

## **CAEP Annual Report 2024-2025**

Miles College is accredited at the initial-licensure level for the following programs:

### **Certification Program Areas:**

Early Childhood Education P-3

Elementary Education K-6

Secondary Education Biology/Biology Education 6-12

Secondary Education Biology/General Science 6-12

Secondary Education Chemistry/Chemistry Education 6-12

Secondary Education English/English Language Arts 6-12

Secondary Education History/General Social Science 6-12

Secondary Education Mathematics/Mathematics Education 6-12

Music Education (Instrumental P-12)

Music Education (Choral P-12)

**Link CAEP Accreditation Letter-same as last year (Letter to Bobbie Knight)**

### **CAEP Accountability Measures for Academic Year 2024-2025**

#### **Measure 1: Completer Impact and Effectiveness**

- (a) Completer Impact in Contributing to P-12 Student-Learning Growth

#### **Link ALSDE Educator Preparation Dashboard 2024-2025**

<https://alsde-ce.hoonuit.com/Dashboard/dashboard/494>

#### **Completer Effectiveness in Applying Professional Knowledge, Skills, and Dispositions**

Miles College implemented the use of **the Candidate Preservice Assessment of Student Teaching (CPAST)** evaluation from The Ohio State University in fall, 2025. Training on the CPAST occurs each semester for cooperating teachers and yearly for the internship supervisor. CPAST meetings are held at midterm and final points in the internship placement to provide triangulation of quantitative data on each intern.

To assess effectiveness of our programs, eight observations and evaluations of teacher interns are documented by the Chair of the Department/Internship Supervisor each semester. Along with the internship supervisor, cooperating teachers in partner districts are asked to evaluate and interns to self-evaluate, providing triangulation on the interns' practice and effectiveness. Cooperating teachers are asked to discuss or send feedback to the intern and the supervisor.

### **Dispositions of Candidates**

Miles College Division of Education began using the INTASC Dispositions survey in fall, 2024. Factor analysis was utilized to create and design an aggregate measure, categorizing 25 selected indicators into the **Teacher Candidate Disposition Assessment (TCDA)**. An assessment of dispositions on teacher candidates began in two courses prior to the internship, ED 209 and ED 319. The numerical indicators were:

4 points-Exceed Expectations

3 points-Meets Expectations

2 points-Emerging

1 point-Developing

Beginning in fall, 2025, the Division of Education began using the dispositional categories on the Pre-CPAST during field experiences in the senior year and the CPAST during internship placements. Pre-CPAST and CPAST assessment documents cannot be posted on any website. Data from the Pre-CPAST and CPAST will be posted in next year's report.

Qualitative results from the intern observations have indicated that of the 96 observations in 2024-2025, there were several themes that emerged. These themes were discussed with faculty in the Division of Education and were used for program improvement. The themes that emerged from the internship observations included the following points: Lack of resources to enhance lesson planning and better engage students, punctuality, and linking assessments with thinking/learning, rather than memorization.

Education faculty are working to expand the information gathered from students, cooperating teachers, external stakeholders, education faculty, and administration, by developing surveys that will provide a broader view of the education program to be used for program improvement. Students are invited monthly to participate in Talk about It Tuesdays where they can ask questions and provide feedback on program information. During the 24-25 academic year, faculty participated in shared decision-making regarding program needs. A list of external stakeholders was created to use for validation of assessments and feedback on program improvement, based on data. Administration uses data to evaluate program viability and sustainability based on current trends in education.

