



AAQEP Annual Report for 2022

Provider/Program Name:	A+ Texas Teachers of Tomorrow
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	December 31, 2022

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Teachers of Tomorrow is a non-traditional teacher certification provider with 52 different licensure programs authorized by the Texas Education Agency (TEA); it was initially approved on January 14, 2005. Teachers of Tomorrow is currently the largest Alternative Certification Provider (ACP) in the state of Texas, having certified 70,000+ teachers in the state since its inception. We do not currently have candidates seeking additional certifications; all are seeking initial certification.

Teachers of Tomorrow's programs are designed to meet two sets of needs: the needs of adults holding college degrees who seek to enter the teaching profession, and the needs of school districts in Texas, many of which have experienced

persistent teacher shortages and high teacher turnover for the past three decades. We recruit outstanding candidates and provide them with a thorough, affordable option of professional preparation.

The basic program model is to offer low-cost entry to qualified candidates who then: 1) proceed through an asynchronous sequence of online courses; 2) meet all state-mandated pre-requisites to being placed as the teacher of record in a supervised and supported ACP, including passing certain licensure tests; 3) are hired by a local school district; and 4) complete a year-long supervised teaching experience with support from a program supervisor and from school personnel.

The curriculum is aligned with state standards and is developed with input from practicing educators from school districts across Texas. The curriculum has been revised continuously over the years in response to changing state regulations, expanding technological tools and platforms, and feedback from candidates, completers, and P12 partners. As you will see in the report that follows, the Curriculum division of the company was very busy this year updating and revising coursework to better meet the needs of our candidates, districts, and - ultimately - the children of the state of Texas.

Texas Teachers of Tomorrow produced over 5,000 new teachers last school year in an array of certification areas. These teachers exceeded expectations in a number of areas, including field supervisor observations and principal feedback. We still have work to do in our Pedagogy and Professional Responsibilities (PPR) test pass rate, but have addressed it along with content tests with newly updated test preparation courses. In addition, we implemented a seventh project, meant to be completed while actively teaching. Interns must report and analyze the results of an assessment and explain the research-based instructional strategies they will use in the next lesson as a result of the assessment. This has garnered positive results so far.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

www.teachersoftomorrow.org/texas/aqep-accreditation

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 06/22)	Number of Completers in most recently completed academic year (12 months ending 06/22)
<i>Programs that lead to initial teaching credentials</i>			
<p>As an alternative provider, Texas Teachers does not grant a degree or certificate. Rather, we recommend the candidate for certificates that TEA then grants assuming all criteria are met. The steps involved in this process are outlined below.</p> <ol style="list-style-type: none"> 1. The candidate completes all required pre-service coursework and field based experiences to earn a Statement of Eligibility for hire. 2. The candidate applies for the Intern Certificate through TEA (Texas Education Agency) 3. The program recommends the Intern Certificate which is valid for 1 year. 4. The intern teaches full time for at least 1 full academic year, passes the Pedagogy and Professional Responsibilities test (PPR), all online supplemental coursework 	Agriculture Food & Natural Resources (6-12)	135	17
	American Sign Language (EC-12)	11	7
	Art (EC-12)	252	150
	Bilingual Education Supplemental-Mandarin Chinese		2
	Bilingual Education Supplemental-Spanish		149
	Business and Finance (6-12)	1524**	37
	Chemistry (7-12)	54	10
	Computer Science (8-12)	68	10
	Core Subjects with STR (4-8)	1013**	176
	Core Subjects with STR (EC-6)	202**	1741
	Dance (6-12)	40	24
	English as a Second Language Supplemental		579

<p>and the Internship Project. The intern also receives a positive Principal recommendation and a positive recommendation from a Field Supervisor after 5 observations.</p> <p>5. The intern can then apply for the Texas Standard Certificate with TEA.</p> <p>6. The program recommends the Standard Certificate once eligibility has been verified.</p>	English Language Arts and Reading (7-12)	651	343
	English Language Arts and Reading with STR (4-8)	4	213
	English Language Arts and Reading/Social Studies with STR (4-8)		36
	Family And Consumer Sciences (6-12)	329	49
	Health (EC-12)	191	20
	Health Science (6-12)	27	27
	History (7-12)	357	98
	Journalism (7-12)	542	5
	Languages Other Than English - French (EC-12)	22	5
	Languages Other Than English - German (EC-12)		1
	Languages Other Than English - Latin (EC-12)	1	1
	Languages Other Than English - Mandarin Chinese (EC-12)		6
	Languages Other Than English - Spanish (EC-12)	141	40
	Life Science (7-12)	293	81
	Marketing (6-12)	2	7
	Mathematics (7-12)	151	160
	Mathematics/Physical Science/Engineering (6-12)		18

