AAQEP Annual Report for 2023

Provider/Program Name:	A+ Texas of Teachers of Tomorrow
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	12/31/2027

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 initial teacher certification provider with 52 different licensure certification areas authorized by the Texas Education Agency (TEA). The organization was initially approved on January 14, 2005 and it has helped certify thousands of teachers in the state of Texas.

Teachers of Tomorrow is committed to developing the highest quality educators who positively impact their school and community. We are proud of the partnership we have with each of our candidates in helping them begin their teaching careers. Teachers of Tomorrow's programs are designed to address the significant teacher shortage by offering the non-traditional adult learner the opportunity to receive a high-quality preparation and pursue a shorter route to licensure. The program offers low-cost entry to qualified candidates seeking to serve as teachers of record on an intern license while enrolled in our program. Our Texas candidates do the following:

1) Complete online asynchronous professional preparation coursework aligned to national and state standards.
2) Meet all state-mandated pre-requisites to being placed as teacher of record that is supervised and supported through an Alternative Certification Provider (ACP), including the completion of applicable certification exams.
3) Obtain employment by a local school district
4) Complete a year-long supervised teaching experience with support from a program supervisor and from school personnel.

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):

Texas Teacher Certification | National Accreditation (teachersoftomorrow.org)

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 2022-2023

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 8/31/2023)	**Number of Completers** in most recently completed academic year (12 months ending 8/31/23)
Programs that lead to initial teaching credentials			
As an alternative certification provider, Texas Teachers does not grant a degree or certificate. Texas Teachers recommend candidates for their certificate once a candidate has completed all required licensure and program requirements (including clinical	Agriculture Food and Natural Resources (6-12)	50	21

requirements, testing, coursework, program fees, and any other pertinent program or state requirement). After Texas Teachers submits the recommendation for certification, this is reviewed and approved by the Texas Education Agency. The data used for the "number of candidates" column is that of those who attempted tests and/or are hired in the areas listed.			
	American Sign Language (EC-12)	13	3
	Art (EC-12)	240	100
	Bilingual Education Supplemental-Mandarin Chinese	0	0
	Bilingual Education Supplemental-Spanish	282	86
	Business and Finance (6-12)	106	30
	Chemistry (7-12)	35	9
	Computer Science (8-12)	26	5
	Core Subjects with STR (4-8)	364	131
	Core Subjects with STR (EC-6)	3824	1393
	Dance (6-12)	67	20
	English as a Second Language Supplemental	717	349
	English Language Arts and Reading (7-12)	690	237

	English Language Arts and Reading with STR (4-8)	352	126
	English Language Arts and Reading/Social Studies with STR (4-8)	60	26
	Family and Consumer Sciences (6-12)	132	41
	Health (EC-12)	147	41
	Health Sciences (6-12)	36	16
	History (7-12)	260	84
	Journalism (7-12)	31	3
	Languages other than English-French (EC-12)	18	4
	Languages other than English-German (EC-12)	3	1
	Languages other than English-Latin (EC-12)	0	1
	Languages other than English-Mandarin Chinese (EC-12)	3	3
	Languages other than English-Spanish (EC-12)	77	25
	Life Science (7-12)	194	67
	Marketing (6-12)	14	3
	Mathematics (7-12)	348	139

	Mathematics/Physical Science/Engineering (6-12)	13	13
	Mathematics/Sciences (4-8)	66	20
	Music (EC-12)	105	29
	Physical Education (EC-12)	699	254
	Physical Science (6-12)	4	0
	Physics/Mathematics (7-12)	10	4
	Science (4-8)	303	127
	Science (7-12)	278	98
	Social Studies (4-8)	302	71
	Social Studies (7-12)	635	184
	Special Education (EC-12)	1928	806
	Speech (7-12)	34	11
	Technology Applications (EC-12)	117	40
	Technology Education (6-12)	54	19
	Theatre (EC-12)	93	38
	Trade and Industrial Education	36	18
Total for programs that lead to initial credentials		10506	4696
Programs that lead to additional or advanced credentials for already-licensed educators			
		0	0
Total for programs that lead to additional/advanced credentials		10506	4696

Programs that lead to credentials for other school professionals or to no specific credential			
		0	0
Total for additional programs			
TOTAL enrollment and productivity for all programs			
Unduplicated total of all program candidates and completers		8,900	4110

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.
8,900
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.
4,110
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
4,696

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.

Texas Teachers of Tomorrow offers an asynchronous self-paced program, as such, there are currently no formal program completion deadlines to calculate the cohort completion rates. Nonetheless, the expected time frame for candidates to earn their Standard Certificate is 1 year from the date of the issuance of their intern certificate.

