

Jacksonville State University 2025 Annual Reporting Measures CAEP Accountability Measures

Measure 1 Completer Effectiveness

R4.1 Completer effectiveness and impact on P-12 learning and development

Measure 1a: EPP Report Card

The Employer Satisfaction Survey, developed by the Alabama Association of Colleges for Teacher Education (ALACTE), is administered annually to assess employer perceptions of first-year teachers who completed Jacksonville State University's (JSU) educator preparation programs. This survey evaluates how well JSU completers demonstrate key teaching competencies, including their understanding of learner development, instructional strategies, content knowledge, and classroom management.

Employers rate JSU graduates using a four-point scale:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The Alabama State Department of Education (ALSDE) does not provide disaggregated data, such as the number of employer responses per program or detailed breakdowns by certification area. Instead, JSU uses aggregated survey results to analyze employer satisfaction trends and compare performance to statewide averages.

2023-2024 Employer Satisfaction Trends

Survey data from 2023-2024 indicates that JSU initial program completers were consistently rated in the "Strongly Agree" and "Agree" categories across key teaching competencies, demonstrating strong employer confidence in their preparation. Very few completers received "Disagree" or "Strongly Disagree" ratings, reinforcing that JSU graduates meet or exceed employer expectations.

The following table presents a breakdown of employer satisfaction ratings over the past three years, comparing JSU completers to Alabama statewide averages.

(Table: Employer Satisfaction - Teacher Response - JSU vs. Alabama Statewide Averages)

Employer Satisfaction Survey Educator Preparation Institutional Report Card For Jacksonville State University- Teacher Response

Survey Item	JSU%(AL%)	2023 Report: 2021/2022 data on JSU Employer Satisfaction (Alabama Statewide Employer Satisfaction)	2024 Report: 2022/2023 data on JSU Employer Satisfaction (Alabama Statewide Employer Satisfaction)	2025 Report: 2023/2024 data on JSU Employer Satisfaction (Alabama Statewide Employer Satisfaction)
		JSU%(AL%)	JSU%(AL%)	JSU%(AL%)
Understanding how learners grow and develop. (The Learner and Learning – Learner Development 1.1)	Strongly Agree	54%(48%)	53%(46%)	59%(49%)
	Agree	43%(47%)	44%(50%)	39%(47%)
	Disagree	0%(0%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Understanding of learners' commonalities and individual differences. (The Learner and Learning – Learning Differences 2.1)	Strongly Agree	53%(46%)	53%(45%)	55%(47%)
	Agree	43%(47%)	43%(51%)	45%(48%)
	Disagree	0%(0%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Manage the learning environment to engage learners actively. (The Learner and Learning – Learning Environments 3.2)	Strongly Agree	52%(43%)	48%(39%)	46%(44%)
	Agree	37%(46%)	47%(50%)	50%(48%)
	Disagree	10%(9%)	0%(9%)	0%(6%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. (Content Knowledge-Content Knowledge 4.1)	Strongly Agree	55%(45%)	51%(42%)	52%(45%)
	Agree	38%(49%)	44%(53%)	48%(50%)
	Disagree	0%(0%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)

Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge – Content Knowledge 4.2)	Strongly Agree	53%(43%)	51%(41%)	52%(43%)
	Agree	39%(48%)	45%(54%)	46%(52%)
	Disagree	7%(0%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Connect concepts, perspectives from varied disciplines, and interdisciplinary themes to problems and issues. (Content Knowledge – Application of Content 5.1)	Strongly Agree	52%(41%)	49%(40%)	52%(44%)
	Agree	45%(52%)	45%(55%)	47%(49%)
	Disagree	0%(0%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives. (Instructional Practice – Assessment 6.1)	Strongly Agree	58%(44%)	53%(43%)	50%(46%)
	Agree	33%(48%)	44%(52%)	49%(49%)
	Disagree	8%(7%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning. (Instructional Practice – Assessment 6.3)	Strongly Agree	57%(48%)	54%(47%)	55%(50%)
	Agree	39%(46%)	44%(50%)	43%(47%)
	Disagree	0%(0%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Plan instruction based on information from formative and summative assessments and other sources and systematically adjust plans to meet each student’s learning needs. (Instructional Practice – Planning for Instruction 7.3)	Strongly Agree	58%(47%)	53%(46%)	57%(48%)
	Agree	35%(45%)	44%(50%)	42%(47%)
	Disagree	0%(0%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Understand and use a variety of instructional strategies and make learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1)	Strongly Agree	56%(49%)	56%(46%)	58%(49%)
	Agree	39%(46%)	41%(50%)	42%(47%)
	Disagree	0%(0%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)

Encourage learners to develop a deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways. (Instructional Practice – Instructional Strategies 8.2)	Strongly Agree	54%(48%)	52%(45%)	52%(47%)
	Agree	41%(46%)	45%(51%)	47%(49%)
	Disagree	0%(0%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners’ needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)	Strongly Agree	53%(44%)	50%(42%)	54%(45%)
	Agree	43%(49%)	47%(53%)	45%(51%)
	Disagree	0%(0%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Practice the profession in an ethical manner. (Professional Responsibility – Professional Learning and Ethical Practice 9.3)	Strongly Agree	72%(63%)	67%(61%)	63%(61%)
	Agree	26%(35%)	32%(38%)	37%(38%)
	Disagree	0%(0%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
The Teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility. (The Learner and Learning Environments 3.1)	Strongly Agree	67%(59%)	59%(55%)	60%(56%)
	Agree	31%(39%)	39%(42%)	39%(42%)
	Disagree	0%(0%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues. (Content Knowledge-Application of Content 5.2)	Strongly Agree	59%(48%)	55%(48%)	58%(49%)
	Agree	36%(45%)	43%(49%)	42%(46%)
	Disagree	0%(0%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)	Strongly Agree	49%(42%)	48%(41%)	50%(43%)
	Agree	45%(51%)	48%(54%)	50%(52%)
	Disagree	0%(0%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Plan instruction by collaborating with colleagues, specialists, community resources, families, and learners to meet individual learning needs. (Professional Responsibility – Leadership and Collaboration 10.1)	Strongly Agree	55%(46%)	52%(44%)	55%(47%)
	Agree	41%(46%)	42%(50%)	43%(48%)
	Disagree	0%(0%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Engage in continuous professional learning to meet the needs of each learner more effectively. (Professional Responsibility – Professional Learning and Ethical Practice 9.1)	Strongly Agree	55%(45%)	51%(42%)	57%(46%)
	Agree	44%(50%)	46%(54%)	43%(50%)
	Disagree	0%(0%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Use Assessment to engage learners in their own growth. (Instructional Practice – Assessment 6.2)	Strongly Agree	48%(43%)	51%(44%)	52%(47%)
	Agree	44%(49%)	45%(51%)	47%(48%)
	Disagree	7%(7%)	0%(0%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Collaborate with learners, families, colleagues, other school professionals, and	Strongly Agree	56%(45%)	51%(41%)	52%(47%)
	Agree	40%(47%)	43%(52%)	47%(48%)

community members to ensure learner growth. Professional Responsibility – Leadership and Collaboration 10.1)	Disagree	0%(7%)	6%(7%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession. (Professional Responsibility – Leadership and Collaboration 10.2)	Strongly Agree	53%(42%)	45%(38%)	49%(43%)
	Agree	38%(48%)	49%(54%)	49%(51%)
	Disagree	7%(9%)	0%(7%)	0%(0%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); And the Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. (Alabama Specific Expectations – Standard 4(0)).	Strongly Agree	45%(37%)	42%(38%)	51%(40%)
	Agree	43%(47%)	50%(49%)	40%(45%)
	Disagree	8%(13%)	0%(11%)	9%(13%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Possesses knowledge of Alabama’s state assessment system. (Alabama Specific Expectations – Standard 6(q)).	Strongly Agree	37%(30%)	33%(28%)	42%(34%)
	Agree	45%(47%)	52%(53%)	48%(50%)
	Disagree	14%(21%)	12%(17%)	10%(15%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Integrates Alabama-wide programs and initiatives into the curriculum and instructional process. (Alabama Specific Expectations – Standard 7(g)).	Strongly Agree	45%(31%)	39%(31%)	45%(35%)
	Agree	39%(52%)	49%(53%)	48%(50%)
	Disagree	12%(16%)	10%(15%)	7%(13%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Communicates with students, parents, and the public about Alabama’s assessment system and major Alabama educational improvement initiatives. (Alabama Specific Expectations – Standard 7(h)).	Strongly Agree	44%(30%)	33%(29%)	42%(33%)
	Agree	36%(46%)	45%(47%)	49%(47%)
	Disagree	14%(20%)	20%(22%)	9%(18%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)
Understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy. (Alabama Specific Expectations – Standard 6(q)).	Strongly Agree	58%(42%)	55%(42%)	55%(45%)
	Agree	38%(49%)	40%(51%)	42%(48%)
	Disagree	0%(8%)	0%(6%)	0%(7%)
	Strongly Disagree	0%(0%)	0%(0%)	0%(0%)

Overall, more than 98% of the completers agreed or strongly agreed that the EPP prepared them strongly for their profession. The results have been examined by the EPPs leadership team and the continuous program improvement committee. For the sections that EPP had a score of disagree, some initiatives, such as including the Alabama assessment system and current and emerging state initiatives and programs into the reflective practices course and other education courses, have been planned.

Measure 1b: Common Lesson Plan and Observation

The College of Education and Professional Studies (CEPS) developed the Common Planning and Observation Rubrics (CLP + COBS) to assess candidate performance in lesson planning and instruction. These rubrics were designed to be common across all teaching fields, grade levels, age bands, and educational settings to ensure a standardized assessment framework for teacher candidates.

The development process was guided by the question:

What are the essential elements of pedagogical content knowledge that all teacher candidates need to demonstrate for effective planning and instruction?

To ensure content validity, the Lawshe Method was applied during rubric development. These instruments were embedded throughout candidates' programs, with internship-based assessments capturing data on key instructional competencies.

In Fall 2023, candidates were still evaluated using the CLP + COBS rubrics. However, in Spring 2024, the EPP transitioned from LiveText by Watermark to Watermark's Student Learning & Licensure (SL&L) platform. As part of this transition, CLP + COBS rubrics were replaced with the Alabama Teacher Observation Tool (ATOT) to better align with evolving statewide assessment standards and certification expectations.

This report presents a comparative analysis of candidate performance across both semesters:

- Fall 2023 data reflects CLP + COBS assessments.
- Spring 2024 data reflects ATOT evaluations under the new assessment framework.

Preliminary Findings on Candidate Performance

- Candidate performance remained consistent across the transition from CLP + COBS to ATOT, with no significant declines in effectiveness.
- The ATOT model supports structured, objective feedback, allowing for better alignment with the Alabama Teacher Growth Program (ATGP).

Continuous Improvement & Program Impact

- Data from both assessment systems is used to inform curriculum enhancements, strengthen faculty calibration on observations, and ensure candidates are fully prepared for licensure expectations.
- The transition to ATOT in SL&L allows for a more comprehensive, standardized approach to evaluating teacher candidates across all programs and settings, ensuring data-driven program enhancements.

Special Education (SCD)-Class B	COMMON LESSON PLAN (CLP)											
Category	Exceptional		Proficient		Developing		Unacceptable		N	Mean	Mode	Stdev
Standards Based Instruction	13	100.00%	0	0.00%	0	0.00%	0	0.00%	13	4	4	0
Prior Knowledge	12	92.31%	1	7.69%	0	0.00%	0	0.00%	13	3.923	4	0.266
Differentiation, including exceptionalities, cultural and linguistic differences	12	92.31%	1	7.69%	0	0.00%	0	0.00%	13	3.923	4	0.266
Academic Language	12	92.31%	1	7.69%	0	0.00%	0	0.00%	13	3.923	4	0.266
Assessment	12	92.31%	1	7.69%	0	0.00%	0	0.00%	13	3.923	4	0.266
Technology	11	84.62%	0	0.00%	0	0.00%	2	15.38%	13	3.538	4	1.082

***N = Number of students assessed per category varies slightly due to data availability.*

Special Education (SCD)-Class B	COMMON OBSERVATION RUBRIC (COBS)													
Category	Exceptional		Proficient		Developing		Unacceptable		Not Applicable		N	Mean	Mode	Stdev
Learning Environment	13	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	13	4	4	0
Prior Knowledge	12	92.31%	1	7.69%	0	0.00%	0	0.00%	0	0.00%	13	3.923	4	0.27
Differentiation, including exceptionalities, cultural, and linguistic differences	12	92.31%	1	7.69%	0	0.00%	0	0.00%	0	0.00%	13	3.923	4	0.27
Academic Language	11	84.62%	2	15.38%	0	0.00%	0	0.00%	0	0.00%	13	3.846	4	0.36
Assessment	13	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	13	4	4	0
Technology	12	92.31%	0	0.00%	0	0.00%	1	7.69%	0	0.00%	13	3.769	4	0.8

***N = Number of students assessed per category varies slightly due to data availability.*

Early Childhood Elementary (ECP)-Class B	COMMON LESSON PLAN (CLP)											
Category	Exceptional		Proficient		Developing		Unacceptable		N	Mean	Mode	Stdev
Standards Based Instruction	37	90.24%	4	9.76%	0	0.00%	0	0.00%	41	3.902	4	0.297
Prior Knowledge	33	80.49%	8	19.51%	0	0.00%	0	0.00%	41	3.805	4	0.396
Differentiation, including exceptionalities, cultural and linguistic differences	36	87.80%	5	12.20%	0	0.00%	0	0.00%	41	3.878	4	0.327
Academic Language	34	82.93%	7	17.07%	0	0.00%	0	0.00%	41	3.829	4	0.376
Assessment	35	85.37%	6	14.63%	0	0.00%	0	0.00%	41	3.854	4	0.353
Technology	28	75.68%	7	18.92%	2	5.41%	0	0.00%	37	3.703	4	0.563

***N = Number of students assessed per category varies slightly due to data availability.*

Early Childhood Elementary (ECP)-Class B	COMMON OBSERVATION RUBRIC (COBS)													
Category	Exceptional		Proficient		Developing		Unacceptable		Not Applicable		N	Mean	Mode	Stdev
Learning Environment	38	92.68%	3	7.32%	0	0.00%	0	0.00%	0	0.00%	41	3.927	4	0.26
Prior Knowledge	33	80.49%	8	19.51%	0	0.00%	0	0.00%	0	0.00%	41	3.805	4	0.4
Differentiation, including exceptionalities, cultural, and linguistic differences	35	87.50%	4	10.00%	1	2.50%	0	0.00%	0	0.00%	40	3.85	4	0.42
Academic Language	36	87.80%	5	12.20%	0	0.00%	0	0.00%	0	0.00%	41	3.878	4	0.33
Assessment	38	92.68%	2	4.88%	1	2.44%	0	0.00%	0	0.00%	41	3.902	4	0.37
Technology	30	78.95%	4	10.53%	2	5.26%	0	0.00%	2	5.26%	38	3.579	4	0.99

