

Rubric 7 Engaging Students in Learning	2	3	N A	2.8	N A	3	3	2.9	3	2.8	3	2.7 5		2.83
Rubric 8 Deepening Student Learning	2	3	N A	2.8	N A	3	3	3	3	3	3	3		2.88
Rubric 9 Subject-Specific Pedagogy: Elem Literacy	3	3	N A	2.7	N A	3.2	2.7	3	3	3.2	3	2.5		2.93
Rubric 10 Analyzing Teaching Effectiveness	3	3	N A	2.8	N A	2.8	2.3	2.6	2	2.8	3	2.7 5		2.7
Assessing Students' Literacy Learning														
Rubric 11 Analysis of Student Learning	2	3	N A	3.1	N A	3.2	2.3	2.7	2	3.3	4	2.7 5		2.84
Rubric 12 1 Providing Feedback and 2 Use of Feedback	3	3.5	N A	3.7	N A	4	3.7	3.7	3	4	4	4		3.6
Rubric 13 Student Understanding of Feedback	2	3	N A	2.8	N A	3.2	3	2.7	1	2.7	4	3.2 5		2.8
Rubric 14 Analyzing Students' Language Use and Literacy Learning	2	2.75	N A	2.7	N A	3.2	2.3	2.3	2	2.7	3	2.5		2.55
Rubric 15 Using Assessment	3	3.5	N A	3.3	N A	3.2	3	3.2	2	3.2	4	3		3.1

to Inform Instruction														
Assessing Students' Mathematics Learning														
Rubric 16 Analyzing Whole Class Understandings	3	2.75	N A	2.8	N A	2.8	2.3	2.7	3	3.2	3	3		2.86
Rubric 17 Analyzing Individual Student Work Samples	3	2	N A	2.8	N A	3.2	2.7	2.8	2	3.7	3	3		2.8
Rubric 18 Using Evidence to reflect on Teaching	2	1.75	N A	2.1	N A	3.2	2.4	2.1	2	2.7	3	1.75		2.3
	Ave Total Score : 47	Ave Total Score: 51.5	Ave Total Score : N A	Ave Total Score: 52	Ave Total Score: NA	Ave Total Score: 56	Ave Total Score: 48	Ave Total Score: 50.5	Ave Total Score: 45	Ave Total Score: 55	Ave Total Score: 58	Ave Total Score:	Ave Total Score:	Ave Total Score : 51.4

Candidates' internship scores also verify that completers can comprehensively apply their knowledge in a full-time classroom situation. Combined Teacher Candidate assessment scores for the last 12 cycles had an overall mean of 4.4 on a 5-point scale.

Teacher Candidate Assessments Elementary Education					
	Fall 2023 N=1	Spring 2024 N=3	Fall 2024 N:1	Spring 2025 N=4	Overall Means N=42
Combined Teacher Candidate Assessments: CT and US	Overall Mean: 4.5 1 WF: 4.5	Overall Mean: 4.55 2 WF:4.5 1 HF:4.6	Overall Mean: 4.6 1 BF: 4.6	Overall Mean: 4.4 2 WF: 4.55 1 WM: 4.3	Overall Means: 4.4 32 WF: 4.4 2 WM: 4.6

				1 NWF: 4.4	1 HF: 4.6 6 BF: 3.68 1 NHF: 4.4
I9 Technology	Overall Mean: 4.5 1 WF: 4.5	Overall Mean: 4.5 2 WF:4.5 1 HF:4.5	Overall Mean: 4.6 1 BF: 4.6	Overall Mean: 4.8 2 WF: 5 1 WM:4.6 1 NWF:5	Overall Means: 4.4 32 WF:4.35 2 WM: 4.6 1 HF: 4.5 6 BF:4.3 1 NHF: 5
Portfolio	1 WF: Passed	2 WF: Passed 1 HF: Passed	1 BF: Passed	2 WF: Passed 1 WM: Passed 1 NHF: Passed	32 WF Passed 2 WM Passed 1 HF Passed 6 BF Passed 1 NHF Passed

Teacher Candidate Assessments Physical Education

	Spring 2024 N=0	Fall 2024 N=1	Spring 2025 N=1	Overall Means N=13
Combined Teacher Candidate Assessments: CT and US	NA	4.2 WM=1	4.46 WF=1	Overall Mean 4.4 4 WF: 4.4 3 WM: 4.6 2 BM: 4.37 2 WM: 4.65
I9 Technology	NA	WM=1 4.0	WF=1 4.57	Overall Mean 4.39 4 WF: 4.25 3 WM: 3.98 2 BM: 4.69 2 WM: 4.65
Portfolio	NA	WM=1 Passed	1 WF= Passed	13 Passed