3,859 candidates completed their program within the 2022-2023 reporting year. Of the candidates teaching, 3,261 were issued a Standard certificate prior to September 1, 2023, completing all requirements within 1 year of obtaining their intern certificate. This represents 84.5%.

To calculate the candidates who complete their program within 1.5 times the expected timeframe, we evaluated the number of candidates who were issued a standard certificate prior to December 1, 2023. While technically the 1.5 year mark is in February 2024, given the due date of the AAQEP report, December 1, 2023 was used as the date for this calculation. As mentioned above, 3,859 candidates completed their program within the 2022-2023 reporting year. Of these, 3,336 were issued a standard certificate within 1.5 years. This represents 86.4%.

Of the remaining 523 interns, 21 dropped out of the program completely and the other 502 (13%) 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	TESTS TAKEN 22/23 Based on first two attempts	TESTS PASSED 22/23 Based on first two attempts
AAFCS: Family & Consumer Science	66	78.80%
Agriculture, Food & Natural Resources 6-12	34	94.10%
American Sign Language EC-12	7	85.70%
Art EC-12	142	92.30%
Bilingual Education Supplemental	110	86.40%

Bilingual Mandarin Chinese Oral proficiency	4	100.00%
Bilingual Mandarin Chinese Writing proficiency	4	100.00%
Bilingual Target Language Proficiency Test (BTLPT)-Spanish	101	74.30%
Business & Finance 6-12	36	80.60%
Chemistry 7-12	17	70.60%
Computer Science 8-12	14	64.30%
Core Subjects 4-8	154	63.60%
Core Subjects EC-6	1951	73.20%
Dance 6-12	37	94.60%
English as a Second Language (ESL) Supplemental	388	91.80%
English Language Arts & Reading 4-8	182	92.90%
English Language Arts and Reading 7-12	324	75.30%
English Language Arts and Reading/Social Studies 4-8	29	79.30%
Health EC-12	93	93.50%
Health Science 6-12	18	72.20%
History 7-12	145	77.90%
Journalism 7-12	12	66.70%
Life Science 7-12	90	73.30%
LOTE: French	10	30.00%
LOTE: German	1	100.00%
LOTE: Mandarin Chinese Oral proficiency	5	100.00%
LOTE: Mandarin Chinese Writing proficiency	5	100.00%
LOTE: Spanish	32	78.10%
Marketing 6-12	7	71.40%
Mathematics 4-8	180	63.90%
Mathematics 7-12	173	67.60%
Mathematics/Science 4-8	27	59.30%
Music EC-12	58	84.50%
Physical Education EC-12	380	84.50%
Physical Science 6-12	1	0.00%

Physical Science/Mathematics/Engineering 6-12	5	100.00%
Physics/Mathematics 7-12	5	40.00%
Science 4-8	138	55.80%
Science 7-12	118	71.20%
Science of Teaching Reading	1423	85.70%
Social Studies 4-8	141	58.20%
Social Studies 7-12	274	65.30%
Special Education EC-12	889	75.10%
Special Education Supplemental	13	84.60%
Speech 7-12	18	72.20%
Technology Applications EC-12	51	54.90%
Technology Education 6-12	34	100.00%
Texas Assessment Of Sign Communication--Amer.Sign Lang.	4	50.00%
Theatre EC-12	50	82.00%

The chart above reflects the test scores for candidates in our certifying areas based on their last two attempts, in alignment with how Texas evaluates EPP's test pass rates.

There are currently 28 areas below the 80% threshold. It is important to note that of these 28 areas, 14 of them are also below 80% at the state level (based on 21/22 data). Additionally, 5 of the low testing areas for TX Teachers of Tomorrow have 10 or less test takers.

Texas Teachers of Tomorrow has been looking very closely at the areas below this threshold to enhance its existing initiatives and embark on additional strategies to increase the testing pass rates. In addition to offering test preparation modules, we have adjusted our procedures to require the completion of test preparation modules within 3 months in order for us to grant candidates a test approval to test (EPPs are required to issue test approvals in Texas). This measure will help maximize the benefit of the test preparation course for candidates' subsequent performance on the exams.

We are regularly examining our test pass rates and continue to identify strategies we can implement to enhance our curriculum to reinforce concepts in coursework as applicable and to adjust our existing test preparation modules.

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

The Texas Education Agency administers a yearly survey of Principals and New Teachers and shares these results with Education Preparation Providers. The results below show a summary of the highest and lowest scores for teachers for the 2022-2023 school year. Overall, the data supports that our candidates are prepared/well prepared in organizing a safe classroom environment, understanding and adhering to the code of ethics, and student advocacy. The areas where there seems to be the greatest opportunity in candidates' preparedness is in differentiating instruction and working with diverse learners.

