

**Spelman College
Education Department
2023 CAEP Annual Reporting Measures**

The Education Department's teacher preparation programs are accredited under CAEP Accreditation System. The teacher preparation programs are also approved by the Georgia Professional Standards Commission (GAPSC). As part of the CAEP accreditation process, the Spelman College Education Department is required to report measures of program effectiveness publicly. We are proud of our success, and we invite you to compare these data with other accredited programs.

The Teacher Preparation Program Effectiveness Measures (TPPEMs) referenced below are Georgia's system for assessing how Georgia programs prepare teachers for the classroom. The Spelman College Education Department is currently ranked by the Georgia Professional Standards Commission as Level 3, denoting "Effective". There are four rankings Exemplary (4), Effective (3), At-risk of Low Performing (2), and Low Performing (1). The designation ND denotes no data or insufficient data availability. The TPPEMs contain five measures. Two of these are program measures, collected during a candidate's time in a preparation program: the Educative Teacher Performance Assessment (edTPA) and the Georgia Assessments for the Certification of Educators (GACE). The other three are outcome measures, collected during a program completer's first year in the classroom: the Teacher Assessment on Performance Standards (TAPS), the Employer Survey, and the First-Year Survey. Measures are only scored where data for at least ten individuals is available (minimum N size of 10). Unscored measures are marked Insufficient Data; they count neither for nor against the provider or program rating. The TPPEMs aggregate three prior years of available data for each measure. Measures are weighted so that the combined program and outcome measures have equal weight.

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Annual Reporting Measures	Data	Analysis						
<p>1. Indicators of teaching effectiveness Component 4.2 Measure 1</p>	<p>In Georgia, Impact on P-12 learning and development is measured by the Teacher Assessment on Performance Standards (TAPS), Employer Surveys, and First Year Teacher Surveys. TAPS a system of classroom teacher observations performed by administrators and used for teacher evaluations.</p> <p>Georgia Teacher Assessment on Performance Standards (TAPS)</p> <p>Spelman College summative score average – 18.6 Georgia summative score average – 20.2</p> <div data-bbox="571 634 1520 1208" data-label="Figure"> <table border="1" data-bbox="611 1117 1486 1192"> <thead> <tr> <th></th> <th>Spelman</th> <th>Georgia</th> </tr> </thead> <tbody> <tr> <td>Summative Score Average</td> <td>18.6</td> <td>20.2</td> </tr> </tbody> </table> </div> <p>GaPSC Employer Survey Spelman College score – 3.01 Georgia score – 3.28</p> <p>GaPSC Completer Survey Spelman College score – 3.75 Georgia score – 3.36</p>		Spelman	Georgia	Summative Score Average	18.6	20.2	<p>Georgia Teacher Assessment on Performance Standards (TAPS), the state’s teacher evaluation system, reports data on completer effectiveness. The state summative score average is 20.2. The Spelman College Education Department summative score average is 18.6. Similar EPP summative score average is 19.4. The state benchmark range is 17-21, which is inclusive of our score. Methods faculty have worked to more closely align course assignments and field experience opportunities with the TAPS standards. In addition, the EPP adopted Intern Keys as a key assessment. Intern Keys is aligned to the TAPS and includes the same 10 standards (professional knowledge, instructional planning, instructional strategies, differentiated instruction, assessment strategies, assessment uses, positive learning environment, academically challenging environment,</p>
	Spelman	Georgia						
Summative Score Average	18.6	20.2						

Source: *Teacher Preparation Program Effectiveness Measures (TPPEM) data*

<https://www.gapsc.com/EducatorPreparation/PSCPpemLookup.aspx>

Indicators of teaching effectiveness are measured by the Teacher Assessment on Performance Standards (TAPS), a system of classroom teacher observations performed by administrators and used for teacher evaluations.