	Mathematics/Science (4-8)		35
	Music (EC-12)	137	33
	Physical Education (EC-12)	714	209
	Physical Science (6-12)	3	2
	Physics/Mathematics (7-12)		6
	Science (4-8)	7	104
	Science (7-12)	323	133
	Social Studies (4-8)	7	104
	Social Studies (7-12)	3231**	217
	Special Education (EC-12)	29**	981
	Speech (7-12)	12	12
	Technology Applications (EC-12)	49	39
	Technology Education (6-12)	155	23
	Theatre (EC-12)	98	48
	Trade And Industrial Education	25	19
Total for programs that lead to initial credentials		10,800	6,154
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
		0	0
Total for programs that lead to additional/advanced credentials		10,800	6,154
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
		0	0

Total for additional programs		
TOTAL enrollment and productivity for all programs		
Unduplicated total of all program candidates and completers	10,690	5,005

**** Please note that these numbers reflect people with sufficient college hours to meet requirements who ultimately tested for and were able to obtain a Statement of Eligibility in areas such as Core Subjects EC-6 or Special Education, which show far more completers than enrollees.**

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

N/A

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
10,690
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
5,005
C. Number of recommendations for certificate, license, or endorsement included in Table 1.

6,154

D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

As we are an asynchronous program for adults who have at least a bachelor's degree from an accredited college or university, we do not have cohorts or an expected time frame to finish preservice coursework. The Attendance Policy portion of our Student Handbook notes, "Candidates may take as long as they wish to complete a course and complete the program." The expected time frame for candidates to earn their Standard certificate is 1 year from the date of the issuance of their intern certificate.

For people who started teaching in the 21-22 school year, and who were issued an intern certificate prior to November 1, 2021, 85.37% completed all requirements and were able to successfully apply for their Standard certificate within 1 year of obtaining their intern certificate.

Of the remaining 547 interns, 2 dropped out of the program completely and the other 545 (14.58%) are still finishing outstanding requirements.

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Test Name	Number of Tests Taken	Number of Tests Passed	Pass Rate
AAFCS: Family and Consumer Science	78	61	78.20% (State ave = 78%)
AAFCS:Hospitality, Nutrition, and Food Science	1	1	100% (State ave = 78%)
Agriculture: Food and Natural Resources, 6-12	49	47	95.9% (State ave = 94%)
American Sign Language EC-12	5	4	80% (State ave = 90%)
Art EC-12	171	160	93.6% (State ave = 95%)
Bilingual Education Supplemental	179	154	86% (State ave = 73%)
Bilingual Target Language Proficiency Test	166	123	74.1% (State ave =62%)

(BTLPT) - Spanish			
Business and Finance 6-12	50	44	88% (State ave = 44%)
Chemistry 7-12	25	19	76% (State ave = 67%)
Computer Science 8-12	20	12	60% (State ave = 45%)
Core Subjects 4-8	183	118	76% (State ave = 69%)
Core Subjects EC-6 (391, new test)	2186	1627	74.4% (State ave = 85%)
Dance 6-12	35	31	88.6% (State ave = 79%)
English Language Arts and Reading 4-8 (117, now expired)	281	280	99.6% (State ave = 84%)
English Language Arts and Reading 7-12	398	342	85.9% (State ave = 74%)
English Language Arts and Reading/Social Studies 4-8	58	53	91.4% (State ave = 79%)
English as a Second Language (ESL) Supplemental	680	613	90.1% (State ave = 78%)
Health EC-12	133	127	95.5% (State ave = 91%)
Health Science 6-12	31	28	90.3% (State ave = 83%)
History 7-12	187	149	79.7% (State ave = 64%)
Journalism 7-12	21	19	90.5% (State ave = 78%)
LOTE French	8	4	50% (State ave = 31%)
LOTE German	2	0	0% (State ave = 85%)

