



## AAQEP Annual Report for 2024

Provider/Program Name:	Texas 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 (TOT) is an accredited provider of non-traditional teacher certification programs, authorized by the Texas Education Agency (TEA). TOT was initially approved in January 2005 and is authorized to offer certifications in 52 distinct licensure areas.

TOT’s mission is to prepare high-quality educators who make a positive impact within their schools and communities. We are proud of the collaborative partnership we share with each candidate as they embark on their teaching careers. Our programs are specifically designed to address the state’s teacher shortage by offering adult learners an accessible pathway to licensure through an efficient and comprehensive preparation process. Our program provides a cost-effective entry point for eligible candidates to serve as teachers of record on an intern license while completing their certification requirements. Candidates in Texas participating in our program follow these steps:

1. Complete asynchronous, online coursework in professional preparation, aligned with national and state standards. Candidates complete pre-service coursework (phase 1), prior to being eligible to apply for an intern certificate.
2. Fulfill additional state-mandated prerequisites required to apply for the intern certificate, including the completion of field-experience hours and the successful completion of relevant content knowledge certification exams.
3. Secure employment with a local school district. The placement must be in alignment with the candidate’s intern certificate area.
4. Engage in a year-long supervised teaching experience with guidance from both program supervisors and school personnel.
5. Complete phase 2 coursework.
6. Apply for standard licensure or probationary certificate.

**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):

<https://www.teachersoftomorrow.org/texas/aaqep-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 2023-2024**

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 08/24)	Number of Completers in most recently completed academic year (12 months ending 08/24)
<i>Programs that lead to initial teaching credentials</i>			
<i>As a provider of alternative certification, Teachers of Tomorrow (TOT) does not issue degrees or certificates directly.</i>	Agriculture Food and Natural Resources (6-12)	37	12

<p><i>Instead, (TOT) recommends candidates for certification once they have successfully completed all program and licensure requirements, including clinical experience, testing, coursework, program fees, and any other relevant state or program obligations. After submitting the recommendation for certification, it undergoes review and approval by the Texas Education Agency.</i></p> <p><i>The data presented in the "number of candidates" column reflects those who have attempted certification exams and/or have been hired in the respective areas listed.</i></p>			
	American Sign Language (EC-12)	8	0
	Art (EC-12)	128	88
	Bilingual Education Supplemental-Mandarin Chinese	0	0
	Bilingual Education Supplemental-Spanish	151	66
	Business and Finance (6-12)	110	8

	Chemistry (7-12)	15	3
	Computer Science (8-12)	15	5
	Core Subjects with STR (4-8)	98	75
	Core Subjects with STR (EC-6)	1996	1055
	Dance (6-12)	39	22
	English as a Second Language Supplemental	387	200
	English Language Arts and Reading (7-12)	315	200
	English Language Arts and Reading with STR (4-8)	133	95
	English Language Arts and Reading/Social Studies with STR (4-8)	28	17
	Family and Consumer Sciences (6-12)	92	40
	Health (EC-12)	105	24
	Health Sciences (6-12)	20	12
	History (7-12)	137	66
	Journalism (7-12)	11	9
	Languages other than English-French (EC-12)	10	1
	Languages other than English-German (EC-12)	1	2

	Languages other than English-Latin (EC-12)	1	0
	Languages other than English-Mandarin Chinese (EC-12)	1	3
	Languages other than English-Spanish (EC-12)	63	22
	Life Science (7-12)	105	65
	Marketing (6-12)	6	6
	Mathematics (4-8)	205	89
	Mathematics (7-12)	197	87
	Mathematics/Physical Science/Engineering (6-12)	6	4
	Mathematics/Sciences (4-8)	33	19
	Music (EC-12)	61	27
	Physical Education (EC-12)	556	167
	Physical Science (6-12)	3	2
	Physics/Mathematics (7-12)	5	5
	Science (4-8)	220	82
	Science (7-12)	131	65
	Social Studies (4-8)	175	66
	Social Studies (7-12)	341	117

	Special Education (EC-12)	1276	661
	Speech (7-12)	26	7
	Technology Applications (EC-12)	74	28
	Technology Education (6-12)	79	16
	Theatre (EC-12)	53	30
	Trade and Industrial Education	20	10
Total for programs that lead to initial credentials		7442	3578
Total for programs that lead to additional/advanced credentials			
Total for additional programs			
TOTAL enrollment and productivity for all programs			
Unduplicated total of all program candidates and completers		7051	3075

**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
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### 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**