TEACHER SURVEYS
2612 total respondents

STRENGTHS:
- 90.5% of respondents felt that they were sufficiently prepared or well prepared to organize a safe classroom
- 90.7% of respondents felt that they were sufficiently prepared or well prepared to organize a classroom learning environment that is accessible for all students
- 90.0% of respondents felt that they were sufficiently prepared or well prepared to organize a classroom in which procedures and routines are clear and efficient
- 95.4% of respondents felt that they were sufficiently prepared or well prepared to understand and adhere to the Code of Ethics and Standard Practices for Texas Educators
- 88.0% of respondents felt that they were sufficiently prepared or well prepared to advocate for the needs of the students in the classroom
- 88.3% of respondents felt that they were sufficiently prepared or well prepared to reflect on their strengths and professional learning needs

AREAS OF OPPORTUNITY:
- 22.7% of respondents felt that they were not sufficiently prepared or not at all prepared to plan lessons that encourage students to persist when learning is difficult
- 25% of respondents felt that they were not sufficiently prepared or not at all prepared to differentiate instruction to meet the behavioral needs of students with disabilities
- 22.1% of respondents felt that they were not sufficiently prepared or not at all prepared to develop and/or implement appropriate formal and informal assessments for students with disabilities to demonstrate their learning

- 21.7% of respondents felt that they were not sufficiently prepared or not at all prepared to develop and/or implement appropriate formal and informal assessments for ELLs to demonstrate their learning?
- 21.8% of respondents felt that they were not sufficiently prepared or not at all prepared to support ELLs in mastering the English Language Proficiency Standards (ELPS)

These summary results were recently distributed to programs. We intend to use this data to examine our existing courses to identify ways we can continue to enhance our curriculum and program supports to enhance candidates' preparation.

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

The Texas Education Agency administers a yearly survey of Principals and New Teachers and shares these results with Education Preparation Providers. The results below show a summary of the highest and lowest scores for principals of our completers for the 2022-2023 school year. Overall, the data supports that our candidates are prepared/well prepared in to use technology when appropriate to the lesson, organizing a safe classroom environment, understanding and adhering to the code of ethics, and student advocacy. The areas where there seems to be the greatest opportunity in candidates' preparedness is in differentiating instruction, setting expectations for student behavior in the classroom, and adopting questioning techniques to encourage higher order thinking.

PRINCIPAL SURVEYS:
1996 total respondents

STRENGTHS:
- 94.8% of respondents felt that our candidates were sufficiently prepared or well prepared to use technology when appropriate to the lesson (to the extent technology was available at the school)
- 95.5% of respondents felt that our candidates were sufficiently prepared or well prepared to organize a safe classroom
- 95.5% of respondents felt that our candidates were sufficiently prepared or well prepared to organize a classroom learning environment that is accessible for all students
- 96.2% of respondents felt that our candidates were sufficiently prepared or well prepared to find and follow district expectations for professional standards [expectations: such as district guidelines, operating policies, or campus procedures]
- 97.3% of respondents felt that our candidates were sufficiently prepared or well prepared to understand and adhere to the Code of Ethics and Standard Practices for Texas Educators

- 95.4% of respondents felt that our candidates were sufficiently prepared or well prepared to advocate for the needs of the students in the classroom

AREAS OF OPPORTUNITY:
- 14.1% of respondents felt that our candidates were not sufficiently prepared or not at all prepared to differentiate instruction
- 11.9% of respondents felt that our candidates were not sufficiently prepared or not at all prepared to adjust the lesson in progress based on data gathered during instruction [data: evidence generated during instruction such as formal/informal, observational, formative, etc.]
- 11.9% of respondents felt that our candidates were not sufficiently prepared or not at all prepared to maintain clear expectations for student behavior in the classroom.
- 11.5% of respondents felt that our candidates were not sufficiently prepared or not at all prepared to plan engaging questions that encourage complex or higher order thinking.

These summary results were recently distributed to programs. We intend to use this data to examine our existing courses to identify ways we can continue to enhance our curriculum and program supports to enhance candidates' preparation.

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 candidates start their program on an intern license, which requires employment by the district. They are required to complete a full year as teacher of record in order to apply for their Standard Certificate. During the 2022-2023 academic year, 85% of our interns received a positive principal recommendation and were issued a Standard within their first year of teaching on an intern certificate. Less than 10% did not receive a standard and did not continue to pursue teaching certification.