Georgia Teacher Assessment on Performance Standards (TAPS)

Spelman College summative score average – 18.6

Georgia summative score average – 20.2

Source: *Teacher Preparation Program Effectiveness Measures (TPPEM) data*

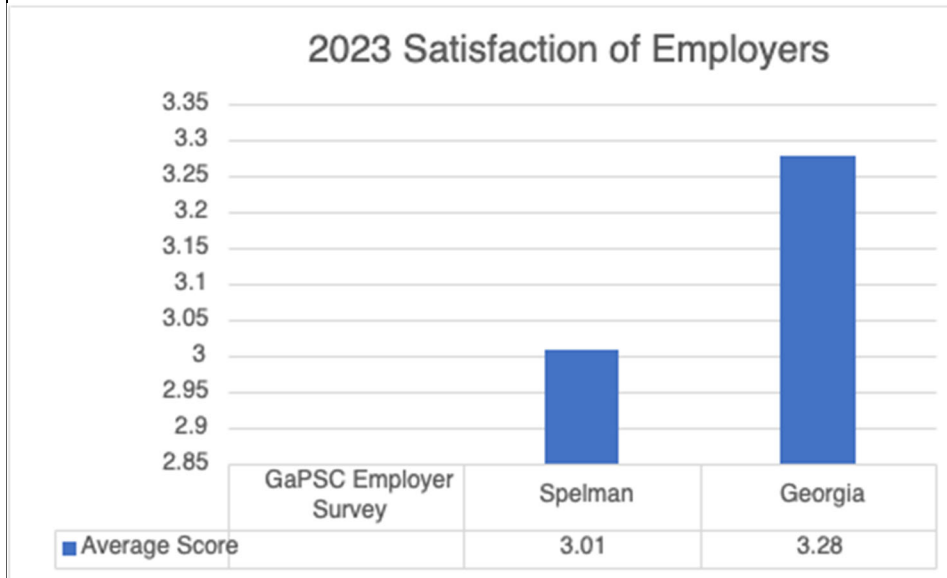
<https://www.gapsc.com/EducatorPreparation/PSCPpemLookup.aspx>

professionalism, and communication).

2. Satisfaction of employers and stakeholder involvement
Component 4.2 Measure
3

Satisfaction of employers and employment milestones is measured through Employer surveys. The employer survey is a 31-item survey that asks employing school administrators about how well their new teachers were prepared for classroom instruction; administered near the end of the teacher's first year.

Spelman College score – 3.01
Georgia score – 3.28



Employer surveys are sent to principals by the Georgia Professional Standards Commission to measure employee satisfaction. The state average is 3.24. The Spelman College Education Department average is 3.01. Similar EPP summative score average is 3.17. The state benchmark range is 2.5-3.5, which is inclusive of our score. Four employers who received the survey responded.

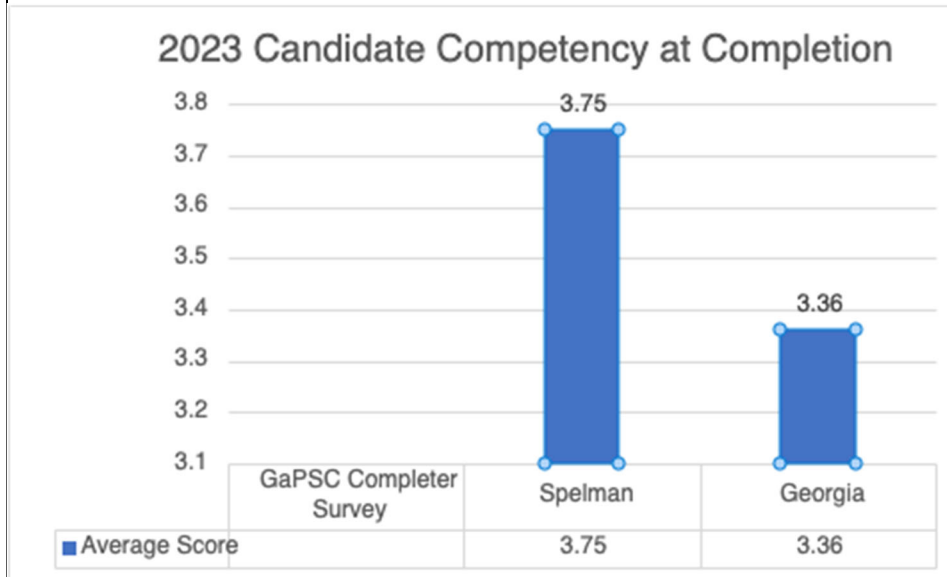
Source: *Teacher Preparation Program Effectiveness Measures (TPPEM) data*

<https://www.gapsc.com/EducatorPreparation/PSCPpemLookup.aspx>

3. Candidate competency at completion
Component 4.2
Measure 3

Satisfaction of completers is measured through First Year Teacher Surveys. This 32-item survey asks new teachers about how well they were prepared for classroom instruction; administered near the end of the teacher's first year of employment in a GA public school.