<p>A. <b>Total enrollment</b> 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.</p>
<p>7051</p>
<p>B. <b>Total number of unique completers</b> (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.</p>
<p>3075</p>
<p>C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.</p>
<p>3578</p>
<p>D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program’s expected timeframe <b>and</b> in 1.5 times the expected timeframe.</p>
<p>TOT offers an asynchronous, self-paced program, with flexible program completion deadlines, which makes it difficult to calculate cohort completion rates. However, candidates are expected to earn their Standard Certificate within one year from the issuance of their intern certificate.</p> <p>During the 2023-2024 reporting year, 3,075 candidates completed the program. Of those actively teaching, 2,665 received their Standard Certificate before September 1, 2024, having met all requirements within one year of obtaining their intern certificate. This equates to 86.66% of candidates.</p> <p>To assess the number of candidates who completed their program within 1.5 times the expected timeframe, we reviewed those who were issued a Standard Certificate before December 1, 2024. Although the 1.5-year mark technically falls in February 2025, we used December 1, 2024, for this calculation due to the AAQEP report deadline. Among the 3,075 candidates who completed their program in the 2023-2024 year, 2,735 were issued a Standard Certificate within 1.5 years. This represents 88.94%.</p> <p>Of the remaining 340 interns, 29 withdrew from the program entirely, while the other 311 (10.11%) are still in the process of completing their requirements.</p>

**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%.

<b>TEST NAME</b>	<b>TESTS TAKEN 23/24 Based on first two attempts</b>	<b>TESTS PASSED 23/24 Based on first two attempts</b>
AAFCS: Family & Consumer Science	60	83.30%
Agriculture, Food & Natural Resources 6-12	25	100%
American Sign Language EC-12	4	75%
Art EC-12	79	96.20%
Bilingual Education Supplemental	74	97.30%
Bilingual Mandarin Chinese Oral proficiency	1	100%
Bilingual Mandarin Chinese Writing proficiency	1	100%
Bilingual Target Language Proficiency Test (BTLPT)-Spanish	67	89.60%
Business & Finance 6-12	54	72.20%
Chemistry 7-12	9	33.30%
Computer Science 8-12	4	100%
Core Subjects 4-8	27	74.10%
Core Subjects EC-6	953	81.80%
Dance 6-12	24	70.80%
English Language Arts & Reading 4-8	46	76.10%
English Language Arts and Reading 7-12	157	86.60%
English Language Arts and Reading/Social Studies 4-8	17	94.10%
English as a Second Language (ESL) Supplemental	270	91.10%
Health EC-12	75	96%
Health Science 6-12	10	80%
History 7-12	72	87.50%
Journalism 7-12	3	66.70%
LOTE: Arabic Writing proficiency	1	100%
LOTE: French	4	25%
LOTE: Japanese Oral proficiency	1	100%
LOTE: Japanese Writing proficiency	1	100%
LOTE: Latin	1	100%
LOTE: Mandarin Chinese Oral proficiency	3	100%

LOTE: Mandarin Chinese Writing proficiency	3	100%
LOTE: Spanish	35	65.70%
Life Science 7-12	57	77.20%
Marketing 6-12	6	66.70%
Mathematics 4-8	81	82.70%
Mathematics 7-12	103	86.40%
Mathematics/Science 4-8	20	80%
Music EC-12	36	88.90%
Physical Education EC-12	312	84.90%
Physical Science 6-12	1	100%
Physical Science/Mathematics/Engineering 6-12	3	66.70%
Physics/Mathematics 7-12	2	100%
Science 4-8	110	76.40%
Science 7-12	67	79.10%
Science of Teaching Reading	813	94.20%
Social Studies 4-8	103	73.80%
Social Studies 7-12	174	79.30%
Special Education EC-12	666	85%
Special Education Supplemental	17	88.20%
Speech 7-12	13	92.30%
Technology Applications EC-12	33	66.70%
Technology Education 6-12	38	92.10%
Texas Assessment Of Sign Communication--Amer.Sign Lang.	7	85.70%
Theatre EC-12	26	88.50%

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 17 areas below the 80% threshold. It is important to note that of these 17 areas, 10 of them are also below 80% at the state level (based on Pearson testing data). Additionally, 6 of the low testing areas for TX Teachers of Tomorrow have 10 or less test takers.

Teachers of Tomorrow looked 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 also partnered with two external test preparation organizations to help bolster candidates' preparedness. Additionally, we provided several financial incentives, including candidate stipends for testing and partial scholarships for select testing areas. Lastly, we have examined our course sequencing and have implemented plans for new cohorts to help assist in test preparedness and passage.

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 New Teachers and shares these results with Education Preparation Providers. The results below show a summary of the areas that were the highest and lowest during our 2022-2023 year and their current scores for the 2023-2004 school year. The goal of this review was to assess our program growth by examining the key areas from our last reporting year and assessing our progress. The number listed in red indicated our 22/23 metric. Across the board in all key areas, we saw improvements in all 11 areas.