LOTE Spanish	47	22	46.8% (State ave = 42%)
Life Science 7-12	119	79	66.4% (State ave = 55%)
Marketing 6-12	4	2	50% (State ave = 67%)
Mathematics 4-8	269	188	69.9% (State ave = 59%)
Mathematics 7-12	220	152	69.1% (State ave = 63%)
Mathematics/Science 4-8	50	39	78% (State ave = 55%)
Music EC-12	48	42	87.5% (State ave = 63%)
Physical Education EC-12	484	395	81.6% (State ave = 79%)
Physical Science 6-12	8	4	50% (State ave = 47%)
Physical Science/Mathematics/Engineering 6-12	21	17	81% (State ave = 85%)
Physics/Mathematics 7-12	14	13	92.9% (State ave = 75%)
Science 4-8	214	140	65.4% (State ave = 49%)
Science 7-12	184	128	69.6% (State ave = 56%)
Science of Teaching Reading	1900	1793	94.4% (State ave = 91%)
Social Studies 4-8	185	138	74.6% (State ave = 57%)
Social Studies 7-12	378	239	63.2% (State ave = 50%)
Special Education EC-12	1187	921	77.6% (State ave = 72%)
Special Education Supplemental	19	18	94.7% (State ave = 85%)
Speech 7-12	32	25	78.1% (State ave = 69%)

Technology Applications EC-12	79	54	68.4% (State ave = 54%)
Technology Education 6-12	31	30	96.8% (State ave = 96%)
Texas Assessment of Sign Communication - American Sign Language	1	1	100% (State ave = 65%)
Theater EC-12	64	58	90.6% (State ave = 81%)

Many of the lower-scoring subject areas are niche areas where we had not yet developed test preparation resources. These include Family and Consumer Science, LOTE French, LOTE German, Marketing, Physical Science 6-12, and Speech.

Other low scoring areas are traditionally low across the state of Texas. These include Bilingual Target Language Proficiency Test, Chemistry, Computer Science, Core Subjects 4 - 8, History 7-12, LOTE Spanish, Life Science 7-12, Mathematics 4-8, Mathematics 7-12, Science 4-8, Science 7-12, Social Studies 4-8, Social Studies 7-12, Special Education EC-12, and Technology Applications. It should be noted, that - while the pass rate of our candidates was below 80% in these areas, they outperformed the state average in every subject area.

A few of these are also new exams - including ELAR 4-8 and Core Subjects EC-6. As we learned more about the content of the exams we were better able to adjust our test preparation courses.

In April of 2022 we launched 32 new TExES preparation courses to better prepare our candidates. We expect to see increased pass rates for the next cycle.

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Likert survey responses were translated into CSAT scores from 1 - 4, with a score of 3 denoting program completers agreed with the statement. We would expect our CSAT scores to be at least a 3. CSAT scores ranged from 2.43 to 3.00 on the 15 Likert scale questions asked of program completers, and the overall program had a CSAT score of 2.58. Of the four sections concerning specific performance indicators, section scores ranged from 2.53 (Professionalism) to 2.89 (Students). It was noteworthy that the survey results trended downward depending on when the question was asked.

When examining the open-ended responses, several trends emerged. A lack of guidance and program support from Teachers of Tomorrow was the most common complaint, which is an area we previously identified and made structural changes to address the issue starting in January 2022. We expect the CSAT scores around Professionalism and the corresponding comments to increase for current interns. The only other commonly repeated comment across all areas was praise for our field supervisors.

