

SPELMAN COLLEGE

Department of Education

CAEP Annual Reporting Measures

Academic Year 2024–2025

Educator Preparation Provider (EPP)
Spelman College | Atlanta, Georgia

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Overview

The Education Department's teacher preparation programs are accredited under the CAEP Accreditation System and approved by the Georgia Professional Standards Commission (GaPSC). As part of the CAEP accreditation process, the Spelman College Education Department is required to publicly report measures of program effectiveness. We are proud of our continued success and 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 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 are program measures collected during a candidate's time in a preparation program: the Georgia Assessments for the Certification of Educators (GACE) and the Teacher Assessment on Performance Standards (TAPS). The other three are outcome measures collected during a program completer's first year in the classroom: the Employer Survey, the First-Year Teacher Survey, and employment placement data. Measures are only scored where data for at least ten individuals is available (minimum N size of 10). The TPPEMs aggregate three prior years of available data for each measure.

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

Measure 1: Indicators of Teaching Effectiveness

Component 4.2 | Measure 1

Summary

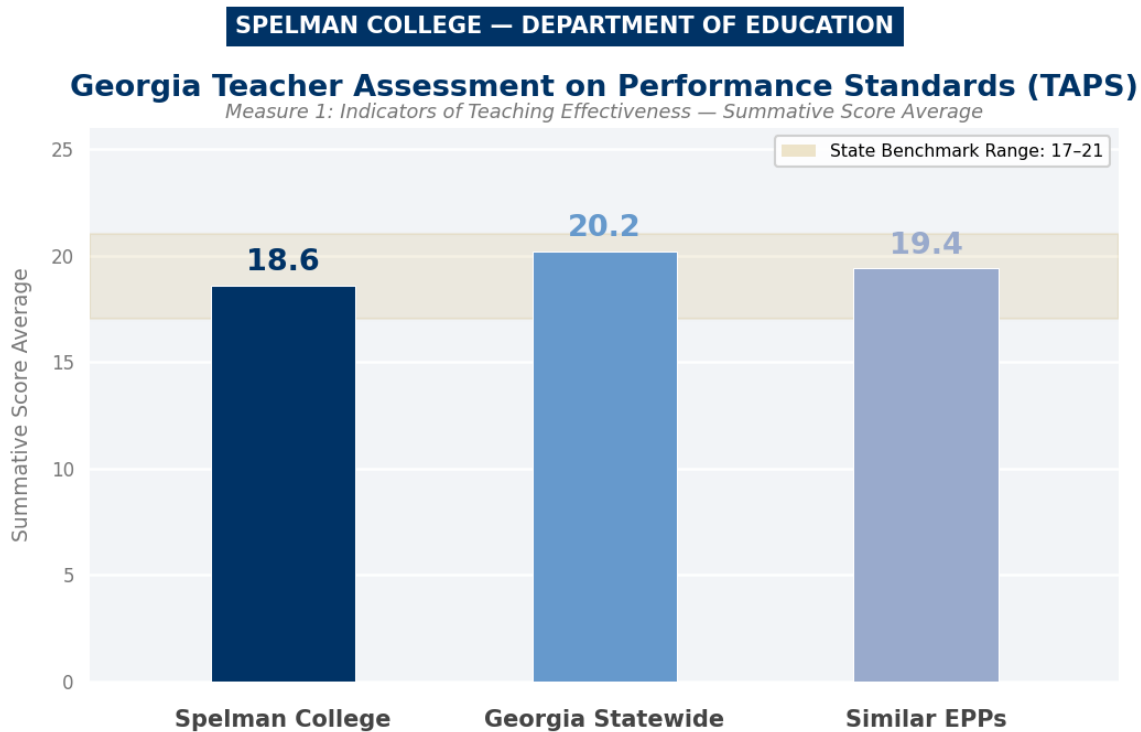
In Georgia, impact on P–12 learning and development is measured by the Teacher Assessment on Performance Standards (TAPS), Employer Surveys, and First-Year Teacher Surveys. TAPS is a system of classroom teacher observations performed by administrators and used for teacher evaluations. For the current reporting period, Spelman College completers are evaluated using the Intern Keys Effectiveness System, which is aligned to the Georgia TAPS and includes the same ten professional standards.