Overall, the data over the last two years supports that our completers are prepared/well prepared in organizing a safe classroom and environment and understanding and adhering to the code of ethics. The areas where there seems to be the greatest opportunity in candidates' preparedness is in developing and/or implementing appropriate formal and informal assessments for students with disabilities to demonstrate their learning and supporting ELLs in mastering the English Language Proficiency Standards (ELPS)

**TEACHER SURVEYS**

1406 total respondents

**STRENGTHS:**

- 96.15% (90.5%) of respondents felt that they were sufficiently prepared or well prepared to organize a safe classroom
- 96.58 % (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
- 95.51% (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
- 98.22% (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
- 94.09% (88%) of respondents felt that they were sufficiently prepared or well prepared to advocate for the needs of the students in the classroom
- 94.02% (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:**

- 13.15% (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
- 9.88% (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
- 11.87% (21.1%) 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
- 9.6% (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?
- 10.38% (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)

We intend to continue 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 shares these results with Education Preparation Providers. Similar to our approach in prompt "F", the results below show a summary of the areas that were

the highest and lowest during our 2022-2023 year and their current scores for the 2023-2004 school year. The goal of this review was to assess our program growth by examining the key areas from our last reporting year and assessing our progress. The number listed in red indicated our 22/23 metric. When examining our strengths over the last two years, all areas largely remaining consistent. When looking at our areas of opportunity, all areas improved this year in 2-3 percentage points. Overall, the data over the last two years supports that our candidates are prepared/well prepared in understanding and adhering to the code of ethics; organizing a safe classroom; and following district expectations for professional standards. The areas where there seems to be the greatest opportunity is in candidates' preparedness in differentiating instruction, and adjusting the lesson in progress based on data gathered during instruction.

#### **PRINCIPAL SURVEYS:**

1475 total respondents

#### **STRENGTHS:**

- 94.1% (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)
- 96% (95.5%) of respondents felt that our candidates were sufficiently prepared or well prepared to organize a safe classroom
- 95.86% (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
- 96.74% (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]
- 97.69% (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
- 95.45% (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:**

- 12.74% (14.1%) of respondents felt that our candidates were not sufficiently prepared or not at all prepared to differentiate instruction
- 9.55% (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.]

- 8.27% (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.
- 8.27% (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.

We intend to continue 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 2023-2024 academic year, 86.66% 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 13.43% 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
<p>TNT 700.8IP - Performance Based Project 7 - The Instructional Cycle scores resubmissions needed to achieve mastery.</p> <p>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.</p> <p>Candidates create and submit a multi-page <b>pdf</b> document (minimum 3 pages, excluding data tables and graphs) that includes the following, in this order:</p> <ol style="list-style-type: none"> <li>1. The targeted Standard</li> <li>2. A description</li> <li>3. The method used for collecting and scoring the data,</li> <li>4. A table, chart, or other graphic displaying the data</li> </ol>	<p>Candidates are assessed on a 4-point rubric.</p> <p>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.</p>	<p>A total of 2,905 interns completed this assessment between September 2023 and August 2024. 756 did not demonstrate mastery at the initial submission, meaning 26% 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 demonstration of mastery was 12.24 points on an assessment worth 50 points total.</p>

<p>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:</p> <p>How will you use your knowledge of your students' assets to inform your plans?</p> <p>What instructional strategies, learning tasks, and/or assessments will you design to support student learning?</p> <p>How is the teaching you propose supported by research and theory about how students learn?</p> <p>Further Requirements</p> <ul style="list-style-type: none"> <li>• Specific attention should be given to the needs of all students identified as Special Education, 504, Gifted and Talented, English learner, etc.</li> </ul>		
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<p>Pedagogy and Professional Responsibilities (PPR) test scores</p> <p>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.</p>	<p>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.</p>	<p>During the last academic year, we had 3,208 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 94.64%, with an 85.6% state average.          Our scores from our pass rate best attempt went up slightly by 1.64% for this year.</p>
<p>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.</p>	<p>The program goal is for at least 90% of candidates to receive an evaluation of proficient or higher by their 5<sup>th</sup> observation for candidates on an intern certificate and on the 3<sup>rd</sup> observation for candidates on their probationary certificate.</p>	<p>2,761 candidates received their final Field Supervisor Formal Observation during the reporting time frame (23-24 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</p>