***N = Number of students assessed per category varies slightly due to data availability.*

Social Studies (SOS)-Class B	COMMON LESSON PLAN (CLP)											
Category	Exceptional		Proficient		Developing		Unacceptable		N	Mean	Mode	Stdev
Standards Based Instruction	2	33.33%	4	66.67%	0	0.00%	0	0.00%	6	3.333	3	0.471
Prior Knowledge	1	16.67%	5	83.33%	0	0.00%	0	0.00%	6	3.167	3	0.373
Differentiation, including exceptionalities, cultural and linguistic differences	1	16.67%	3	50.00%	2	33.33%	0	0.00%	6	2.833	3	0.687
Academic Language	1	16.67%	5	83.33%	0	0.00%	0	0.00%	6	3.167	3	0.373
Assessment	2	33.33%	3	50.00%	1	16.67%	0	0.00%	6	3.167	3	0.687
Technology	3	50.00%	3	50.00%	0	0.00%	0	0.00%	6	3.5	4	0.5

****N** = Number of students assessed per category varies slightly due to data availability.

Social Studies (SOS)-Class B	COMMON OBSERVATION RUBRIC (COBS)													
Category	Exceptional		Proficient		Developing		Unacceptable		Not Applicable		N	Mean	Mode	Stdev
Learning Environment	2	33.33%	3	50.00%	1	16.67%	0	0.00%	0	0.00%	6	3.167	3	0.69
Prior Knowledge	1	16.67%	5	83.33%	0	0.00%	0	0.00%	0	0.00%	6	3.167	3	0.37
Differentiation, including exceptionalities, cultural, and linguistic differences	1	16.67%	3	50.00%	2	33.33%	0	0.00%	0	0.00%	6	2.833	3	0.69
Academic Language	1	16.67%	5	83.33%	0	0.00%	0	0.00%	0	0.00%	6	3.167	3	0.37
Assessment	2	33.33%	4	66.67%	0	0.00%	0	0.00%	0	0.00%	6	3.333	3	0.47
Technology	3	50.00%	2	33.33%	1	16.67%	0	0.00%	0	0.00%	6	3.333	4	0.75

****N** = Number of students assessed per category varies slightly due to data availability.

English Language Art (ELA)-Class B	COMMON LESSON PLAN (CLP)											
Category	Exceptional		Proficient		Developing		Unacceptable		N	Mean	Mode	Stdev
Standards Based Instruction	2	50.00%	2	50.00%	0	0.00%	0	0.00%	4	3.5	3	0.5
Prior Knowledge	3	75.00%	1	25.00%	0	0.00%	0	0.00%	4	3.75	4	0.433
Differentiation, including exceptionalities, cultural and linguistic differences	2	50.00%	2	50.00%	0	0.00%	0	0.00%	4	3.5	3	0.5
Academic Language	3	75.00%	1	25.00%	0	0.00%	0	0.00%	4	3.75	4	0.433
Assessment	3	75.00%	1	25.00%	0	0.00%	0	0.00%	4	3.75	4	0.433
Technology	3	75.00%	1	25.00%	0	0.00%	0	0.00%	4	3.75	4	0.433

****N** = Number of students assessed per category varies slightly due to data availability.

English Language Art (ELA)-Class B	COMMON OBSERVATION RUBRIC (COBS)													
Category	Exceptional		Proficient		Developing		Unacceptable		Not Applicable		N	Mean	Mode	Stdev
Learning Environment	2	50.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	4	3.5	3	0.5
Prior Knowledge	3	75.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%	4	3.75	4	0.43
Differentiation, including exceptionalities, cultural, and linguistic differences	2	50.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	4	3.5	3	0.5
Academic Language	3	75.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%	4	3.75	4	0.43
Assessment	3	75.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%	4	3.75	4	0.43
Technology	2	50.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	4	3.5	3	0.5

****N** = Number of students assessed per category varies slightly due to data availability.

General Science (GS)-Class B					Common Lesson Plan (CLP)							
Category	Exceptional (4 pts)		Proficient (3 pts)		Developing (2pts)		Unacceptable (1pts)		n	Mean	Mode	Stdev
Standards Based Instruction	7	29.17%	17	70.83%	0	0.00%	0	0.00%	24	3.292	3.000	0.455
Prior Knowledge	4	16.67%	11	45.83%	8	33.33%	1	4.17%	24	2.750	3.000	0.777
Differentiation, including exceptionalities, cultural and linguistic differences	3	12.50%	8	33.33%	13	54.17%	0	0.00%	24	2.583	2.000	0.702
Academic Language	5	20.83%	16	66.67%	3	12.50%	0	0.00%	24	3.083	3.000	0.571
Assessment	5	20.83%	14	58.33%	5	20.83%	0	0.00%	24	3.000	3.000	0.645
Technology	3	12.50%	17	70.83%	4	16.67%	0	0.00%	24	2.958	3.000	0.538
** Numbers in the parentheses indicate the count of assessments received for each rating												

General Science (GS)-Class B					Common Observation Rubric (COBS)							
Category	Exceptional (4 pts)		Proficient (3 pts)		Developing (2pts)		Unacceptable (1pts)		n	Mean	Mod e	Stdev
Standards Based Instruction	3	12.50%	20	83.33%	1	4.17%	0	0.00%	0	0.00%	24	3.083
Prior Knowledge	4	16.67%	14	58.33%	5	20.83%	1	4.17%	0	0.00%	24	2.875
Differentiation, including exceptionalities, cultural and linguistic differences	2	8.33%	8	33.33%	14	58.33%	0	0.00%	0	0.00%	24	2.500
Academic Language	6	25.00%	16	66.67%	2	8.33%	0	0.00%	0	0.00%	24	3.167
Assessment	4	16.67%	16	66.67%	4	16.67%	0	0.00%	0	0.00%	24	3.000
Technology	3	13.04%	17	73.91%	3	13.04%	0	0.00%	0	0.00%	23	3.000

**** Numbers in the parentheses indicate the count of assessments received for each rating**

Math-Class B					Common Lesson Plan (CLP)							
Category	Exceptional (4 pts)		Proficient (3 pts)		Developing (2pts)		Unacceptable (1pts)		n	Mean	Mode	Stdev
Standards Based Instruction	5	27.78%	13	72.22%	0	0.00%	0	0.00%	18	3.278	3.000	0.448
Prior Knowledge	4	22.22%	14	77.78%	0	0.00%	0	0.00%	18	3.222	3.000	0.416
Differentiation, including exceptionalities, cultural and linguistic differences	3	17.65%	10	58.82%	3	17.65%	1	5.88%	17	2.882	3.000	0.758
Academic Language	3	16.67%	13	72.22%	2	11.11%	0	0.00%	18	3.056	3.000	0.524
Assessment	4	22.22%	11	61.11%	3	16.67%	0	0.00%	18	3.056	3.000	0.621
Technology	2	11.11%	13	72.22%	3	16.67%	0	0.00%	18	2.944	3.000	0.524

Math- Class B					Common Observation Rubric (COBS)							
Category	Exceptional (4 pts)		Proficient (3 pts)		Developing (2pts)		Unacceptable (1pts)		n	Mean	Mode	Stdev
Standards Based Instruction	5	27.78%	12	66.67%	1	5.56%	0	0.00%	0	0.00%	18	3.222
Prior Knowledge	3	16.67%	15	83.33%	0	0.00%	0	0.00%	0	0.00%	18	3.167
Differentiation, including exceptionalities, cultural and linguistic differences	3	17.65%	9	52.94%	4	23.53%	1	5.88%	0	0.00%	17	2.824
Academic Language	4	22.22%	12	66.67%	2	11.11%	0	0.00%	0	0.00%	18	3.111
Assessment	3	16.67%	11	61.11%	4	22.22%	0	0.00%	0	0.00%	18	2.944
Technology	2	11.11%	12	66.67%	4	22.22%	0	0.00%	0	0.00%	18	2.889

Music Education(MU)-Class B	COMMON LESSON PLAN (CLP)											
Category	Exceptional		Proficient		Developing		Unacceptable		N	Mean	Mode	Stdev
Standards Based Instruction	5	35.71%	8	57.14%	1	7.14%	0	0.00%	14	3.286	3	0.589
Prior Knowledge	4	28.57%	10	71.43%	0	0.00%	0	0.00%	14	3.286	3	0.452
Differentiation, including exceptionalities, cultural and linguistic differences	4	28.57%	9	64.29%	1	7.14%	0	0.00%	14	3.214	3	0.558
Academic Language	5	35.71%	7	50.00%	2	14.29%	0	0.00%	14	3.214	3	0.674
Assessment	4	28.57%	8	57.14%	2	14.29%	0	0.00%	14	3.143	3	0.639
Technology	3	21.43%	8	57.14%	3	21.43%	0	0.00%	14	3	3	0.655

****N** = Number of students assessed per category varies slightly due to data availability.

Music Education(MU)-Class B	COMMON OBSERVATION RUBRIC (COBS)													
Category	Exceptional		Proficient		Developing		Unacceptable		Not Applicable		N	Mean	Mode	Stdev
Learning Environment	6	42.86%	6	42.86%	2	14.29%	0	0.00%	0	0.00%	14	3.286	4	0.7
Prior Knowledge	4	28.57%	10	71.43%	0	0.00%	0	0.00%	0	0.00%	14	3.286	3	0.45
Differentiation, including exceptionalities, cultural, and linguistic differences	3	21.43%	9	64.29%	2	14.29%	0	0.00%	0	0.00%	14	3.071	3	0.59
Academic Language	5	35.71%	7	50.00%	2	14.29%	0	0.00%	0	0.00%	14	3.214	3	0.67
Assessment	3	21.43%	10	71.43%	1	7.14%	0	0.00%	0	0.00%	14	3.143	3	0.52
Technology	4	28.57%	7	50.00%	3	21.43%	0	0.00%	0	0.00%	14	3.071	3	0.7

****N** = Number of students assessed per category varies slightly due to data availability.

English Language Arts-Alternative Class A					Common Lesson Plan (CLP)							
Category	Exceptional (4 pts)		Proficient (3 pts)		Developing (2pts)		Unacceptable (1pts)		n	Mean	Mode	Stdev
Standards Based Instruction	5	27.78%	13	72.22%	0	0.00%	0	0.00%	18	3.278	3.000	0.448
Prior Knowledge	4	22.22%	14	77.78%	0	0.00%	0	0.00%	18	3.222	3.000	0.416
Differentiation, including exceptionalities, cultural and linguistic differences	3	17.65%	10	58.82%	3	17.65%	1	5.88%	17	2.882	3.000	0.758
Academic Language	3	16.67%	13	72.22%	2	11.11%	0	0.00%	18	3.056	3.000	0.524
Assessment	4	22.22%	11	61.11%	3	16.67%	0	0.00%	18	3.056	3.000	0.621
Technology	2	11.11%	13	72.22%	3	16.67%	0	0.00%	18	2.944	3.000	0.524
** Numbers in the parentheses indicate the count of assessments received for each rating												

English Language Arts-Alternative Class A					Common Observation Rubric (COBS)							
Category	Exceptional (4 pts)		Proficient (3 pts)		Developing (2pts)		Unacceptable (1pts)		n	Mean	Mod e	Stddev
Standards Based Instruction	5	27.78%	12	66.67%	1	5.56%	0	0.00%	0	0.00%	18	3.222
Prior Knowledge	3	16.67%	15	83.33%	0	0.00%	0	0.00%	0	0.00%	18	3.167
Differentiation, including exceptionalities, cultural and linguistic differences	3	17.65%	9	52.94%	4	23.53%	1	5.88%	0	0.00%	17	2.824
Academic Language	4	22.22%	12	66.67%	2	11.11%	0	0.00%	0	0.00%	18	3.111
Assessment	3	16.67%	11	61.11%	4	22.22%	0	0.00%	0	0.00%	18	2.944
Technology	2	11.11%	12	66.67%	4	22.22%	0	0.00%	0	0.00%	18	2.889

**** Numbers in the parentheses indicate the count of assessments received for each rating**

General Science-Alternative A					Common Lesson Plan (CLP)							
Category	Exceptional (4 pts)		Proficient (3 pts)		Developing (2pts)		Unacceptable (1pts)		n	Mean	Mod e	Stdev
Standards Based Instruction	1	25.00%	3	75.00%	0	0.00%	0	0.00%	4	3.250	3.000	0.433
Prior Knowledge	2	50.00%	2	50.00%	0	0.00%	0	0.00%	4	3.500	3.000	0.500
Differentiation, including exceptionalities, cultural and linguistic differences	0	0.00%	4	100.00 %	0	0.00%	0	0.00%	4	3.000	3.000	0.000
Academic Language	1	25.00%	3	75.00%	0	0.00%	0	0.00%	4	3.250	3.000	0.433
Assessment	1	25.00%	3	75.00%	0	0.00%	0	0.00%	4	3.250	3.000	0.433
Technology	0	0.00%	4	100.00 %	0	0.00%	0	0.00%	4	3.000	3.000	0.000
** Numbers in the parentheses indicate the count of assessments received for each rating												

General Science-Alternative A					Common Observation Rubric (COBS)							
Category	Exceptional (4 pts)		Proficient (3 pts)		Developing (2pts)		Unacceptable (1pts)		n	Mean	Mode	Stdev
Standards Based Instruction	3	75.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%	4	3.750
Prior Knowledge	1	25.00%	3	75.00%	0	0.00%	0	0.00%	0	0.00%	4	3.250
Differentiation, including exceptionalities, cultural and linguistic differences	0	0.00%	4	100.00 %	0	0.00%	0	0.00%	0	0.00%	4	3.000
Academic Language	0	0.00%	4	100.00 %	0	0.00%	0	0.00%	0	0.00%	4	3.000
Assessment	2	50.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	4	3.500
Technology	1	25.00%	3	75.00%	0	0.00%	0	0.00%	0	0.00%	4	3.250
** Numbers in the parentheses indicate the count of assessments received for each rating												

Early Childhood (ECE)- Alternative Class A	COMMON LESSON PLAN (CLP)											
Category	Exceptional		Proficient		Developing		Unacceptable		N	Mean	Mode	Stdev
Standards Based Instruction	5	71.43%	2	28.57%	0	0.00%	0	0.00%	7	3.714	4	0.452
Prior Knowledge	3	42.86%	4	57.14%	0	0.00%	0	0.00%	7	3.429	3	0.495
Differentiation, including exceptionalities, cultural and linguistic differences	5	71.43%	1	14.29%	1	14.29%	0	0.00%	7	3.571	4	0.728
Academic Language	6	85.71%	1	14.29%	0	0.00%	0	0.00%	7	3.857	4	0.35
Assessment	6	85.71%	1	14.29%	0	0.00%	0	0.00%	7	3.857	4	0.35
Technology	3	42.86%	3	42.86%	1	14.29%	0	0.00%	7	3.286	3	0.7