G. Narrative explanation of evidence available from employers of program completers , with a characterization of findings.
<p>Similarly to the completer survey, there were many comments about the high efficacy of our field supervisors. The next most common comment was praise for the curriculum and program in general.</p> <p>When analyzing the Likert questions, we would expect to see at least 85% of new teachers rated proficient or above on a non-summative evaluation. Given the format of our survey, this would correspond to at least 85% of respondents agreeing or strongly agreeing with the performance statements. The overall satisfaction was 90.9%, and the section scores ranged from 85.6% (Instruction) to 88.2% (Content). Only four of the 15 indicators were below the 85% threshold. Those areas concern our interns' abilities to work with special populations, connect content with global issues, collaborate with community and global partners, and utilize instructional best practices. Clearly, we have work to do towards Standard 2d. Teachers of Tomorrow has invested considerable resources in updating our specific content methods courses over the past year, and the survey results show again how needed this work is. Our interns scored highest on their commitment to professional growth and providing engaging and relevant content instruction. The overall highest performance indicator (93.7%) came in response to "Teachers of Tomorrow is a partner, providing timely support and assistance".</p>
H. Narrative explanation of how the program investigates employment rates for program completers , with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.
Our program completers are all employed, as successful completion of a full year as the teacher of record is required in order to apply for the Standard Certificate.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
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<p>TNT 700.8IP The Instructional Cycle scores and number of resubmissions needed to achieve mastery</p> <p>For this performance-based assessment, completed while the intern is actively teaching, the intern reviews the results of a classroom assessment and uses the data to inform instruction. The project must be passed in order to complete the program. A rubric is used to score the project on the following criteria:</p> <ol style="list-style-type: none"> 1. Data is thorough and detailed providing insight into student performance on targeted objectives. A graphic such as a table is included and gives clarity to trends in the data. (10 pts) 2. Next steps for instruction are based on thorough and detailed analysis of data clearly indicating research-based targeted support to individuals or groups to improve their learning on assessed learning objectives. Detailed description of learning interventions and identification of rationale for selection of interventions that is supported by analysis of the data. (20 pts) 3. Specific references to research-based best practices are made through the analysis to address the needs of all learners. (10 pts.) 	<p>Instructors offer feedback on each criteria to guide the intern to mastery if the first submission does not meet the passing standard of 80% (40/50 on the rubric). Because of the nature of the project, initial submissions were only accepted through the end of May. Interns had an extra 2 weeks to make needed revisions if they met the initial submission deadline.</p> <p>We expect all interns to pass with at least an 80%.</p>	<p>418 of the 2123 submissions made from January - May of 2022 were not passing at the initial submission. 19.7% of our interns did not pass on this first attempt.</p> <p>For this subgroup of interns, the average point increase from the first submission to passing was 15.5 points.</p> <p>Not all interns passed in the time frame allowed. 56, or 2.6% of interns required to successfully complete this project, did not pass the project in the specified time frame. With 3 exceptions, these interns did not submit their project until mid-May or later. This required them to go on an extension. As of mid-December 50 of them have passed the assessment, leaving 6 who have not yet completed the course and achieved the eligibility to apply for their standard certificate.</p>
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<p>4. Paper is a minimum of 4 pages, excluding tables, charts, or graphs. No obvious spelling, grammar, and/or punctuation errors.</p> <p>***Please note: This project was implemented in January of 22, so not all completers from the 21-22 school year were required to do it. Candidates were given the option of completing all 6 of the former performance-based assessments by November 20, 2021, or doing all of the newly revised 6 assessments plus this intern project. Those who did not complete all 6 of the former assessments were required to complete this one. 21-22 was the transition year for the projects.</p>		
<p>Pedagogy and Professional Responsibilities (PPR) test scores</p> <p>The Pedagogy and Professional Responsibilities (PPR) test is designed to assess whether an educator has the knowledge and skills required of a novice educator in Texas. The questions cover grades EC-12 and assess four Domains: Designing Instruction and Assessment to Promote Student Learning; Creating a Positive, Productive Classroom Environment; Implementing Effective, Responsive Instruction and Assessment; and Fulfilling Professional Roles and Responsibilities.</p>	<p>As this is required to gain Standard Certification and, thus, be termed a completer, it is important that all interns pass the PPR. Thus, our expectation is 100% passing rate.</p>	<p>85.5% of our interns in 21-22 passed the PPR on the first try. The state average is 85.9%.</p> <p>95% of our interns in 21-22 passed the PPR on their “Best Attempt.” The state average is 92.7%.</p> <p>This does not meet our expectation of 100%. In April of 2022 we revised the test preparation course for the PPR and began utilizing the TEA released PPR Examination, along with enhanced security features to more accurately simulate the actual testing environment. We expect to see pass rates increase.</p>

