



2024 CAEP Annual Reporting Measures

The Spelman College Education Department's teacher preparation programs are accredited through the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Georgia Professional Standards Commission (GaPSC). As part of the CAEP accreditation process, the department is committed to publicly reporting measures of program effectiveness. We take great pride in the success of our programs and encourage you to explore and compare our outcomes with those of other accredited institutions.

The Teacher Preparation Program Effectiveness Measures (TPPEMs), outlined below, represent Georgia's comprehensive system for evaluating the impact of educator preparation programs. TPPEMs consist of three key components. The first is a program-level measure: the Georgia Assessments for the Certification of Educators (GACE). The remaining two are outcome-based measures collected during a program completor's first year of teaching: the Employer Survey and the Inductee Survey. GaPSC aggregates the most recent three years of available data for each measure in the TPPEMs. Data are only reported when results are available for a minimum of ten individuals ($N \geq 10$); otherwise, the designation "ND" indicates no data or insufficient data.

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Annual Reporting Measures	Data	Analysis
<p>1. Completer Effectiveness and Impact on P-12 learning and development (Component R4.1)</p>	<p>In Georgia, Impact on P-12 learning and development is measured by Employer Surveys and Inductee Surveys.</p> <ul style="list-style-type: none"> • Inductee Survey Scores (First-year teacher feedback): <ul style="list-style-type: none"> ○ Spelman College: 5.3 (on a 6-point scale) ○ Georgia State Average: 5.3 • Employer Surveys (Principal evaluations of new teachers): <ul style="list-style-type: none"> ○ Spelman College: ND (less than 10 responses) ○ Georgia State Average: 5.2 <p>Source: Georgia PSC TPPEM Data</p> <p>Additional Data</p> <ul style="list-style-type: none"> • The Teacher Assessment on Performance Standards (TAPS) is used statewide to assess P-12 impact and instructional effectiveness. The EPP's key assessments are aligned to the TAPS standards and demonstrate the EPP's commitment to preparing teacher candidates who have a positive impact on P-12 learning and development. (TAPS data) 	<p>The Inductee survey, addresses the teacher's capability and preparation, based on the ten Teacher Assessment on Performance Standards (TAPS). The state average is 5.3. The Spelman College Education Department average is 5.3 (6, strongly agree is the highest rating).</p> <p>The state of Georgia uses the Teacher Assessment on Performance Standards (TAPS) component of Teacher Keys Effectiveness System (TKES) to evaluate teacher's impact on classroom practice during the school year. The EPP's Methods faculty have worked to closely align course assignments and clinical experience opportunities with the TAPS standards. In addition, the EPP adopted Intern Keys as a key</p>

		<p>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, professionalism, and communication).</p>
<p>2. Satisfaction of employers and stakeholder involvement (Component 4.2)</p>	<p>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.</p> <ul style="list-style-type: none"> • Employer Survey Score (School administrator feedback): <ul style="list-style-type: none"> ○ Spelman College: ND (less than 10 responses) ○ Georgia State Average: 5.2 <p>The Employer Survey assesses satisfaction with the preparation of first-year teachers in Georgia public schools.</p>	<p>Employer surveys are sent to principals by the Georgia Professional Standards Commission to measure employee satisfaction. The state average is 5.2. The Spelman College Education Department had ND, due to having less than 10 employers completing the survey. Five employers who received the survey responded.</p>

	Source: Georgia PSC TPPEM Data	
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<p>3. Candidate competency at completion (Component R3.3)</p>	<ul style="list-style-type: none"> • Graduation Rates: • 100% of program completers graduated. • Licensure Exam Pass Rates (GACE): • 100% pass rate across three consecutive years. • Licensure Eligibility: • 100% of program completers met licensing requirements as mandated by the Georgia Professional Standards <p>Source: Georgia PSC TPPEM Data</p>	<p>100% of completers graduated, met certification criteria, and were hired or offered employment in education positions for which they were prepared.</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>
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<p>4. Ability of completers to be hired in education positions for which they have prepared.</p>	<p>100% of completers were hired or offered teacher positions in their content areas.</p>	<p>The EPP gathers employment data through multiple sources. These include Senior capstone portfolios, which include job offer letters or reflections on employment readiness and placement. Completer surveys, where alumni self-report their employment status. Direct communication with completers, which provides anecdotal and follow-up insights into their hiring experiences and professional trajectories.</p>
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SPELMAN EDUCATION DEPARTMENT
GACE DATA with Updated Pass Rates from Title II

Program Year	2021-2022			2022-2023			2023-2024			MOST RECENT 3-YEAR PERIOD		
	# Program Completers*	# Passed	% Passed	# Program Completers*	# Passed	% Passed	# Program Completers*	# Passed	% Passed	Total # Program Completers*	Total # Passed	Total % Passed
Programs												
Chemistry	0						0					
Elementary Education	6	6	100%	11	11	100%	7	7	100%	23	23	100%
English	1	1	100%	1	1	100%	2	2	100%	4	4	100%
History												
Mathematics				2	2	100%			100%	2	2	100%
Music												
Physics												
Political Science												
Spanish			1									100%
EPP Summary	7	7	100%	7	7	100%	9	9	100%	29	29	100%

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