama must complete at least one observation a year of the teacher using the Alabama Teacher Observation Tool (ATOT). The ATOT-Teacher provides a tool to formatively observe teachers' actions and practices. It 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. Districts will report data to the Alabama State Department of Education (ALSDE).

The EPP will review the ATGP and the ATOT to determine whether the ATOT can be adopted or adapted to utilize in the case study or whether the EPP will launch the previously developed case study.

R4.2 Employer Satisfaction and Stakeholder Involvement

Measure 2a: (Initial) Employer Satisfaction Survey

The members of the Alabama Association of Colleges for Teacher Education have created an electronic survey for first-year teachers who completed either an approved undergraduate (Class B) or alternative master's degree program (Class A) leading to their initial Professional Educator Certificate during the 2018-2019 school year. The purpose of this annual survey is to gather information on how satisfied employers are with these first-year teachers. The Alabama State Board of Education (ALSDE) does not provide the Education Preparation Program (EPP) with details such as the number of participants being evaluated, their specific programs of study, or the number of employers who responded to the survey. As a result, the EPP continues to utilize various methods to assess the effectiveness of program completers. The data presented in this report includes a summary of survey categories and the percentage of first-year teachers' employers who rated them as teacher leaders, effective teachers, emerging teachers, or ineffective teachers.

Based on the data provided for the 2022-2023 academic year, the Education Preparation Program (EPP) determined that most initial program completers from Jacksonville State University were evaluated as "Effective or Emerging" in most areas. Only a small number of completers received a rating of "Ineffective."

**Employer Satisfaction Survey Educator Preparation Institutional
Report Card
For Jacksonville State University**

Survey Item	JSU%(AL%)	2023 Report: 2021/2022 data on JSU Employer Satisfaction (Alabama Statewide Employer Satisfaction)	2024 Report: 2022/2023 data on JSU Employer Satisfaction (Alabama Statewide Employer Satisfaction)	JSU%(AL%)
		JSU%(AL%)	JSU%(AL%)	
Understanding how learners grow and develop. (The Learner and Learning – Learner Development 1.1)	Teacher Leader	0% (0%)	53% (46%)	
	Effective	50% (45%)	44% (50%)	
	Emerging	41% (47%)	0% (0%)	
	Ineffective	8% (0%)		
Understanding of learners’ commonalities and individual differences. (The Learner and Learning – Learning Differences 2.1)	Teacher Leader	0% (0%)	53% (45%)	
	Effective	42% (45%)	43% (51%)	
	Emerging	47% (46%)	0% (0%)	
	Ineffective	0% (0%)	0% (0%)	
Manage the learning environment to engage learners actively. (The Learner and Learning – Learning Environments 3.2)	Teacher Leader	0% (0%)	48% (39%)	
	Effective	48% (48%)	47% (50%)	
	Emerging	36% (37%)	0% (9%)	
	Ineffective	9% (9%)	0% (0%)	
The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches. (Content Knowledge-Content Knowledge 4.1)	Teacher Leader	0% (0%)	51% (42%)	
	Effective	58% (51%)	44% (53%)	
	Emerging	33% (0%)	0% (0%)	
	Ineffective	8% (0%)	0% (0%)	
Create learning experiences that make the discipline accessible	Teacher Leader	0% (0%)	51% (41%)	

and meaningful for learners to assure mastery of the content. (Content Knowledge – Content Knowledge 4.2)	Effective	52% (48%)	45% (54%)	
	Emerging	39% (43%)	0%	
	Ineffective	0% (0%)	0% (0%)	
Connect concepts, perspectives from varied disciplines, and interdisciplinary themes to problems and issues. (Content Knowledge – Application of Content 5.1)	Teacher Leader	0% (0%)	49% (40%)	
	Effective	44% (45%)	45% (55%)	
	Emerging	47% (46%)	0% (0%)	
	Ineffective	0% (0%)	0% (0%)	
Use, design, or adapt 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% (0%)	53% (43%)	
	Effective	39% (43%)	44% (52%)	
	Emerging	55% (48%)	0% (0%)	
	Ineffective	0% (0%)	0% (0%)	
The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning. (Instructional Practice – Assessment 6.3)	Teacher Leader	0% (0%)	54% (47%)	
	Effective	62% (59%)	44% (50%)	
	Emerging	28% (33%)	0% (0%)	
	Ineffective	0% (0%)	0% (0%)	
Plan instruction based on information from formative and summative assessments and other sources and systematically adjust plans to meet each student's learning needs. (Instructional Practice – Planning for Instruction 7.3)	Teacher Leader	0% (0%)	53% (46%)	
	Effective	44% (45%)	44% (50%)	
	Emerging	50% (46%)	0% (0%)	
	Ineffective	0% (0%)	0% (0%)	
Understand and use a variety of instructional strategies and make learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1)	Teacher Leader	0% (0%)	56% (46%)	
	Effective	48% (50%)	41% (50%)	
	Emerging	39% (40%)	0% (0%)	