<p>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.</p> <p>Dimensions aligned with Standard 1 include:</p> <p>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.</p>	<p>At least 90% of interns, by the 5<sup>th</sup> observation, will be scoring at or above the proficient score of 3.</p>	<p>candidates on a probationary certificate (1 year extension after their intern cert), receive a minimum of 3 observations per year. 2,761 candidates received a final observation (5<sup>th</sup> for intern and 3<sup>rd</sup> for probationary) during the reporting timeframe. 2,652 received "proficient" or "accomplished" (96.05%). Of the 109 candidates who did not receive proficient or higher, only 1 received "Improvement Needed" and the rest scoring "Developing."</p> <p>2,652 of 2,761 final observations, or 96.05%, score at the proficient or accomplished level. Of the 109 that did not, 1 was at the "Improvement Needed" level, with the rest scoring in the "Developing" range.</p> <p>The mean score for Dimension 1.2 on the fifth observation was 2.99.</p> <p>Representative sample feedback aligned with the aspects of this standard include the following:</p> <ul style="list-style-type: none"> <li>• [Intern] uses milestone checklists, the student's ARD as well as informal</li> </ul>
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<p>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.</p>	<p>At least 90% of interns, by the 5<sup>th</sup> observation, will be scoring at or above the proficient score of 3.</p>	<p>assessments to measure student progress. During the Observation. [Intern] provided immediate feedback to students in a kind and gentle manner. Her questioning strategies are appropriate for the Pre-K grade level.</p> <ul style="list-style-type: none"> <li>• ...[Intern] incorporates excellent probing strategies to measure students understanding on their writing skills.</li> </ul> <p>2,652 of 2,761 final observations, or 96.05%, score at the proficient or accomplished level. Of the 109 that did not, 1 was at the “Improvement Needed” level, with the rest scoring in the “Developing” range.</p> <p>The mean score for Dimension 2.2 on the fifth observation was 3.05.</p> <p>Representative sample feedback aligned with the aspects of this standard include the following:</p> <ul style="list-style-type: none"> <li>• ...[Intern] demonstrates content specific pedagogy and key skills of discipline to meet</li> </ul>
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<p>2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.</p>	<p>At least 90% of interns, by the 5<sup>th</sup> observation, will be scoring at or above the proficient score of 3.</p>	<p>diverse learners academic needs during instruction.</p> <ul style="list-style-type: none"> <li>• [Intern] conveys an accurate understanding of her content. She anticipates student misunderstandings and created activities that helpe[d] lower those concerns. Her instruction is sequential and linked to prior learning</li> </ul> <p>2,652 of 2,761 final observations, or 96.05%, score at the proficient or accomplished level. Of the 109 that did not, 1 was at the “Improvement Needed” level, with the rest scoring in the “Developing” range.</p> <p>The mean score for Dimension 2.5 on the fifth observation was 3.02.</p> <p>Representative sample feedback aligned with the aspects of this standard include the following:</p> <ul style="list-style-type: none"> <li>• [Intern] monitors students throughout the lesson, moving around the classroom, checking in on students continually. Adjustments to instruction are made as she collects</li> </ul>
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<p>3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.</p>	<p>At least 90% of interns, by the 5<sup>th</sup> observation, will be scoring at or above the proficient score of 3.</p>	<p>information from monitoring student work.</p> <ul style="list-style-type: none"> <li>You really listen to student responses, questions, and opinions about the lesson content. This 'monitoring' causes you to continue in the same track or to pause to offer clarity, accept a student's view, or ask for other input. Students feel valued in your class.</li> </ul> <p>2,652 of 2,761 final observations, or 96.05%, score at the proficient or accomplished level. Of the 109 that did not, 1 was at the “Improvement Needed” level, with the rest scoring in the “Developing” range.</p> <p>The mean score for Dimension 3.3 on the fifth observation was 3.12.</p> <p>Representative sample feedback aligned with the aspects of this standard include the following:</p> <ul style="list-style-type: none"> <li>You do a nice job of following your class routines and procedures for conducting instruction. You follow consistent lesson organization,</li> </ul>
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<p>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):</p> <ul style="list-style-type: none"> <li>➤ Teachers of Tomorrow prepared me to use questioning strategies that promote critical thinking.</li> </ul>	<p>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.</p>	<p>support the communication, and class routines which provide a positive learning environment that is conducive for learning and participating.</p> <ul style="list-style-type: none"> <li>• [Intern] has established a Print Rich learning environment with students' pride work posted, content materials, and objective posted conducive for students learning. [Intern] was respectful, supportive, and positive with all students. Students were respectful to teacher and active[ly] engage[d] in learning.</li> </ul> <p>The score distribution for each relevant question is included below. The score distribution is as follows:</p> <ul style="list-style-type: none"> <li>➤ 70.4% of 361 completers surveyed agree or strongly agree with the statement: <i>Teachers of Tomorrow prepared me to use questioning strategies that promote critical thinking.</i></li> </ul>
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<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Teachers of Tomorrow prepared me to apply varied instructional strategies and resources, including technology, to provide comprehensible instruction.</li> <li>➤ Teachers of Tomorrow prepared me to differentiate instruction based on the assessment of student learning needs and differences.</li> <li>➤ 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.</li> <li>➤ Teachers of Tomorrow provided an adequate review of standards-aligned content knowledge and discipline-specific practices.</li> </ul>		<ul style="list-style-type: none"> <li>➤ 73.5% of 359 completers surveyed completers agree or strongly agree with the statement: <i>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.</i></li> <li>➤ 70.4% of 361 completers surveyed agree or strongly agree with the statement: <i>Teachers of Tomorrow prepared me to differentiate instruction based on the assessment of student learning needs and differences.</i></li> <li>➤ 70.6% of 361 completers surveyed agree or strongly agree with the statement: <i>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.</i></li> </ul>
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<p>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 2023-2024 school year. There were 1,475 total respondents.</p>	<p>Principals will score 85% of completers as sufficiently prepared to well-prepared.</p>	<p>The questions aligned to AAQEP standard one on the principal survey and the corresponding results are included below:</p> <p>To what extent was this first-year teacher prepared to:</p> <ul style="list-style-type: none"> <li>• design lessons that are appropriate for diverse learning needs? <ul style="list-style-type: none"> <li>○ 41.08% scored completers as well-prepared</li> <li>○ 50.23% scored completers sufficiently prepared</li> <li>○ 91.32% scored completers sufficiently prepared or well-prepared in this area.</li> </ul> </li> <li>• design lessons that reflect research-based best practices? <ul style="list-style-type: none"> <li>○ 39.86% scored completers as well-prepared</li> <li>○ 51.86 % scored completers sufficiently prepared</li> <li>○ 91.66% scored completers sufficiently prepared or well-prepared in this area.</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>• use content-specific pedagogy to deliver lessons aligned with state standards? <ul style="list-style-type: none"> <li>○ 41.02% scored completers as well-prepared</li> <li>○ 52.32% scored completers sufficiently prepared</li> <li>○ 93.35% scored completers sufficiently prepared or well-prepared in this area.</li> </ul> </li> <li>• adjust the lesson in progress based on data gathered during instruction? [data: evidence generated during instruction such as formal/informal, observational, formative, etc.] <ul style="list-style-type: none"> <li>○ 36.2% scored completers as well-prepared</li> <li>○ 52.81% scored completers sufficiently prepared</li> <li>○ 89.08% scored completers sufficiently prepared or well-prepared in this area.</li> </ul> </li> <li>• organize a classroom learning environment that is accessible for all students?</li> </ul>
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		<ul style="list-style-type: none"> <li>○ 54.3% scored completers as well-prepared</li> <li>○ 41.42% scored completers sufficiently prepared</li> <li>○ 95.8% scored completers sufficiently prepared or well-prepared in this area.</li> <li>● maintain clear expectations for student behavior in the classroom? <ul style="list-style-type: none"> <li>○ 47.8% scored completers as well-prepared</li> <li>○ 40.5% scored completers sufficiently prepared</li> <li>○ 88.75% scored completers sufficiently prepared or well-prepared in this area.</li> </ul> </li> <li>● Find and follow district expectations for professional standards? [expectations: such as district guidelines, operating policies, or campus procedures] <ul style="list-style-type: none"> <li>○ 56.61% scored completers as well-prepared</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>○ 40.14% scored completers sufficiently prepared</li> <li>○ 96.75 % scored completers sufficiently prepared or well-prepared in this area.</li> </ul>
<p>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 2023-2024 school year. There were 1,406 total respondents.</p>	<p>85% of completers will score themselves as sufficiently prepared to well-prepared.</p>	<p>The questions aligned to AAQEP standard one on the completer survey and the corresponding results are included below:</p> <p>To what extent did your education preparation program prepare you to:</p> <ul style="list-style-type: none"> <li>● design lessons that are appropriate for diverse learning needs? <ul style="list-style-type: none"> <li>○ 42.53 % scored their preparation as helping them be well-prepared in this area</li> <li>○ 50.07% scored their preparation as helping them be sufficiently-prepared in this area</li> <li>○ 92.6% scored their preparation as helping them be sufficiently prepared or well-prepared in this area.</li> </ul> </li> <li>● design lessons that reflect research-based best practices?</li> </ul>