****N** = Number of students assessed per category varies slightly due to data availability.

Early Childhood (ECE)- Alternative Class A	COMMON OBSERVATION RUBRIC (COBS)													
Category	Exceptional		Proficient		Developing		Unacceptable		Not Applicable		N	Mean	Mode	Stdev
Learning Environment	6	85.71%	1	14.29%	0	0.00%	0	0.00%	0	0.00%	7	3.857	4	0.35
Prior Knowledge	4	57.14%	3	42.86%	0	0.00%	0	0.00%	0	0.00%	7	3.571	4	0.5
Differentiation, including exceptionalities, cultural, and linguistic differences	4	57.14%	2	28.57%	1	14.29%	0	0.00%	0	0.00%	7	3.429	4	0.73
Academic Language	6	85.71%	1	14.29%	0	0.00%	0	0.00%	0	0.00%	7	3.857	4	0.35
Assessment	6	85.71%	1	14.29%	0	0.00%	0	0.00%	0	0.00%	7	3.857	4	0.35
Technology	3	42.86%	3	42.86%	1	14.29%	0	0.00%	0	0.00%	7	3.286	4	0.7

****N** = Number of students assessed per category varies slightly due to data availability.

Special Education (SCD)-Alternative Class A					Common Lesson Plan (CLP)							
Category	Exceptional (4 pts)		Proficient (3 pts)		Developing (2pts)		Unacceptable (1pts)		n	Mean	Mod e	Stdev
Standards Based Instruction	14	31.11%	28	62.22%	3	6.67%	0	0.00%	45	3.244	3.000	0.564
Prior Knowledge	11	25.00%	24	54.55%	9	20.45%	0	0.00%	44	3.045	3.000	0.673
Differentiation, including exceptionalities, cultural and linguistic differences	14	31.11%	26	57.78%	5	11.11%	0	0.00%	45	3.200	3.000	0.618
Academic Language	13	29.55%	23	52.27%	8	18.18%	0	0.00%	44	3.114	3.000	0.681
Assessment	11	25.00%	25	56.82%	8	18.18%	0	0.00%	44	3.068	3.000	0.654
Technology	13	29.55%	25	56.82%	6	13.64%	0	0.00%	44	3.159	3.000	0.638
** Numbers in the parentheses indicate the count of assessments received for each rating												

Special Education (SCD)-Alternative Class A					Common Observation Rubric (COBS)							
Category	Exceptional (4 pts)		Proficient (3 pts)		Developing (2pts)		Unacceptable (1pts)		n	Mean	Mod e	Stddev
Standards Based Instruction	21	46.67%	21	46.67%	3	6.67%	0	0.00%	0	0.00%	45	3.400
Prior Knowledge	13	28.89%	25	55.56%	7	15.56%	0	0.00%	0	0.00%	45	3.133
Differentiation, including exceptionalities, cultural and linguistic differences	20	44.44%	22	48.89%	3	6.67%	0	0.00%	0	0.00%	45	3.378
Academic Language	10	22.22%	25	55.56%	10	22.22%	0	0.00%	0	0.00%	45	3.000
Assessment	15	33.33%	23	51.11%	7	15.56%	0	0.00%	0	0.00%	45	3.178
Technology	16	35.56%	18	40.00%	11	24.44%	0	0.00%	0	0.00%	45	3.111
** Numbers in the parentheses indicate the count of assessments received for each rating												

Elementary Education (EED)-Alternative Class A	COMMON LESSON PLAN (CLP)											
Category	Exceptional		Proficient		Developing		Unacceptable		N	Mean	Mode	Stdev
Standards Based Instruction	5	71.43%	2	28.57%	0	0.00%	0	0.00%	7	3.714	4	0.452
Prior Knowledge	3	42.86%	4	57.14%	0	0.00%	0	0.00%	7	3.429	3	0.495
Differentiation, including exceptionalities, cultural and linguistic differences	5	71.43%	1	14.29%	1	14.29%	0	0.00%	7	3.571	4	0.728
Academic Language	6	85.71%	1	14.29%	0	0.00%	0	0.00%	7	3.857	4	0.35
Assessment	6	85.71%	1	14.29%	0	0.00%	0	0.00%	7	3.857	4	0.35
Technology	3	42.86%	3	42.86%	1	14.29%	0	0.00%	7	3.286	3	0.7

***N = Number of students assessed per category varies slightly due to data availability.*

Elementary Education (EED)-Alternative Class A	COMMON OBSERVATION RUBRIC (COBS)													
Category	Exceptional		Proficient		Developing		Unacceptable		Not Applicable		N	Mean	Mode	Stdev
Learning Environment	6	85.71%	1	14.29%	0	0.00%	0	0.00%	0	0.00%	7	3.857	4	0.35
Prior Knowledge	4	57.14%	3	42.86%	0	0.00%	0	0.00%	0	0.00%	7	3.571	4	0.5
Differentiation, including exceptionalities, cultural, and linguistic differences	4	57.14%	2	28.57%	1	14.29%	0	0.00%	0	0.00%	7	3.429	4	0.73
Academic Language	6	85.71%	1	14.29%	0	0.00%	0	0.00%	0	0.00%	7	3.857	4	0.35
Assessment	6	85.71%	1	14.29%	0	0.00%	0	0.00%	0	0.00%	7	3.857	4	0.35
Technology	3	42.86%	3	42.86%	1	14.29%	0	0.00%	0	0.00%	7	3.286	4	0.7

***N = Number of students assessed per category varies slightly due to data availability.*

Physical Education(PE)-Alternative Class A	COMMON LESSON PLAN (CLP)											
Category	Exceptional		Proficient		Developing		Unacceptable		N	Mean	Mode	Stdev
Standards Based Instruction	3	75.00%	1	25.00%	0	0.00%	0	0.00%	4	3.75	4	0.433
Prior Knowledge	2	50.00%	2	50.00%	0	0.00%	0	0.00%	4	3.5	3	0.5
Differentiation, including exceptionalities, cultural and linguistic differences	2	50.00%	2	50.00%	0	0.00%	0	0.00%	4	3.5	3	0.5
Academic Language	2	100.00%	0	0.00%	0	0.00%	0	0.00%	2	4	4	0
Assessment	2	50.00%	2	50.00%	0	0.00%	0	0.00%	4	3.5	3	0.5
Technology	1	50.00%	1	50.00%	0	0.00%	0	0.00%	2	3.5	3	0.5

***N = Number of students assessed per category varies slightly due to data availability.*

Physical Education(PE)-Alternative Class A	COMMON OBSERVATION RUBRIC (COBS)													
Category	Exceptional		Proficient		Developing		Unacceptable		Not Applicable		N	Mean	Mode	Stdev
Learning Environment	3	75.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%	4	3.75	4	0.43
Prior Knowledge	3	75.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%	4	3.75	4	0.43
Differentiation, including exceptionalities, cultural, and linguistic differences	2	50.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	4	3.5	3	0.5
Academic Language	2	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	4	4	0
Assessment	2	50.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	4	3.5	3	0.5
Technology	1	33.33%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	3	3.333	3	0.47

***N = Number of students assessed per category varies slightly due to data availability.*

Social Studies(SOS)-Alternative Class A	COMMON LESSON PLAN (CLP)											
Category	Exceptional		Proficient		Developing		Unacceptable		N	Mean	Mode	Stdev
Standards Based Instruction	0	0.00%	3	100.00%	0	0.00%	0	0.00%	3	3	3	0
Prior Knowledge	2	66.67%	1	33.33%	0	0.00%	0	0.00%	3	3.667	4	0.471
Differentiation, including exceptionalities, cultural and linguistic differences	1	33.33%	2	66.67%	0	0.00%	0	0.00%	3	3.333	3	0.471
Academic Language	1	33.33%	1	33.33%	1	33.33%	0	0.00%	3	3	2	0.816
Assessment	1	33.33%	1	33.33%	1	33.33%	0	0.00%	3	3	2	0.816
Technology	2	66.67%	0	0.00%	1	33.33%	0	0.00%	3	3.333	4	0.943

***N = Number of students assessed per category varies slightly due to data availability.*

Social Studies(SOS)-Alternative Class A	COMMON OBSERVATION RUBRIC (COBS)													
Category	Exceptional		Proficient		Developing		Unacceptable		Not Applicable		N	Mean	Mode	Stdev
Learning Environment	0	0.00%	3	100.00%	0	0.00%	0	0.00%	0	0.00%	3	3	3	0
Prior Knowledge	1	33.33%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	3	3.333	3	0.47
Differentiation, including exceptionalities, cultural, and linguistic differences	1	33.33%	1	33.33%	1	33.33%	0	0.00%	0	0.00%	3	3	3	0.82
Academic Language	2	66.67%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	3	3.667	4	0.47
Assessment	1	33.33%	1	33.33%	1	33.33%	0	0.00%	0	0.00%	3	3	3	0.82
Technology	2	66.67%	0	0.00%	1	33.33%	0	0.00%	0	0.00%	3	3.333	4	0.94

***N = Number of students assessed per category varies slightly due to data availability.*

Music Education(MU)-Alternative Class A	COMMON LESSON PLAN (CLP)											
Category	Exceptional		Proficient		Developing		Unacceptable		N	Mean	Mode	Stdev
Standards Based Instruction	0	0.00%	2	100.00%	0	0.00%	0	0.00%	2	3	3	0
Prior Knowledge	0	0.00%	2	100.00%	0	0.00%	0	0.00%	2	3	3	0
Differentiation, including exceptionalities, cultural and linguistic differences	0	0.00%	2	100.00%	0	0.00%	0	0.00%	2	3	3	0
Academic Language	0	0.00%	2	100.00%	0	0.00%	0	0.00%	2	3	3	0
Assessment	0	0.00%	2	100.00%	0	0.00%	0	0.00%	2	3	3	0
Technology	1	50.00%	1	50.00%	0	0.00%	0	0.00%	2	3.5	3	0.5

***N = Number of students assessed per category varies slightly due to data availability.*

Music Education(MU)-Alternative Class A	COMMON OBSERVATION RUBRIC (COBS)													
Category	Exceptional		Proficient		Developing		Unacceptable		Not Applicable		N	Mean	Mode	Stdev
Learning Environment	1	50.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	2	3.5	4	0.5
Prior Knowledge	1	50.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	2	3.5	4	0.5
Differentiation, including exceptionalities, cultural, and linguistic differences	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	2	3	3	0
Academic Language	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	2	3	3	0
Assessment	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	2	3	3	0
Technology	1	50.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	2	3.5	4	0.5

***N = Number of students assessed per category varies slightly due to data availability.*

Special Education(SCD)-Class B		Alabama Teacher Observation Tool (ATOT)					
Element	Very Evident	Evident	Somewhat Evident	Not Evident	N/A	Mean	Stdev
<i>Culture/Climate: Embraces all learners</i>	100.00% (14)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Culture/Climate: Treats each learner equitably</i>	100.00% (14)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Culture/Climate: Encourages sharing opinions</i>	92.86% (13)	7.14% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.93	0.27
<i>Culture/Climate: Creates enthusiasm for learning</i>	100.00% (14)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Learning: Communicates clear explanations</i>	78.57% (11)	21.43% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.79	0.43
<i>Learning: Implements higher-order thinking</i>	85.71% (12)	14.29% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.86	0.36
<i>Learning: Delivers relatable lessons</i>	100.00% (14)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Learning: Monitors learners' understanding</i>	100.00% (14)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Learning: Adapts to individual learner needs</i>	100.00% (14)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Learning: Provides purposeful feedback</i>	92.86% (13)	7.14% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.93	0.27
<i>Essentials: Delivers lesson with confidence</i>	100.00% (14)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Essentials: Upholds behavior expectations</i>	100.00% (14)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Essentials: Facilitates resource use</i>	100.00% (14)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Essentials: Engages learners actively</i>	100.00% (14)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Essentials: Manages learning time efficiently</i>	85.71% (12)	14.29% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.86	0.36
<i>Agency: Empowers learners</i>	85.71% (12)	14.29% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.86	0.36
<i>Agency: Gives learners choices</i>	85.71% (12)	14.29% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.86	0.36
<i>Agency: Assists in monitoring learning</i>	85.71% (12)	14.29% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.86	0.36
<i>Agency: Encourages perseverance</i>	92.86% (13)	7.14% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.93	0.27
<i>Agency: Builds growth mindset</i>	100.00% (14)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Relationship: Promotes respectful interactions</i>	100.00% (14)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Relationship: Cultivates cooperation</i>	100.00% (14)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Relationship: Preserves learners' dignity</i>	100.00% (14)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0

****Numbers in parentheses indicate the count of assessments that received each rating**

Early Childhood Elementary (ECP)-Class B		Alabama Teacher Observation Tool (ATOT)					
Element	Very Evident	Evident	Somewhat Evident	Not Evident	N/A	Mean	Stdev
<i>Culture/Climate: Embraces all learners</i>	92.34% (193)	7.66% (16)	0.00% (0)	0.00% (0)	0.00% (0)	3.92	0.27
<i>Culture/Climate: Treats each learner equitably</i>	88.52% (185)	11.48% (24)	0.00% (0)	0.00% (0)	0.00% (0)	3.89	0.32
<i>Culture/Climate: Encourages sharing opinions</i>	87.56% (183)	12.44% (26)	0.00% (0)	0.00% (0)	0.00% (0)	3.88	0.33
<i>Culture/Climate: Creates enthusiasm for learning</i>	84.69% (177)	14.35% (30)	0.96% (2)	0.00% (0)	0.00% (0)	3.84	0.4
<i>Learning: Communicates clear explanations</i>	69.38% (145)	28.23% (59)	2.39% (5)	0.00% (0)	0.00% (0)	3.67	0.52
<i>Learning: Implements higher-order thinking</i>	62.20% (130)	35.89% (75)	1.91% (4)	0.00% (0)	0.00% (0)	3.6	0.53
<i>Learning: Delivers relatable lessons</i>	77.51% (162)	22.01% (46)	0.48% (1)	0.00% (0)	0.00% (0)	3.77	0.43
<i>Learning: Monitors learners' understanding</i>	77.03% (161)	22.49% (47)	0.48% (1)	0.00% (0)	0.00% (0)	3.77	0.44
<i>Learning: Adapts to individual learner needs</i>	64.11% (134)	35.41% (74)	0.48% (1)	0.00% (0)	0.00% (0)	3.64	0.49
<i>Learning: Provides purposeful feedback</i>	73.68% (154)	24.40% (51)	1.91% (4)	0.00% (0)	0.00% (0)	3.72	0.49
<i>Essentials: Delivers lesson with confidence</i>	74.64% (156)	23.92% (50)	1.44% (3)	0.00% (0)	0.00% (0)	3.73	0.48
<i>Essentials: Upholds behavior expectations</i>	72.25% (151)	26.32% (55)	1.44% (3)	0.00% (0)	0.00% (0)	3.71	0.49
<i>Essentials: Facilitates resource use</i>	77.51% (162)	22.49% (47)	0.00% (0)	0.00% (0)	0.00% (0)	3.78	0.42
<i>Essentials: Engages learners actively</i>	80.38% (168)	19.62% (41)	0.00% (0)	0.00% (0)	0.00% (0)	3.8	0.4
<i>Essentials: Manages learning time efficiently</i>	75.12% (157)	22.97% (48)	1.91% (4)	0.00% (0)	0.00% (0)	3.73	0.49
<i>Agency: Empowers learners</i>	69.86% (146)	28.71% (60)	1.44% (3)	0.00% (0)	0.00% (0)	3.68	0.5
<i>Agency: Gives learners choices</i>	44.98% (94)	52.63% (110)	2.39% (5)	0.00% (0)	0.00% (0)	3.43	0.54
<i>Agency: Assists in monitoring learning</i>	70.33% (147)	27.75% (58)	1.91% (4)	0.00% (0)	0.00% (0)	3.68	0.51
<i>Agency: Encourages perseverance</i>	68.42% (143)	31.10% (65)	0.48% (1)	0.00% (0)	0.00% (0)	3.68	0.48
<i>Agency: Builds growth mindset</i>	58.37% (122)	41.15% (86)	0.48% (1)	0.00% (0)	0.00% (0)	3.58	0.5
<i>Relationship: Promotes respectful interactions</i>	91.87% (192)	8.13% (17)	0.00% (0)	0.00% (0)	0.00% (0)	3.92	0.27
<i>Relationship: Cultivates cooperation</i>	79.90% (167)	20.10% (42)	0.00% (0)	0.00% (0)	0.00% (0)	3.8	0.4
<i>Relationship: Preserves learners' dignity</i>	92.34% (193)	7.66% (16)	0.00% (0)	0.00% (0)	0.00% (0)	3.92	0.27