**Link Miles College Teacher Candidate Disposition Assessment (TCDA). Use the same document as last year.**

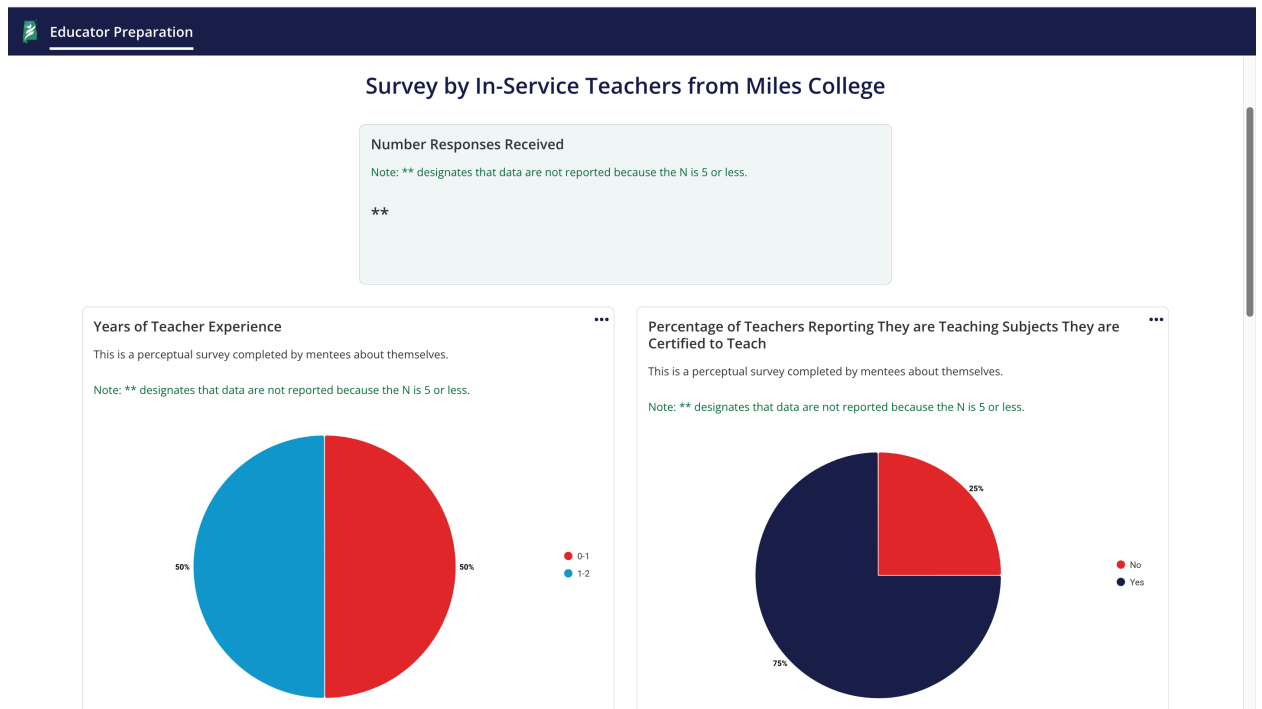
### **MEASURE 2: Satisfaction of Employers and Stakeholder Involvement (Initial)**

ALACTE Survey: The Alabama Association of Colleges for Teacher Education (ALACTE), alongside the Alabama Commission on Higher Education taskforce members, developed a survey to be disseminated to employers of first year and second year teachers who graduated from Miles College and received certification from the Alabama State

Department of Education (ALSDE). Employer data can be found in the annual report card on institutions and are ranked by teacher leader, effective teachers, emerging teachers, or ineffective teachers.

New Taskforce on completer survey (2025): The Chair of the Division of Education for Miles College served on a taskforce initiated by the Alabama Council for Higher Education (ACHE) and the Alabama Association of Colleges for Teacher Education (ALACTE) to update the current completer survey used previously. The goal of this work was to develop a survey that will be more efficient for administrators to complete and submit, providing educator preparation programs with needed information and data for program improvement. The new survey will be implemented in AY 2026-2027.