Spelman College TAPS Summative Score Average: 18.6

Georgia Statewide Summative Score Average: 20.2

Similar EPP Summative Score Average: 19.4

State Benchmark Range: 17–21



Source: GaPSC TPPEM Data | State Benchmark Range: 17–21 | Spelman College score 18.6 is within benchmark

Analysis

The Georgia Teacher Assessment on Performance Standards (TAPS) reports data on completer effectiveness in the classroom. The state summative score average is 20.2. The Spelman College Education Department summative score average is 18.6, and the similar EPP summative score average is 19.4. The state benchmark range is 17–21, which is inclusive of Spelman’s score, demonstrating that our completers are performing within the expected range for effective educators.

Methods faculty have continued to work toward more closely aligning course assignments and field experience opportunities with the TAPS standards. In addition, the EPP has adopted Intern Keys as a key assessment tool. Intern Keys is directly aligned to the TAPS and includes the same ten standards: professional knowledge, instructional planning, instructional strategies, differentiated instruction, assessment strategies, assessment uses, positive learning environment, academically challenging environment, professionalism, and communication.

The EPP's transition to the SLL/Watermark platform has enhanced the program's ability to track candidate performance against these standards with greater precision. Faculty have access to disaggregated data by standard and indicator, allowing for targeted interventions where candidates require additional support. This data-driven approach supports continuous improvement in candidate preparation and is reflected in the consistency of Spelman completers' TAPS performance within the state benchmark range.

Measure 2: Satisfaction of Employers and Stakeholder Involvement

Component 4.2 | Measure 2

Summary

Satisfaction of employers is measured through the GaPSC Employer Survey, a 31-item instrument that asks employing school administrators about how well their new teachers were prepared for classroom instruction. The survey is administered near the end of the teacher’s first year of employment.

Current Period (2024–2025) — Spelman College Score: ND (Insufficient Data)

Current Period (2024–2025) — Georgia Statewide Score: 5.2 (Scale 1–6)

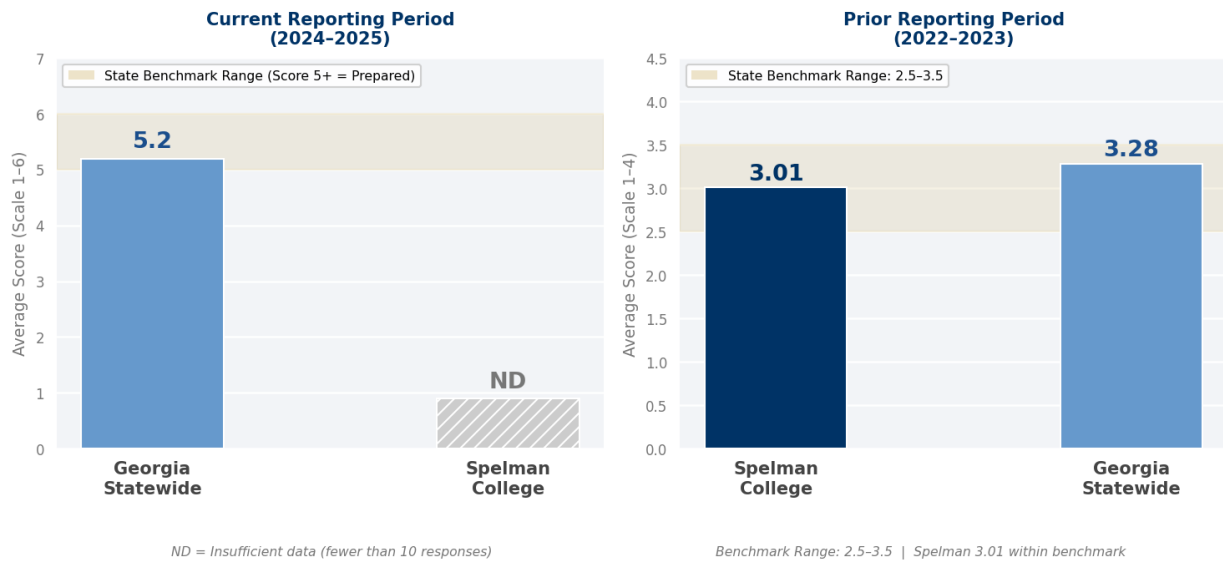
Prior Period (2022–2023) — Spelman College Score: 3.01 (Scale 1–4)