****Numbers in parentheses indicate the count of assessments that received each rating**

Social Studies(SOS)-Class B		Alabama Teacher Observation Tool (ATOT)					
Element	Very Evident	Evident	Somewhat Evident	Not Evident	N/A	Mean	Stdev
<i>Culture/Climate: Embraces all learners</i>	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Culture/Climate: Treats each learner equitably</i>	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Culture/Climate: Encourages sharing opinions</i>	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Culture/Climate: Creates enthusiasm for learning</i>	87.50% (7)	12.50% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.88	0.35
<i>Learning: Communicates clear explanations</i>	75.00% (6)	25.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.75	0.46
<i>Learning: Implements higher-order thinking</i>	62.50% (5)	37.50% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.63	0.52
<i>Learning: Delivers relatable lessons</i>	75.00% (6)	25.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.75	0.46
<i>Learning: Monitors learners' understanding</i>	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Learning: Adapts to individual learner needs</i>	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Learning: Provides purposeful feedback</i>	87.50% (7)	12.50% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.88	0.35
<i>Essentials: Delivers lesson with confidence</i>	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Essentials: Upholds behavior expectations</i>	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Essentials: Facilitates resource use</i>	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Essentials: Engages learners actively</i>	87.50% (7)	12.50% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.88	0.35
<i>Essentials: Manages learning time efficiently</i>	62.50% (5)	37.50% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.63	0.52
<i>Agency: Empowers learners</i>	87.50% (7)	12.50% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.88	0.35
<i>Agency: Gives learners choices</i>	62.50% (5)	37.50% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.63	0.52
<i>Agency: Assists in monitoring learning</i>	87.50% (7)	12.50% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.88	0.35
<i>Agency: Encourages perseverance</i>	87.50% (7)	12.50% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.88	0.35
<i>Agency: Builds growth mindset</i>	87.50% (7)	12.50% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.88	0.35
<i>Relationship: Promotes respectful interactions</i>	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Relationship: Cultivates cooperation</i>	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Relationship: Preserves learners' dignity</i>	87.50% (7)	12.50% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.88	0.35

****Numbers in parentheses indicate the count of assessments that received each rating**

General Science(GS)-Class B		Alabama Teacher Observation Tool (ATOT)					
Element	Very Evident	Evident	Somewhat Evident	Not Evident	N/A	Mean	Stdev
<i>Culture/Climate: Embraces all learners</i>	83.33% (5)	16.67% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.83	0.41
<i>Culture/Climate: Treats each learner equitably</i>	100.00% (6)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Culture/Climate: Encourages sharing opinions</i>	100.00% (6)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Culture/Climate: Creates enthusiasm for learning</i>	83.33% (5)	16.67% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.83	0.41
<i>Learning: Communicates clear explanations</i>	83.33% (5)	16.67% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.83	0.41
<i>Learning: Implements higher-order thinking</i>	100.00% (6)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Learning: Delivers relatable lessons</i>	100.00% (6)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Learning: Monitors learners' understanding</i>	66.67% (4)	33.33% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.67	0.52
<i>Learning: Adapts to individual learner needs</i>	50.00% (3)	50.00% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.5	0.55
<i>Learning: Provides purposeful feedback</i>	50.00% (3)	50.00% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.5	0.55
<i>Essentials: Delivers lesson with confidence</i>	66.67% (4)	33.33% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.67	0.52
<i>Essentials: Upholds behavior expectations</i>	83.33% (5)	16.67% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.83	0.41
<i>Essentials: Facilitates resource use</i>	83.33% (5)	16.67% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.83	0.41
<i>Essentials: Engages learners actively</i>	100.00% (6)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Essentials: Manages learning time efficiently</i>	83.33% (5)	16.67% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.83	0.41
<i>Agency: Empowers learners</i>	83.33% (5)	16.67% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.83	0.41
<i>Agency: Gives learners choices</i>	50.00% (3)	50.00% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.5	0.55
<i>Agency: Assists in monitoring learning</i>	33.33% (2)	66.67% (4)	0.00% (0)	0.00% (0)	0.00% (0)	3.33	0.52
<i>Agency: Encourages perseverance</i>	83.33% (5)	16.67% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.83	0.41
<i>Agency: Builds growth mindset</i>	66.67% (4)	33.33% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.67	0.52
<i>Relationship: Promotes respectful interactions</i>	66.67% (4)	33.33% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.67	0.52
<i>Relationship: Cultivates cooperation</i>	50.00% (3)	50.00% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.5	0.55
<i>Relationship: Preserves learners' dignity</i>	66.67% (4)	33.33% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.67	0.52

****Numbers in parentheses indicate the count of assessments that received each rating**

Health Physical Ed(HPE)-Class B		Alabama Teacher Observation Tool (ATOT)					
Element	Very Evident	Evident	Somewhat Evident	Not Evident	N/A	Mean	Stdev
<i>Culture/Climate: Embraces all learners</i>	75.93% (41)	20.37% (11)	3.70% (2)	0.00% (0)	0.00% (0)	3.72	0.53
<i>Culture/Climate: Treats each learner equitably</i>	83.33% (45)	14.81% (8)	1.85% (1)	0.00% (0)	0.00% (0)	3.81	0.44
<i>Culture/Climate: Encourages sharing opinions</i>	70.37% (38)	29.63% (16)	0.00% (0)	0.00% (0)	0.00% (0)	3.7	0.46
<i>Culture/Climate: Creates enthusiasm for learning</i>	75.93% (41)	20.37% (11)	3.70% (2)	0.00% (0)	0.00% (0)	3.72	0.53
<i>Learning: Communicates clear explanations</i>	74.07% (40)	20.37% (11)	5.56% (3)	0.00% (0)	0.00% (0)	3.69	0.58
<i>Learning: Implements higher-order thinking</i>	62.96% (34)	29.63% (16)	5.56% (3)	1.85% (1)	0.00% (0)	3.54	0.69
<i>Learning: Delivers relatable lessons</i>	79.63% (43)	16.67% (9)	3.70% (2)	0.00% (0)	0.00% (0)	3.76	0.51
<i>Learning: Monitors learners' understanding</i>	77.78% (42)	16.67% (9)	3.70% (2)	1.85% (1)	0.00% (0)	3.7	0.63
<i>Learning: Adapts to individual learner needs</i>	74.07% (40)	22.22% (12)	1.85% (1)	1.85% (1)	0.00% (0)	3.69	0.61
<i>Learning: Provides purposeful feedback</i>	77.78% (42)	18.52% (10)	3.70% (2)	0.00% (0)	0.00% (0)	3.74	0.52
<i>Essentials: Delivers lesson with confidence</i>	77.78% (42)	16.67% (9)	5.56% (3)	0.00% (0)	0.00% (0)	3.72	0.56
<i>Essentials: Upholds behavior expectations</i>	77.78% (42)	18.52% (10)	3.70% (2)	0.00% (0)	0.00% (0)	3.74	0.52
<i>Essentials: Facilitates resource use</i>	77.78% (42)	12.96% (7)	7.41% (4)	1.85% (1)	0.00% (0)	3.67	0.7
<i>Essentials: Engages learners actively</i>	75.93% (41)	22.22% (12)	0.00% (0)	1.85% (1)	0.00% (0)	3.72	0.56
<i>Essentials: Manages learning time efficiently</i>	77.78% (42)	16.67% (9)	3.70% (2)	1.85% (1)	0.00% (0)	3.7	0.63
<i>Agency: Empowers learners</i>	77.78% (42)	20.37% (11)	0.00% (0)	1.85% (1)	0.00% (0)	3.74	0.56
<i>Agency: Gives learners choices</i>	72.22% (39)	22.22% (12)	3.70% (2)	1.85% (1)	0.00% (0)	3.65	0.65
<i>Agency: Assists in monitoring learning</i>	74.07% (40)	24.07% (13)	1.85% (1)	0.00% (0)	0.00% (0)	3.72	0.49
<i>Agency: Encourages perseverance</i>	79.63% (43)	18.52% (10)	0.00% (0)	1.85% (1)	0.00% (0)	3.76	0.55
<i>Agency: Builds growth mindset</i>	77.78% (42)	20.37% (11)	1.85% (1)	0.00% (0)	0.00% (0)	3.76	0.47
<i>Relationship: Promotes respectful interactions</i>	87.04% (47)	11.11% (6)	1.85% (1)	0.00% (0)	0.00% (0)	3.85	0.41
<i>Relationship: Cultivates cooperation</i>	79.63% (43)	18.52% (10)	1.85% (1)	0.00% (0)	0.00% (0)	3.78	0.46
<i>Relationship: Preserves learners' dignity</i>	81.48% (44)	18.52% (10)	0.00% (0)	0.00% (0)	0.00% (0)	3.81	0.39

****Numbers in parentheses indicate the count of assessments that received each rating**

Mathematics(MS) Class B	ATOT Observation Rubric					
Element	Very Evident	Evident	Somewhat Evident	Not Evident	Mean	Stdev
<i>Culture/Climate: Embraces all learners</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Culture/Climate: Treats each learner equitably</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Culture/Climate: Encourages sharing opinions</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Culture/Climate: Creates enthusiasm for learning</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Learning: Communicates clear explanations</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Learning: Implements higher-order thinking skills</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Learning: Delivers relatable lessons</i>	50.00% (2)	50.00% (2)	0.00% (0)	0.00% (0)	3.50	0.58
<i>Learning: Monitors learners' understanding</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Learning: Adapts to individual learners' needs</i>	50.00% (2)	50.00% (2)	0.00% (0)	0.00% (0)	3.50	0.58
<i>Learning: Provides learners with purposeful feedback</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Essentials: Delivers lesson with knowledge and confidence</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Essentials: Communicates and upholds high expectations for learners</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Essentials: Facilitates use of resources</i>	50.00% (2)	50.00% (2)	0.00% (0)	0.00% (0)	3.50	0.58
<i>Essentials: Implements instructional strategies that actively engage learners</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Essentials: Manages the learning time in an efficient and optimal manner</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Agency: Empowers learners to be responsible for the learning at hand</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50

<i>Agency: Gives learners choices about the learning activities</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Agency: Provides assistance for learners to navigate and monitor their learning progress</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Agency: Encourages learners to persevere with or seek challenging activities or tasks</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Agency: Builds learners' growth mindset and self-efficacy</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Relationship: Promotes respectful and caring interactions toward and between learners</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Relationship: Cultivates learner cooperation, collaboration, and inclusivity</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
<i>Relationship: Preserves learners' dignity while attending to their individual needs</i>	75.00% (3)	25.00% (1)	0.00% (0)	0.00% (0)	3.75	0.50
** Numbers in the parentheses indicate the count of assessments received for each rating						

Family and Consumer Sciences- Class B	Alabama Teacher Observation Tool (ATOT)					
Element	Very Evident	Evident	Somewhat Evident	Not Evident	Mean	Stdev
<i>Culture/Climate: Embraces all learners</i>	66.67 (4)	33.33% (2)	0.00% (0)	0.00% (0)	3.67	0.52
<i>Culture/Climate: Treats each learner equitably</i>	83.33% (5)	16.67% (1)	0.00% (0)	0.00% (0)	3.83	0.41
<i>Culture/Climate: Encourages sharing opinions</i>	66.67 (4)	33.33% (2)	0.00% (0)	0.00% (0)	3.67	0.52
<i>Culture/Climate: Creates enthusiasm for learning</i>	66.67 (4)	33.33% (2)	0.00% (0)	0.00% (0)	3.67	0.52
<i>Learning: Communicates clear explanations</i>	50.00% (3)	50.00% (3)	0.00% (0)	0.00% (0)	3.5	0.55
<i>Learning: Implements higher-order thinking skills</i>	50.00% (3)	50.00% (3)	0.00% (0)	0.00% (0)	3.5	0.55
<i>Learning: Delivers relatable lessons</i>	83.33% (5)	16.67% (1)	0.00% (0)	0.00% (0)	3.83	0.41
<i>Learning: Monitors learners' understanding</i>	50.00% (3)	50.00% (3)	0.00% (0)	0.00% (0)	3.5	0.55
<i>Learning: Adapts to individual learners' needs</i>	50.00% (3)	50.00% (3)	0.00% (0)	0.00% (0)	3.5	0.55
<i>Learning: Provides learners with purposeful feedback</i>	50.00% (3)	50.00% (3)	0.00% (0)	0.00% (0)	3.5	0.55
<i>Essentials: Delivers lesson with knowledge and confidence</i>	66.67 (4)	33.33% (2)	0.00% (0)	0.00% (0)	3.67	0.52
<i>Essentials: Communicates and upholds high expectations for learners</i>	66.67 (4)	33.33% (2)	0.00% (0)	0.00% (0)	3.67	0.52
<i>Essentials: Facilitates use of resources</i>	83.33% (5)	16.67% (1)	0.00% (0)	0.00% (0)	3.83	0.41
<i>Essentials: Implements instructional strategies that actively engage learners</i>	66.67 (4)	33.33% (2)	0.00% (0)	0.00% (0)	3.67	0.52
<i>Essentials: Manages the learning time in an efficient and optimal manner</i>	50.00% (3)	50.00% (3)	0.00% (0)	0.00% (0)	3.5	0.55
<i>Agency: Empowers learners to be responsible for the learning at hand</i>	83.33% (5)	16.67% (1)	0.00% (0)	0.00% (0)	3.83	0.41
<i>Agency: Gives learners choices about the learning activities</i>	33.33 (2)	66.67 (4)	0.00% (0)	0.00% (0)	3.67	0.52
<i>Agency: Provides assistance for learners to navigate and monitor their learning progress</i>	83.33% (5)	16.67% (1)	0.00% (0)	0.00% (0)	3.83	0.41
<i>Agency: Encourages learners to persevere with or seek challenging activities or tasks</i>	33.33 (2)	66.67 (4)	0.00% (0)	0.00% (0)	3.67	0.52
<i>Agency: Builds learners' growth mindset and self-efficacy</i>	16.67% (1)	83.33% (5)	0.00% (0)	0.00% (0)	3.83	0.41
<i>Relationship: Promotes respectful and caring interactions toward and between learners</i>	66.67 (4)	33.33% (2)	0.00% (0)	0.00% (0)	3.67	0.52
<i>Relationship: Cultivates learner cooperation, collaboration, and inclusivity</i>	66.67 (4)	33.33% (2)	0.00% (0)	0.00% (0)	3.67	0.52