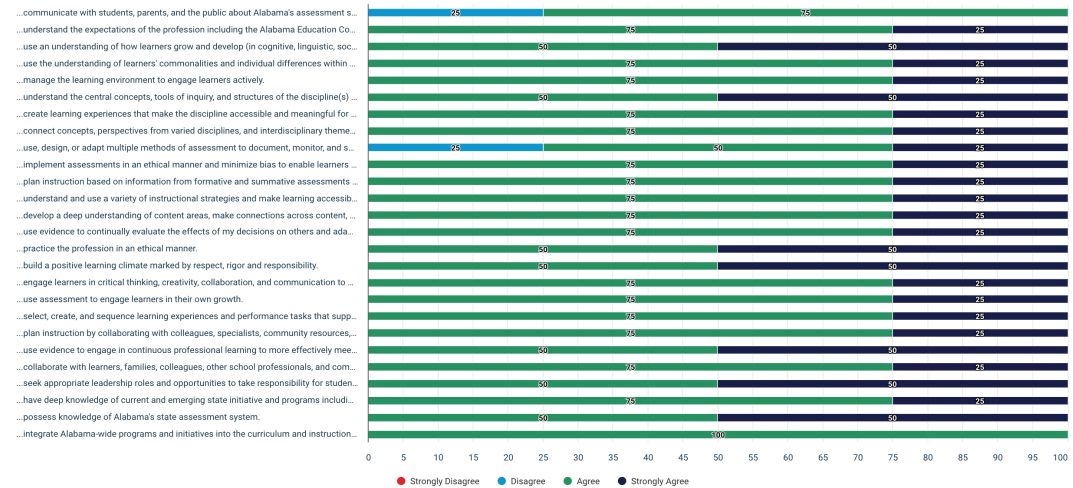
### 2024-2025 Miles College In-Service Teacher Survey



How did Teachers respond to each question for 2024-2025?

Note: \*\* designates that data are not reported because the N is 5 or less.

My educator preparation program prepared me to...



**Measure 3: Candidate Competency at Program Completion (Initial)**

Candidate performance on certification and licensure requirements includes information on the Praxis, Foundations of Reading 190 (FoRT), and Education Teacher Performance Assessment (edTPA):

**Praxis Exam 2024-2025**

**\*data not reported for fewer than five candidates**

**\*\*Mean score is based on teacher candidates who successfully passed the exam**

**\*\*\*Pass Rate is based on all current teacher candidates who attempted the exam**

Certification Program	# of students	Mean**	Passing Score	Pass Rate***
Early Childhood	7	150	156	29%
Elem Ed. Math #5903	10	168	157	63%
Elem Ed. Soc. St. #5904	9	169	157	35%
Elem Ed. Science #5905	7	173	154	31%
Sec. 6-12 Biology/Biology Ed. #5235			152	
Sec. 6-12 Biology/Gen Science Ed. #5435			141	

Sec. 6-12 Chemistry/Chemistry Ed. #5245			150	
Sec. 6-12 English/English Lang Arts #5038			167	
Sec. 6-12 History/General Social Science #5081			155	
Sec. 6-12 Mathematics/Math Ed.#5161	*	*	160	*
P-12 Education Music Education (Instrumental) #5113	*	*	161	*
P-12 Education Music Education (Choral) #5113			161	

#### Foundations of Reading 2024-2025

\*data not reported for fewer than five candidates

Certification Program	# of students	Mean	Passing Score	Pass Rate
Early Childhood (ECH)	*	*	233	*
Elem Ed. (ELM)	9	238.7	233	39%

#### edTPA Assessment 2024-2025

Certification Program	# of students	Mean	Passing Score	Pass Rate
Early Childhood	*	*	37	*
Elem Ed. Lit w/math Task 4	6	46	44	75%
Secondary 6-12 Biology/Biology Ed.			37	
Sec. 6-12 Biology/Gen Science Ed.			37	
Sec. 6-12 Chemistry/Chemistry Ed.			37	

Sec. 6-12 English/English Lang Arts			37	
Sec. 6-12 History/General Social Science			37	
Sec. 6-12 Mathematics/Math Ed.	*	*	37	*
P-12 Education Music Education (Instrumental)	*	*	37	*
P-12 Education Music Education (Choral)			37	

**Link 2024-2025 Title II Traditional Report-From Carolyn Jordan**

**Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared (Initial)**

During the 2024-2025 academic year, ten candidates earned initial certification. We identified the employment of all completers. Completers are teaching in elementary schools in Alabama. The completers are working in the Birmingham City Schools, Jefferson County Schools, Tuscaloosa County Schools, and Chambers County school districts.