ALABAMA STATE UNIVERSITY

COLLEGE OF EDUCATION

Spring 2025 Report (2023 - 2024 Data Results)

CAEP Accountability Measures

Measure 2: Satisfaction of Employers and Stakeholder Involvement (Component R4.2/R5.3/RA.4.1)

ALSDE First-Year Teacher Employer Survey

Summary:

This measure evaluates the satisfaction of employers with the preparation of Alabama State University's Educator Preparation Provider (EPP) completers, as well as the degree to which stakeholders perceive completers as effective, ethical, and ready to engage in diverse educational environments. Employer satisfaction provides insight into how well the EPP prepares graduates for real-world teaching responsibilities, including classroom management, collaboration, and alignment with state initiatives and expectations.

Measurement Tool:

Data for this measure were collected using the **First-Year Teacher Employer Survey**, administered annually by the Alabama State Department of Education (ALSDE) in collaboration with the Alabama Association of Colleges for Teacher Education (ALACTE).

This standardized survey is completed by building principals and district supervisors who directly supervise first-year teachers prepared by EPPs across the state.

Employers rate completers on a four-point scale:

Ineffective Teacher

- Emerging Teacher
- Effective Teacher
- Teacher Leader

The instrument captures performance in areas aligned with InTASC standards and Alabama-specific priorities, including ethics, collaboration, assessment, curriculum integration, and instructional design.

Response Rate:

Alabama State University: 18 employer responses

Statewide: 804 employer responses

Results:

The employer data for Alabama State University's 2023–2024 cohort demonstrate consistently positive evaluations across key domains of teaching effectiveness:

· Collaboration and Professionalism:

- 55% of ASU completers were rated as Effective or Teacher Leaders in collaborating to build a positive learning climate.
- 53% were rated Effective in collaboration with learners, families, and colleagues closely aligned with the statewide norm.
- 50% were rated Effective in practicing the profession in an ethical manner, and 18% were designated Teacher Leaders in this area.

• Instructional Knowledge and Curriculum Planning:

- 53% of ASU completers were rated as Effective in understanding the central concepts and tools of inquiry within their discipline.
- o **52%** were rated **Effective** in selecting and sequencing learning experiences.
- o 50% were rated Effective in engaging learners through assessment and feedback practices.

• Assessment and Classroom Management:

- o 54% were rated as Effective in implementing assessments ethically and minimizing bias.
- o 48% were rated **Effective** in managing the learning environment to actively engage students.

These findings indicate that ASU graduates are meeting or exceeding expectations across a range of performance categories critical to early-career teaching success.

Interpretation:

Employer survey responses reflect strong satisfaction with the preparation of ASU teacher candidates. Particularly notable is the consistency in employer ratings across both foundational and advanced teaching competencies — including instructional planning, assessment, ethics, and collaboration. ASU completers are seen not only as ready to teach but also as developing leaders within their schools.

Moreover, the presence of **Teacher Leader ratings across multiple categories** (e.g., ethics, collaboration, curriculum planning) suggests that ASU graduates are distinguished by more than baseline competence — they exhibit early indicators of leadership, adaptability, and initiative.

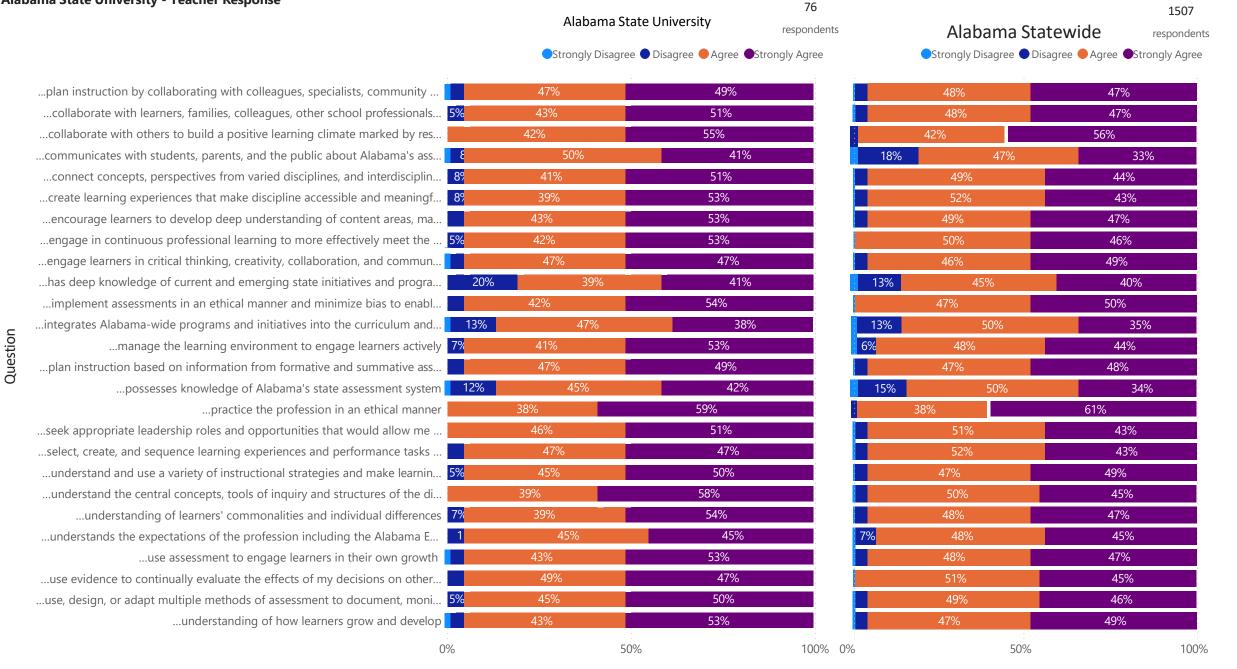
This measure confirms that ASU's EPP maintains **effective partnerships with P–12 schools and districts**, ensuring that candidates are prepared to meet both state expectations and the needs of local stakeholders.