		<ul style="list-style-type: none"><li>○ 41.82% scored their preparation as helping them be well-prepared in this area</li><li>○ 50.42% scored their preparation as helping them be sufficiently-prepared in this area</li><li>○ 92.24% scored their preparation as helping them be sufficiently prepared or well-prepared in this area</li><li>● use content-specific pedagogy to deliver lessons aligned with state standards?<ul style="list-style-type: none"><li>○ 41.47% scored their preparation as helping them be well-prepared in this area</li><li>○ 51.85% scored their preparation as helping them be sufficiently-prepared in this area</li><li>○ 93.3% scored their preparation as helping them be sufficiently prepared or well-prepared in this area</li></ul></li></ul>
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		<ul style="list-style-type: none"><li>• adjust the lesson in progress based on data gathered during instruction? [data: evidence generated during instruction such as formal/informal, observational, formative, etc.]<ul style="list-style-type: none"><li>○ 42.25% scored their preparation as helping them be well-prepared in this area</li><li>○ 48.8% scored their preparation as helping them be sufficiently-prepared in this area</li><li>○ 91.05% scored their preparation as helping them be sufficiently prepared or well-prepared in this area</li></ul></li><li>• organize a classroom learning environment that is accessible for all students?<ul style="list-style-type: none"><li>○ 57.32% scored their preparation as helping them be well-prepared in this area</li><li>○ 39.26% scored their preparation as helping them be sufficiently-prepared in this area</li></ul></li></ul>
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		<ul style="list-style-type: none"> <li>○ 96.6% scored their preparation as helping them be sufficiently prepared or well-prepared in this area</li> <li>● maintain clear expectations for student behavior in the classroom? <ul style="list-style-type: none"> <li>○ 51.28% scored their preparation as helping them be well-prepared in this area</li> <li>○ 41.6% scored their preparation as helping them be sufficiently-prepared in this area</li> <li>○ 92.9% scored their preparation as helping them be sufficiently prepared or well-prepared in this area</li> </ul> </li> <li>● Find and follow district expectations for professional standards? [expectations: such as district guidelines, operating policies, or campus procedures] <ul style="list-style-type: none"> <li>○ 50% scored their preparation as helping them be well-prepared in this area</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>○ 43.46% scored their preparation as helping them be sufficiently-prepared in this area</li> <li>○ 93.46% scored their preparation as helping them be sufficiently prepared or well-prepared in this area</li> </ul>
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**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
<p>Dimensions aligned with Standard 2 include:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>At least 90% of interns, by the 5<sup>th</sup> observation, will be scoring at or above the proficient score of 3.</p>	<p>3,039 of 3,143 final observations, or 96.69%, score at the proficient or accomplished level. Of the 104 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 3.30.</p> <p>Representative sample feedback aligned with the aspects of this standard include the following:</p> <ul style="list-style-type: none"> <li>• [Intern] connects diverse learners prior knowledge of understanding new content and</li> </ul>