<p>The exam is taken during the first year of teaching, often at the end of the first semester or early in the second semester.</p>		
<p>Field Supervisor scores and comments for selected and relevant domains. Each Dimension is scored on a 1-4 scale with 1=Improvement Needed, 2=Developing, 3= Proficient, and 4=Accomplished. Field Supervisors look for growth from observation to observation; there are 5 observations in all. The following indicators align with Standard 1:</p> <ul style="list-style-type: none"> 1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction 2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs 	<p>At least 90% of interns, by the 5th observation, will be scoring at or above the proficient score of 3.</p> <p>At least 90% of interns, by the 5th observation, will be scoring at or above the proficient score of 3.</p>	<p>4146 of 4376 final observations, or 95%, scored at the proficient or accomplished level. Of the 230 who did not, only 8 were at the “Improvement Needed” level, with the rest scoring in the “Developing” range. The mean score for Dimension 1.2 on the fifth observation was 3.23.</p> <p>4167 of 4376 final observations, or 95%, scored at the proficient or accomplished level. Of the 209 who did not, 11 were at the “Improvement Needed” level, with the rest scoring in the “Developing” range. The mean score for Dimension 2.2 on the fifth observation was 3.27.</p>

<ul style="list-style-type: none"> • 2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments. • 3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners 	<p>At least 90% of interns, by the 5th observation, will be scoring at or above the proficient score of 3</p> <p>At least 90% of interns, by the 5th observation, will be scoring at or above the proficient score of 3</p>	<p>4159 of 4376 fifth observations, or 95%, scored at the proficient or accomplished level. Of the 217 who did not, 7 were at the “Improvement Needed” level, with the rest scoring in the “Developing” range. The mean score for Dimension 2.5 on the fifth observation was 3.25.</p> <p>4181 of 4376 fifth observations, or 96%, scored at the proficient or accomplished level, meaning that 96% scored at “Proficient” or “Accomplished.” Of the 195 who did not, 15 were at the “Improvement Needed” level, with the rest scoring in the “Developing” range. The mean score for Dimension 3.3 on the fifth observation was 3.35.</p>
<p><u>Survey of 2021 and 2022 program Completers</u></p> <ul style="list-style-type: none"> • Respondents were asked a series of Likert statements (e.g. Teachers of Tomorrow provided a strong understanding of learner growth and development) and open-ended questions aligned to AAQEP and InTASC standards • 7 of the 15 Likert scale questions covered facets of Standard 1. “Teachers of Tomorrow provided... <ul style="list-style-type: none"> ○ a strong understanding of learner growth and development” 	<p>Responses were translated into CSAT scores from 1 - 4, with a score of 3 denoting program completers agreed with the statement. We would expect our CSAT scores to be at least a 3.</p> <p>Results of the 7 indicators were averaged into a Standard 1 overall indicator.</p>	<p>The average CSAT score for Standard 1 indicators was 2.9, just shy of our proficient score. The lowest results (2.73) came from “Teachers of Tomorrow provided instructional resources, guidance on pacing, discipline-specific strategies, and practice creating engaging and relevant content instruction”, and the highest results (3.00) came from “Teachers of Tomorrow provided a strong understanding of formal and informal assessments, allowing me to utilize engaging assessments and data-driven practices”.</p>