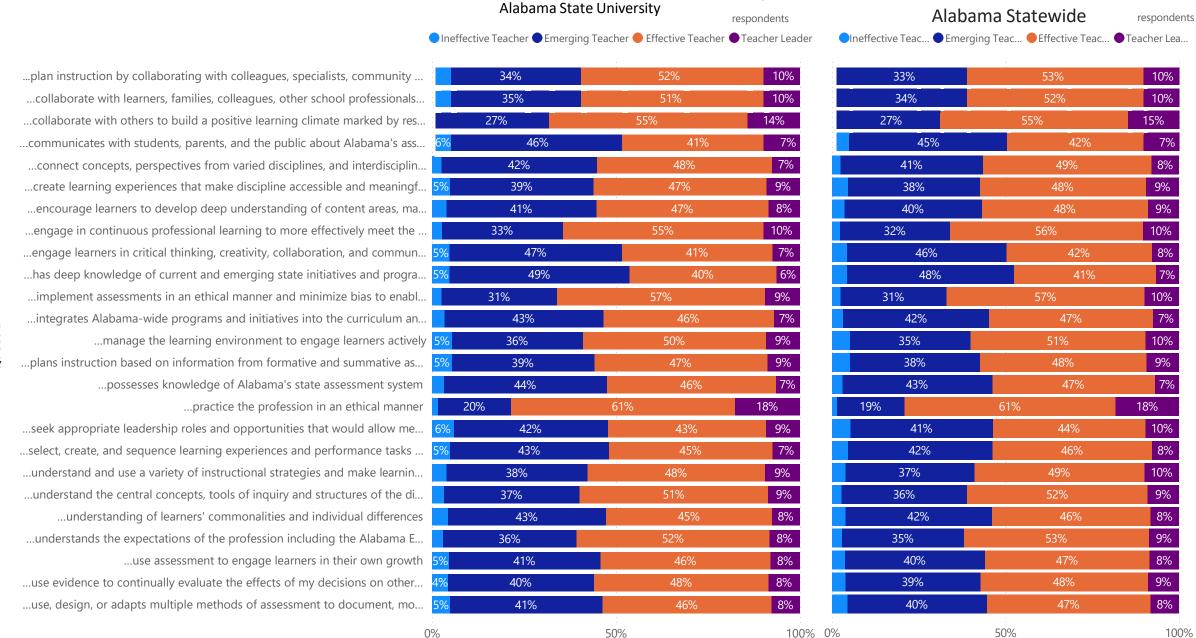
Overall Summary:

According to data from the 2024 First-Year Teacher Employer Survey, Alabama State University's EPP completers received strong ratings from employers across key areas of instructional practice, professional ethics, and collaboration. With **over 50% of graduates rated as Effective or Teacher Leaders** in critical domains, and several exceeding statewide averages, this measure demonstrates that ASU is producing highly competent educators who meet the expectations of school leaders and are capable of making meaningful contributions in diverse educational settings.



Section III: Survey Results





18

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...plan instruction by collaborating with colleagues, specialists, communitycollaborate with learners, families, colleagues, other school professionals... ... collaborate with others to build a positive learning climate marked by res... ...communicates with students, parents, and the public about Alabama's ass... 69 ...connect concepts, perspectives from varied disciplines, and interdisciplin... ...create learning experiences that make discipline accessible and meaningf... ...encourage learners to develop deep understanding of content areas, ma... ...engage in continuous professional learning to more effectively meet theengage learners in critical thinking, creativity, collaboration, and commun... ...has deep knowledge of current and emerging state initiatives and progra... ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabama-wide programs and initiatives into the curriculum an... ...manage the learning environment to engage learners actively ...plans instruction based on information from formative and summative as... ...possesses knowledge of Alabama's state assessment system ...practice the profession in an ethical manner ...seek appropriate leadership roles and opportunities that would allow me... ...select, create, and sequence learning experiences and performance tasksunderstand and use a variety of instructional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di... ...understanding of learners' commonalities and individual differences ...understands the expectations of the profession including the Alabama E... ...use assessment to engage learners in their own growth

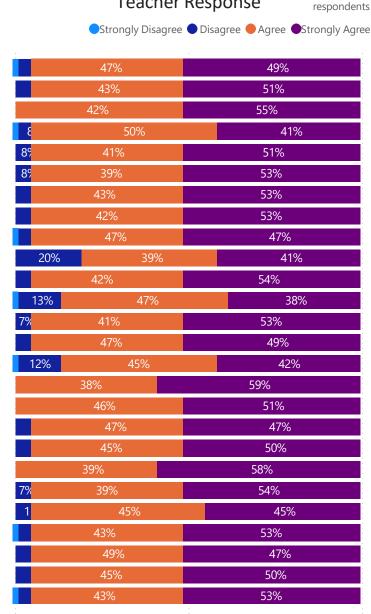


50%

0%

18

100% 0%



50%

Teacher Response

76

100%