Prior Period (2022–2023) — Georgia Statewide Score: 3.28 (Scale 1–4)

State Benchmark Range (Prior Period): 2.5–3.5

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Measure 2: Satisfaction of Employers



Source: GaPSC TPPEM Data | Survey asks employing administrators how well new teachers were prepared | Administered at end of teacher's first year

Analysis

For the current 2024–2025 reporting period, Spelman College’s employer survey score is reported as ND (No Data), indicating that the number of respondents did not meet the minimum threshold of ten required by GaPSC to generate a reportable score. This is consistent with Spelman’s status as a smaller EPP with a more selective cohort size. The statewide employer survey average for the current period is 5.2 on a 1–6 scale, where a score of 5 or higher reflects employer agreement that a new teacher is prepared for the classroom.

Reviewing the prior reporting period (2022–2023), Spelman College’s employer survey score was 3.01, compared to the Georgia statewide average of 3.28. The state benchmark range for that period was 2.5–3.5, placing Spelman’s score squarely within the acceptable range. Four employers who received the survey responded during that cycle. The similar EPP summative score average was 3.17, indicating Spelman’s performance was comparable to peer institutions of similar size and structure.

The EPP recognizes that employer survey participation is directly linked to the number of completers employed in Georgia public schools during any given year. As the program continues to grow its completer pool and strengthen partnerships with metro-Atlanta school districts, employer survey response rates are expected to increase. Faculty actively solicit employer feedback through informal channels, including partner school site visits, cooperating teacher debriefs, and advisory committee meetings, to supplement formal survey data.

Measure 3: Candidate Competency at Completion

Component 4.2 | Measure 3

Part A: Satisfaction of Completers — First-Year Teacher Survey

Satisfaction of completers is measured through the GaPSC First-Year Teacher Survey, a 32-item instrument that asks new teachers about how well they were prepared for classroom instruction. The survey is administered near the end of the teacher’s first year of employment in a Georgia public school.

Current Period (2024–2025) — Spelman College Score: 5.3 (Scale 1–6)

Current Period (2024–2025) — Georgia Statewide Score: 5.3 (Scale 1–6)

Prior Period (2022–2023) — Spelman College Score: 3.75 (Scale 1–4)

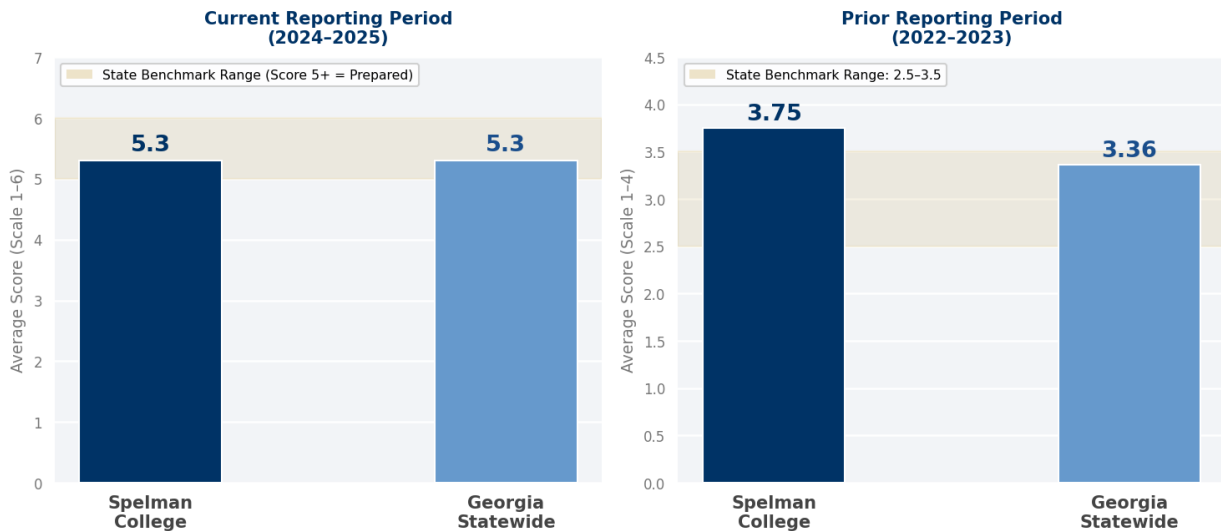
Prior Period (2022–2023) — Georgia Statewide Score: 3.36 (Scale 1–4)

