

Spring 2025 Report

(2023 - 2024 Data Results)

CAEP Accountability Measures



Measure 3: Candidate Competency at Program Completion (Component R3.3 / RA3.4)

Title II HEA Institutional Report

Summary:

This measure evaluates whether candidates from Alabama State University's Educator Preparation Provider (EPP) demonstrate the professional competencies required for program completion, initial certification, and entry into the teaching profession. Competency is confirmed through a combination of institutional and state verification tools, including content and pedagogy licensure assessments, clinical evaluations, and completion of all programmatic academic and fieldwork requirements.

Measurement Tools:

Candidate competency at the point of completion is determined using a combination of validated state and institutional assessments:

- 1. Praxis Subject Assessments and Pedagogy Exams (ETS):**

Administered nationally and required by the Alabama State Department of Education (ALSDE), these assessments measure subject-specific knowledge and pedagogical competencies. ASU EPP candidates must pass all required Praxis exams aligned with their intended certification area, including:

- Praxis II: Subject Assessments (e.g., Elementary Education, Early Childhood, Special Education, Secondary Content Areas)
- Principles of Learning and Teaching (PLT)

2. Title II HEA Institutional Reporting:

Each year, ASU submits data to the U.S. Department of Education and ALSDE as required under Title II of the Higher Education Act. Data includes:

- The number of program completers in each pathway (Traditional and Alternative Class A)
- The number of completers who took state-mandated licensure tests
- The number who passed
- The resulting institutional pass rate

3. EPP Completion Verification and Key Assessments:

ASU candidates must meet all internal program completion benchmarks:

- Minimum GPA of 2.75 (undergraduate) or 3.0 (graduate)
- Completion of required coursework aligned to InTASC and Alabama Quality Teaching Standards (AQTs)
- Satisfactory performance on key assessments (unit plans, action research, teaching portfolios, reflective essays)
- Completion of full-time clinical practice under supervision
- Final disposition evaluation and recommendation for certification by the Office of Student Services and Certification

4. Clinical Practice Evaluations:

Candidates complete a semester-long, full-time student teaching or internship experience. University supervisors and cooperating teachers assess candidates using an EPP-aligned rubric measuring:

- Instructional planning
 - Assessment use
 - Classroom management
 - Differentiation and responsiveness to learners
 - Professionalism and ethical conduct
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Results – 2023–2024 Academic Year:

Traditional Teacher Preparation Program

- **Number of Program Completers:** 4
- **Number of Test Takers:** 4
- **Number Who Passed:** 4
- **Institutional Pass Rate:** 100%

These completers were concentrated in early childhood, elementary education, and selected secondary subject areas. All passed their Praxis Subject Assessments and PLT exams on their first attempt.

Alternative Teacher Preparation Program (Alternative Class A)

- **Number of Program Completers:** 7
- **Number of Test Takers:** 7
- **Number Who Passed:** 7
- **Institutional Pass Rate:** 100%

Completers represented high-need areas including General Science, English Language Arts, and Special Education. This program provides intensive pedagogical support to candidates entering from non-education backgrounds.

Additional Program Supports Contributing to Success:

- **Praxis Preparation Workshops** are embedded into coursework and offered in collaboration with ASU Testing Services.
 - **Clinical Partnership Network** ensures that student teaching occurs in settings that reflect a range of diverse learners.
 - **Candidate Support Teams** (faculty advisors, university supervisors, mentor teachers) meet regularly to monitor candidate growth.
 - **Key Assessment Reviews and Data Days** allow faculty to use rubric-based evidence to ensure calibration and data-informed improvements.
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Interpretation:

The 100% pass rates across both the traditional and alternative programs demonstrate that ASU EPP graduates are fully prepared for entry into the classroom. These outcomes validate not only the academic and clinical structure of the program but also the candidate support and advising processes that contribute to student success. In addition, performance data suggests that EPP completers are not just passing standardized tests, but doing so as a result of intentional curriculum alignment, practice-based learning experiences, and individualized faculty feedback.

Overall Summary:

Alabama State University's EPP ensures that all candidates recommended for certification have met rigorous expectations for professional knowledge, instructional practice, and ethical conduct. The 2023–2024 Title II pass rate data confirms that 100% of program completers in both the traditional and alternative Class A pathways passed all required licensure assessments. These results reflect the EPP's commitment to preparing competent, confident, and credentialed educators who are ready to lead Alabama's classrooms and meet the diverse needs of 21st-century learners.



Summary Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program Within IHE*

		HEOA - Title II 2023 - 2024 Academic Year				
Institution Name		Alabama State University				
Institution Code		1006				
State		Alabama				
						<i>April 4, 2025</i>
				Statewide		
Group	Number Taking Assessment¹	Number Passing Assessment²	Institutional Pass Rate	Number Taking Assessment¹	Number Passing Assessment²	Statewide Pass Rate
All program completers, 2023-24	4			1547	1456	94%
All program completers, 2022-23	13	13	100%	1686	1572	93%
All program completers, 2021-22	12	12	100%	1615	1538	95%

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

¹ Number of completers taking one or more assessments within their area of specialization.

² Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.

Summary Institution-Level Pass Rate Data: *Alternative Teacher Preparation Program Within IHE*

		HEOA - Title II 2023 - 2024 Academic Year				
Institution Name		Alabama State University				
Institution Code		1006				
State		Alabama				
<i>April 4, 2025</i>						
				Statewide		
Group	Number Taking Assessment¹	Number Passing Assessment²	Institutional Pass Rate	Number Taking Assessment¹	Number Passing Assessment²	Statewide Pass Rate
All program completers, 2023-24	7			479	466	97%
All program completers, 2022-23	5			441	427	97%
All program completers, 2021-22	7			414	406	98%
All program completers, combined 2021/22-2023/24 ³	19	19	100%			

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

¹ Number of completers taking one or more assessments within their area of specialization.

² Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.

³ When two or more completer groups have fewer than ten completers, data is combined across the three completer years into an additional completer group for the Summary pass rates.