	Ineffective	8% (0%)	0% (0%)	
Encourage learners to develop a deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways. (Instructional Practice – Instructional Strategies 8.2)	Teacher Leader	0% (0%)	52% (45%)	
	Effective	52% (46%)	45% (51%)	
	Emerging	41% (46%)	0% (0%)	
	Ineffective	0% (0%)	0% (0%)	
Use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)	Teacher Leader	0% (0%)	50% (42%)	
	Effective	45% (45%)	47% (53%)	
	Emerging	42% (45%)	0% (0%)	
	Ineffective	8% (0%)	0% (0%)	
Practice the profession in an ethical manner. (Professional Responsibility – Professional Learning and Ethical Practice 9.3)	Teacher Leader	14% (11%)	67% (61%)	
	Effective	61% (63%)	32% (38%)	
	Emerging	21% (23%)	0% (0%)	
	Ineffective	0% (0%)	0% (0%)	
The Teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility. (The Learner and Learning Environments 3.1)	Teacher Leader	0% (7%)	59% (55%)	
	Effective	55% (56%)	39% (42%)	
	Emerging	32% (32%)	0% (0%)	
	Ineffective	8% (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% (0%)	55% (48%)	
	Effective	47% (42%)	43% (49%)	
	Emerging	45% (50%)	0% (0%)	
	Ineffective	0% (0%)	0% (0%)	
Select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous	Teacher Leader	0% (%)	48% (41%)	
	Effective	44% (40%)	48% (54%)	
	Emerging	47% (51%)	0% (0%)	

curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)	Ineffective	8% (0%)	0% (0%)	
Plan instruction by collaborating with colleagues, specialists, community resources, families, and learners to meet individual learning needs. (Professional Responsibility – Leadership and Collaboration 10.1)	Teacher Leader	0% (6%)	52% (44%)	
	Effective	47% (50%)	42% (50%)	
	Emerging	41% (38%)	0% (0%)	
	Ineffective	8% (0%)	0% (0%)	
Engage in continuous professional learning to meet the needs of each learner more effectively. (Professional Responsibility – Professional Learning and Ethical Practice 9.1)	Teacher Leader	0% (0%)	51% (42%)	
	Effective	58% (55%)	46% (54%)	
	Emerging	36% (37%)	0% (0%)	
	Ineffective	0% (0%)	0% (0%)	
Use Assessment to engage learners in their own growth. (Instructional Practice – Assessment 6.2)	Teacher Leader	0% (0%)	51% (44%)	
	Effective	45% (44%)	45% (51%)	
	Emerging	45% (46%)	0% (0%)	
	Ineffective	0% (0%)	0% (0%)	
Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. Professional Responsibility – Leadership and Collaboration 10.1)	Teacher Leader	0% (6%)	51% (41%)	
	Effective	47% (50%)	43% (52%)	
	Emerging	45% (39%)	6% (7%)	
	Ineffective	0% (0%)	0% (0%)	
Seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession. (Professional Responsibility – Leadership and Collaboration 10.2)	Teacher Leader	0% (0%)	45% (38%)	
	Effective	38% (43%)	49% (54%)	
	Emerging	50% (46%)	0% (7%)	
	Ineffective	8% (0%)	0% (0%)	
Has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading	Teacher Leader	0% (0%)	42% (38%)	
	Effective	36% (34%)	50% (49%)	
	Emerging	56% (58%)	0% (11%)	

Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX);	Ineffective	0% (0%)		
And the Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. (Alabama Specific Expectations – Standard 4(0)).				
Possesses knowledge of Alabama’s state assessment system. (Alabama Specific Expectations – Standard 6(q)).	Teacher Leader	0% (0%)	33% (28%)	
	Effective	50% (43%)	52% (53%)	
	Emerging	45% (50%)	12% (17%)	
	Ineffective	0% (0%)	0% (0%)	
Integrates Alabama-wide programs and initiatives into the curriculum and instructional process. (Alabama Specific Expectations – Standard 7(g)).	Teacher Leader	0% (0%)	39% (31%)	
	Effective	44% (45%)	49% (53%)	
	Emerging	50% (48%)	10% (15%)	
	Ineffective	0% (0%)	0% (0%)	
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%)	33% (29%)	
	Effective	37% (38%)	45% (47%)	
	Emerging	59% (51%)	20% (22%)	
	Ineffective	0% (0%)	0% (0%)	
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% (0%)	55% (42%)	
	Effective	42% (39%)	40% (51%)	
	Emerging	50% (52%)	0% (6%)	
	Ineffective	8% (0%)	0% (0%)	