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
TNT 700.8IP - Performance Based Project 7 - The Instructional Cycle scores and number of resubmissions needed to achieve mastery. For the assignment, candidates select a previously given assessment(s) and use the data from the assessment(s) to determine next steps for instruction for each student. The data may be summative; such as a comprehensive assessment, a state assessment, a lab report, or a project; or may be formative, such as an independent reading record, observations, or a short quiz given to inform instruction. Candidates create and submit a multi-page **pdf** document (minimum 3 pages, excluding data tables and graphs) that includes the following, in this order: 1. The targeted Standard 2. A description (include the actual assessment if it will add clarification) of the assessment given 3. The method used for collecting and scoring the data,	Candidates are assessed on a 4-point rubric. Instructors offer feedback on each criterion to guide the intern to mastery if the first submission does not meet the passing standard of 80%. All interns are expected to pass with at least an 80%. They are not able to progress to the next assignment until they receive this score.	A total of 4833 interns completed this assessment between September 2022 and August 2023. 1139 did not demonstrate mastery at the initial submission, meaning 23.6% of our interns did not pass on this first attempt. For this subgroup of interns, the average point increase from the first submission to demonstration of mastery was 9.56 points on an assessment worth 50 points total.

4. A table, chart, or other graphic displaying the data 5. A descriptive analysis of the data for all students in the class, and, 6. Next steps for instruction using research-based strategies that address the following How will you use your knowledge of your students' assets to inform your plans? What instructional strategies, learning tasks, and/or assessments will you design to support student learning? How is the teaching you propose supported by research and theory about how students learn? Further Requirements • Specific attention should be given to the needs of all students identified as Special Education, 504, Gifted and Talented, English learner, etc.		

Pedagogy and Professional Responsibilities (PPR) test scores The TExES Pedagogy and Professional Responsibilities EC–12 (160) licensure exam is designed to assess whether candidates have the requisite knowledge and skills for an entry-level educator. The 100 selected-response questions are based on the Pedagogy and Professional Responsibilities EC–12 test framework and covers 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.	Candidates are required to pass the PPR exam to qualify for licensure. Our goal is for a minimum of 85% of candidates to pass this exam on their first attempt, in alignment with state expectations for pass rates for this exam. We are meeting and exceeding this goal.	During the last academic year, we had 3945 candidates take the PPR and the PPR for trade and industry exams. Of these, we had an 86% pass rate on candidates' first attempt on the exams, with a state average at 86% as well. The best overall attempt average was 95%, with a 93% state average. Our scores from our pass rate on the first attempt went up slightly by 0.5% for this year.
Field Supervisors formally evaluate interns during their internship year. They are evaluated on four main domain areas: Planning; Instruction; Learning Environment; Professional Practices and Responsibilities. Under each domain, candidates are evaluated on a series of dimensions. Each dimension is scored on a 1-4 scale with 1=Improvement Needed, 2= Developing; 3-Proficient; and 4. Accomplished.	The program goal is for at least 90% of candidates to receive an evaluation of proficient or higher by their 5th observation for candidates on an intern certificate and on the 3rd observation for candidates on their probationary certificate.	4,273 candidates received their final Field Supervisor Formal Observation during the reporting time frame (22/23 academic year). This number includes candidates both on an intern certificate or a probationary certificate. Candidates on an intern certificate receive a minimum of 5 observations during their intern year, and candidates on a probationary certificate (1 year extension after their intern cert), receive a minimum of 3 observations per year. 4,066 candidates received a final observation

		(5th for intern and 3rd for probationary) during the reporting timeframe. 95.15% received "proficient" or "accomplished" (95.15%). Of the 207 candidate who did not receive proficient or higher, only 6 received "Improvement Needed" and the rest scoring "Developing."
Dimensions aligned with Domain I include: 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.	At least 90% of interns, by the 5th observation, will be scoring at or above the proficient score of 3.	3,145 of 3,276 final observations, or 96.03%, score at the proficient or accomplished level. Of the 131 that did not, 4 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 3.24. Representative sample feedback aligned with the aspects of this standard include the following: • Teacher asks specific questions to check for understanding and engage in active participation. Teacher used phone to scan students answers from their card to for the correct answer and to give feedback. • Ongoing informal assessment is continuous. Teacher continuously prompts students with a variety of questioning strategies that assess student learning progress.

		Students are provided with immediate feedback to ensure understanding.
2.2 Content Knowledge and Expertise: The teachers uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.	At least 90% of interns, by the 5th observation, will be scoring at or above the proficient score of 3.	3,169 of 3,276 final observations, or 96.79%, score at the proficient or accomplished level. Of the 107 that did not, 2 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 3.30. Representative sample feedback aligned with the aspects of this standard include the following: • Teacher has good content knowledge and is able to explain the content in a variety of ways. Lesson is linked to prior knowledge and begins with a warm-up. Teacher uses both verbal and nonverbal student feedback to adjust lesson based on student feedback. • Teacher exhibits excellent content knowledge of subject matter and

