

2021 EPP CAEP Report

Important Note: The EPP updated the information in AIMS to include all the P-12 teacher certification programs.

CAEP 4.1 Impact on P-12 Learning and Development

Stillman is currently in the process of working with our local school partners to gain access to P-12 state test scores. The state of Alabama utilizes the Scantron Performance Test in Math, Reading, and Science. The School of Education plan to review a sample of P-12 students taught by graduates of our programs (test scores in Math and Reading for the 2019-2020 academic year). The EPP will utilize the suggested benchmarks by the state, and the data will be displayed publicly on the Stillman College website. The EPP will also make sure that the data is shared with P-12 school partners, education faculty, candidates, completers, and the community. We anticipate the first set of data by Fall 2021. A phase in plan for this process will be provided as part of our Self-Study Report to CAEP in Spring 2022.

CAEP 4.2 Indicators of Teaching Effectiveness

The Alabama Department of Education does not require a statewide classroom evaluation instrument for teachers. Therefore, each school district is responsible for the implementation of their own evaluation instrument. The School of Education collaborates with school partners and teachers to retrieve classroom observation data. We were only able utilize information from 2/3 program completers (2 completed submissions and 1completer not employed in education).

Classroom Observation Instrument

The school administrator evaluated teaching effectiveness by assessing the following categories: Learning Targets, Culture Climate, Foundational Reading, Collaboration, and Professionalism. Each teacher is rated utilizing the following criteria descriptors: Not Evident, Somewhat Evident, Evident, and Very Evident. The School of Education has not found any information regarding the validity or reliability of this evaluation instrument, but the data from this instrument is utilized to support educator effectiveness for that school system. Therefore, we selected to review the data. [Tuscaloosa City Schools Educator Effectiveness Rubrics.pdf](#)

Data Findings

Overall, the completers performed at or above average in all the evaluated domains except Foundational Reading (see data results below). Please see attachment entitled Tuscaloosa City Educator Effectiveness for a copy of the classroom evaluation instrument. The classroom evaluation instrument starts on page 6 (prior pages are part of a self-assessment). The instrument does indicate which Alabama Quality Teaching Standards (AQTS) are assessed by each domain.

Data Charts

Sample Size 2019-2020: 2/3 [one completer is not employed in education]

N= 2

Rated Domains	Learning Targets	Culture Climate	Foundational Reading	Collaboration	Professionalism
Overview of Scores	91% of the 11 objectives listed under the <i>Learning Target</i> category were evident/very evident	84% of the 9 objectives listed under the <i>Culture Climate</i> category were evident/very evident	62.5% of the 8 objectives listed under the <i>Foundational Reading</i> category were evident/very evident	100% of the 6 objectives listed under the <i>Collaboration</i> category were evident/very evident	100% of the 19 objectives listed under the <i>Professionalism</i> category were evident/very evident

Sample Size 2018-2019: 1/3

N= 1

Rated Domains	Learning Targets	Culture Climate	Foundational Reading	Collaboration	Professionalism
Overview of Scores	7/11 Evident/Very Evident	9/9=100% Very Evident	Section Not Rated or Observed	6/6=100% Very Evident	19/19=100% Very Evident

Limitations for 2019-2020 Data

The sample size is too small to make program generalizations. In addition, we do not have enough information on the validity and reliability of the classroom instrument.

Suggestions

- See if it is possible to collaboratively create or select a classroom instrument for our graduates

Possible Trends

- After reviewing the data listed under the Foundational Reading category, the completers may need additional support. The EPP will need additional information to determine if this is a weakness or if various objectives under that category were not observed during the lesson.

CAEP 4.3 Employer Satisfaction for 2019-2020 Data

The ALACTE New Teacher Employer Survey, distributed by the Alabama State Department of Education asks principals and other school administrators to evaluate our completers who are in their first year of employment. The response rate for survey participants affiliated with Stillman College did not meet the reporting threshold of a minimum of five. The survey data is attached, but we could not make any generalizations due to the sample size.

(See ALACTE New Teacher Employer Survey see attachment below) (pages 14-16)

[Stillman College - 2020 Higher Ed Report Card.pdf \(alsde.edu\)](#) press Ctrl and click the link to open link

CAEP 4.4 Completer Satisfaction for 2019-2020 Data

The ALACTE New Teacher Employer Survey, distributed by the Alabama State Department of Education completers who are in their first year of employment to share their perception of their teacher preparation. The response rate for survey participants affiliated with Stillman College did not meet the reporting threshold of a minimum of five. The survey data is attached, but we could not make any generalizations due to the sample size.

(See ALACTE New Teacher Employer Survey see attachment below) (pages 11-13)

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Graduation Rates/Retention Information [5]

In order to graduate from education programs that require certification, students must successfully pass ALL required certification exams. Graduation rates for Stillman College can be found at link below, but we have included the breakdown for the EPP for the 2019-2020 academic year below as well. <https://stillman.edu/about-us/student-achievement/>

Academic Year	Number Taking Tests	Number Passing Tests
2019-2020	3	3

Academic Year	Number Taking Tests	Number Passing Tests
2018-2019	3	3

Ability of completers to meet licensing (certification) and any additional state requirements [6]

In order to graduate from education programs, students must successfully pass all required certification exams. Therefore, the EPP Program has a 100% pass rate for meeting licensing/certification requirements for the 2019-2020 academic year [see data below].

Important Note:

Praxis Pass Rate		
Academic Year	Stillman N=	Stillman Pass Rate
Completers 2019-2020	3	100%

Praxis Pass Rate		
Academic Year	Stillman N=	Stillman Pass Rate
Completers 2018-2019	3	100%

edTPA Pass Rates		
	2019-2020	Notes
Elementary Education	100% (n=2)	
English Language Arts		
General Science (Biology)		
Social Studies (History)	100% (n=1)	
Mathematics		
Music (Vocal)		
Music (Instrumental)		
Physical Education		
Visual Arts		

edTPA Pass Rates		
	2018-2019	Notes
Elementary Education	100% (n=1)	
English Language Arts	100% (n=1)	
General Science (Biology)		
Social Studies (History)	100% (n=1)	
Mathematics		
Music (Vocal)		
Music (Instrumental)		
Physical Education		
Visual Arts		

Employment Data		
Academic Year	School System	Number of Completers
2019-2020	Tuscaloosa City Schools	2
2019-2020	1 completer not employed at a school system	

Employment Data		
Academic Year	School System	Number of Completers
2018-2019	Limestone County School System	1
2018-2019	Tuscaloosa City Schools	1

2018-2019	Tuscaloosa County Schools	1

Graduate Salaries (<https://www.bls.gov/ooh/education-training-and-library/home.htm>)

Stillman Default Rates & Consumer Information
(<https://nces.ed.gov/collegenavigator/?q=stillman&s=AL&id=102270>)