

**Spelman College
Education Department
2021 CAEP Annual Reporting Measures**

The Education Department's teacher preparation programs are accredited under the National Council for Accreditation of Teacher Education (NCATE) Standards through the 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 well Georgia programs are preparing teachers for the classroom. Educator preparation providers and programs earn overall effectiveness ratings of 1 through 4, with 4 being exemplary. 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
<p>1. Impact on P-12 learning and development Component 4.1</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 – 19.1 Georgia summative score average – 20.2</p> <p>GaPSC Employer Survey Spelman College score – 3.01 Georgia score – 3.24</p> <p>GaPSC Completer Survey Spelman College score – 3.52 Georgia score – 3.35</p> <p>Source: Teacher Preparation Program Effectiveness Measures (TPPEM) data</p>
<p>2. Indicators of teaching effectiveness Component 4.2</p>	<p>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.</p> <p>Georgia Teacher Assessment on Performance Standards (TAPS)</p> <p>Spelman College summative score average – 19.1 Georgia summative score average – 20.2</p>

	Source: Teacher Preparation Program Effectiveness Measures (TPPEM) data
3. Satisfaction of employers and employment milestones Component 4.3 - A.4.1	<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> <p>Spelman College score – 3.01 Georgia score – 3.24</p> <p>Source: Teacher Preparation Program Effectiveness Measures (TPPEM) data</p>
4. Satisfaction of completers Component 4.4 - A.4.2	<p>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.</p> <p>Spelman College score – 3.52 Georgia score – 3.35</p> <p>Source: Teacher Preparation Program Effectiveness Measures (TPPEM) data</p>
5. Graduation Rates	<p>100% of the 9 program completers graduated</p> <p>Ten students started the educator preparator program in August 2018. Nine were program completers. One withdrew from the program to pursue another major.</p>

6. Ability of completers to meet licensing	<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) and edTPA scores are listed in the charts below CAEP Reporting Measures.</p>
7. Ability of completers to be hired in education positions for which they have prepared	<p>100% of completers were hired in teacher positions in their content areas. This information is based upon Senior Capstone Portfolio presentations, completer surveys, and information provided from completers to the Education Department. Completers teach in diverse communities across the United States.</p>
8. Student loan default rates and other consumer information	<p>The most recent data indicates a 3-year student loan default rate of 5.6% for Spelman College. This percentage is not disaggregated by major. The national default rate is 9.7%.</p> <p>Source: Federal Student Aid Office of the U. S. Department of Education</p>

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GACE DATA with Updated Pass Rates from Title II

Program Year	2017-2018			2018-2019			2019-2020			MOST RECENT 3-YEAR PERIOD		
Programs	# Program Completers*	# Passed	% Passed	# Program Completers*	# Passed	% Passed	# Program Completers*	# Passed	% Passed	Total # Test Takers/Program Completers*	Total # Passed	Total % Passed
Chemistry	0			0			1	1	100%	1	1	100%
Early Childhood Education	9	9	100%	11	11	100%	7	7	100%	27	27	100%
English	0			2	2	100%	0			2	2	100%
History	0			0			0			0		
Mathematics	0			1	1	100%	0			1	1	100%
Physics	0			0			0			0		
Political Science	1	1	100%	0			1	1	100%	2	2	100%
Spanish	0			0			0			0		
Unit Summary	10	10	100%	14	14	100%	9	9	100%	33	33	100%

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

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edTPA Pass Rates

Program Year	2017-2018			2018-2019			2019-2020			MOST RECENT 3-YEAR PERIOD		
Programs	# Program Completers*	# Passed	% Passed	# Program Completers*	# Passed	% Passed	# Program Completers*	# Passed	% Passed	Total # Test Takers/Program Completers*	Total # Passed	Total % Passed
Chemistry	0			0			1	0	0%	1	0	0%
Early Childhood Education	9	9	100%	11	11	100%	7	7	100%	27	27	100%
English				2	2	100%	0		0	2	2	100%
History	0			0			0			0		
Mathematics				1	1	100%				1	1	100%
Physics	0			0			0			0		
Political Science	1	1	100%				1	1	100%	2	2	100%
Spanish	0			0			0			0		
Unit Summary	10	10	100%	14	14	100%	9	9	100%	33	32	97%

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

