

CAEP Accountability Measures:

1. Completer effectiveness and impact on P-12 learning and development
2. Satisfaction of employers and stakeholders' involvement
3. Candidate competency at program completion
4. Ability of completers to be hired in education positions for which they have prepared.

Measure 1. Completer effectiveness and impact on P-12 learning and development

R4.1 Completer Effectiveness:

The EPP uses a variety of measures to assess the effectiveness of its graduates on the learning, growth, and development of diverse P-12 students over time. The EPP is also committed to tracking the success of its graduates who are employed in their areas of certification in Alabama. Should it be necessary, the EPP is committed to providing remediation for the first two years of employment. Over the last three academic years, no district administrator, school principal, or EPP graduate has requested assistance from the EPP for remediation purposes.

The EPP measures the effectiveness of EPP completers in three ways: (1) the Alabama State Report Card Survey (ASRCS) asking for responses from first-year teachers, (2) the ASRCS asking employers to evaluate first-year teachers, and (3) disaggregated data from P-12 students based on assessment projects conducted during EPP candidacy.

In Spring 2025, the EPP asked two of its partner school districts to provide evidence of completer effectiveness via test scores from diverse P-12 students. The Satsuma City School System provided evidence to the EPP. The Satsuma City School System is composed of two schools and 1,494 students. There is one elementary school and one middle/high school in this district. The district's minority enrollment is 10% and 43% of students are from economically disadvantaged backgrounds. The district provided students' scores from classrooms led by four EPP graduates. (EVID: CAEP R4.1 Completer Effectiveness Satsuma City Schools) Students completed the following assessments: (1) already: An online diagnostic program for reading and/or mathematics used to monitor student progress throughout the school year, and (2) The Alabama Comprehensive Assessment Program (ACAP), an online assessment designed to provide information regarding student progress toward mastery of the Alabama Course of Study Standards. As indicated in the evidence, more than half of P-12 students taught by EPP graduates scored in the top two levels of achievement on both tests. This is indicative of the effectiveness of EPP graduates in content instruction. Beginning Fall 2026, the EPP will request summative data based on iREADY, the ACAP, and the ACT from all partner school districts.

A local System also provided evidence of complete effectiveness via test scores from diverse P-12 students. The School System is composed of 4 schools and 3,237 students. There is one elementary school (grades 2-5), one middle school (grades 6-8), one high school, and one early learning center (K-1). The district's minority enrollment is 27 percent, and 49 percent are from economically disadvantaged backgrounds. The district provided students' scores from classrooms led by four EPP graduates. Data was shared from a local Elementary School based on the DIBELS[®] (Dynamic Indicators of Basic Early Literacy Skills) assessment. DIBELS is an assessment that measures the acquisition of literacy skills. As indicated by the evidence, the DIBELS data showed that 100 percent of students from taught by an EPP graduate at the Early Learning Center scored in the top range, and that students from classes taught by four EPP graduates at the Elementary School earned the following DIBELS score percentages based on the two highest categories (*At and Well Above*): Teacher 2 (76%), Teacher 3 (81%), and Teacher 4 (57%). Additionally, data were shared from a local Elementary School based on the iReady assessment for four EPP graduates. Students' scores in the highest READING category were Teacher 1 (100%), Teacher 2 (90%), Teacher 3 (90%), and Teacher 4 (81%). Student scores in the highest MATHEMATICS category were Teacher 1 (94%), Teacher 2 (66%), Teacher 3 (91%), and Teacher 4 (91%). This data is indicative of the effectiveness of EPP graduates in content instruction. (EVID: CAEP R4.1 Completer Effectiveness Saraland City Schools)

Measure 2. Satisfaction of Employers and stakeholder involvement (R4.2)

The School of Education at the University of Mobile utilizes data from the Alabama State Department (ALSDE) Annual Report Card. The ALSDE disseminates a survey to all P-12 in the state of Alabama that evaluates the impact of teachers on student learning across grades and subjects. It measures the growth of candidates based on how well they progress in learning, attributing this growth to the effectiveness of their teachers. The reported results for beginning teachers with three or fewer years of teaching experience highlight the percentage of teachers who were rated as Ineffective Teacher, Emerging Teacher, Effective Teacher, or Teacher Leader. In 2025, 8% of respondents rated the School of Education graduates as Teacher Leader, 48% were rated Effective Teacher, 42% were rated Emerging Teacher and 2% were rated Ineffective Teacher. The University of Mobile School of Education will monitor and assessed. As new teachers are still developing their skills, and end up receiving lower ratings initially, reflecting their ongoing professional growth and development. The School of Education was happy so many graduates scored 48% in Effective Teacher category.

Measure 3. Candidate competency at program completion (R.3)

To ensure academic competency to teach P-12 students effectively, candidates must demonstrate proficiency in content knowledge, foundational pedagogical skills, and the ability to effectively integrate and use technology in instruction. Proficiency develops as candidates move through three transition points. As candidates' journey through the three transition points, they were consistently monitored and assessed by clinical educators using multiple measures in the areas of content knowledge, pedagogical skill, and technology integration.

During Transition Point 1, candidates are taught about the requirements for admission to the Teacher Education Programs and introduced to required professional dispositions that are taught, developed, and assessed throughout their journey toward certification.

Transition Point 2 occurs once the candidate is admitted to the Teacher Education Program and prior to admission to internship. Candidates are evaluated by clinical educators using the Pre Candidate Preservice Assessment Student Teaching (Pre-CPAST), which is a proprietary assessment form, which includes content knowledge standards and professional disposition.

During Transition Point 3, candidates who are allowed to progress into the Program Completion phase must attend an initial internship seminar before the student teaching experience begins. Candidates learn the requirements of the internship and understand that the successful completion of student teaching will be closely and collaboratively monitored by an assigned university supervisor and an assigned cooperating teacher. The candidates are evaluated on the Candidate Preservice Assessment Student Teaching (CPAST) and edTPA, both of which are proprietary assessment forms that include content knowledge and professional dispositions. In addition, all state required Praxis content knowledge exams and Foundations of Reading exam, both of which are proprietary exams. The state of Alabama requires a successful cut score, in order to recommended for certification or licensure.

The path through the three transition points is purposefully developed to produce quality teachers who are competent, committed, caring, and lifelong learners. EPP understand and use (1) a variety of instructional strategies, (2) practice critical thinking and reflective thinking, (3) integrate technology to enhance student learning, (4) understand and respect the diversity of students and all persons within the learning community, (5) use formal and informal assessment strategies, and (6) know subject their matter. To train candidates to become quality teachers, the SOE follows a curriculum map that indicates how courses are aligned to InTASC Standards and the Alabama Core Teaching Standards (ACTS)

Measure 4. Ability of completers to be hired in education positions for which they have prepared.

To the best of the EPP's knowledge, 95% of the graduates over the last three reporting cycles are currently employed as teachers. Two recent graduates decided to enroll in a master's program.