Relationship: Preserves learners' dignity while attending to their individual needs	100 (6)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
** Numbers in the parentheses indicate the count of assessments received for each rating						

Music- Class B	Alabama Teacher Observation Tool (ATOT)					
Element	Very Evident	Evident	Somewhat Evident	Not Evident	Mean	Stdev
Culture/Climate: Embraces all learners	90.16% (55)	9.84% (6)	0.00% (0)	0.00% (0)	3.90	0.30
Culture/Climate: Treats each learner equitably	90.16% (55)	9.84% (6)	0.00% (0)	0.00% (0)	3.90	0.30
Culture/Climate: Encourages sharing opinions	81.97% (50)	18.03% (11)	0.00% (0)	0.00% (0)	3.82	0.39
Culture/Climate: Creates enthusiasm for learning	83.61% (51)	14.75% (9)	1.64% (1)	0.00% (0)	3.82	0.43
Learning: Communicates clear explanations	67.21% (41)	32.79% (20)	0.00% (0)	0.00% (0)	3.67	0.47
Learning: Implements higher-order thinking skills	72.13% (44)	27.87% (17)	0.00% (0)	0.00% (0)	3.72	0.45
Learning: Delivers relatable lessons	60.66% (37)	37.70% (23)	1.64% (1)	0.00% (0)	3.59	0.53
Learning: Monitors learners' understanding	65.57% (40)	34.43% (21)	0.00% (0)	0.00% (0)	3.66	0.48
Learning: Adapts to individual learners' needs	63.93% (39)	32.79% (20)	3.28% (2)	0.00% (0)	3.61	0.56
Learning: Provides learners with purposeful feedback	67.21% (41)	31.15% (19)	1.64% (1)	0.00% (0)	3.66	0.51
Essentials: Delivers lesson with knowledge and confidence	81.97% (50)	18.03% (11)	0.00% (0)	0.00% (0)	3.82	0.39
Essentials: Communicates and upholds high expectations for learners	73.77% (45)	22.95% (14)	3.28% (2)	0.00% (0)	3.70	0.53
Essentials: Facilitates use of resources	75.41% (46)	24.59% (15)	0.00% (0)	0.00% (0)	3.75	0.43
Essentials: Implements instructional strategies that actively engage learners	65.57% (40)	34.43% (21)	0.00% (0)	0.00% (0)	3.66	0.48
Essentials: Manages the learning time in an efficient and optimal manner	63.93% (39)	34.43% (21)	1.64% (1)	0.00% (0)	3.62	0.52
Agency: Empowers learners to be responsible for the learning at hand	60.66% (37)	39.34% (24)	0.00% (0)	0.00% (0)	3.61	0.49
Agency: Gives learners choices about the learning activities	57.38% (35)	37.70% (23)	4.92% (3)	0.00% (0)	3.52	0.59
Agency: Provides assistance for learners to navigate and monitor their learning progress	65.57% (40)	34.43% (21)	0.00% (0)	0.00% (0)	3.66	0.48
Agency: Encourages learners to persevere with or seek challenging activities or tasks	63.93% (39)	34.43% (21)	1.64% (1)	0.00% (0)	3.62	0.52
Agency: Builds learners' growth mindset and self-efficacy	60.66% (37)	39.34% (24)	0.00% (0)	0.00% (0)	3.61	0.49
Relationship: Promotes respectful and caring interactions toward and between learners	57.38% (35)	37.70% (23)	4.92% (3)	0.00% (0)	3.52	0.59
Relationship: Cultivates learner cooperation, collaboration, and inclusivity	63.93% (39)	36.07% (22)	0.00% (0)	0.00% (0)	3.64	0.48
Relationship: Preserves learners' dignity while attending to their individual needs	70.49% (43)	27.87% (17)	1.64% (1)	0.00% (0)	3.69	0.50

**** Numbers in the parentheses indicate the count of assessments received for each rating**

English Language Arts (ELA)-Alternative Class A	Alabama Teacher Observation Tool (ATOT)					
Element	Very Evident	Evident	Somewhat Evident	Not Evident	Mean	Stdev
<i>Culture/Climate: Embraces all learners</i>	80.68% (71)	19.32% (17)	0.00% (0)	0.00% (0)	0.00% (0)	3.81
<i>Culture/Climate: Treats each learner equitably</i>	81.82% (72)	18.18% (16)	0.00% (0)	0.00% (0)	0.00% (0)	3.82
<i>Culture/Climate: Encourages sharing opinions</i>	82.95% (73)	17.05% (15)	0.00% (0)	0.00% (0)	0.00% (0)	3.83
<i>Culture/Climate: Creates enthusiasm for learning</i>	77.27% (68)	22.73% (20)	0.00% (0)	0.00% (0)	0.00% (0)	3.77
<i>Learning: Communicates clear explanations</i>	62.50% (55)	35.23% (31)	1.14% (1)	0.00% (0)	1.14% (1)	3.62
<i>Learning: Implements higher-order thinking skills</i>	54.55% (48)	43.18% (38)	1.14% (1)	0.00% (0)	1.14% (1)	3.54
<i>Learning: Delivers relatable lessons</i>	67.05% (59)	30.68% (27)	1.14% (1)	0.00% (0)	1.14% (1)	3.67
<i>Learning: Monitors learners' understanding</i>	75.00% (66)	22.73% (20)	2.27% (2)	0.00% (0)	0.00% (0)	3.73
<i>Learning: Adapts to individual learners' needs</i>	48.86% (43)	50.00% (44)	1.14% (1)	0.00% (0)	0.00% (0)	3.48
<i>Learning: Provides learners with purposeful feedback</i>	63.64% (56)	36.36% (32)	0.00% (0)	0.00% (0)	0.00% (0)	3.64
<i>Essentials: Delivers lesson with knowledge and confidence</i>	67.05% (59)	31.82% (28)	1.14% (1)	0.00% (0)	0.00% (0)	3.66
<i>Essentials: Communicates and upholds high expectations for learners</i>	68.18% (60)	30.68% (27)	1.14% (1)	0.00% (0)	0.00% (0)	3.67
<i>Essentials: Facilitates use of resources</i>	59.09% (52)	39.77% (35)	1.14% (1)	0.00% (0)	0.00% (0)	3.58
<i>Essentials: Implements instructional strategies that actively engage learners</i>	76.14% (67)	21.59% (19)	2.27% (2)	0.00% (0)	0.00% (0)	3.74
<i>Essentials: Manages the learning time in an efficient and optimal manner</i>	63.64% (56)	35.23% (31)	1.14% (1)	0.00% (0)	0.00% (0)	3.63
<i>Agency: Empowers learners to be responsible for the learning at hand</i>	67.05% (59)	32.95% (29)	0.00% (0)	0.00% (0)	0.00% (0)	3.67
<i>Agency: Gives learners choices about the learning activities</i>	37.50% (33)	54.55% (48)	2.27% (2)	0.00% (0)	5.68% (5)	3.37
<i>Agency: Provides assistance for learners to navigate and monitor their learning progress</i>	62.50% (55)	35.23% (31)	1.14% (1)	0.00% (0)	1.14% (1)	3.62
<i>Agency: Encourages learners to persevere with or seek challenging activities or tasks</i>	71.59% (63)	26.14% (23)	2.27% (2)	0.00% (0)	0.00% (0)	3.69
<i>Agency: Builds learners' growth mindset and self-efficacy</i>	59.09% (52)	39.77% (35)	1.14% (1)	0.00% (0)	0.00% (0)	3.58
<i>Relationship: Promotes respectful and caring interactions toward and between learners</i>	86.36% (76)	13.64% (12)	0.00% (0)	0.00% (0)	0.00% (0)	3.86
<i>Relationship: Cultivates learner cooperation, collaboration, and inclusivity</i>	76.14% (67)	22.73% (20)	1.14% (1)	0.00% (0)	0.00% (0)	3.75
<i>Relationship: Preserves learners' dignity while attending to their individual needs</i>	94.32% (83)	5.68% (5)	0.00% (0)	0.00% (0)	0.00% (0)	3.94

**** Numbers in the parentheses indicate the count of assessments received for each rating**

General Science (GS)- Alternative Class	Alabama Teacher Observation Tool					
<i>Element</i>	Very Evident	Evident	Somewhat Evident	Not Evident	Mean	Stdev
<i>Culture/Climate: Embraces all learners</i>	40.00% (2)	60.00% (3)	0.00% (0)	0.00% (0)	3.40	0.55
<i>Culture/Climate: Treats each learner equitably</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Culture/Climate: Encourages sharing opinions</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Culture/Climate: Creates enthusiasm for learning</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Learning: Communicates clear explanations</i>	40.00% (2)	60.00% (3)	0.00% (0)	0.00% (0)	3.40	0.55
<i>Learning: Implements higher-order thinking skills</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Learning: Delivers relatable lessons</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Learning: Monitors learners' understanding</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Learning: Adapts to individual learners' needs</i>	40.00% (2)	60.00% (3)	0.00% (0)	0.00% (0)	3.40	0.55
<i>Learning: Provides learners with purposeful feedback</i>	40.00% (2)	60.00% (3)	0.00% (0)	0.00% (0)	3.40	0.55
<i>Essentials: Delivers lesson with knowledge and confidence</i>	40.00% (2)	60.00% (3)	0.00% (0)	0.00% (0)	3.40	0.55
<i>Essentials: Communicates and upholds high expectations for learners</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Essentials: Facilitates use of resources</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Essentials: Implements instructional strategies that actively engage learners</i>	80.00% (4)	20.00% (1)	0.00% (0)	0.00% (0)	3.80	0.45
<i>Essentials: Manages the learning time in an efficient and optimal manner</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Agency: Empowers learners to be responsible for the learning at hand</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Agency: Gives learners choices about the learning activities</i>	40.00% (2)	60.00% (3)	0.00% (0)	0.00% (0)	3.40	0.55
<i>Agency: Provides assistance for learners to navigate and monitor their learning progress</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Agency: Encourages learners to persevere with or seek challenging activities or tasks</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Agency: Builds learners' growth mindset and self-efficacy</i>	80.00% (4)	20.00% (1)	0.00% (0)	0.00% (0)	3.80	0.45
<i>Relationship: Promotes respectful and caring interactions toward and between learners</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Relationship: Cultivates learner cooperation, collaboration, and inclusivity</i>	80.00% (4)	20.00% (1)	0.00% (0)	0.00% (0)	3.80	0.45
<i>Relationship: Preserves learners' dignity while attending to their individual needs</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
** Numbers in the parentheses indicate the count of assessments received for each rating						

Early Childhood(ECE)-Alternative Class A		Alabama Teacher Observation Tool (ATOT)					
Element	Very Evident	Evident	Somewhat Evident	Not Evident	N/A	Mean	Stdev
<i>Culture/Climate: Embraces all learners</i>	33.33% (1)	66.67% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.33	0.58
<i>Culture/Climate: Treats each learner equitably</i>	66.67% (2)	33.33% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.67	0.58
<i>Culture/Climate: Encourages sharing opinions</i>	33.33% (1)	66.67% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.33	0.58
<i>Culture/Climate: Creates enthusiasm for learning</i>	66.67% (2)	0.00% (0)	33.33% (1)	0.00% (0)	0.00% (0)	3.33	1.15
<i>Learning: Communicates clear explanations</i>	33.33% (1)	33.33% (1)	33.33% (1)	0.00% (0)	0.00% (0)	3	1
<i>Learning: Implements higher-order thinking</i>	66.67% (2)	0.00% (0)	33.33% (1)	0.00% (0)	0.00% (0)	3.33	1.15
<i>Learning: Delivers relatable lessons</i>	33.33% (1)	66.67% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.33	0.58
<i>Learning: Monitors learners' understanding</i>	66.67% (2)	33.33% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.67	0.58
<i>Learning: Adapts to individual learner needs</i>	66.67% (2)	0.00% (0)	33.33% (1)	0.00% (0)	0.00% (0)	3.33	1.15
<i>Learning: Provides purposeful feedback</i>	66.67% (2)	33.33% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.67	0.58
<i>Essentials: Delivers lesson with confidence</i>	33.33% (1)	33.33% (1)	33.33% (1)	0.00% (0)	0.00% (0)	3	1
<i>Essentials: Upholds behavior expectations</i>	33.33% (1)	66.67% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.33	0.58
<i>Essentials: Facilitates resource use</i>	33.33% (1)	66.67% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.33	0.58
<i>Essentials: Engages learners actively</i>	66.67% (2)	0.00% (0)	33.33% (1)	0.00% (0)	0.00% (0)	3.33	1.15
<i>Essentials: Manages learning time efficiently</i>	66.67% (2)	0.00% (0)	0.00% (0)	33.33% (1)	0.00% (0)	3	1.73
<i>Agency: Empowers learners</i>	66.67% (2)	0.00% (0)	33.33% (1)	0.00% (0)	0.00% (0)	3.33	1.15
<i>Agency: Gives learners choices</i>	66.67% (2)	33.33% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.67	0.58
<i>Agency: Assists in monitoring learning</i>	66.67% (2)	33.33% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.67	0.58
<i>Agency: Encourages perseverance</i>	66.67% (2)	0.00% (0)	33.33% (1)	0.00% (0)	0.00% (0)	3.33	1.15
<i>Agency: Builds growth mindset</i>	66.67% (2)	33.33% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.67	0.58
<i>Relationship: Promotes respectful interactions</i>	66.67% (2)	33.33% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.67	0.58
<i>Relationship: Cultivates cooperation</i>	66.67% (2)	33.33% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.67	0.58
<i>Relationship: Preserves learners' dignity</i>	66.67% (2)	33.33% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.67	0.58