Similar EPP Score (Prior Period): 3.37

State Benchmark Range (Prior Period): 2.5–3.5

SPELMAN COLLEGE — DEPARTMENT OF EDUCATION

Measure 3: First-Year Teacher Survey — Candidate Competency at Completion



Spelman 3.75 exceeds Georgia average (3.36) and benchmark range (2.5-3.5)

Source: GaPSC TPPEM Data | Survey asks new teachers how well they were prepared | Administered at end of first year of employment

Analysis — Satisfaction of Completers

The First-Year Teacher Survey is sent to EPP completers by the Georgia Professional Standards Commission to measure how well new teachers feel their preparation program prepared them for the realities of classroom instruction. For the current 2024–2025 reporting period, Spelman College completers reported an average score of 5.3 on the 1–6 scale, matching the Georgia statewide average of 5.3. A score of 5 or higher reflects that the new teacher feels prepared for the classroom. Spelman’s score at this threshold demonstrates that our completers enter the profession with strong confidence in the quality of their preparation.

In the prior reporting period (2022–2023), Spelman College’s completer survey score was 3.75, which exceeded both the Georgia statewide average of 3.36 and the similar EPP average of 3.37. The state benchmark range for that period was 2.5–3.5, meaning Spelman’s score of 3.75 exceeded the upper bound of the benchmark — a strong outcome that reflects completers’ high regard for their preparation experience. Five completers who received the survey responded during that cycle.

The EPP attributes this positive completer feedback to its intentional focus on clinical preparation, pedagogical skill development, and professional dispositions throughout the program. Candidates complete extensive field experience hours prior to student teaching, participate in reflective seminars, and receive consistent mentoring from both university supervisors and cooperating classroom teachers. This layered support system ensures that completers arrive in their first classroom positions with practical skills and professional readiness that they recognize and value.

The EPP will continue to monitor completer survey trends as the cohort size grows, with a goal of meeting the minimum N of 10 required by GaPSC to produce a fully reportable score in future cycles.

Measure 4: Ability of Completers to Be Hired in Education Positions

Component 4.2 | Measure 4

Summary

The ability of program completers to secure employment in the education positions for which they were prepared is a direct indicator of program quality and relevance. Employment data are gathered through GaPSC certification and employment records, the TPPEM completer survey administered by GaPSC, and Spelman’s own EPP Program Completer Survey distributed annually to recent graduates. This information is also informed by Senior Capstone Portfolio presentations and direct communication between completers and the Education Department.

2022–2023 — Program Completers: 15

2022–2023 — Employed in Education: 100% hired in teacher positions in their content areas

2023–2024 — Program Completers: 9

2023–2024 — Employed in Education: 100% hired in teacher positions in their content areas

2024–2025 — Program Completers: 10

2024–2025 — Employed in Education: Data Pending — GaPSC TPPEM survey cycle in progress

Avg. Program Completers Per Year (Last 3 Years): 12 (per GaPSC TPPEM statewide comparison data)

Analysis

One hundred percent of Spelman College program completers who sought employment in teaching positions were hired in teacher positions in their content areas in the most recently confirmed reporting years (2022–2023 and 2023–2024). This outcome is based upon Senior Capstone Portfolio presentations, EPP Program Completer Survey responses, and information provided directly to the Education Department by completers. Spelman College completers teach in diverse communities across Georgia and the broader United States, reflecting the program’s preparation of educators who are both locally grounded and broadly competitive in the teaching workforce.