Teacher Candidate Assessments Alt A Elementary Education

	Fall 2020 N=0	Spring 2021 N=3	Fall 2021 N=0	Spring 2022 N=6
Combined Teacher Candidate Assessments: CT and US	NA	Overall 4.42 3 WF: 4.42	NA	Overall 4.15 BF 1 3.6 WF 5 4.2
I9 Technology	NA	NA	NA	Overall 4.2 BF= 4.0 WF= 4.1
Portfolio	NA	3 WF= Passed	NA	BM: 1 Passed WF 5 Passed

Teacher Candidate Assessments Alt A

	Fall 2022 N=3	Spring 2023 N=3	Fall 2023 N=6	Spring 2024 5
Combined Teacher Candidate Assessments: CT and US	Overall 4.51 WF 1 4.5 WM 1 4.86 HM 1 4.59	Overall 4.18 2WF 4.5 1 NH 3.46	Overall 4.3 1 HM 4.1 5 WF 4.4	Overall 3.75 1 BM 4.3 1 WM 3.9 1 BF 3.0 2 WF 3.8
I9 Technology	WF 1 3.8 WM 1 4.0 HM 1 3.9	2 WF 4.1 1 NH 3.8	Overall 4.1 1 HM 3.9 5 WF 4.2	Overall 3.86 1 BM 4.35 1 WM 4 1 BF 3.3 2 WF 3.8

Portfolio	WF 1 Passed WM 1 Passed HM 1 Passed	2 WF Passed 1 NH Passed	1 HM passed 5 WF Passed	1 BM passed 1 WM passed 1 BF passed 2 WF passed
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Teacher Candidate Assessments Alt A				
	Fall 2024 N=1 1 BF	Spring 2025 N=2 1 WF 1 WM		
Combined Teacher Candidate Assessments: CT and US	4.4	Overall: 3.4 1WF 3.55 1 WM 3.24		
I9 Technology	4.5	Overall 3.56 12WF; 4.0 1 WM: 3.12		
Portfolio	Passed	1 WF Passed 1 WM Passed		

Content Knowledge

The EPP means for the eight edTPA rubrics aligned with INTASC Standard 4: Content Knowledge indicate candidates reach the expected level of proficiency in this area by program completion.

R.1.2 Content Comparison of Average Rubric Scores by Gender and Ethnicity Fall 2019 to Fall 2025								
Pursuit	BF	BM	HF	HM	NHF	NHM	WF	WM
Elementary Education N=41	N=5 2.82		N=1 3.38				N=34 2.86	N=1 3.13

Overall Average 3.04								
Alternative A, Elementary Ed N=25 Overall Average 2.93	N=6 2.98	N=1 2.88	N=1 2.88	N=1 3.13			N=14 2.94	N=2 2.82
Physical Education N=11 Overall Average 2.68		N=3 2.57					N=5 2.77	N=3 2.69

edTPA Rubric 9: Subject-Specific Pedagogy focuses on candidates’ ability to meet the subject-specific competencies for their content area, as specified by their edTPA handbook. As of the spring of 2025, the mean score for this rubric was 3.0 for Class A Alternative A Elementary Education, 2.98 for Class B Elementary Education, and 2.95 for Class B Physical Education. No Class A Alternative English Language Arts or Social Science candidates, and no Class B Secondary English Language Arts or Social Science candidates have taken the edTPA.

Praxis

The EPP exam pass rates by license group demonstrates that candidates have the content knowledge to pass licensure exams within the 3-year testing window allowed. There have been 17 completers in the Elementary Education program with an overall mean score of 252 on the Foundations of Reading exam, while 20 Alternative A Elementary Education completers had an overall mean score of 260. For the Multiple Subjects exam, 23 elementary education completers had overall mean scores of 172 for math, 164 for Social Studies, and 160 for Science. 19 Alternative A completers had an overall mean of 177 for math, 172 for Social Studies, and 175 for Science. Ten Physical Education completers had a mean of 151.

Pedagogical Knowledge and Skills

Data from aligned edTPA rubrics reflects candidates are confident in planning and implementing instructional strategies for diverse learners at program completion. Candidates have maintained rubric averages across all rubrics that range from 2.04 to 3.6 with an overall mean of 2.68. The EPPs goal is 3.