<ul style="list-style-type: none"> ○ a strong understanding of learning differences (e.g. Special Education, English Language Learners) and strategies to meet student needs” ○ understandings and strategies to meet the diverse needs of students from a variety of cultural and socioeconomic backgrounds” ○ strategies and tools to promote a safe, inclusive, and productive learning environment for all students” ○ an adequate review of standards-aligned content knowledge and discipline-specific practices” ○ instructional resources, guidance on pacing, discipline-specific strategies, and practice creating engaging and relevant content instruction” ○ a strong understanding of formal and informal assessments, allowing me to utilize engaging assessments and data-driven practices” 		<p>For the indicator that most closely aligns with aspect 1C, Teachers of Tomorrow develops understandings and strategies to meet the diverse needs of students from a variety of cultural and socioeconomic backgrounds”, the CSAT was 2.84.</p>
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<p>Survey of instructional supervisors (i.e. principals, district admin) for 2021 and 2022 program participants</p> <ul style="list-style-type: none"> • Respondents were asked a series of Likert and open-ended questions aligned to AAQEP and InTASC standards • 7 of the 15 Likert scale questions covered facets of Standard 1. “Teachers of Tomorrow provided... <ul style="list-style-type: none"> ○ shows a strong understanding of learner growth and development” ○ shows a strong understanding of learning differences (e.g. Special Education, English Language Learners) and strategies to meet student needs” ○ utilizes strategies to meet the diverse needs of students from a variety of cultural and socioeconomic backgrounds” ○ utilizes strategies and tools to promote a safe, inclusive, and productive learning environment for all students” ○ is able to convey standards-aligned content knowledge and utilize discipline-specific practices” 	<p>Based on Kraft and Gilmore’s 2017 work¹, we would expect to see at least 85% of new teachers rated proficient or above on a non-summative evaluation. Given the format of our survey, this would correspond to at least 85% of respondents agreeing or strongly agreeing with the performance statements.</p> <p>Results of the 7 indicators were averaged into a Standard 1 overall indicator.</p> <p>¹Kraft, M.A. & Gilmour, A.F. (2017). Revisiting the Widget Effect: Teacher evaluation reforms and the distribution of teacher effectiveness. Educational Researcher, 46(5), 234-249.</p>	<p>For Standard 1, Texas instructional supervisors indicated an 88.2% satisfaction rate, with the lowest indicator (The teacher shows a strong understanding of learning differences...and strategies to meet student needs) showing 83.8% satisfaction, and the highest (The teacher appropriately paces content and provides engaging and relevant content instruction) showing 91.2% satisfaction. Again, we exceed the expectation.. In the last year we have revamped our course on working with diverse learners and are adding/revising SPED content. For the prompt directly addressing 1C, admin reported an 86.8% approval rate.</p> <p>This directly contradicts the results from our completer survey. While the program participants would clearly like more guidance on content instruction and pacing, their supervisors say they are doing an exceptional job. More data is needed to determine the reason for this disconnect. Regardless, we expect these results to improve as we continue to revise our content-specific methods courses.</p>
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<ul style="list-style-type: none"> ○ appropriately paces content and provides engaging and relevant content instruction” ○ appropriately uses formal and informal assessments, allowing the teacher to utilize engaging assessments and data-driven practices” 		
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
<p>Field Supervisor scores and comments for selected and relevant domains Each Dimension is scored on a 1-4 scale with 1=Improvement Needed, 2=Developing, 3= Proficient, and 4=Accomplished. Field Supervisors look for growth from observation to observation; there are 5 observations in all. For Dimensions 4.3 and 4.4 there is a “Not observed” option for Field Supervisors to choose if they feel they have not adequately observed those competencies.</p> <ul style="list-style-type: none"> • 1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development, and achievement for all students. 	<p>At least 90% of interns, by the 5th observation, will be scoring at or above the proficient score of 3.</p>	<p>4195 of 4376 final observations, or 96%, scored at the proficient or accomplished level. Of the 181 that did not, 7 were at the “Improvement Needed” level, with the rest scoring in the “Developing” range.</p>