Measure 2a: (Initial) Employer Satisfaction Survey Data

RA 4.1 Employer Satisfaction and Stakeholder Involvement

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

The members of the Alabama Association of Colleges for Teacher Education have created an electronic survey for first-year teachers who completed either an approved undergraduate (Class B) or alternative master's degree program (Class A) leading to their initial Professional Educator Certificate during the 2018-2019 school year. The purpose of this annual survey is to gather information on how satisfied employers are with these first-year teachers. The Alabama State Board of Education (ALSDE) does not provide the Education Preparation Program (EPP) with details such as the number of participants being evaluated, their specific programs of study, or the number of employers who responded to the survey. Since the survey does not identify whether the teacher is a graduate of a Class B or Class A program, we are unable to determine the evaluation scores of the first-year teachers with certainty and will look to other measures to identify employer satisfaction.

The EPP will develop an employer satisfaction survey in the next year to ensure feedback is able to be disaggregated by program level and area of certification.

R3.3 Candidate Competency at Program Completion

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

To obtain an Alabama Educator Certificate through the traditional approach established by the Alabama State Board of Education (ALSBOE), candidates are required to successfully complete the “educative” Teacher Performance Assessment (edTPA). This requirement applies to all candidates enrolled in Class B and Class A-Alternative initial programs. The following are the edTPA scores for candidates at Jacksonville State University during the 2022-2023 AY.

Early Childhood Education- Alt-A edTPA Scores AY2022-23 (CS=Completer Score/PS=Passing Score)																		
Number of test takers=	Task 1 <i>Planning for Instruction and Assessment</i>					Task 2 <i>Instructing and Engaging Children in Learning</i>					Task 3 <i>Assessing Children's Learning</i>					Scores		Pass Rate
7	Task 1 Planning for Literacy Instruction and Assessment					Task 2					Task 3					CS	PS	
Standards	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			
2022-2023	3.1	3	3	3.1	2.8	3	3.4	3	2.9	3	2.9	2.4	2.4	3.1	3	44	37	100%

Elementary Education Class B- edTPA Scores AY2022-23 (CS=Completer Score/PS=Passing Score)																					
Number of test takers=	Task 1 <i>Planning for Literacy Instruction and Assessment</i>					Task 2 <i>Instructing and Engaging Students in Literacy Learning</i>					Task 3 <i>Assessing Students' Literacy Learning</i>					Task 3 <i>Assessing Students' Mathematics Learning</i>			Scores		Pass Rate
101	Task 1 Planning for Literacy Instruction and Assessment					Task 2					Task 3								CS	PS	
Standards	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 19	RB 20	RB 21			
2022-2023	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0	3.0	3.0	3.0	3.0	3.0	55	44	100%

Elementary Education Alt-A edTPA Scores AY2022-23 (CS=Completer Score/PS=Passing Score)																					
Number of test takers=	Task 1 <i>Planning for Literacy Instruction and Assessment</i>					Task 2 <i>Instructing and Engaging Students in Literacy Learning</i>					Task 3 <i>Assessing Students' Literacy Learning</i>					Task 3 <i>Assessing Students' Mathematics Learning</i>			Scores		Pass Rate
19	Task 1 Planning for Literacy Instruction and Assessment					Task 2					Task 3								CS	PS	
Standards	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 19	RB 20	RB 21			
2022-2023	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0	3.0	3.0	3.0	3.0	3.0	55	44	100%

Business Education- edTPA Scores AY 2022-23 (CS=Completer Score/PS=Passing Score)																					
Number of test takers=	Task 1 <i>Planning for Instruction and Assessment</i>					Task 2 <i>Instructing and Engaging Students in Learning</i>					Task 3 <i>Assessing Student Learning</i>					Scores		Pass Rate			
7	Task 1 Planning for Literacy Instruction and Assessment					Task 2					Task 3					CS	PS				
Standards	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						
2022-2023	3.0	3.0	3.0	3.0	3.5	3.3	3.5	3.5	3.0	3.0	3.0	3.5	2.7	3.3	3.3	47	37	100%			