<ul style="list-style-type: none"> <li>4.3: Professional Development The teacher enhances the professional community</li> </ul>	<p>At least 90% of interns, by the 5<sup>th</sup> observation, will be scoring at or above the proficient score of 3.</p>	<p>contexts to maximizing learning opportunities in improving their writing skills. [Intern] encourages diverse learners to collaborate with their peers on what is going to be [their] Introduction to [their] persuasive essay.</p> <ul style="list-style-type: none"> <li>Based on documented gaps in learning, [Intern] provide[s] support and instruction using a variety of methods, including the warm-up. A variety of activities allows the students to interact with the content in different settings and in different manners.</li> </ul> <p>2,370 of 2,761 final observations, or 88.15%, score at the proficient or accomplished level. Of the 391 that did not, 77 were in the “Developing” range and 314 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.</p> <p>Representative sample feedback aligned with the aspects of this standard include the following:</p>
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<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>At least 90% of interns, by the 5<sup>th</sup> observation, will be scoring at or above the proficient score of 3.</p>	<ul style="list-style-type: none"> <li>The teacher regularly meets with the campus mentor, participates in team/department meeting, collaborative planning, and communicates with other department members as well on an informal basis.</li> <li>[Intern] collaborates in professional learning communities. She continues to seek professional development opportunities to grow as a teacher.</li> </ul> <p>2,066 of 2,761 final observations, or 74.8%, score at the proficient or accomplished level. Of the 695 that did not, 68 were in the “Developing” range and 627 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 3.27.</p> <p>Representative sample feedback aligned with the aspects of this standard include the following:</p> <ul style="list-style-type: none"> <li>[Intern] takes interest in improving students academic achievement Eng.Lang. Arts. [Intern] communicate[s] with</li> </ul>
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		<p>Parents concerning students academic improvement (grades, behavior, suggestions, improvement and accomplishments.)</p> <ul style="list-style-type: none"> <li>You demonstrate leadership with students, colleagues, and community members in the school, district, and community through effective communication and activities. You take a genuine interest in the students' overall achievement.</li> </ul>
<p>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):</p> <ul style="list-style-type: none"> <li>Teachers of Tomorrow provided strategies and tools to promote a safe, organized, inclusive, and productive learning environment for all students.</li> </ul>	<p>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.</p>	<p>The score distribution for the relevant question is included below:</p> <ul style="list-style-type: none"> <li>74% of 359 completers surveyed agree or strongly agree with the statement: <i>Teachers of Tomorrow provided strategies and tools to promote a safe, organized, inclusive, and productive learning environment for all students.</i></li> </ul>