		<p>The mean score for Dimension 1.3 on the fifth observation was 3.26</p> <p>Representative sample feedback aligned with the aspects of this standard include the following:</p> <ul style="list-style-type: none"> • You have students on many different levels and from the observation you know what each student needs to help "him" be successful. You are building on strengths they have and teaching to their weaknesses. Working individually with the students increases their continued engagement. • The teacher often refers to prior lessons to make connections. When learning gaps are noticed the teacher is able to adjust the lesson plan to meet the needs of the students. • Initial activity is a review of previous learning. Activities engage the students and allow them to demonstrate understanding. Good interaction with the students. Each activity is aligned and builds on the learning objective.
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<ul style="list-style-type: none"> 4.3 Professional Development: The teacher enhances the professional community. 	<p>At least 90% of interns, by the 5th observation, will be scoring at or above the proficient score of 3.</p>	<p>3461 of 3610 final observations, or 96%, where this indicator was scored (Field Supervisors have the option of “Not Observed” on this indicator) were at the proficient or accomplished level. Of the 149 that were not, 10 were at the “Improvement Needed” level, with the rest scoring in the “Developing” range. The mean score for Dimension 4.3 on the fifth observation was 3.25.</p> <p>Sample feedback includes the following</p>
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		<ul style="list-style-type: none"> • This school year Ms. DeLaCruz has attended Pre-Kinder Kim Sutton Creative Math training and has used the materials in the math centers in the classroom. She has collaborated with her grade level to plan literacy, math centers and TELPAS trainings. Additionally, Ms. De La Cruz has attended a Classroom Management with Jennifer Brodbeck training and is working on using the behavior strategies learned. She has attended ST Math training which the students are using 30 minutes per day. She has also attended the Frog Street trainings and continues to collaborate with her grade level colleagues to plan lessons and activities. On a daily basis, she follows the Frog Street Curriculum and integrates the learning activities. She attended training in Stemsopes as well. She is scheduled to attend on 2-9-22 a Pre-k MOY Intervention Session training this week that she plans to implement to help her students. • You work well with your paraprofessionals and teachers to support the student learning. You have been receptive and open to any suggestions.
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<ul style="list-style-type: none"> 4.4: School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district, and community through effective communication and outreach. 	<p>At least 90% of interns, by the 5th observation, will be scoring at or above the proficient score of 3.</p>	<ul style="list-style-type: none"> I realize you are the only art teacher on campus but talk to the other specials teachers and see how they handle situations. They have the same students you do so they may have some great techniques to try. Be sure to take all feedback as a means to learn and grow. <p>2391 of 2516 final observations, or 95%, where this indicator was scored (Field Supervisors have the option of “Not Observed” on this indicator) fell at the proficient or accomplished level. Of the 125 that did not, 1 was at the “Improvement Needed” level, with the rest scoring in the “Developing” range. The mean score for Dimension 4.4 on the fifth observation was 3.25.</p> <p>Sample feedback includes the following</p> <ul style="list-style-type: none"> You are connecting with a community of support for each of your students and have developed relationships with parents Ms. Tucker demonstrates an interest in the student's overall achievements and proves that she shares in the established school vision for student success.
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		<ul style="list-style-type: none"> Mr. Ley is organizing to coach Special Olympics. He participates in parent teacher conferences and makes phone calls to parents as well. He collaborating with the main SPED teacher for his students regularly as they share gains and needs about each student. He is chairing a grant proposal committee writing a grant for a student led "shop". Part of this effort is to connect with a business leader/partner in the community.
Survey of 2021 and 2022 program Completers <ul style="list-style-type: none"> Respondents were asked a series of likert and open-ended questions aligned to AAQEP and InTASC standards 5 of the 15 Likert scale questions covered facets of Standard 2. "Teachers of Tomorrow provided... <ul style="list-style-type: none"> understandings and strategies to meet the diverse needs of students from a variety of cultural and socioeconomic backgrounds" strategies and tools to promote a safe, inclusive, and productive learning environment for all students" 	<p>Responses were translated into CSAT scores from 1 - 4, with a score of 3 denoting program completers agreed with the statement. We would expect our CSAT scores to be at least a 3.</p> <p>Results of the 7 indicators were averaged into a Standard 2 overall indicator.</p>	<p>The average CSAT score for Standard 2 indicators was 2.7, with the lowest results (2.55) on "Teachers of Tomorrow provided appropriate guidance for collaboration with other school staff and home supports", and the highest results (2.87) on "Teachers of Tomorrow provided strategies and tools to promote a safe, inclusive, and productive learning environment for all students". These results fall below our expected performance. To ensure we continue to improve toward our CSAT goal of 3, several initiatives have been implemented, including launching a new course on teaching diverse learners, adding to and revising our Special Education programming, revamping our program support, and updating methods courses.</p>

<ul style="list-style-type: none"> ○ guidance on connecting content to global issues and diverse perspectives” ○ guidance and resources for continuing professional growth” ○ appropriate guidance for collaboration with other school staff and home supports” 		
<p><u>Survey of instructional supervisors for 2021 and 2022 program participants</u></p> <ul style="list-style-type: none"> ● Respondents were asked a series of likert and open-ended questions aligned to AAQEP and InTASC standards ● 5 of the 15 Likert scale questions covered facets of Standard 2. “The teacher... <ul style="list-style-type: none"> ○ utilizes strategies to meet the diverse needs of students from a variety of cultural and socioeconomic backgrounds” ○ utilizes strategies and tools to promote a safe, inclusive, and productive learning environment for all students” ○ connects content to global issues and perspectives” ○ displays a commitment to professional growth, appropriately advocating for their own needs” 	<p>Based on Kraft and Gilmore’s 2017 work¹, we would expect to see at least 85% of new teachers rated proficient or above on a non-summative evaluation. Given the format of our survey, this would correspond to at least 85% of respondents agreeing or strongly agreeing with the performance statements.</p> <p>Results of the 7 indicators were averaged into a Standard 2 overall indicator.</p> <p><small>¹Kraft, M.A. & Gilmour, A.F. (2017). Revisiting the Widget Effect: Teacher evaluation reforms and the distribution of teacher effectiveness. Educational Researcher, 46(5), 234-249.</small></p>	<p>For Likert questions covering aspects of Standard 2, respondents indicated an 88% satisfaction rate, with the lowest results (83.8%) on “The teacher connects content to global issues and perspectives” and the highest (92.6%) on “The teacher displays a commitment to professional growth, appropriately advocating for their own needs”. As stated previously in section 3G, our lowest results came from prompts about creating global citizens. However, school leaders did not emphasize this result in the open-ended responses. In those responses, a few requested more training on working with special populations and a few more offer specific or general praise for how our program supports new teachers working with students in a variety of contexts.</p>