Family & Consumer Science- Class B- edTPA Scores AY 2022-23 (CS=Completer Score/PS=Passing Score)																					
Number of test takers=	Task 1 <i>Planning for Instruction and Assessment</i>					Task 2 <i>Instructing and Engaging Students in Learning</i>					Task 3 <i>Assessing Student Learning</i>					Scores		Pass Rate			
8	Task 1 Planning for Literacy Instruction and Assessment					Task 2					Task 3					CS	PS				
Standards	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						
2022-2023	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	45	37	100%			

Music- edTPA Scores AY 2022-23 (CS=Completer Score/PS=Passing Score)

Number of test takers=	<i>Task 1 Planning for Instruction and Assessment</i>					<i>Task 2 Instructing and Engaging Students in Learning</i>					<i>Task 3 Assessing Student Learning</i>					Scores		Pass Rate
38	Task 1 Planning for Literacy Instruction and Assessment					Task 2					Task 3					CS	PS	
Standards	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			
2022-2023	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	43	37	97%

Physical Education- edTPA Scores AY 2022-23 (CS=Completer Score/PS=Passing Score/PS=Pass Rate)

Number of test takers=	<i>Task 1 Planning for Instruction and Assessment</i>					<i>Task 2 Instructing and Engaging Students in Learning</i>					<i>Task 3 Assessing Student Learning</i>					Scores		Pass Rate
23	Task 1 Planning for Literacy Instruction and Assessment					Task 2					Task 3					CS	PS	
Standards	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			
2022-2023	2.9	2.9	2.7	2.6	2.7	2.6	2.7	2.7	2.9	2.4	2.4	2.7	2.2	2.3	2.4	39	37	95%

Secondary ELA- Class B-edTPA Scores AY 2022-23 (CS=Completer Score/PS=Passing Score)

Number of test takers=	<i>Task 1 Planning for Instruction and Assessment</i>					<i>Task 2 Instructing and Engaging Students in Learning</i>					<i>Task 3 Assessing Student Learning</i>					Scores		Pass Rate
21	Task 1 Planning for Literacy Instruction and Assessment					Task 2					Task 3					CS	PS	
Standards	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			
2022-2023	3.4	3.1	3.3	3.0	3.1	3.1	2.8	2.7	2.8	2.8	3.2	3.5	2.9	2.9	3.0	46	37	100%

Secondary ELA- Alt-A-edTPA Scores AY 2022-23 (CS=Completer Score/PS=Passing Score)

Number of test takers=	<i>Task 1 Planning for Instruction and Assessment</i>					<i>Task 2 Instructing and Engaging Students in Learning</i>					<i>Task 3 Assessing Student Learning</i>					Scores		Pass Rate
3	Task 1 Planning for Literacy Instruction and Assessment					Task 2					Task 3					CS	PS	
Standards	<i>RB 1</i>	<i>RB 2</i>	<i>RB 3</i>	<i>RB 4</i>	<i>RB 5</i>	<i>RB 6</i>	<i>RB 7</i>	<i>RB 8</i>	<i>RB 9</i>	<i>RB 10</i>	<i>RB 11</i>	<i>RB 12</i>	<i>RB 13</i>	<i>RB 14</i>	<i>RB 15</i>			
2022-2023	3.4	3.1	3.3	3.0	3.1	3.1	2.8	2.7	2.8	2.8	3.2	3.5	2.9	2.9	3.0	46	37	100%

Secondary SOS- Class B-edTPA Scores AY 2022-23 (CS=Completer Score/PS=Passing Score)

Number of test takers=	<i>Task 1 Planning for Instruction and Assessment</i>					<i>Task 2 Instructing and Engaging Students in Learning</i>					<i>Task 3 Assessing Student Learning</i>					Scores		Pass Rate
27	Task 1 Planning for Literacy Instruction and Assessment					Task 2					Task 3					CS	PS	
Standards	<i>RB 1</i>	<i>RB 2</i>	<i>RB 3</i>	<i>RB 4</i>	<i>RB 5</i>	<i>RB 6</i>	<i>RB 7</i>	<i>RB 8</i>	<i>RB 9</i>	<i>RB 10</i>	<i>RB 11</i>	<i>RB 12</i>	<i>RB 13</i>	<i>RB 14</i>	<i>RB 15</i>			
2022-2023	3.0	3.0	3.0	3.1	3.0	3.1	3.0	3.1	2.9	2.7	3.1	3.5	2.9	3.2	2.9	45	37	100%

