

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.
 - **52%** were rated **Effective** in selecting and sequencing learning experiences.
 - **50%** were rated **Effective** in engaging learners through assessment and feedback practices.
- **Assessment and Classroom Management:**
 - **54%** were rated as **Effective** in implementing assessments ethically and minimizing bias.
 - **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.



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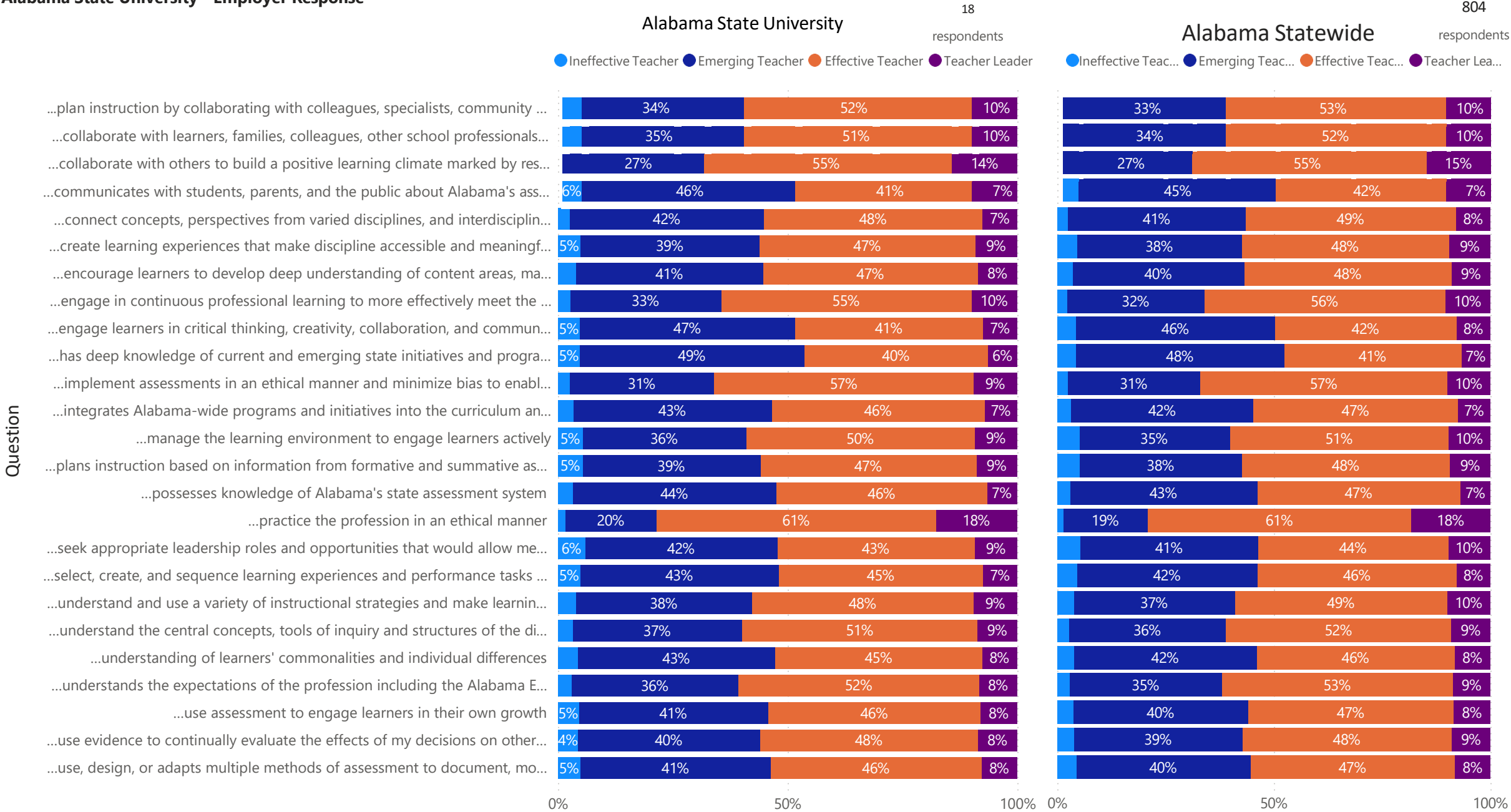
Section III: Survey Results

Response to the First & Second Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Alabama State University - Teacher Response



Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

Alabama State University - Employer Response



Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

Alabama State University - Employer and Teacher Responses