		activities to increase students academic achievement in Science education. Teacher uses excellent motivational and instructional strategies which successfully, and actively engage students in learning Science education.
2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.	At least 90% of interns, by the 5th observation, will be scoring at or above the proficient score of 3.	3,128 of 3276 final observations, or 95.48%, score at the proficient or accomplished level. Of the 148 that did not, 4 was 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. Representative sample feedback aligned with the aspects of this standard include the following: • Teacher adjusts activities to meet social needs through assignment choice. He actively monitors students' engagement to ensure active participation. Good use of probing questions during monitoring to check for understanding. Teacher does a

		good job of providing additional support to maximize learning.
		• You consistently monitored students' body language and behavior to determine appropriate pacing of the lesson. There were frequents checks for understanding (questions/responses, Nearpod, group discussions). There were opportunities for students to interact with each other. Cooperative learning structures can increase participation, help clarify, and enhance learning. Guided practice, cooperative learning, and independent practice helped students demonstrate understanding of the lesson goals. Student responses on Nearpod provided you with data to determine your next steps (more practice, modify instruction, and/or move forward).
3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.	At least 90% of interns, by the 5th observation, will be scoring at or above the proficient score of 3.	3149 of 3,276 final observations, or 96.12%, score at the proficient or accomplished level. Of the 127 that did not, 2 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 3.36.

Representative sample feedback aligned with the aspects of this standard include the following:

- Teacher promotes a climate of trust and teamwork within the classroom and encourages students to help one another and to work nicely.
- On-going monitoring and facilitation of student groups was instrumental in an increase in student interaction and achievement as it related to the objective for the day. Throughout the observed lesson students worked collaboratively and respectfully in groups of 4-5 per group. Working collaboratively in this class is more important because the majority of the students are not English speakers and working together and learning from each other is valuable. Intern's passion and concern for her students' success has helped to create a climate in her classroom that is very conducive to learning. |

The program administered a completer survey to candidates. A sample of the questions on this survey that relate to standard 1 are included below. The response options were on a Likert scale (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree): ➢ Teachers of Tomorrow prepared me to use questioning strategies that promote critical thinking. ➢ Teachers of Tomorrow provided a strong understanding of learning differences (e.g. Special Education, Emergent Bilingual Learners) and how to accommodate and modify instruction to meet these students' needs. ➢ Teachers of Tomorrow prepared me to apply varied instructional strategies and resources, including technology, to provide comprehensible instruction. ➢ Teachers of Tomorrow prepared me to differentiate instruction based on the assessment of student learning needs and differences.	The program goal is for 70% of completers to Agree/Strongly Agree that their preparation aided them in the specific areas denoted by each survey question.	The score distribution for each relevant question is included below. The score distribution is as follows: ➢ 63.19% of 163 completers surveyed agree or strongly agree with the statement: *Teachers of Tomorrow prepared me to use questioning strategies that promote critical thinking.* ➢ 65.64% of 163 completers surveyed completers agree or strongly agree with the statement: *Teachers of Tomorrow provided a strong understanding of learning differences (e.g. Special Education, Emergent Bilingual Learners) and how to accommodate and modify instruction to meet these students' needs.* ➢ 61.96% of 163 completers surveyed agree or strongly agree with the statement: *Teachers of Tomorrow prepared me to differentiate instruction based on the assessment of student learning needs and differences.*

➤ Teachers of Tomorrow provided a strong understanding of formal and informal assessments, allowing me to analyze and use data to plan instruction that meets student learning needs. ➤ Teachers of Tomorrow provided an adequate review of standards-aligned content knowledge and discipline-specific practices.		➤ 62.58% of 163 completers surveyed agree or strongly agree with the statement: *Teachers of Tomorrow provided a strong understanding of formal and informal assessments, allowing me to analyze and use data to plan instruction that meets student learning needs.*

The Texas Education Agency administers a yearly survey of Principals and New Teachers and shares these results with Education Preparation Providers. The survey results included are for principals of our completers for the 2022-2023 school year. There were 1996 total respondents.	Principals will score 85% of completers as sufficiently prepared to well-prepared.	The questions aligned to AAQEP standard one on the principal survey and the corresponding results are included below:
		
		To what extent was this first-year teacher prepared to:
		• design lessons that are appropriate for diverse learning needs?
		    ○ 36.4% scored completers as well-prepared
		    ○ 55% scored completers sufficiently prepared
		    ○ 91.4% scored completers sufficiently prepared or well-prepared in this area.
		• design lessons that reflect research-based best practices?