Secondary SOS- Alt-A-edTPA Scores AY 2022-23 (CS=Completer Score/PS=Passing Score)

Number of test takers=	<i>Task 1 Planning for Instruction and Assessment</i>					<i>Task 2 Instructing and Engaging Students in Learning</i>					<i>Task 3 Assessing Student Learning</i>					Scores		Pass Rate
3	Task 1 Planning for Literacy Instruction and Assessment					Task 2					Task 3					CS	PS	
Standards	<i>RB 1</i>	<i>RB 2</i>	<i>RB 3</i>	<i>RB 4</i>	<i>RB 5</i>	<i>RB 6</i>	<i>RB 7</i>	<i>RB 8</i>	<i>RB 9</i>	<i>RB 10</i>	<i>RB 11</i>	<i>RB 12</i>	<i>RB 13</i>	<i>RB 14</i>	<i>RB 15</i>			
2022-2023	3.0	3.0	3.0	3.1	3.0	3.1	3.0	3.1	2.9	2.7	3.1	3.5	2.9	3.2	2.9	45	37	100%

Secondary Mathematics-edTPA Scores AY 2022-23 (CS=Completer Score/PS=Passing Score)																		
Number of test takers=	Task 1 <i>Planning for Instruction and Assessment</i>					Task 2 <i>Instructing and Engaging Students in Learning</i>					Task 3 <i>Assessing Student Learning</i>					Scores		Pass Rate
4	Task 1 Planning for Literacy Instruction and Assessment					Task 2					Task 3					CS	PS	
Standards	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			
2022-2023	2.8	2.5	3.0	2.3	2.4	3.0	2.9	2.8	3.3	2.5	2.9	4.1	2.8	2.8	2.8	43	37	100%

Secondary General Science-Alt-A -edTPA Scores AY 2022-23 (CS=Completer Score/PS=Passing Score)																		
Number of test takers=	Task 1 <i>Planning for Instruction and Assessment</i>					Task 2 <i>Instructing and Engaging Students in Learning</i>					Task 3 <i>Assessing Student Learning</i>					Scores		Pass Rate
7	Task 1 Planning for Literacy Instruction and Assessment					Task 2					Task 3					CS	PS	
Standards	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			
2022-2023	2.6	2.3	3.0	2.2	2.8	3.1	2.2	2.1	1.8	2.2	3.0	3.6	2.2	2.4	2.6	38	37	95%

Secondary General Science-Class-B-edTPA Scores AY 2022-23 (CS=Completer Score/PS=Passing Score)																		
Number of test takers=	Task 1 <i>Planning for Instruction and Assessment</i>					Task 2 <i>Instructing and Engaging Students in Learning</i>					Task 3 <i>Assessing Student Learning</i>					Scores		Pass Rate
12	Task 1 Planning for Literacy Instruction and Assessment					Task 2					Task 3					CS	PS	
Standards	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			
2022-2023	2.9	2.1	3.0	2.4	2.7	2.9	2.9	2.4	2.5	2.3	2.9	3.6	2.5	2.4	2.6	40	37	95%

Special Education-edTPA Scores AY 2022-23 (CS=Completer Score/PS=Passing Score)

Number of test takers=	<i>Task 1 Planning for Instruction and Assessment</i>					<i>Task 2 Instructing and Engaging the Focus Learner</i>					<i>Task 3 Assessing Learning</i>					Scores		Pass Rate
	Task 1 Planning for Literacy Instruction and Assessment					Task 2					Task 3					CS	PS	
Standards	<i>RB 1</i>	<i>RB 2</i>	<i>RB 3</i>	<i>RB 4</i>	<i>RB 5</i>	<i>RB 6</i>	<i>RB 7</i>	<i>RB 8</i>	<i>RB 9</i>	<i>RB 10</i>	<i>RB 11</i>	<i>RB 12</i>	<i>RB 13</i>	<i>RB 14</i>	<i>RB 15</i>			
2022-2023	3.1	3.1	2.7	2.8	2.9	3.1	3.1	3.1	3.2	2.6	2.9	3.2	2.5	3.1	2.6	44	37	100%

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

To obtain an Alabama Educator Certificate through the traditional approach established by the Alabama State Board of Education (ALSBOE), candidates are required to successfully complete the program and content specific Praxis assessments. This requirement applies to all candidates enrolled in Class B and Class A-Alternative initial programs. The following are the Praxis scores for candidates at Jacksonville State University.