The 100% placement rate is a testament to the quality of preparation Spelman candidates receive and to the reputation the Education Department has built among metro-Atlanta school systems and beyond. Employers consistently seek Spelman graduates for their content knowledge, professional dispositions, and ability to build relationships with students and families from diverse backgrounds. Elementary Education completers receive

strong interest from local school districts, including Atlanta Public Schools, DeKalb County School District, Clayton County Public Schools, Gwinnett County Public Schools, and Fulton County Schools.

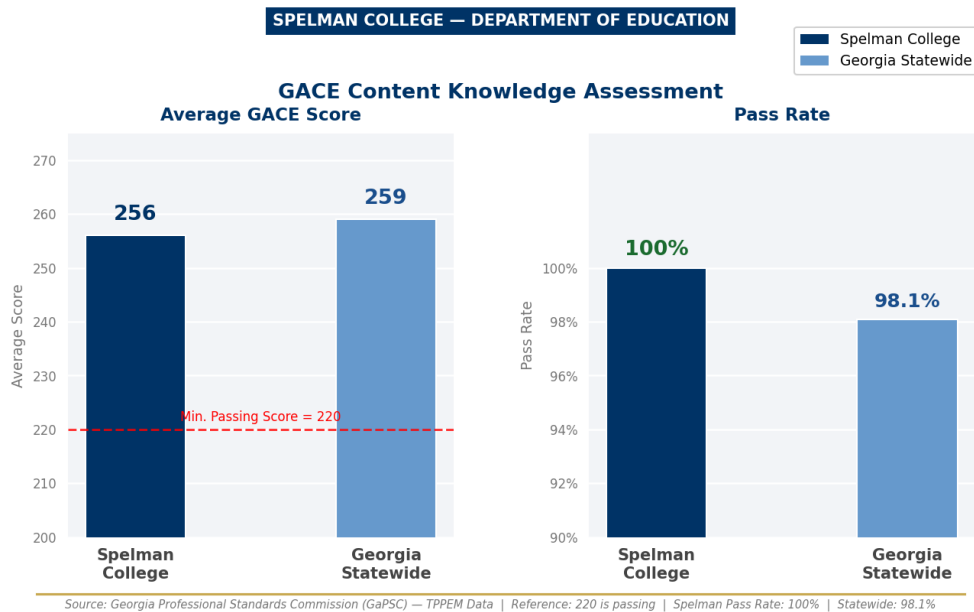
For the 2024–2025 cohort of 10 program completers, formal employment data are currently pending the completion of the GaPSC TPPEM survey cycle, which typically concludes 12 to 18 months following program completion. The EPP will update this measure upon receipt of confirmed GaPSC data. In the interim, informal tracking through the EPP’s own Program Completer Survey and direct completer communication strongly indicates that the 2024–2025 cohort is on track to maintain the program’s established pattern of full placement in educator positions.

The Education Department is committed to maintaining and strengthening its employment outcomes through continued investment in clinical partnerships, career readiness programming embedded in the senior capstone experience, and alumni engagement that keeps the EPP informed of completer placement and long-term professional growth. As the completer pool grows in future cycles, the EPP anticipates that GaPSC will have sufficient data to produce a fully reportable employment rate through the TPPEM system.

Ability of Completers to Meet Licensing — GACE Content Knowledge Assessment

All Spelman College teacher candidates are required to pass the Georgia Assessments for the Certification of Educators (GACE) prior to receiving a teaching certificate in Georgia. The GACE measures candidates’ mastery of content knowledge and pedagogical skills in their specific certification area. The minimum passing score is 220.

- Spelman College Average GACE Score: 256**
- Georgia Statewide Average GACE Score: 259**
- Spelman College GACE Pass Rate: 100%**
- Georgia Statewide GACE Pass Rate: 98.1%**
- 3-Year Total Completers Assessed: 34**
- 3-Year Total Completers Passed: 34 (100%)**



Analysis — GACE Content Knowledge

The GACE Content Knowledge Assessment data demonstrates exceptional candidate preparation across all active program areas at Spelman College. One hundred percent of program completers passed the GACE examination in each of the three most recent reporting years (2022–2023, 2023–2024, and 2024–2025), with 34 total completers assessed and all 34 earning a passing score. This consistent 100% pass rate exceeds the Georgia statewide pass rate of 98.1% and reflects the rigor and coherence of the EPP’s content preparation curriculum.