		○ 35.1% scored completers as well-prepared ○ 56.1% scored completers sufficiently prepared ○ 91.2% scored completers sufficiently prepared or well-prepared in this area. • use content-specific pedagogy to deliver lessons aligned with state standards? ○ 38.2% scored completers as well-prepared ○ 55.1% scored completers sufficiently prepared ○ 93.2% scored completers sufficiently prepared or well-prepared in this area. • adjust the lesson in progress based on data gathered during instruction? [data: evidence generated during instruction such as formal/informal, observational, formative, etc.] ○ 32.7% scored completers as well-prepared ○ 55.4% scored completers sufficiently prepared ○ 88.1% scored completers sufficiently prepared or well-prepared in this area.

		• organize a classroom learning environment that is accessible for all students?
		  ○ 50.1% scored completers as well-prepared
		  ○ 45.5% scored completers sufficiently prepared
		  ○ 95.5% scored completers sufficiently prepared or well-prepared in this area.
		• maintain clear expectations for student behavior in the classroom?
		  ○ 42.7% scored completers as well-prepared
		  ○ 45.3% scored completers sufficiently prepared
		  ○ 88.1% scored completers sufficiently prepared or well-prepared in this area.
		• Find and follow district expectations for professional standards? [expectations: such as district guidelines, operating policies, or campus procedures]
		  ○ 54.2% scored completers as well-prepared
		  ○ 42.0% scored completers sufficiently prepared

		o 96.2% scored completers sufficiently prepared or well-prepared in this area.

The Texas Education Agency administers a yearly survey of Principals and New Teachers and shares these results with Education Preparation Providers. The survey results included are for our program completers for the 2022-2023 school year. There were 2612 total respondents.	85% of completers will score themselves as sufficiently prepared to well-prepared.	The questions aligned to AAQEP standard one on the completer survey and the corresponding results are included below:
		
		To what extent did your education preparation program prepare you to:
		• design lessons that are appropriate for diverse learning needs?
		   o 30.7% scored their preparation as helping them be well-prepared in this area
		   o 52.4% scored their preparation as helping them be sufficiently-prepared in this area
		   o 83.1% scored their preparation as helping them be sufficiently prepared or well-prepared in this area.
		• design lessons that reflect research-based best practices?

		28.3% scored their preparation as helping them be well-prepared in this area 55.4% scored their preparation as helping them be sufficiently-prepared in this area 83.7% scored their preparation as helping them be sufficiently prepared or well-prepared in this area - use content-specific pedagogy to deliver lessons aligned with state standards? 33.4% scored their preparation as helping them be well-prepared in this area 53.2% scored their preparation as helping them be sufficiently-prepared in this area 86.6% scored their preparation as helping them be sufficiently prepared or well-prepared in this area

		• adjust the lesson in progress based on data gathered during instruction? [data: evidence generated during instruction such as formal/informal, observational, formative, etc.]
		   ○ 29.2% scored their preparation as helping them be well-prepared in this area
		   ○ 52.9% scored their preparation as helping them be sufficiently-prepared in this area
		   ○ 82.6% scored their preparation as helping them be sufficiently prepared or well-prepared in this area
		• organize a classroom learning environment that is accessible for all students?
		   ○ 42.5% scored their preparation as helping them be well-prepared in this area
		   ○ 48.2% scored their preparation as helping them be sufficiently-prepared in this area

		○ 90.7% scored their preparation as helping them be sufficiently prepared or well-prepared in this area - maintain clear expectations for student behavior in the classroom? ○ 38.6% scored their preparation as helping them be well-prepared in this area ○ 48.5% scored their preparation as helping them be sufficiently-prepared in this area ○ 87.1% scored their preparation as helping them be sufficiently prepared or well-prepared in this area - Find and follow district expectations for professional standards? [expectations: such as district guidelines, operating policies, or campus procedures] ○ 40.2% scored their preparation as helping them be well-prepared in this area

		○ 47.5% scored their preparation as helping them be sufficiently-prepared in this area ○ 87.7% scored their preparation as helping them be sufficiently prepared or well-prepared in this area

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
The program administered a completer survey to candidates. A sample of the questions on this survey that relate to standard 1 are included below. The response options were on a Likert scale (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree): • 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.	At least 90% of interns, by the 5th observation, will be scoring at or above the proficient score of 3.	3,159 of 3,276 final observations, or 96.43%, score at the proficient or accomplished level. Of the 117 that did not, 2 were at the "Improvement Needed" level, with the rest scoring in the "Developing" range. The mean score for Dimension 1.3 on the fifth observation was 3.29.

| | | Representative sample feedback aligned with the aspects of this standard include the following:

- Teacher connects instruction to prior knowledge and does a good job of closing learning gaps to improve student success as he works with students both individually and in small groups on the PES factors of the reconstruction era and how the reconstruction amendments were implemented.
- The teacher regularly connected the student learning to prior learning and skills needed to be successful in Art. The teacher strives to identify the students' strengths and works to push their artistic ability to a higher level. Also, as he identifies any learning gaps, he addresses them quickly to ensure the students artistic abilities are improving. The teacher used a variety of instructional strategies to address the variety of learning styles in the classroom. |
| --- | --- | --- |

• 4.3: Professional Development The teacher enhances the professional community	At least 90% of interns, by the 5th observation, will be scoring at or above the proficient score of 3.	2,691 of 3,276 final observations, or 82.14%, score at the proficient or accomplished level. Of the 585 that did not, 111 were in the "Developing" range and 474 were not scored/no chance to observe. Excluding the "not scored/no chance to observe", the mean score for Dimension 4.3 on the fifth observation was 3.25. Representative sample feedback aligned with the aspects of this standard include the following: • Teacher plans and collaborates with team and colleagues to gain a better understanding of the learning process; ie, PLC's, working with mentor. • Teacher participates in professional development and communicates effectively within the school.
• 4.4: School Community Involvement. The teacher demonstrates leadership with students, colleagues, and community members in the school, district, and community	At least 90% of interns, by the 5th observation, will be scoring at or above the proficient score of 3.	1,886 of 3,276 final observations, or 57.57%, score at the proficient or accomplished level. Of the 1,390 that did not, 107 were in the "Developing" range

through effective communication and outreach.		and 1,283 were not scored/no chance to observe. Excluding the "not scored/no chance to observe", the mean score for Dimension 4.4 on the fifth observation was 3.26. Representative sample feedback aligned with the aspects of this standard include the following: • Teacher communicates with parents on a regular basis via emails and newsletters. • Teacher takes an interest in students' overall achievements; ie, working with students after school hours, cheer sponsor. • School Community Involvement: * Teacher is required to fill a parent communication log weekly; must speak to at least 3 parents a week. * Teacher is part of the AR committee, she participates in afterschool AR nights. * Teacher participated in the mc teacher night. (teacher sold the most cookies!) * Teacher participated in the peter piper night fundraiser. * Teacher volunteered for the 1st grade PTC night. * Teacher is part of a CNA committee.

The program administered a completer survey to candidates. A sample question on this survey that relates to standard 2 is included below. The response options were on a Likert scale (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree): ➢ Teachers of Tomorrow provided strategies and tools to promote a safe, organized, inclusive, and productive learning environment for all students.	The program goal is for 70% of completers to Agree/Strongly Agree that their preparation aided them in the specific areas denoted by each survey question.	The score distribution for the relevant question is included below: ➢ 62.97% of 162 completers surveyed agree or strongly agree with the statement: *Teachers of Tomorrow provided strategies and tools to promote a safe, organized, inclusive, and productive learning environment for all students.*
The Texas Education Agency administers a yearly survey of Principals and New Teachers and shares these results with Education Preparation Providers. The survey results included are for principals of our completers for the 2022-2023 school year. There were 1996 total respondents.	Principals will score 85% of completers as sufficiently prepared to well-prepared.	The questions aligned to AAQEP standard two on the principal survey and the corresponding results are included below: To what extent was this first-year teacher prepared to: • provide appropriate feedback to students, families, or other school personnel? [appropriate: specific, timely, and confidential]36.4% scored completers as well-prepared o 36.6% scored completers well prepared

		○ 54.7% scored completers sufficiently prepared ○ 91.3% scored completers sufficiently prepared or well-prepared in this area. - work with a diverse student population? ○ 41.3% scored completers well prepared ○ 51.7% scored completers sufficiently prepared ○ 92.9% scored completers sufficiently prepared or well-prepared in this area. - work with a diverse parent and school community population? ○ 38.6% scored completers well prepared ○ 54.5% scored completers sufficiently prepared ○ 93.1% scored completers sufficiently prepared or well-prepared in this area. - advocate for the needs of the students in the classroom? ○ 47.9% scored completers well prepared ○ 47.5% scored completers sufficiently prepared

		○ 95.4% scored completers sufficiently prepared or well-prepared in this area. - reflect on his/her strengths and professional learning needs? ○ 45.7% scored completers well prepared ○ 48.0% scored completers sufficiently prepared ○ 93.7% scored completers sufficiently prepared or well-prepared in this area. - use data from self-assessment, reflection, and supervisor feedback to set professional goals? ○ 42.9% scored completers well prepared ○ 50.0% scored completers sufficiently prepared ○ 92.9% scored completers sufficiently prepared or well-prepared in this area. - prioritize goals to improve professional practice and student performance? ○ 43% scored completers well prepared ○ 49.8% scored completers sufficiently prepared