****Numbers in parentheses indicate the count of assessments that received each rating**

Special Education (SCD)-Alternative Class A		ATOT Observation Rubric				
Element	Very Evident	Evident	Somewhat Evident	Not Evident	Mean	Stdev
<i>Culture/Climate: Embraces all learners</i>	40.00% (2)	60.00% (3)	0.00% (0)	0.00% (0)	3.40	0.55
<i>Culture/Climate: Treats each learner equitably</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Culture/Climate: Encourages sharing opinions</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Culture/Climate: Creates enthusiasm for learning</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Learning: Communicates clear explanations</i>	40.00% (2)	60.00% (3)	0.00% (0)	0.00% (0)	3.40	0.55
<i>Learning: Implements higher-order thinking skills</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Learning: Delivers relatable lessons</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Learning: Monitors learners' understanding</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Learning: Adapts to individual learners' needs</i>	40.00% (2)	60.00% (3)	0.00% (0)	0.00% (0)	3.40	0.55
<i>Learning: Provides learners with purposeful feedback</i>	40.00% (2)	60.00% (3)	0.00% (0)	0.00% (0)	3.40	0.55
<i>Essentials: Delivers lesson with knowledge and confidence</i>	40.00% (2)	60.00% (3)	0.00% (0)	0.00% (0)	3.40	0.55
<i>Essentials: Communicates and upholds high expectations for learners</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Essentials: Facilitates use of resources</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Essentials: Implements instructional strategies that actively engage learners</i>	80.00% (4)	20.00% (1)	0.00% (0)	0.00% (0)	3.80	0.45
<i>Essentials: Manages the learning time in an efficient and optimal manner</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55

Agency: Empowers learners to be responsible for the learning at hand	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
Agency: Gives learners choices about the learning activities	40.00% (2)	60.00% (3)	0.00% (0)	0.00% (0)	3.40	0.55
Agency: Provides assistance for learners to navigate and monitor their learning progress	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
Agency: Encourages learners to persevere with or seek challenging activities or tasks	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
Agency: Builds learners' growth mindset and self-efficacy	80.00% (4)	20.00% (1)	0.00% (0)	0.00% (0)	3.80	0.45
Relationship: Promotes respectful and caring interactions toward and between learners	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
Relationship: Cultivates learner cooperation, collaboration, and inclusivity	80.00% (4)	20.00% (1)	0.00% (0)	0.00% (0)	3.80	0.45
Relationship: Preserves learners' dignity while attending to their individual needs	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
** Numbers in the parentheses indicate the count of assessments received for each rating						

Elementary Education(EED)-Alternative Class A		Alabama Teacher Observation Tool (ATOT)					
Element	Very Evident	Evident	Somewhat Evident	Not Evident	N/A	Mean	Stdev
<i>Culture/Climate: Embraces all learners</i>	90.00% (9)	10.00% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.9	0.32
<i>Culture/Climate: Treats each learner equitably</i>	100.00% (10)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Culture/Climate: Encourages sharing opinions</i>	80.00% (8)	10.00% (1)	10.00% (1)	0.00% (0)	0.00% (0)	3.7	0.67
<i>Culture/Climate: Creates enthusiasm for learning</i>	80.00% (8)	20.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.8	0.42
<i>Learning: Communicates clear explanations</i>	70.00% (7)	30.00% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.7	0.48
<i>Learning: Implements higher-order thinking</i>	60.00% (6)	40.00% (4)	0.00% (0)	0.00% (0)	0.00% (0)	3.6	0.52
<i>Learning: Delivers relatable lessons</i>	60.00% (6)	30.00% (3)	10.00% (1)	0.00% (0)	0.00% (0)	3.5	0.71
<i>Learning: Monitors learners' understanding</i>	80.00% (8)	10.00% (1)	10.00% (1)	0.00% (0)	0.00% (0)	3.7	0.67
<i>Learning: Adapts to individual learner needs</i>	70.00% (7)	20.00% (2)	10.00% (1)	0.00% (0)	0.00% (0)	3.6	0.7
<i>Learning: Provides purposeful feedback</i>	80.00% (8)	10.00% (1)	10.00% (1)	0.00% (0)	0.00% (0)	3.7	0.67
<i>Essentials: Delivers lesson with confidence</i>	70.00% (7)	30.00% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.7	0.48
<i>Essentials: Upholds behavior expectations</i>	90.00% (9)	10.00% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.9	0.32
<i>Essentials: Facilitates resource use</i>	70.00% (7)	20.00% (2)	10.00% (1)	0.00% (0)	0.00% (0)	3.6	0.7
<i>Essentials: Engages learners actively</i>	80.00% (8)	20.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.8	0.42
<i>Essentials: Manages learning time efficiently</i>	70.00% (7)	30.00% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.7	0.48
<i>Agency: Empowers learners</i>	80.00% (8)	20.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.8	0.42
<i>Agency: Gives learners choices</i>	70.00% (7)	10.00% (1)	20.00% (2)	0.00% (0)	0.00% (0)	3.5	0.85
<i>Agency: Assists in monitoring learning</i>	70.00% (7)	10.00% (1)	20.00% (2)	0.00% (0)	0.00% (0)	3.5	0.85
<i>Agency: Encourages perseverance</i>	70.00% (7)	30.00% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.7	0.48
<i>Agency: Builds growth mindset</i>	70.00% (7)	30.00% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.7	0.48
<i>Relationship: Promotes respectful interactions</i>	80.00% (8)	20.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.8	0.42
<i>Relationship: Cultivates cooperation</i>	80.00% (8)	20.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.8	0.42
<i>Relationship: Preserves learners' dignity</i>	70.00% (7)	30.00% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.7	0.48

****Numbers in parentheses indicate the count of assessments that received each rating**

Physical Education (PE)-Alt-A	ATOT Observation Rubric					
Element	Very Evident	Evident	Somewhat Evident	Not Evident	Mean	Stdev
<i>Culture/Climate: Embraces all learners</i>	100.00% (17)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0

<i>Culture/Climate: Treats each learner equitably</i>	94.12% (16)	5.88% (1)	0.00% (0)	0.00% (0)	3.94	0.24
<i>Culture/Climate: Encourages sharing opinions</i>	88.24% (15)	11.76% (2)	0.00% (0)	0.00% (0)	3.88	0.33
<i>Culture/Climate: Creates enthusiasm for learning</i>	64.71% (11)	35.29% (6)	0.00% (0)	0.00% (0)	3.65	0.49
<i>Learning: Communicates clear explanations</i>	82.35% (14)	17.65% (3)	0.00% (0)	0.00% (0)	3.82	0.39
<i>Learning: Implements higher-order thinking skills</i>	70.59% (12)	29.41% (5)	0.00% (0)	0.00% (0)	3.71	0.47
<i>Learning: Delivers relatable lessons</i>	82.35% (14)	17.65% (3)	0.00% (0)	0.00% (0)	3.82	0.39
<i>Learning: Monitors learners' understanding</i>	82.35% (14)	17.65% (3)	0.00% (0)	0.00% (0)	3.82	0.39
<i>Learning: Adapts to individual learners' needs</i>	76.47% (13)	23.53% (4)	0.00% (0)	0.00% (0)	3.76	0.44
<i>Learning: Provides learners with purposeful feedback</i>	76.47% (13)	23.53% (4)	0.00% (0)	0.00% (0)	3.76	0.44
<i>Essentials: Delivers lesson with knowledge and confidence</i>	64.71% (11)	35.29% (6)	0.00% (0)	0.00% (0)	3.65	0.49
<i>Essentials: Communicates and upholds high expectations for learners</i>	94.12% (16)	5.88% (1)	0.00% (0)	0.00% (0)	3.94	0.24
<i>Essentials: Facilitates use of resources</i>	82.35% (14)	17.65% (3)	0.00% (0)	0.00% (0)	3.82	0.39
<i>Essentials: Implements instructional strategies that actively engage learners</i>	94.12% (16)	5.88% (1)	0.00% (0)	0.00% (0)	3.94	0.24
<i>Essentials: Manages the learning time in an efficient and optimal manner</i>	88.24% (15)	11.76% (2)	0.00% (0)	0.00% (0)	3.88	0.33
<i>Agency: Empowers learners to be responsible for the learning at hand</i>	70.59% (12)	29.41% (5)	0.00% (0)	0.00% (0)	3.71	0.47
<i>Agency: Gives learners choices about the learning activities</i>	76.47% (13)	23.53% (4)	0.00% (0)	0.00% (0)	3.76	0.44
<i>Agency: Provides assistance for learners to navigate and monitor their learning progress</i>	88.24% (15)	11.76% (2)	0.00% (0)	0.00% (0)	3.88	0.33
<i>Agency: Encourages learners to persevere with or seek challenging activities or tasks</i>	94.12% (16)	5.88% (1)	0.00% (0)	0.00% (0)	3.94	0.24
<i>Agency: Builds learners' growth mindset and self-efficacy</i>	76.47% (13)	23.53% (4)	0.00% (0)	0.00% (0)	3.76	0.44
<i>Relationship: Promotes respectful and caring interactions toward and between learners</i>	82.35% (14)	17.65% (3)	0.00% (0)	0.00% (0)	3.82	0.39
<i>Relationship: Cultivates learner cooperation, collaboration, and inclusivity</i>	76.47% (13)	23.53% (4)	0.00% (0)	0.00% (0)	3.76	0.44
<i>Relationship: Preserves learners' dignity while attending to their individual needs</i>	82.35% (14)	17.65% (3)	0.00% (0)	0.00% (0)	3.82	0.39
** Numbers in the parentheses indicate the count of assessments received for each rating						

Social Studies(SOS)-Alternative Class A		Alabama Teacher Observation Tool (ATOT)					
Element	Very Evident	Evident	Somewhat Evident	Not Evident	N/A	Mean	Stdev
<i>Culture/Climate: Embraces all learners</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Culture/Climate: Treats each learner equitably</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Culture/Climate: Encourages sharing opinions</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Culture/Climate: Creates enthusiasm for learning</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Learning: Communicates clear explanations</i>	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.5	0.71
<i>Learning: Implements higher-order thinking</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Learning: Delivers relatable lessons</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Learning: Monitors learners' understanding</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Learning: Adapts to individual learner needs</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Learning: Provides purposeful feedback</i>	0.00% (0)	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3	0
<i>Essentials: Delivers lesson with confidence</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Essentials: Upholds behavior expectations</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Essentials: Facilitates resource use</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Essentials: Engages learners actively</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Essentials: Manages learning time efficiently</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Agency: Empowers learners</i>	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.5	0.71
<i>Agency: Gives learners choices</i>	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.5	0.71
<i>Agency: Assists in monitoring learning</i>	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.5	0.71
<i>Agency: Encourages perseverance</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Agency: Builds growth mindset</i>	0.00% (0)	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3	0
<i>Relationship: Promotes respectful interactions</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Relationship: Cultivates cooperation</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0
<i>Relationship: Preserves learners' dignity</i>	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4	0

****Numbers in parentheses indicate the count of assessments that received each rating**

Family Consumer Sciences (FCE)- Alternative A		Alabama Teacher Observation Tool				
Element	Very Evident	Evident	Somewhat Evident	Not Evident	Mean	Stdev
<i>Culture/Climate: Embraces all learners</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Culture/Climate: Treats each learner equitably</i>	100% (5)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
<i>Culture/Climate: Encourages sharing opinions</i>	80.00% (4)	20.00% (1)	0.00% (0)	0.00% (0)	3.80	0.45
<i>Culture/Climate: Creates enthusiasm for learning</i>	20.00% (1)	80.00% (4)	0.00% (0)	0.00% (0)	3.80	0.45
<i>Learning: Communicates clear explanations</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Learning: Implements higher-order thinking skills</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Learning: Delivers relatable lessons</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Learning: Monitors learners' understanding</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Learning: Adapts to individual learners' needs</i>	40.00% (2)	60.00% (3)	0.00% (0)	0.00% (0)	3.40	0.55
<i>Learning: Provides learners with purposeful feedback</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Essentials: Delivers lesson with knowledge and confidence</i>	20.00% (1)	80.00% (4)	0.00% (0)	0.00% (0)	3.80	0.45
<i>Essentials: Communicates and upholds high expectations for learners</i>	20.00% (1)	80.00% (4)	0.00% (0)	0.00% (0)	3.80	0.45
<i>Essentials: Facilitates use of resources</i>	100% (5)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
<i>Essentials: Implements instructional strategies that actively engage learners</i>	20.00% (1)	80.00% (4)	0.00% (0)	0.00% (0)	3.80	0.45

<i>Essentials: Manages the learning time in an efficient and optimal manner</i>	0.00% (0)	100% (5)	0.00% (0)	0.00% (0)	3	0
<i>Agency: Empowers learners to be responsible for the learning at hand</i>	40.00% (2)	60.00% (3)	0.00% (0)	0.00% (0)	3.40	0.55
<i>Agency: Gives learners choices about the learning activities</i>	0.00% (0)	100% (5)	0.00% (0)	0.00% (0)	3	0
<i>Agency: Provides assistance for learners to navigate and monitor their learning progress</i>	20.00% (1)	80.00% (4)	0.00% (0)	0.00% (0)	3.80	0.45
<i>Agency: Encourages learners to persevere with or seek challenging activities or tasks</i>	60.00% (3)	40.00% (2)	0.00% (0)	0.00% (0)	3.60	0.55
<i>Agency: Builds learners' growth mindset and self-efficacy</i>	0.00% (0)	100% (5)	0.00% (0)	0.00% (0)	3	0
<i>Relationship: Promotes respectful and caring interactions toward and between learners</i>	100% (5)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
<i>Relationship: Cultivates learner cooperation, collaboration, and inclusivity</i>	20.00% (1)	80.00% (4)	0.00% (0)	0.00% (0)	3.80	0.45
<i>Relationship: Preserves learners' dignity while attending to their individual needs</i>	80.00% (4)	20.00% (1)	0.00% (0)	0.00% (0)	3.80	0.45
** Numbers in the parentheses indicate the count of assessments received for each rating						

Measure 1c: The Alabama Teacher Observation Tool (ATOT)

The EPP developed and piloted a case study to evaluate completer effectiveness in applying professional knowledge, skills, and dispositions during the 2019-2020 AY. Based on the case study, the EPP revised the case study and schedule a Spring 2020 pilot. Due to the pandemic, the pilot was not implemented. During the next year, the EPP experienced administrative leadership changes. A new dean was hired, and the position of associate dean was not filled. There were also changes in departmental leadership, including 3 new department heads (2 interim). The case study was not implemented.

During the same time, the ALSDE began the Alabama Teacher Growth Program (ATGP). According to ALSDE:

The Alabama Teacher Growth Program (ATGP) promotes continuous monitoring of the teachers' ability to support the implementation of Alabama Core Teaching Standards (ACTS), improve instructional practices, seek professional supports, and increase student performance. The ATGP logo encompasses these foundational goals. The ATGP components include a Self-Assessment, the ATOT, a Professional Learning Plan (PLP), and a Professional Practice Diagnostic (optional). Together, these tools ensure there are numerous opportunities to provide effective feedback to educators.