Spelman College’s average GACE score of 256 exceeds the minimum passing threshold of 220 by a significant margin and compares favorably to the Georgia statewide average of 259. Elementary Education is the largest program area, with 27 completers over three years all passing the GACE. English, Mathematics, and Spanish completers similarly achieved 100% pass rates in all years where candidates were tested.

The EPP attributes this strong GACE performance to its intentional alignment of course content with the knowledge domains assessed by each certification area’s examination. Faculty regularly review GACE frameworks when designing course assessments, and academic advisors discuss GACE preparation strategies with candidates during advising appointments. The program’s insistence on content mastery as a prerequisite for clinical placement also ensures that candidates enter student teaching having already demonstrated strong foundational knowledge in their field.

All program completers — 100% — met the licensing requirements of the state of Georgia as mandated by the Georgia Professional Standards Commission. This outcome reflects the EPP’s commitment to preparing candidates who are fully credentialed and professionally ready at the point of program completion.

SPELMAN EDUCATION DEPARTMENT
3 Year — GACE DATA Pass Rates from Title II

Program Year	2022-2023			2023-2024			2024-2025			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												
Elementary Education	11	11	100%	7	7	100%	9	9	100%	27	27	100%
English	1	1	100%	2	2	100%				3	3	100%
History												
Mathematics	2	2	100%				1	1	100%	3	3	100%
Music												
Physics												
Political Science												
Spanish	1	1	100%							1	1	100%
EPP Summary	15	15	100%	9	9	100%	10	10	100%	34	34	100%

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

Continuous Improvement and Program Updates

Building on the launch of the Student Licensure and Learning (SLL) system through the Watermark platform in Fall 2023, the Spelman College Education Department has continued to deepen and expand its use of technology and systematic processes to strengthen program quality. The SLL platform remains central to the EPP's continuous improvement infrastructure, supporting electronic field experience placements, digital time and attendance tracking, clinical educator assessments, and real-time monitoring of candidate progress. In the current cycle, the EPP transitioned the formal program application process to an electronic format administered through SLL, enabling more efficient collection and review of candidate prerequisites, background requirements, and admission documentation. Additionally, the Gateways feature within SLL has been fully implemented to monitor candidate advancement through the program's required transition points — providing faculty, the Assessment Coordinator, and program leadership with a structured, data-driven mechanism to confirm that each candidate meets established readiness benchmarks before progressing to student teaching and program completion.

A significant focus of the EPP's continuous improvement efforts during this cycle has been the comprehensive review and revision of the Quality Assurance System (QAS) Handbook. For Spring 2026, the Education Department undertook a systematic gap analysis of the QAS Handbook against the CAEP 2022 Revised Standards (R1–R5), identifying sections requiring updates, additions, and alignment corrections. This included updating all standards references from the previously used InTASC Model Core Teaching Standards to Georgia's Teacher Assessment on Performance Standards (TAPS), which became the required state framework effective Fall 2023 and aligns directly with the Teacher Keys Effectiveness System (TKES) used to evaluate in-service teachers statewide. Alignment matrices, key assessment descriptions, and program outcome frameworks throughout the handbook were revised accordingly. The handbook was also expanded to include a more detailed articulation of the EPP's five-phase continuous improvement cycle, a three-wave data analysis model, updated platform documentation reflecting the transition to SLL/Watermark, and strengthened sections addressing clinical partnerships, candidate learning outcomes, and assessment validity and reliability procedures. The revised QAS Handbook represents the EPP's most comprehensive documentation of its quality assurance infrastructure to date.

In addition to the QAS update, the EPP has been actively gathering feedback from clinical educators on Standard 2 (Clinical Partnerships and Practice), reflecting the program's commitment to using stakeholder input as a driver of program improvement. Clinical educator feedback, alongside candidate feedback on their field experience, is being compiled and will inform targeted revisions to clinical preparation structures and partnership agreements in the upcoming cycle. The EPP continues to review all program standards systematically, conducting analyses to identify gaps, prioritize updates, and document evidence of continuous improvement — all in alignment with the CAEP accreditation framework and the program's commitment to preparing highly effective, culturally responsive educators for Georgia and beyond.