<p>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 2023-2024 school year. There were 1,475 total respondents.</p>	<p>Principals will score 85% of completers as sufficiently prepared to well-prepared.</p>	<p>The questions aligned to AAQEP standard two on the principal survey and the corresponding results are included below:</p> <p>To what extent was this first-year teacher prepared to:</p> <ul style="list-style-type: none"> <li>• provide appropriate feedback to students, families, or other school personnel? [appropriate: specific, timely, and confidential] <ul style="list-style-type: none"> <li>○ 42.17% scored completers well prepared</li> <li>○ 50.03% scored completers sufficiently prepared</li> <li>○ 92.2% scored completers sufficiently prepared or well-prepared in this area.</li> </ul> </li> <li>• work with a diverse student population? <ul style="list-style-type: none"> <li>○ 44.14% scored completers well prepared</li> <li>○ 49.42% scored completers sufficiently prepared</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>○ 93.6% scored completers sufficiently prepared or well-prepared in this area.</li> <li>● work with a diverse parent and school community population? <ul style="list-style-type: none"> <li>○ 41.67% scored completers well prepared</li> <li>○ 51.46% scored completers sufficiently prepared</li> <li>○ 93.6% scored completers sufficiently prepared or well-prepared in this area.</li> </ul> </li> <li>● advocate for the needs of the students in the classroom? <ul style="list-style-type: none"> <li>○ 52.75% scored completers well prepared</li> <li>○ 42.71% scored completers sufficiently prepared</li> <li>○ 95.46% scored completers sufficiently prepared or well-prepared in this area.</li> </ul> </li> <li>● reflect on his/her strengths and professional learning needs? <ul style="list-style-type: none"> <li>○ 50.78% scored completers well prepared</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>○ 43.66% scored completers sufficiently prepared</li> <li>○ 99.44% scored completers sufficiently prepared or well-prepared in this area.</li> <li>● use data from self-assessment, reflection, and supervisor feedback to set professional goals? <ul style="list-style-type: none"> <li>○ 47.59% scored completers well prepared</li> <li>○ 46.17% scored completers sufficiently prepared</li> <li>○ 93.8% scored completers sufficiently prepared or well-prepared in this area.</li> </ul> </li> <li>● prioritize goals to improve professional practice and student performance? <ul style="list-style-type: none"> <li>○ 48% scored completers well prepared</li> <li>○ 45.42% scored completers sufficiently prepared</li> <li>○ 93.42% scored completers sufficiently prepared or well-prepared in this area.</li> </ul> </li> </ul>
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<p>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 2023-2024 school year. There were 1,406 total respondents.</p>	<p>85% of completers will score themselves as sufficiently prepared to well-prepared.</p>	<p>The questions aligned to AAQEP standard two on the completer survey and the corresponding results are included below:</p> <p>To what extent did your education preparation program prepare you to:</p> <ul style="list-style-type: none"> <li>• provide appropriate feedback to students, families, or other school personnel? [appropriate: specific, timely, and confidential] 42.17 % scored completers as well-prepared <ul style="list-style-type: none"> <li>○ 48.36% scored their preparation as helping them be well-prepared in this area</li> <li>○ 45.38% scored their preparation as helping them be sufficiently-prepared in this area</li> <li>○ 93.74% scored their preparation as helping them be sufficiently prepared or well-prepared in this area.</li> </ul> </li> <li>• work with a diverse student population?</li> </ul>

		<ul style="list-style-type: none"> <li>○ 49.36% scored their preparation as helping them be well-prepared in this area</li> <li>○ 44.17% scored their preparation as helping them be sufficiently-prepared in this area</li> <li>○ 93.53% scored their preparation as helping them be sufficiently prepared or well-prepared in this area.</li> <li>● work with a diverse parent and school community population? <ul style="list-style-type: none"> <li>○ 44.45% scored their preparation as helping them be well-prepared in this area</li> <li>○ 46.51% scored their preparation as helping them be sufficiently-prepared in this area</li> <li>○ 90.97% scored their preparation as helping them be sufficiently prepared or well-prepared in this area.</li> </ul> </li> <li>● advocate for the needs of the students in the classroom?</li> </ul>
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		<ul style="list-style-type: none"> <li>○ 52.2% scored their preparation as helping them be well-prepared in this area</li> <li>○ 41.89% scored their preparation as helping them be sufficiently-prepared in this area</li> <li>○ 94.1% scored their preparation as helping them be sufficiently prepared or well-prepared in this area.</li> <li>● reflect on his/her strengths and professional learning needs? <ul style="list-style-type: none"> <li>○ 47.72% scored their preparation as helping them be well-prepared in this area</li> <li>○ 43.3% scored their preparation as helping them be sufficiently-prepared in this area</li> <li>○ 94.03% scored their preparation as helping them be sufficiently prepared or well-prepared in this area.</li> </ul> </li> <li>● use data from self-assessment, reflection, and supervisor feedback to set professional goals?</li> </ul>
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		<ul style="list-style-type: none"> <li>○ 45.16% scored their preparation as helping them be well-prepared in this area</li> <li>○ 47.3% scored their preparation as helping them be sufficiently-prepared in this area</li> <li>○ 92.46% scored their preparation as helping them be sufficiently prepared or well-prepared in this area.</li> <li>● prioritize goals to improve professional practice and student performance? <ul style="list-style-type: none"> <li>○ 45.09% scored their preparation as helping them be well-prepared in this area</li> <li>○ 47.08% scored their preparation as helping them be sufficiently-prepared in this area</li> <li>○ 92.18% scored their preparation as helping them be sufficiently prepared or well-prepared in this area</li> </ul> </li> </ul>
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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.

