

## Introduction to the School of Education

The Stillman College School of Education (SOE) is committed to preparing highly qualified educators who are reflective practitioners, collaborative leaders, and effective professionals capable of meeting the diverse needs of learners in an increasingly complex and global society. Guided by its mission and commitment to continuous improvement, the SOE maintains alignment with the standards of the Council for the Accreditation of Educator Preparation (CAEP) and successfully achieved reaffirmation of CAEP accreditation on October 24, 2024. Additionally, Stillman College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), ensuring rigorous academic quality, institutional effectiveness, and accountability across all educational programs.

The EPP offers ten **state-certified** programs, including:

- Elementary Education K-6
- Collaborative Teacher/Special Education K-6
- General Science (Biology), 6-12
- English/Language Arts, 6-12
- Social Science (History), 6-12
- Mathematics, 6-12
- Physical Education P-12
- Visual Arts Education P-12
- Instrumental Music P-12
- Vocal-Choral Music P-12

The Educator Preparation Program (EPP) has successfully completed the Alabama Continuous Improvement Program Review and maintains state approval to recommend candidates for secondary education certification in multiple content areas. Through a strong commitment to data-informed decision-making, evidence-based practices, and continuous improvement, the EPP systematically evaluates program effectiveness and implements strategic enhancements to candidate preparation. These efforts ensure that program completers are well-prepared to meet the diverse academic, social, and developmental needs of P-12 learners and positively impact student achievement in today's educational environments.

# CAEP Annual Reporting Measures

The Council for the Accreditation of Educator Preparation (CAEP) requires programs to provide performance measures to the public regarding four categories related to program impact and program outcomes. The items below provide summary data for each of the four measures.

## CAEP Annual Reporting Measure 1: Completer Effectiveness

**Overview:** The Stillman College School of Education tracks the effectiveness of its completers to measure the impact of the educator preparation program. This measure focuses on the ability of completers to contribute to P-12 student learning and their professional practice in the classroom.

**Data Summary:** Due to limitations in direct student learning data from the Alabama State Department of Education, the EPP uses case studies to assess completer effectiveness. The case study approach incorporates multiple data points, such as:

- **i-Ready Diagnostic for Reading** (Elementary Education)
- **National Physical Fitness Assessment** (Physical Education)
- **Tuscaloosa City Schools Educator Observation Tool**
- **Alabama Teacher Observation Tool (ATOT)**
- **Cognia's Effective Learning Environments Observation Tool (eleot)**

### EPP Supporting Data:

Completer Impact on Student Learning Scores

Teacher Effectiveness (Principals Evaluations)

### Key Findings:

1. **Student Growth:** Despite socioeconomic challenges, all completers made a positive impact on student achievement, particularly in reading. There was a significant reduction in the percentage of students categorized as "high-risk" of failure.
2. **Professional Skills:**
  - **Strength:** Completers excelled in fostering positive, inclusive classroom environments and building strong teacher-student relationships.

- **Area for Improvement:** Additional training is needed in foundational reading and literacy instruction.

## **CAEP Annual Reporting Measure 2: Satisfaction of Employers**

**Overview:** The EPP gathers feedback from employers to evaluate how well completers are prepared for the teaching profession. Employer satisfaction is assessed through the **Alabama New Teacher Employer Survey**, where principals and administrators evaluate first- and second-year teachers.

### **Data Summary:**

- **ALACTE New Teacher Employer Survey** shows that Stillman College’s completers perform at or above the level of Alabama’s state counterparts across all measured InTASC categories.
- The **Alabama Association of Colleges for Teacher Education** survey indicates that a majority of employers rate Stillman completers as “Effective” or “Emerging,” with minimal “Ineffective” ratings.

### **EPP Supporting Data:**

2024 ALACTE New Teacher Employer Results

2021-2023 ALACTE New Teacher Survey Table

2024-25 ALACTE New Teacher Employer Results

### **Key Findings:**

Employers also express a need for continued support in helping teachers implement differentiated instruction and adapt to diverse student needs.

Employers report high satisfaction with Stillman College graduates, particularly in their ability to integrate technology and instructional strategies into classroom practice.

Employer survey results indicated strong satisfaction with Stillman College graduates, particularly in the areas of communication, collaboration, professionalism, ethical practice, and their ability to effectively contribute to school and organizational goals.

## CAEP Annual Reporting Measure 3: Candidate Competency at Completion

**Overview:** This measure assesses how well candidates perform on licensing exams and professional assessments as they complete the program, ensuring that they meet the requirements for entry into the teaching profession.

### Data Summary:

- **edTPA Scores:** Two out of three completers passed the **edTPA** for the 2023–2024 cycle, showcasing strong performance in demonstrating classroom teaching competencies.
- **PRAXIS Exam Pass Rates:** A **100% pass rate** for all candidates on the **PRAXIS Subject Area Tests** in the 2023–2024 cycle.
- **IS–PPR Scores:** Completers performed well in areas of professionalism, instructional strategies, and classroom management. Data from the IS–PPR rubric reflects consistent growth in professional responsibility, ethics, and reflective practices.

### EPP Supporting Data:

edTBA 2018–2024 Data Summary

IS–PPR 2020–2024 Data Cycle

### Key Findings:

**PRAXIS Success:** The **100% pass rate** for PRAXIS demonstrates the program’s success in preparing completers to meet state licensure requirements.

**edTPA Performance:** While a majority of completers passed the **edTPA**, there is a need for further development in literacy instruction strategies, particularly in the areas of reading comprehension and writing instruction.

## CAEP Annual Reporting Measure 4: Ability of Completers to be hired

**Overview:** This measure tracks the ability of completers to secure employment in education positions within the field of their preparation.

## Data Summary:

- **2022–2023 Completers:** There were no completers for the 2022–2023 academic year.
- **2023–2024 Completers:** Three completers have already interviewed for positions for Fall 2024, and two have secured teaching positions.
- **2024–2025 Completers:** There were no completers for the 2024–2025 academic year.

## Key Findings:

The availability of placements continues to be a positive factor, with many completers seeking employment in districts that value Stillman College graduates for their readiness to teach.

A strong correlation exists between program completion and employment success, as evidenced by the 100% job placement rate for the 2021–2022 completers.

## Next Steps and Ongoing Improvements

The Stillman College EPP will continue to collect data and analyze its impact on student learning and teacher effectiveness. This will include:

- **Annual Survey Pilot and Refinement:** The **Employer Satisfaction** and **Completer Satisfaction** surveys will be piloted in Spring 2026, with full data collection and analysis scheduled for Fall 2026. Feedback from the pilot phase will be used to refine the surveys.
- **Ongoing Data Collection:** The EPP will continue to use case studies, surveys, and the data from assessments to track trends in completer effectiveness. Annual reporting will provide valuable insights for program improvements, ensuring that all instruments remain valid, reliable, and relevant.

## Final Summary

In conclusion, the Stillman College Educator Preparation Program (EPP) continues to demonstrate a strong commitment to excellence in educator preparation through intentional alignment with CAEP standards, Alabama State Department of Education requirements, and institutional goals. By engaging in systematic data collection, analysis, and evidence-based continuous improvement practices, the EPP ensures the effectiveness of its programs and the readiness of its candidates. These efforts support

the development of highly qualified, reflective, and culturally responsive educators who are prepared to positively impact P-12 student learning, contribute to school improvement, and advance the teaching profession. As the EPP moves forward, it remains dedicated to innovation, accountability, and the continuous pursuit of educational excellence.