The Alabama Teacher Observation Tool (ATOT) provides a tool to formatively observe teachers' actions and practices. It enables the observer to provide clear and focused feedback, acknowledge teachers' actions that promote learner-centric instruction, and support the implementation of effective teaching and learning practices. Districts will report data to the Alabama State Department of Education (ALSDE). The EPP has adopted ATOT Observation tool in Spring 2024 instead of the case study and has been using it. The ATOT model supports structured, objective feedback, allowing for better alignment with the Alabama Teacher Growth Program (ATGP)

R4.2 Employer Satisfaction and Stakeholder Involvement

Measure 2a: (Initial) Employer Satisfaction Survey

The Alabama Association of Colleges for Teacher Education (ALACTE) developed an electronic survey to assess employer satisfaction with first-year teachers who completed an approved undergraduate (Class B) or alternative master’s degree program (Class A) leading to their initial Professional Educator Certificate. This survey is administered annually to gather feedback on the preparedness and effectiveness of these teachers in their first year of service.

The Alabama State Department of Education (ALSDE) does not provide disaggregated data on the number of JSU completers evaluated, their specific programs of study, or the number of employer responses received. As a result, the Educator Preparation Program (EPP) utilizes multiple data sources to assess completer effectiveness and employer satisfaction.

2023-2024 Employer Satisfaction Survey Results

For the 2023-2024 academic year, survey results indicate that the majority of JSU initial program completers were rated as “Effective” or “Emerging” across most evaluated areas. A small percentage of completers received a rating of “Ineffective”, reinforcing the overall positive perception of JSU-prepared teachers in their first year.

The following table summarizes employer ratings for first-year teachers, categorizing them as Teacher Leader, Effective Teacher, Emerging Teacher, or Ineffective Teacher based on key instructional competencies.

**Employer Satisfaction Survey Educator Preparation Institutional
Report Card
For Jacksonville State University**

Survey Item	JSU%(AL%)	2023 Report: 2021/2022 data on JSU Employer Satisfaction (Alabama Statewide Employer Satisfaction)	2024 Report: 2022/2023 data on JSU Employer Satisfaction (Alabama Statewide Employer Satisfaction)	2025 Report: 2023/2024 data on JSU Employer Satisfaction (Alabama State Wide Employer Satisfaction)
		JSU%(AL%)	JSU%(AL%)	JSU%(AL%)
Understanding how learners grow and develop. (The Learner and Learning – Learner Development 1.1)	Teacher Leader	0% (0%)	53% (46%)	8% (8%)
	Effective	50% (45%)	44% (50%)	46%(47%)
	Emerging	41% (47%)	0% (0%)	41%(40%)
	Ineffective	8% (0%)		5%(0%)
Understanding of learners’ commonalities and individual differences. (The Learner and Learning – Learning Differences 2.1)	Teacher Leader	0% (0%)	53% (45%)	8%(8%)
	Effective	42% (45%)	43% (51%)	45%(46%)
	Emerging	47% (46%)	0% (0%)	43%(42%)
	Ineffective	0% (0%)	0% (0%)	0% (0%)
Manage the learning environment to engage learners actively. (The Learner and Learning – Learning Environments 3.2)	Teacher Leader	0% (0%)	48% (39%)	9%(10%)
	Effective	48% (48%)	47% (50%)	50%(51%)
	Emerging	36% (37%)	0% (9%)	36%(35%)
	Ineffective	9% (9%)	0% (0%)	5%(0%)
The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches. (Content Knowledge-Content Knowledge 4.1)	Teacher Leader	0% (0%)	51% (42%)	9%(9%)
	Effective	58% (51%)	44% (53%)	51%(52%)
	Emerging	33% (0%)	0% (0%)	37%(36%)
	Ineffective	8% (0%)	0% (0%)	0% (0%)
Create learning experiences that make the discipline accessible and meaningful for learners to	Teacher Leader	0% (0%)	51% (41%)	9%(9%)
	Effective	52% (48%)	45% (54%)	47%(48%)
	Emerging	39% (43%)	0%	39%(38%)

assure mastery of the content. (Content Knowledge – Content Knowledge 4.2)	Ineffective	0% (0%)	0% (0%)	5%(0%)
Connect concepts, perspectives from varied disciplines, and interdisciplinary themes to problems and issues. (Content Knowledge – Application of Content 5.1)	Teacher Leader	0% (0%)	49% (40%)	7%(8%)
	Effective	44% (45%)	45% (55%)	48%(49%)
	Emerging	47% (46%)	0% (0%)	42%(41%)
	Ineffective	0% (0%)	0% (0%)	0% (0%)
Use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives. (Instructional Practice – Assessment 6.1)	Teacher Leader	0% (0%)	53% (43%)	8%(8%)
	Effective	39% (43%)	44% (52%)	46%(47%)
	Emerging	55% (48%)	0% (0%)	41%(40%)
	Ineffective	0% (0%)	0% (0%)	5%(0%)
The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning. (Instructional Practice – Assessment 6.3)	Teacher Leader	0% (0%)	54% (47%)	9%(10%)
	Effective	62% (59%)	44% (50%)	57%(57%)
	Emerging	28% (33%)	0% (0%)	31%(31%)
	Ineffective	0% (0%)	0% (0%)	0%(0%)
Plan instruction based on information from formative and summative assessments and other sources and systematically adjust plans to meet each student's learning needs. (Instructional Practice – Planning for Instruction 7.3)	Teacher Leader	0% (0%)	53% (46%)	9%(9%)
	Effective	44% (45%)	44% (50%)	47%(48%)
	Emerging	50% (46%)	0% (0%)	39%(38%)
	Ineffective	0% (0%)	0% (0%)	5%(0%)
Understand and use a variety of instructional strategies and make learning accessible to all learners. (Instructional Practice – Instructional Strategies 8.1)	Teacher Leader	0% (0%)	56% (46%)	9%(10%)
	Effective	48% (50%)	41% (50%)	48%(49%)
	Emerging	39% (40%)	0% (0%)	38%(37%)
	Ineffective	8% (0%)	0% (0%)	0%(0%)

Encourage learners to develop a deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways. (Instructional Practice – Instructional Strategies 8.2)	Teacher Leader	0% (0%)	52% (45%)	8%(9%)
	Effective	52% (46%)	45% (51%)	47%(48%)
	Emerging	41% (46%)	0% (0%)	41%(40%)
	Ineffective	0% (0%)	0% (0%)	0% (0%)
Use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)	Teacher Leader	0% (0%)	50% (42%)	8%(9%)
	Effective	45% (45%)	47% (53%)	48%(48%)
	Emerging	42% (45%)	0% (0%)	40%(39%)
	Ineffective	8% (0%)	0% (0%)	4%(0%)
Practice the profession in an ethical manner. (Professional Responsibility – Professional Learning and Ethical Practice 9.3)	Teacher Leader	14% (11%)	67% (61%)	18%(18%)
	Effective	61% (63%)	32% (38%)	61%(61%)
	Emerging	21% (23%)	0% (0%)	20%(19%)
	Ineffective	0% (0%)	0% (0%)	0% (0%)
The Teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility. (The Learner and Learning Environments 3.1)	Teacher Leader	0% (7%)	59% (55%)	14%(15%)
	Effective	55% (56%)	39% (42%)	55%(55%)
	Emerging	32% (32%)	0% (0%)	27%(27%)
	Ineffective	8% (0%)	0% (0%)	0% (0%)
The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues. (Content Knowledge-Application of Content 5.2)	Teacher Leader	0% (0%)	55% (48%)	7%(8%)
	Effective	47% (42%)	43% (49%)	41%(42%)
	Emerging	45% (50%)	0% (0%)	47%(46%)
	Ineffective	0% (0%)	0% (0%)	5%(0%)
Select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)	Teacher Leader	0% (%)	48% (41%)	7%(8%)
	Effective	44% (40%)	48% (54%)	45%(46%)
	Emerging	47% (51%)	0% (0%)	43%(42%)
	Ineffective	8% (0%)	0% (0%)	5%(4%)
Plan instruction by collaborating with colleagues, specialists, community	Teacher Leader	0% (6%)	52% (44%)	10%(10%)
	Effective	47% (50%)	42% (50%)	52%(53%)
	Emerging	41% (38%)	0% (0%)	35%(34%)

resources, families, and learners to meet individual learning needs. (Professional Responsibility – Leadership and Collaboration 10.1)	Ineffective	8% (0%)	0% (0%)	0% (0%)
Engage in continuous professional learning to meet the needs of each learner more effectively. (Professional Responsibility – Professional Learning and Ethical Practice 9.1)	Teacher Leader	0% (0%)	51% (42%)	10%(10%)
	Effective	58% (55%)	46% (54%)	55%(56%)
	Emerging	36% (37%)	0% (0%)	33%(32%)
	Ineffective	0% (0%)	0% (0%)	0% (0%)
Use Assessment to engage learners in their own growth. (Instructional Practice – Assessment 6.2)	Teacher Leader	0% (0%)	51% (44%)	8%(8%)
	Effective	45% (44%)	45% (51%)	46%(47%)
	Emerging	45% (46%)	0% (0%)	41%(40%)
	Ineffective	0% (0%)	0% (0%)	5%(0%)
Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. Professional Responsibility – Leadership and Collaboration 10.1)	Teacher Leader	0% (6%)	51% (41%)	10%(10%)
	Effective	47% (50%)	43% (52%)	51%(52%)
	Emerging	45% (39%)	6% (7%)	35%(34%)
	Ineffective	0% (0%)	0% (0%)	0% (0%)
Seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession. (Professional Responsibility – Leadership and Collaboration 10.2)	Teacher Leader	0% (0%)	45% (38%)	9%(10%)
	Effective	38% (43%)	49% (54%)	43%(44%)
	Emerging	50% (46%)	0% (7%)	42% (41%)
	Ineffective	8% (0%)	0% (0%)	6% (5%)
Has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); And the Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. (Alabama Specific Expectations – Standard 4(0)).	Teacher Leader	0% (0%)	42% (38%)	6%(7%)
	Effective	36% (34%)	50% (49%)	40%(41%)
	Emerging	56% (58%)	0% (11%)	49%(48%)
	Ineffective	0% (0%)	0% (0%)	5% (4%)
Possesses knowledge of Alabama’s state assessment system. (Alabama Specific Expectations – Standard 6(q)).	Teacher Leader	0% (0%)	33% (28%)	7%(7%)
	Effective	50% (43%)	52% (53%)	46%(47%)
	Emerging	45% (50%)	12% (17%)	44%(43%)
	Ineffective	0% (0%)	0% (0%)	0% (0%)
	Teacher Leader	0% (0%)	39% (31%)	7%(7%)

Integrates Alabama-wide programs and initiatives into the curriculum and instructional process. (Alabama Specific Expectations – Standard 7(g)).	Effective	44% (45%)	49% (53%)	46%(47%)
	Emerging	50% (48%)	10% (15%)	43%(42%)
	Ineffective	0% (0%)	0% (0%)	0% (0%)
Communicates with students, parents, and the public about Alabama’s assessment system and major Alabama educational improvement initiatives. (Alabama Specific Expectations – Standard 7(h)).	Teacher Leader	0% (6%)	33% (29%)	7%(7%)
	Effective	37% (38%)	45% (47%)	41%(42%)
	Emerging	59% (51%)	20% (22%)	46%(45%)
	Ineffective	0% (0%)	0% (0%)	6%(6%)
Understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy. (Alabama Specific Expectations – Standard 6(q)).	Teacher Leader	0% (0%)	55% (42%)	8%(9%)
	Effective	42% (39%)	40% (51%)	52%(53%)
	Emerging	50% (52%)	0% (6%)	36%(35%)
	Ineffective	8% (0%)	0% (0%)	0% (0%)

RA 4.1 Employer Satisfaction and Stakeholder Involvement

Measure 2b: RA 4.1. (Advanced) Employer Satisfaction

The Alabama Association of Colleges for Teacher Education (ALACTE) administers an annual employer satisfaction survey to assess the effectiveness of first-year teachers. However, this survey does not provide disaggregated data on completers from advanced-level (Class A and Class AA) programs, making it difficult for the Educator Preparation Program (EPP) to analyze employer feedback specific to these candidates.

Planned Improvements for Employer Satisfaction Data Collection

To address this gap, the EPP has developed an institution-specific employer satisfaction survey designed to collect data specifically on graduates of advanced programs.

- The survey will be finalized and distributed in 2025 to employers of recent advanced program completers.
- It will allow for disaggregation by program level and certification area, providing targeted insights into program effectiveness.

- The results will be included in the 2025-2026 CAEP Annual Report and used for data-driven program enhancements.

Additionally, the EPP is collaborating with K-12 school district partners to gather qualitative employer feedback from principals and district leaders who have hired JSU advanced program completers.

R3.3 Candidate Competency at Program Completion

Measure 3a: R3.3 edTPA Data (Class B & Alt. A)

To obtain an Alabama Educator Certificate, candidates must successfully complete the Educative Teacher Performance Assessment (edTPA), a nationally scored, performance-based assessment that evaluates their ability to plan, instruct, and assess student learning in a real classroom setting.

This requirement applies to all Class B (undergraduate initial licensure) and Class A-Alternative (master's level initial licensure) candidates at Jacksonville State University (JSU). The edTPA assessment measures candidates' readiness to teach through performance-based tasks that align with national and state teaching standards.

2023-2024 edTPA Results

The following tables provide a summary of edTPA scores for JSU candidates during the 2023-2024 academic year, disaggregated by program. These results reflect candidates' performance across the required edTPA tasks.

- Most content areas consist of three primary tasks:
 1. Task 1 – Planning for Instruction & Assessment
 2. Task 2 – Instructing & Engaging Students in Learning
 3. Task 3 – Assessing Student Learning
- Some program areas (e.g., Elementary Education, Special Education) include an additional task:
 4. Task 4 – Assessing Students' Mathematics Learning (for programs that require an additional assessment component).

Passing Score Requirement: Candidates must achieve a minimum composite passing score as determined by the Alabama State Board of Education (ALSBOE).