EPP program completers have demonstrated that they can create safe, inclusive, and engaging learning environments at completion. EdTPA scores for Rubric 1 and Rubric 3 have an overall mean for all initial programs of 2.73. Rubrics 7 and 8 are reflective of candidates’ abilities to

engage learners for greater achievement. EdTPA scores for Rubrics 7 and 8 have an overall mean for all initial programs of 2.75. Data analysis of EPP assessment items aligned with InTASC Standard 6: Assessment, indicates EPP completers can create, administer, and use results of classroom assessments.

Critical Dispositions & Professional Responsibilities

Aligned rubrics from the edTPA and assessment by US and CTs of interns dispositions show candidate proficiency on critical dispositions and professional responsibilities. One hundred percent of candidates practiced observable professional and ethical behaviors as measured by dispositional rubrics at the end of internship.

Technology Integration

All initial certification candidates take courses requiring the use of technology for one of three purposes: 1) technology used in instruction, 2) technology used to assess students, and 3) technology used to manage student data. The EPP has outlined progressions of the courses and the use of data required in each. For example, for ED 4320 Assessment, Elementary and Physical Education, the key assessment was revised to require candidates to use technology to manage data by creating a chart to report data from a formative assessment. One rubric criterion is used to assess this skill, Quantitative Analysis of Formative Assessment Chart. Average means for the two cycles are 2.61 for Elementary Education, and 3.0 for Physical Education on a 3-point rubric.

Another example of assessment of technology integration comes from the Internship Observation Assessment, item I9, for Elementary Education, Physical Education, and Alternative A where overall means were 4.4, 4.39, and 3.56 respectively on a 5-point rubric.

Alternative A candidates complete a Technology Integration Assignment in EED 6368 Teaching Elementary Science. Candidates consider the Digital Literacy and Computer Science (DLCS) Course of Study for Alabama and the International Society for Technology in Education (ISTE) standards to research a digital resource suitable for use in the science classroom by both teachers and students. They are to use that information to revise a lesson plan they previously created so that it integrates at least one standard from the DLCS and one of the four ISTE standards. This assignment is graded with a 4-point rubric. The overall mean for 3 cycles of data was 3.4.

Fidelity of Program Progression and Completion

The EPP Quality Assurance System is designed to ensure that program transition points are followed with fidelity. The Initial Certification Handbook details protocols and procedures for acceptance into TEP and internship, candidate performance during the program, Internship, and program and licensure completion. The EPP employs a system of checks and balances at integral gateways. For example, prior to internship, Elementary and Physical Education candidates complete an Undergraduate Application for Internship and Alternative A candidates completed an Alt. A Graduate Application for Internship. These are completed by the candidates along with their advisors and include the reporting for the candidates' GPA, Praxis scores, and other information. The Certification Officer then completes an Internship Application Checklist that

also includes notation of a one-on-one interview completed by the Certification Officer or the Graduate Director.

RA3.4 Competency at Completion

The EPP ensures that all advanced-level candidates demonstrate competency at completion through a robust system of valid, reliable, and fair assessments aligned with state, national, and professional standards. These assessments are designed to measure the knowledge, skills, and dispositions expected of candidates preparing for advanced roles as school leaders.

Competency Measures at Program Completion

At the culmination of each advanced program, candidates must successfully complete multiple summative assessment designed to provide a comprehensive evaluation of their readiness for professional practice. These assessments include:

Capstone Portfolio: completed by Traditional Master’s candidates. This portfolio should be designed to demonstrate their content and pedagogical knowledge and ability to assess, analyze, and plan appropriate instruction for a diverse group of students.

Internship or Practicum Evaluations: completed by site supervisors to evaluate school counselor candidates during the practicum and internship semester, both at the mid-term and conclusion of the site placement. These CACREP standards aligned evaluations assess candidate skills and professional dispositions in their experiential learning environment (school placements.)

Professional Dispositions Assessments: completed for both Traditional Master’s candidates and School Counseling candidates.

GPA: Traditional Master’s completers GPA at completion is monitored and reported at completion.

Disaggregation of Completion Data

For Traditional Master’s, data for the Capstone Portfolio is gathered and charted by rubric criteria. The EPP has five cycles of data, N=11. Overall mean scores are reported by rubric criteria and by diversity.