Spelman College score – 3.75
Georgia score – 3.36



Source: *Teacher Preparation Program Effectiveness Measures (TPPEM) data*
<https://www.gapsc.com/EducatorPreparation/PSCPpemLookup.aspx>

Graduation Rates
100% of the 14 program completers graduated

Ability of completers to meet licensing

Inductee surveys are sent to EPP completers by the Georgia Professional Standards Commission to measure completer satisfaction. The state average is 3.35. The Spelman College Education Department average is 3.75. Similar EPP summative score average is 3.37. The state benchmark range is 2.5-3.5, which is inclusive of our score. Five completers who received the survey responded.

	<p>100% of program completers met licensing requirements for the state of Georgia as mandated by the Georgia Professional Standards Commission.</p> <p>Georgia Assessment for the Certification of Educators (GACE) scores are listed in the chart below CAEP Reporting Measures.</p>	<p>100% of completers graduated, met certification criteria, and were hired in education positions for which they were prepared. Sixteen students started the educator preparator program in August 2019. There were fourteen program completers. The remaining two candidates graduated but did not complete the requirements to be considered a program completer</p> <p>All (100%) of program completers met licensing requirements for the state of Georgia as mandated by the Georgia Professional Standards Commission. The pass rates for the Georgia Assessment for the Certification of Educators (GACE) was 100%.</p>
<p>4. Ability of completers to be hired in education positions for which they have prepared Component 4.2 Measure</p> <p>4</p>	<p>100% of completers were hired in teacher positions in their content areas.</p>	<p>This information is based upon Senior Capstone Portfolio presentations, completer surveys, and information provided from completers to the Education Department. Completers</p>

		teach in diverse communities across the United States.
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In the fall 2023, Spelman College adopted a major improvement in its assessment and field experience tracking methods with the launch of the Student Licensure and Learning System. This platform has transformed how we gather and analyze data, ensuring consistent tracking of field experience placements and enabling more precise data collection on standards. We have access to more key assessment rubric data by standard and indicator, providing deep insights that help us make well-informed decisions for continuous improvement.

Furthermore, we implemented the Professional Behaviors and Dispositions Assessment (PBDA). This assessment, created by a group of Georgia educators, is rooted in the combined knowledge of many education professionals. It is designed as an in-depth, ongoing plan to assist preservice teachers, highlighting our dedication to preserving the integrity of this rubric in our evaluations.

An essential step towards consistency was making a standard lesson plan template that aligns with P-12 standards. This ensures our candidates are not just ready for their future roles as teachers but also knowledgeable about the standards they will use.

The Student Licensure and Learning system has made our field and clinical processes more efficient, reducing the reliance on multiple spreadsheets by consolidating student placements, mentor teacher assignments, and digital attendance tracking. This not only makes administrative work easier but also improves our capability to verify that students acquire the needed field experience.

Mentor teachers are vital, offering evaluations of candidates via the Student Licensure and Learning platform. Student Licensure and Learning makes it easier for teachers to complete their assessments, and it allows us to keep track of these evaluations to ensure they are finished.

EDUCATION DEPARTMENT
GACE DATA with Updated Pass Rates from Title II

Program Year	2020-2021			2021-2022			2022-2023			MOST RECENT 3-YEAR PERIOD		
	# Program Completers*	# Passed	% Passed	# Program Completers*	# Passed	% Passed	# Program Completers*	# Passed	% Passed	Total # Program Completers*	Total # Passed	Total % Passed
Chemistry	0						0					
Elementary Education	12	12	100%	6	6	100%	11	11	100%	29	29	100%
English	0			1	1	100%	1	1	100%	2	2	100%
History	0											
Mathematics	1	1	100%				2	2	100%	3	3	100%
Music	0											
Physics	0											
Political Science	0											
Spanish	1	1	100%							1	1	100%
EPP Summary	14	14	100%	7	7	100%	14	14	100%	35	35	100%

*Any candidate who exited a preparation program by successfully satisfying the requirements of the Educator Preparation Provider (EPP).