		o 92.8% scored completers sufficiently prepared or well-prepared in this area.
The Texas Education Agency administers a yearly survey of Principals and New Teachers and shares these results with Education Preparation Providers. The survey results included are for our program completers for the 2022-2023 school year. There were 2612 total respondents.	85% of completers will score themselves as sufficiently prepared to well-prepared.	The questions aligned to AAQEP standard two on the completer survey and the corresponding results are included below: To what extent did your education preparation program prepare you to: • provide appropriate feedback to students, families, or other school personnel? [appropriate: specific, timely, and confidential]36.4% scored completers as well-prepared o 35.9% scored their preparation as helping them be well-prepared in this area o 50.6% scored their preparation as helping them be sufficiently-prepared in this area o 86.5% scored their preparation as helping them be sufficiently prepared or well-prepared in this area.

		- work with a diverse student population? 34.3% scored their preparation as helping them be well-prepared in this area 51.7% scored their preparation as helping them be sufficiently-prepared in this area 86.1% scored their preparation as helping them be sufficiently prepared or well-prepared in this area. - work with a diverse parent and school community population? 30.6% scored their preparation as helping them be well-prepared in this area 52.3% scored their preparation as helping them be sufficiently-prepared in this area 82.9% scored their preparation as helping them be sufficiently prepared or well-prepared in this area.

		• advocate for the needs of the students in the classroom?
		   ○ 42.4% scored their preparation as helping them be well-prepared in this area
		   ○ 45.6% scored their preparation as helping them be sufficiently-prepared in this area
		   ○ 88% scored their preparation as helping them be sufficiently prepared or well-prepared in this area.
		• reflect on his/her strengths and professional learning needs?
		   ○ 36.2% scored their preparation as helping them be well-prepared in this area
		   ○ 52.1% scored their preparation as helping them be sufficiently-prepared in this area
		   ○ 88.3% scored their preparation as helping them be sufficiently prepared or well-prepared in this area.

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use data from self-assessment, reflection, and supervisor feedback to set professional goals?

    34.5% scored their preparation as helping them be well-prepared in this area
    49.7% scored their preparation as helping them be sufficiently-prepared in this area
    84.2% scored their preparation as helping them be sufficiently prepared or well-prepared in this area.

prioritize goals to improve professional practice and student performance?

    34.5% scored their preparation as helping them be well-prepared in this area
    51.3% scored their preparation as helping them be sufficiently-prepared in this area

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			o 85.8% scored their preparation as helping them be sufficiently prepared or well-prepared in this area.

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.

Curriculum updates happen for a variety of reasons. Some are minor tweaks to fix broken links or replace outdated resources. Others are course overhauls, usually in the form of recreating the course in the Articulate 360 format. In the 22-23 school year, we updated the following courses. Those that were complete overhauls are highlighted.

TCR 000 Classroom Observation and Reflection - Teachers of Tomorrow has updated processes for both in-person and virtual field-based experiences (FBEs). Virtual FBEs have been revised to align with T-TESS standards and are graded using a rubric by a trained instructor. For in-person FBEs, our submission portal was updated with a series of compliance restrictions, such as *automatically* restricting submissions to school days and TEA approved schools, and we streamlined our long-term substitute verification process.

Test Preparation courses designed to better prepare our candidates for content-area tests were revised in the following areas:
 Physics/Mathematics, 7-12
 Agriculture, Food, and Natural Resources, 6-12
 Business Finance, 6-12
 English Language Arts and Reading, 4-8
 Social Studies 4 - 8
 Technology Applications EC-12

Pedagogy Updates:

TCR 101 Preparing for the Profession
TTL 201 Educator Professionalism
TTL 203 Family and Community Engagement
TSE 203 Family and Community Engagement for Students with Disabilities
TTL 303 Communication and Collaboration
TCR 404 Elements of Effective Instruction
TCR 403 Components of Effective Lesson Planning
TCR 501 Theories of Classroom Management
TCR 502 Techniques of Classroom Management
TCR 504 Developing a Respectful Learning Environment
TTL 407 Teaching with Technology
TCR 407 Reading for the Elementary School Teacher
TCR 408 Reading for the Secondary School Teacher
TTL 304 Teaching in an Inclusive Classroom
TSE 404 Fundamentals of Reading Instruction
TCR 403 Elements of Effective Lesson Design
TNT 710 Overview of the TTESS

In addition to revising and updating courses, our Classroom Support Team developed professional development for the 146 Texas Field Supervisors, who met during the summer and then in breakout PLCs afterwards. Field Supervisors studied *Get Better Faster* and practiced coaching techniques as well as calibrated their scoring on the T-TESS aligned observation report using teaching videos. A descriptive rubric was developed to accompany the observation report and includes alignment to coursework and suggested action steps to foster intern growth for each indicator.