Evaluation Data Provided by the State of Alabama

In December of 2019, the Alabama State Department of Education provided the EPP with teacher self-assessment data for 32 recent completers representing one cycle of data. All names, programs, subject areas, grade levels and other pertinent information was redacted, therefore the EPP was unable to determine which completer years or programs the data represented. All self-assessments were scored during the 2018-2019 academic year and were completed as part of Educate Alabama, the State's P-12 teacher evaluation system. The self-assessment used a scale based on five practice levels: 1) Pre-service/Beginning, 2) Emerging, 3) Applying, 4) Integrating and 5) Innovating. The EPP considered 3) Applying to be a target for recent completers. The data provided were not disaggregated.

The EPP evaluated this data and identified general trends across programs. More than 50% of completers evaluated themselves as Applying, Integrating or Innovative in standard 1, Content Knowledge. This data corroborates data collected from employers in the EPP case study describing completers as strong in content knowledge. Almost 60% of completers evaluated themselves at the Pre-service/Beginning or Emerging level in standard 4 Diversity. Completers scored themselves the lowest in 4.4 Supports learners to accelerate language acquisition by utilizing their native language and linguistic background and 4.5 Guides second-language acquisition and utilizes English Language Proficiency strategies to support learning. 78% of completers scored themselves as Pre-service/Beginning or Emerging in 4.4 and 75% scored themselves in the same range for 4.5. This data corroborates evidence collected from the EPP case study, Advisory Board meetings and survey data indicating that teaching English Language Learners is an area for growth.

ALSDE-provided teacher evaluation data for UNA can be accessed here:
https://una.edu/education/Accreditation/documents/ALSDE-Provided%20UNA%20Completer%20Evaluation%20Data.xlsx