Several program accomplishments, efforts, and innovations have taken place over the last year:

A key accomplishment involved updating our systems, program processes, and training to support the new state regulations that came into effect in September 2024. The team worked cross functionally to address all needed operational, technical, and curricular requirements to align with the new state guidelines. The transition work took about 6-9 months of deliberate planning, training, and execution.

An additional enhancement has been the integration of technology to increase our intern support and administrative processing. Through the use of technology solutions, we have been able to enhance the service and support we are providing our candidates across their lifecycle.

We also were focused on our continuous curriculum enhancement to support candidate preparedness and student learning. In the 23-24 school year, we updated the following courses.

Projects: TNT 800.4PBP Performance Based Assessment: Instructional Strategies

Test Preparation courses designed to better prepare our candidates for content-area tests were revised in the following areas:

- Test Preparation Resource for Health EC-12
- Test Preparation Resource for Physical Education EC-12
- Test Preparation Resource for English Language Arts and Reading 7-12

Field-Based Experience/Virtual Experience Updated courses: The program updated its model for field-based experiences in alignment with the new Texas regulations. Curriculum was updated to support the increased hour requirement and additional new guidelines required in alignment with the regulation specifics. Progressive field-based experiences (FBEs) were embedded in content modules to reinforce skills-based practice.

- TFE 800.21 Field-Based Experience in Learner Development, Part 1

- TFE 800.22 Field-Based Experience in Learner Development, Part 2
- TFE 800.23 Virtual Field Experience in Learner Development
- TFE 800.31 Field Based Experience in the Learning Environment, Part 1
- TFE 800.32 Field Based Experience in the Learning Environment, Part 2
- TFE 800.33 Virtual Field Experience in the Learning Environment
- TFE 800.41 Field Based Experience in Planning Learning, Part 1
- TFE 800.42 Field Based Experience in Planning Learning, Part 2
- TFE 800.43 Virtual Field Experience in Planning Learning
- TFE 800.51 Field Based Experience in Learning Strategies, Part 1
- TFE 800.52 Field Based Experience in Learning Strategies, Part 2
- TFE 800.53 Virtual Field Based Experience in Learning Strategies
- TFE 800.61 Field Based Experience in Assessing Learning, Part 1
- TFE 800.62 Field Based Experience in Assessing Learning, Part 2
- TFE 800.63 Virtual Field Experience in Assessing Learning
- TFE 800.71 Field Based Experiences of the Teacher of Record
- TFE 800.72 Field Based Experiences of the Paraprofessional
- TFE 800.73 Field Based Experiences of the Substitute Teacher

Pedagogy Updates:

- TTL 203
- TSE 203
- TMT 709
- TCR 407 Unit 1 Reading for the Elementary Teacher
- TCR 407 Unit 2 Reading for the Elementary Teacher
- TCR 407 Unit 3 Reading for the Elementary Teacher
- TCR 407 Unit 4 Reading for the Elementary Teacher
- TSE 404 Unit 1 Fundamentals of Reading Instruction
- TSE 404 Unit 2 Fundamentals of Reading Instruction
- TSE 404 Unit 3 Fundamentals of Reading Instruction

- TSE 404 Unit 4 Fundamentals of Reading Instruction
- TSE 404 Unit 5 Fundamentals of Reading Instruction
- TCR 303 Special Populations in the Classroom
- TSE 710 Roles and Responsibilities of the Special Education Teacher
- TMT 700 Methods of Teaching Elementary Content
- TMT 711 Methods of Teaching Students with Disabilities
- TMT 721 Methods of Teaching Social Studies in Grades 4 - 8
- TMT 722 Methods of Teaching English Language Arts, Reading, and Social Studies
- TMT 742 Methods of Teaching History 7-12
- TTL 504 Developing a Classroom Culture for Success