AY 2022-2023- Class B- 5025 Early Childhood Education							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
156	139	102	73.38%	166	163.39	13.69	154-172

AY 2022-2023- Class B-5903 Elem Ed: 3 Subject Bundle-Math							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
157	165	84	50.91%	157	154.75	21.37	139-172

AY 2022-2023- Alt-A- 5903 Elem Ed: 3 Subject Bundle-Math							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
157	17	12	70.59%	168	166.24	25.26	150-190

AY 2022-2023- Class B-5904 Elem Ed: 3 Subject Bundle Soc Std							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
154	180	61	33.89%	148	148.24	13.54	138-157

AY 2022-2023- Alt-A-5904 Elem Ed: 3 Subject Bundle Soc Std

Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
154	13	9	69.23%	163	165.62	19.42	152-177

AY 2022-2023- Class B- 5905 Elem Ed: 3 Subject Bundle-Sci

Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
158	175	61	34.86%	152	152.13	15.43	143-161

AY 2022-2023- Alt-A-5905 Elem Ed: 3 Subject Bundle-Sci

Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
158	23	12	52.17%	161	159.74	21.4	143-178

AY 2022-2023- Class B-5354 Special Ed: Core Knowledge and Applications

Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
153	15	11	73.33%	168	162.53	15.47	152-171

AY 2022-2023- Alt-A- 5354 Special Ed: Core Knowledge and Applications

Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
153	2	*	*	*	*	*	*

* No data are displayed because the test taker count is fewer than 5.

AY 2022-2023- Class B- 5551 Health Education							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
154	10	4	40.00%	150	147.2	12.02	134-160

AY 2022-2023- Class B-5091 Physical Education: Content Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
149	14	6	42.86%	148	147.14	7.08	142-152

AY 2022-2023- Alt-A-5091 Physical Education: Content Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
149	8	6	75.00%	153	151.5	6.75	146-157

AY 2022-2023- Class B-5038 English Language Arts: Content Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
167	24	12	50.00%	166.5	169.42	10.23	163-177

AY 2022-2023- Alt-A-5038 English Language Arts: Content Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
167	*	*	*	*	*	*	*

* No data are displayed because the test taker count is fewer than 5.

AY 2022-2023- Class B- 5122 Family and Consumer Sciences

Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
153	12	5	41.67%	149	150	9.7	144-154

AY 2022-2023- Alt-A- 5122 Family and Consumer Sciences

Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
153	4	*	*	*	*	*	*

* No data are displayed because the test taker count is fewer than 5.

AY 2022-2023- Class B- 5435 General Science: Content Knowledge

Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
152	27	5	18.52%	142	142.48	10.73	135-150

AY 2022-2023- Alt-A-5435 General Science: Content Knowledge

Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
152	3	*	*	*	*	*	*

* No data are displayed because the test taker count is fewer than 5.

AY 2022-2023- Class B- 5081 Social Studies: Content Knowledge

Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
155	44	17	38.64%	151.5	154.27	10.09	148-161

AY 2022-2023- Alt-A-5081 Social Studies: Content Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
155	11	1	9.09%	144	146.91	7.95	142-150

AY 2022-2023- Class B- 5165 Mathematics							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
159	8	5	62.50%	168.5	161.88	12.25	147-172

AY 2022-2023- Alt-A- 5165 Mathematics							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
159	*	*	*	*	*	*	*

* No data are displayed because the test taker count is fewer than 5.

AY 2022-2023- 5113 Music: Content Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
161	46	18	39.13%	154.5	157	13.06	148-165

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

The state of Alabama does not share data with EPPs regarding employment of their graduates. Alabama also faces a critical teacher and leadership shortage, especially in central Alabama. Unlike the past where a few areas were considered high- need, the areas lacking teachers continue to grow. In 2022-2023 the US Department of Education reported Alabama shortages in Mathematics, Biological Sciences, Physical Science, Language Arts, and Special Education (Early Childhood and Life Skills). The table below displays the percentage of completers during the 2022-2023 AY that were eligible for employment within the state of Alabama, meaning they completed their initial certification program, passed all required Praxis, and the edTPA. The EPP needs to review proposed methods of collecting this information and determine a new measure developed with K-12 partners.

JSU Program Completers Eligible for Certification

Graduates of the 2022-2023 AY

Initial Certification Program Level	Total Program Completers	Praxis	EdTPA	Degree	Candidates Eligible for Certification/Certifications Received
Undergraduate	244	212	238	238	238/238
Graduate	50	46	41	41	41/41