Early Childhood Education- Alt-A edTPA Scores AY2023-24 (CS=Completer Score/PS=Passing Score)																		
Number of test takers=	Task 1 Planning for Instruction and Assessment					Task 2 Instructing and Engaging Children in Learning					Task 3 Assessing Children's Learning					Scores		Pass Rate
6	Task 1					Task 2					Task 3					CS	PS	
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
2023-2024	2.9	3.2	3.0	3.0	3.0	3.0	3.0	3.0	2.9	2.8	3.0	1.8	2.4	3.0	3.0	43.2	37	100%

Early Childhood Elementary Education Class B- edTPA Scores AY2023-24 (CS=Completer Score/PS=Passing Score)																					
Number of test takers=	Task 1 Planning for Literacy Instruction and Assessment					Task 2 Instructing and Engaging Students in Literacy Learning					Task 3 Assessing Students' Literacy Learning					Task 4 Assessing Students' Mathematics Learning			Scores		Pass Rate
101	Task 1					Task 2					Task 3								CS	PS	
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15	RB 19	RB 20	RB 21			
2023-2024	3.0	3.2	3.3	3.1	3.0	3.0	3.0	2.9	3.0	2.9	3.0	3.6	3.0	2.7	3.1	2.8	3.1	2.8	54.7	44	100%

Elementary Education Alt-A edTPA Scores AY2023-24 (CS=Completer Score/PS=Passing Score)																					
Number of test takers=	Task 1 Planning for Literacy Instruction and Assessment					Task 2 Instructing and Engaging Students in Literacy Learning					Task 3 Assessing Students' Literacy Learning					Task 4 Assessing Students' Mathematics Learning			Scores		Pass Rate
9	Task 1					Task 2					Task 3								CS	PS	
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15	RB 19	RB 20	RB 21			
2023-2024	2.9	3.3	3.6	3.2	3.2	3.0	3.0	3.1	3.1	3.1	3.2	3.6	2.9	2.4	3.1	2.4	3.2	2.9	55.1	44	100%

Business Education- edTPA Scores AY 2023-24 (CS=Completer Score/PS=Passing Score)																			
Number of test takers=	Task 1 Planning for Instruction and Assessment					Task 2 Instructing and Engaging Students in Learning					Task 3 Assessing Student Learning					Scores		Pass Rate	
3	Task 1					Task 2					Task 3					CS	PS		
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15				
2023-2024	3.7	3.3	4.0	3.7	3.7	3.0	3.0	3.0	3.0	3.3	3.7	3.7	3.3	3.0	3.7	51	37	100%	

Family & Consumer Science- Class B- edTPA Scores AY 2023-24 (CS=Completer Score/PS=Passing Score)																			
Number of test takers=	Task 1 Planning for Instruction and Assessment					Task 2 Instructing and Engaging Students in Learning					Task 3 Assessing Student Learning					Scores		Pass Rate	
	Task 1					Task 2					Task 3					CS	PS		
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15				
2023-2024	3.5	3.4	3.0	3.6	3.1	3.4	3.4	3.1	3.3	3.0	3.5	3.4	2.8	3.5	3.0	48.9	37	100%	

Music- edTPA Scores AY 2023-24 (CS=Completer Score/PS=Passing Score)																		
Number of test takers=	Task 1 Planning for Instruction and Assessment					Task 2 Instructing and Engaging Students in Learning					Task 3 Assessing Student Learning					Scores		Pass Rate
30	Task 1					Task 2					Task 3					CS	PS	
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
2023-2024	3.3	2.9	2.9	3.0	2.8	2.8	2.9	2.6	2.8	2.6	2.6	3.1	2.8	2.9	3.3	53.2	37	97%

Physical Education- Alternative Class A- edTPA Scores AY 2023-24 (CS=Completer Score/PS=Passing Score/PS=Pass Rate)																		
Number of test takers=	Task 1 Planning for Instruction and Assessment					Task 2 Instructing and Engaging Students in Learning					Task 3 Assessing Student Learning					Scores		Pass Rate
	Task 1					Task 2					Task 3					CS	PS	
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
2023-2024	2.6	2.8	2.5	2.4	2.6	2.4	2.6	2.6	2.9	2.2	2.3	2.7	2.3	2.1	2.4	37.4	37	95%

Physical Education-Class B- edTPA Scores AY 2023-24 (CS=Completer Score/PS=Passing Score/PS=Pass Rate)																		
Number of test takers=	Task 1 Planning for Instruction and Assessment					Task 2 Instructing and Engaging Students in Learning					Task 3 Assessing Student Learning					Scores		Pass Rate
	Task 1					Task 2					Task 3					CS	PS	
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
2023-2024	2.9	2.7	2.5	2.4	2.5	2.4	2.6	2.3	2.9	2.3	2.6	2.6	2.1	2.2	2.2	37.3	37	95%

Secondary ELA- Class B-edTPA Scores AY 2023-24 (CS=Completer Score/PS=Passing Score)																		
Number of test takers=	Task 1 Planning for Instruction and Assessment					Task 2 Instructing and Engaging Students in Learning					Task 3 Assessing Student Learning					Scores		Pass Rate
	Task 1					Task 2					Task 3					CS	PS	
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
2023-2024	3.1	3.1	3.1	3.1	3.2	3.1	2.7	2.9	2.6	2.9	3.0	3.1	2.7	3.0	3.0	44.7	37	100%

Secondary ELA- Alt-A-edTPA Scores AY 2023-24 (CS=Completer Score/PS=Passing Score)																		
Number of test takers=	Task 1 Planning for Instruction and Assessment					Task 2 Instructing and Engaging Students in Learning					Task 3 Assessing Student Learning					Scores		Pass Rate
	Task 1					Task 2					Task 3					CS	PS	
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
2023-2024	3.0	3.0	3.0	3.0	3.0	3.3	3.0	3.0	3.0	3.0	3.7	3.7	3.0	3.0	3.3	47	37	100%

Secondary SOS- Class B-edTPA Scores AY 2023-24 (CS=Completer Score/PS=Passing Score)																		
Number of test takers=	Task 1 Planning for Instruction and Assessment					Task 2 Instructing and Engaging Students in Learning					Task 3 Assessing Student Learning					Scores		Pass Rate
	Task 1					Task 2					Task 3					CS	PS	
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
2023-2024	2.9	3.1	3.2	3.3	3.0	3.0	3.1	3.0	2.8	2.9	3.2	3.4	2.9	3.0	3.3	46.1	37	100%

Secondary SOS- Alt-A-edTPA Scores AY 2023-24 (CS=Completer Score/PS=Passing Score)																		
Number of test takers=	Task 1 Planning for Instruction and Assessment					Task 2 Instructing and Engaging Students in Learning					Task 3 Assessing Student Learning					Scores		Pass Rate
	Task 1					Task 2					Task 3					CS	PS	
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
2023-2024	2.9	3.1	3.3	2.9	3.1	3.0	3.0	3.1	2.7	2.9	3.1	3.4	3.0	2.6	3.0	45	37	100%

Secondary Mathematics-edTPA Scores AY 2023-24 (CS=Completer Score/PS=Passing Score)																		
Number of test takers=	Task 1 Planning for Instruction and Assessment					Task 2 Instructing and Engaging Students in Learning					Task 3 Assessing Student Learning					Scores		Pass Rate
	Task 1					Task 2					Task 3					CS	PS	
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
2023-2024	3.0	2.8	2.8	2.3	3.0	3.2	3.2	3.0	3.0	2.5	2.8	2.8	2.5	2.8	3.0	42.8	37	100%

Secondary General Science-Alt-A -edTPA Scores AY 2023-24 (CS=Completer Score/PS=Passing Score)

Number of test takers=	Task 1 Planning for Instruction and Assessment					Task 2 Instructing and Engaging Students in Learning					Task 3 Assessing Student Learning					Scores		Pass Rate
	Task 1					Task 2					Task 3					CS	PS	
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
2023-2024	2.5	2.5	2.0	3.5	2.5	3.0	3.0	2.0	2.0	2.5	1.0	3.0	2.0	2.0	1.5	35	37	95%

Secondary General Science-Class-B-edTPA Scores AY 2023-24 (CS=Completer Score/PS=Passing Score)

Number of test takers=	Task 1 Planning for Instruction and Assessment					Task 2 Instructing and Engaging Students in Learning					Task 3 Assessing Student Learning					Scores		Pass Rate
	Task 1					Task 2					Task 3					CS	PS	
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
2023-2024	2.8	2.3	2.9	2.6	2.8	3.0	2.7	2.6	2.3	2.5	3.2	3.4	2.9	2.9	2.7	41.7	37	95%

Special Education-Class B-edTPA Scores AY 2023-24 (CS=Completer Score/PS=Passing Score)

Number of test takers=	Task 1 Planning for Instruction and Assessment					Task 2 Instructing and Engaging the Focus Learner					Task 3 Assessing Learning					Scores		Pass Rate
	Task 1					Task 2					Task 3					CS	PS	
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
2023-2024	3.0	2.9	2.9	2.9	2.8	3.3	3.1	3.0	3.2	2.4	3.0	3.2	2.7	2.7	2.4	43.9	37	100%

Special Education-Alternative Class A-edTPA Scores AY 2023-24 (CS=Completer Score/PS=Passing Score)

Number of test takers=	Task 1 Planning for Instruction and Assessment					Task 2 Instructing and Engaging the Focus Learner					Task 3 Assessing Learning					Scores		Pass Rate
	Task 1					Task 2					Task 3					CS	PS	
Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
2023-2024	3.0	3.1	2.6	2.7	2.8	3.0	3.1	3.1	3.1	2.4	2.7	3.2	2.4	2.9	2.6	42.7	37	100%

Measure 3b: R3.3 Praxis Content Data (Class B & Alt. A)

To obtain an Alabama Educator Certificate, candidates must successfully complete both their approved educator preparation program and the required content-specific Praxis assessments. These standardized assessments evaluate candidates' subject-matter expertise and pedagogical knowledge, ensuring they meet state certification requirements.

All Class B (undergraduate initial licensure) and Class A-Alternative (master's level initial licensure) candidates at Jacksonville State University (JSU) must complete Praxis subject exams aligned with their certification areas. These exams are designed to assess their readiness to teach in Alabama public schools.

2023-2024 Praxis Exam Performance

The tables below provide a breakdown of Praxis content exam results for JSU candidates during the 2023-2024 academic year. The data is disaggregated by program type (Class B vs. Alt-A) and subject area, including:

- Passing Score (set by the Alabama State Board of Education)
- Number of test takers
- Number and percentage of candidates passing
- Median and mean scores
- Standard deviation of scores
- Average performance range (benchmarking against state standards)

These results help the Educator Preparation Program (EPP) evaluate candidate performance and identify areas for program improvement.

AY 2023-2024- Class B- 5025 Early Childhood Education							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
156	122	98	80.33%	165	165.45	12.01	157-175

AY 2023-2024- Alt-A- 5025 Early Childhood Education							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
156	81	60	74.07%	163	163.23	12.06	155-173

AY 2023-2024- Class B-5904 Elem Ed: 3 Subject Bundle Soc Std							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
154	95	29	30.53%	146	147.44	14.83	137-155

AY 2023-2024- Alt-A-5904 Elem Ed: 3 Subject Bundle Soc Std							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
154	69	22	31.88%	145	147.3	15.24	136-156

AY 2023-2024- Class B-5355 Special Ed: Foundational Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
153	11	11	100.00%	164	164.73	10.87	153-178

AY 2023-2024- Class B-5903 Elem Ed: 3 Subject Bundle-Math							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
157	96	52	54.17%	159	158.09	21.73	144-175

AY 2023-2024- Alt-A- 5903 Elem Ed: 3 Subject Bundle-Math							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
157	74	40	54.05%	158	156.91	21.94	144-174

AY 2023-2024- Class B- 5905 Elem Ed: 3 Subject Bundle-Sci							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
158	96	45	46.88%	156	154.58	16.48	144-168

AY 2023-2024- Alt-A-5905 Elem Ed: 3 Subject Bundle-Sci							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
158	73	33	45.21%	156	154.67	16.58	144-166

AY 2023-2024- Class B-5038 English Language Arts: Content Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
167	11	8	72.73%	177	174.73	10.04	166-183

AY 2023-2024- Alt-A- 5355 Special Ed: Foundational Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
153	10	10	100.00%	164	164.9	9.09	162-166

* No data are displayed because the test taker count is fewer than 5.

AY 2023-2024- Class B-5091 Physical Education: Content Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
149	18	10	55.56%	151	150.11	7.48	147-156

AY 2023-2024- Alt-A-5091 Physical Education: Content Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
149	14	9	64.29%	152.5	151.57	6.39	147-156

AY 2023-2024- Class B- 5122 Family and Consumer Sciences							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
153	8	3	37.50%	151.5	153.88	11.31	149-164

AY 2023-2024- Alt-A-5038 English Language Arts: Content Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
167	9	6	66.67%	175	169.33	17.91	166-182

AY 2023-2024- Class B- 5551 Health Education							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
154	16	5	32.25%	150	149.17	4.6	145-152

AY 2023-2024- Alt-A- 5551 Health Education							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
154	8	3	37.50%	147.5	152.75	12.6	142-164

AY 2023-2024- Class B- 5435 General Science: Content Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
152	21	11	52.38%	141	137.9	14.73	127-148

AY 2023-2024- Alt-A- 5122 Family and Consumer Sciences							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
153	4	*	*	*	*	*	*

* No data are displayed because the test taker count is fewer than 5.

AY 2023-2024- Class B- 5081 Social Studies: Content Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
155	23	14	60.87%	158	156.65	11.31	148-164

AY 2023-2024- Alt-A-5081 Social Studies: Content Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
155	15	8	53.33%	158	156.4	8.47	148-164

AY 2023-2024- Class B-5113 Music: Content Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
161	19	11	57.89%	161	161	8.33	154-169

AY 2023-2024- Alt-A-5113 Music: Content Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
161	7	3	42.86%	159	156.29	8.05	153-161

AY 2023-2024- Alt-A-5435 General Science: Content Knowledge							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
152	9	2	22.22%	125	128.44	14.52	117-137

AY 2023-2024- Class B- 5165 Mathematics							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
159	5	3	60.00%	162	161	13.77	152-162

AY 2023-2024- Alt-A- 5165 Mathematics							
Passing Score	# of test takers	# passing	% Passing	Median Score	Mean Score	Standard Deviation	Average Performance Range
159	*	*	*	*	*	*	*

* No data are displayed because the test taker count is fewer than 5.

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

The Alabama State Department of Education (ALSDE) does not share direct employment data with Educator Preparation Programs (EPPs). As a result, the JSU EPP relies on internal data tracking to determine how many completers were eligible for certification, meaning they:

- Successfully completed their initial certification program
- Passed all required Praxis assessments
- Completed the edTPA

Although ALSDE does not provide direct employment data, Alabama continues to experience teacher shortages in key areas, reinforcing the need for high-quality educators.

The table below provides data on JSU program completers eligible for certification during the 2023-2024 academic year.

JSU Program Completers Eligible for Certification

Graduates of the 2023-2024 AY

Initial Certification Program Level	Total Program Completers	Praxis	EdTPA	Degree	Candidates Eligible for Certification/Certifications Received
Undergraduate	199	170	199	199	169
Graduate	59	56	59	59	53

EPP had 100% graduation rate at the undergraduate and graduate levels. Almost 85% of undergraduate students could pass the Praxis test and were eligible for certification. Almost 95% of graduate students could pass the Praxis test and were eligible for certification. EPP is committed to increasing Praxis passing rates even more. Students are provided support for Praxis test preparation from faculty and tutoring services.

To strengthen future employment tracking, the JSU EPP is implementing the following measures:

- Alumni Employment Survey (Launching Fall 2025): The EPP will administer an annual survey to recent completers to track their employment status, school placement, and teaching assignments.
- K-12 District Collaboration: The EPP is working with partner school districts to collect hiring data for recent program completers.
- Certification & Employment Tracking Dashboard: The EPP is developing an internal tracking system to monitor certification status and employment trends for all completers.

The results of these efforts will be included in the 2025-2026 CAEP Annual Report.