<ul style="list-style-type: none"> ○ collaborates with other school staff and home supports” 		
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5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

The 2021-22 school year ushered in improvements in coursework, new and more rigorous performance-based assessments, and a more robust research-based screening instrument that better captures teaching dispositions and behaviors and is used for each applicant to the program.

Since our accreditation with AAQEP in January of 2021, we have launched a number of revised courses to better align with current knowledge in the field. These include the following.

- Teaching in a Diverse Classroom - Updated to focus on creating a safe, accepting, and successful learning environment for all students, this course addresses the intersectionality of religion, race, sexual orientation, and family structures and includes a lesson on preventing prejudice and discrimination. The course starts with a lesson on immigration including the countries and cultures of many of our students. It encourages teachers to reflect upon their own implicit biases.
- Strategies for Teaching English Language Learners - Along with the basics of second language acquisition and its impact on learning, candidates learn how to create an effective learning environment for ELLs.
- Special Education for the General Education Teacher - Designed as a primer for interns, this course addresses how students qualify for Special Education services, the components of an IEP plan, transition services, least restrictive environment and placement, behavioral improvement plans, accommodations and modifications, and Universal Design for Learning.
- Questioning Strategies and Feedback - Built around the objectives of applying effective questioning strategies in various scenarios, and distinguishing effective from ineffective feedback, this course first focuses on the importance of embedding questions throughout the lesson.
- Formal Assessment - In addition to exploring criteria of quality assessments, this course introduces candidates to non-traditional assessments, communicating assessment results (including student goal-setting), the state accountability system and data-driven decision making.
- Using Data to Inform Instruction - This course was completely rewritten to provide opportunities to analyze data and plan subsequent instructional strategies based on the results of that analysis.

- The Science of Teaching Reading - aligned with the Texas requirement that all teacher candidates who teach students in PreK - 6th grade demonstrate proficiency in the science of teaching reading on a new, standalone certification exam. This requirement took place January 1, 2021. We developed a test preparation course and webinars to prepare our candidates for this requirement.
- Content-specific methodology for most certification areas - During the spring - fall of 2021 most of our methodology courses were updated to include an overview of the TEKS for that subject area as well as content-specific pedagogy and best practices. In August of 2022 we added a module on Teaching K-12 Virtually to each methods course.
- Teaching Strategies that Work was updated with material from Doug LeMov's work as well as project-based and problem-based instruction.
- Digital Tools in the Classroom - As the tools available to teachers are constantly evolving, this course was updated to reflect more current technology.
- Reading for the Elementary Teacher - This update was meant to complement and complete the learning needed to successfully teach reading, reinforcing the concepts included on the Science of Teaching Reading exam.

Our performance-based projects were redesigned and updated to better measure candidates' ability to apply learning. Reflection questions that focus on process were added to two of the lesson planning assessments and candidates are required to research effective classroom management strategies, devise their own classroom management plan, prepare a presentation for their peers on factors that impact student achievement, and model effective and professional communication. These are all preservice projects. In addition to these, we implemented a seventh project, meant to be completed while actively teaching. Interns must report and analyze the results of an assessment and explain the research-based instructional strategies they will use in the next lesson as a result of the assessment.

Along with GPAs and areas of concentration in college, the admission screening process requires an instrument that captures the behaviors and disposition needed for successful teaching. We did not feel that our prior instrument was as effective in this function as it could be and, after an exhaustive research process, a new instrument was devised. Procedures for scoring and recording were set, and a cut score established.