	Summer 2023 N=1		Fall 2023 N=4		Spring 2024 N=0		Summer 2024 N=3	
Rubric Criteria	Scores	Range	Scores	Range	Scores	Range	Scores	Range
Learner and Learning NBMC GS- I, II, III	Overall 13 WF-3	3	Overall 13 4 WF- 3 1 NHF- 3	3			Overall 3 3 WF- 3	3

Content/Concentration Area/Teaching Field NBMCGS- IV	Overall 13 WF-3	3	Overall 12.75 4 WF- 2.66 1 NHF- 3	2-3			Overall 2.67 3 WF: 2.67	2-3
Instructional Practice NBMCGS- V	Overall 13 WF-3	3	4 WF- 2.66 1 NHF- 3	2-3			Overall 3 3 WF 3	3
Professional Responsibility NBMCGS- VI, VII, VIII	Overall 13 WF-3	3	4 WF- 2.66 1 NHF- 3	2-3			Overall 3 3 WF	3
Field Experience NBMCGS- IX	Overall 13 WF-3	3	4 WF- 2.66 1 NHF- 3	2-3			Overall 3 3 WF 3	3
Averages by Ethnicity	1 WF: 3	1 WF: 3	3 WF: 2.9 1 NHF: 3	4 WF: 2-3 1 NHF: 3			3 WF:2. 9	3WF: 2-3

	Fall 2024 N=1		Spring 2025 N=1		Fall 2025		Spring 2026	
Rubric Criteria	Scores	Range	Scores	Range	Scores	Range	Scores	Range

Learner and Learning NBMC GS- I, II, III	Overall 1 3 1 WF	3	Overall 1 3 1 WF	3				
Content/Concentration Area/Teaching Field NBMC GS- IV	Overall 1 3 1 WF	3	Overall 1 3 1 WF	3				
Instructional Practice NBMC GS- V	Overall 1 3 1 WF	3	Overall 1 3 1 WF	3				
Professional Responsibility NBMC GS- VI, VII, VIII	Overall 1 3 1 WF	3	Overall 1 3 1 WF	3				
Field Experience NBMC GS- IX	Overall 1 3 1 WF	3	Overall 1 3 1 WF	3				
Averages by Ethnicity	Overall 1 3 1 WF	3	Overall 1 3 1 WF	3				

For School Counseling, candidates complete an Internship Final Project. To date there have been no completers in this program; however, the assignment and rubric are in place.

Dispositions of candidates in both programs is continuous. School Counseling candidates are assessed during COU 6100, COU 6596, and 6390 using a Student Dispositions Evaluation Form. The Student Disposition Form is used in multiple stages of the School Counseling program. Candidates complete this as a self-assessment of their professional dispositions in both COU 6100 and COU 6390. Additionally, core faculty use the same form to assess student dispositions at the conclusion of COU 6595, the on-campus clinical training experience.

Dispositions of Traditional Master's candidates are assessed by host teachers, the principal or a designee after each field experience, They are also assessed by course professors. Data from these dispositional assessments is maintained by the EPP.

GPA's for the Traditional Master's candidates at completion are reported for 9 cycles for 33 completers. This data is disaggregated and reports Mean GPA's by cohort and by diversity.

Use of Data

The EPP triangulates the data from multiple sources to determine if candidates are prepared for certification at completion.

For example, in response to RA1.1 for Traditional Master's candidates, data from EED 6380 Action Research, more specifically the Technology and Digital Assessment, data from FED 6349 Legal Issues, a research paper and data from the Power of Professional Conversations, completion of the NASDTEC Prevention and Correction Course, and data from dispositional assessments completed by course professors were triangulated to provide assurance that completers possess the knowledge and skills required.

For School Counseling, data from COU 6375, Legal and Ethical Issues, data from a Personal Values Paper, and data from COU 6390 Counseling Practicum, and data from COU 6100 where candidates complete a Student Disposition Evaluation Form, and COU 6596 where core faculty evaluate candidate dispositions. School Counseling candidates are also evaluated during practicum and internship. Plans for the latter assessments were provided but no candidates have been assessed to date.

In response to RA1.2, for Traditional Master's candidates, data from the Capstone Portfolio, and State Licensure Measures including required minimum GPA were used.

For School Counseling, data from the Praxis exam, data from the Internship Final Project, data from Practicum and Internship, and State Licensure Measures including required minimum GPA will be used in the future once the program has completers.

The Traditional Master's program reports a 100% completion rate among candidates who reach the final semester. The School Counseling program, with two students, has not yet had completers.