



AAQEP Annual Report for 2025

Provider/Program Name:	University of Houston
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	April 2029

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.

Located in the metropolis of Houston, the University of Houston provides students with cutting-edge programs including undergraduate, graduate, doctoral, distance, and continuing education studies. The University of Houston's heritage of academic excellence dates back to its establishment in 1927. The University of Houston is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's, professional, and doctoral degrees. The [UH System](#) includes three universities and six multi-institution regional instructional sites that offer degrees in partnership with the universities. The University of Houston is the largest institution of the UH System.

Each year we educate more than 40,000 students in more than 300 undergraduate and graduate academic programs on campus and online. The [University of Houston](#) is a Carnegie-designated Tier One public research university, recognized by The Princeton Review

as one of the nation's best colleges for undergraduate education. The University of Houston is the second most ethnically diverse major research university in the United States, as students come to UH from more than 137 nations. Of note, the University of Houston is designated as a [Hispanic-Serving Institution \(HSI\)](#) by the U.S. Department of Education Office of Postsecondary Education. Additionally, UH is designated a Carnegie Tier One research university.

According to data from the Greater Houston Partnership Research Department, Houston is one of the most racially and ethnically diverse metropolitan areas in the country and more diverse than the nation. The greater Houston metropolitan area is home to 1.2 million school-aged children.

The University of Houston College of Education is committed to the community and strives daily to improve educational and health outcomes for all people and communities through effective teaching, innovative research and strong partnerships. Students have the opportunity to learn in the context of a multicultural city from distinguished professors who merge research with real-world lessons. Students in the College of Education largely come from Texas and the greater Houston region; over 95% of our students are from Texas, and over 85% from Harris and surrounding counties. More than 50% of our undergraduates are first generation college students, over 65% are transfer students, and over 75% are students of color. Thus, our students are from communities around the University of Houston, and upon graduation are returning to serve these communities. Over 96% of our students teach within 75 miles of the University of Houston. As such, we are an urban-serving institution and are deeply committed to the communities in the Greater Houston area.

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://uh.edu/education/about/ed-accredit/>

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 2024-2025

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 08/31/2024)	Number of Completers in most recently completed academic year (12 months ending 08/31/2024)
<i>Programs that lead to initial teaching credentials</i>			
Art, BA Curriculum & Instruction, MED Curriculum & Instruction, PhD Painting, BFA Sculpture, BFA	Art (EC-12)	24	11
Teaching and Learning, BS	Bilingual Education Supplemental-Spanish (NA)	80	23
Curriculum & Instruction MED Hum Dev & Fam Studies, BS Hum Dev & Fam Studies, BA Teaching & Learning, NDO UN PB Teaching and Learning, BS Teaching and Learning, BS PB	Core Subjects with STR (EC-6)	354	164
Chemistry, BS PB	Chemistry (7-12)	1	0
Dance, BA Dance, BFA	Dance (6-12)	4	1
Teaching and Learning, BS	English as a Second Language Supplemental	9	7
Curriculum & Instruction, MED English, BA	English Language Arts and Reading (7-12)	20	14

Teaching and Learning, BS PB			
Teaching and Learning, BS	English Language Arts and Reading with STR (4-8)	18	15
History, BA	History (7-12)	17	10
	Journalism (7-12)	1	0
History, BA PB Spanish, BA	Languages Other Than English - Spanish (EC-12)	4	2
Biology, BS Earth Science, BA	Life Science (7-12)	6	4
Teaching and Learning, BS Teaching and Learning, BS PB	Mathematics (4-8)	52	19
Computer Science, BS Curriculum & Instruction, MED Mathematics, BA Mathematics, BS Mathematics, NDO UN PB NSM Unspecified, DEG UN PB Org Leadership & Supervision, BS Teaching and Learning, BS PB Visiting Student, NDO UN	Mathematics (7-12)	29	14
Physics, BS Visiting Student, NDO UN PB	Physics/Mathematics (7-12)	3	2
Teaching and Learning, BS	Science (4-8)	12	6
Bchs/Bphy Sci, BS Biology, BS Biotechnology, BS Chemistry, BS Chemistry, BS PB Curriculum & Instruction, MED Education Unspecif, DEG UN PB Environmental Sciences, BS NSM Unspecified, DEG UN PB Physics, BS Pre-Psychology, DEG UN PB	Science (7-12)	18	10

Tech Leadership Innov Mgmt, BS Visiting Student			
Curriculum & Instruction, MED Teaching and Learning, BS History, BA	Social Studies (4-8)	15	6
Curriculum & Instruction, MED Teaching and Learning, BS History, BA Teaching and Learning, NDO UN PB	Social Studies (7-12)	12	9
Teaching and Learning, BS	Special Education Supplemental (NA)	9	7
Teaching and Learning, BS	Special Education (EC-12)	16	0
Total for programs that lead to initial credentials		687	324
<i>Programs that lead to P-12 leader credentials</i>			
Diagnostician, CERTGRAD Professional Leadership, EDD Special Populations, MED	Educational Diagnostician (EC-12)	14	9
Adm & Supervision, MED Curriculum & Instruction, MED Principal, CERTGRADE Professional Leadership, EDD Special Populations, MED	Principal as Instructional Leader (EC-12)	83	18
Professional Leadership, EDD	Superintendent (EC-12)	64	19
Total for programs that lead to P-12 leader credentials		161	46
TOTAL enrollment and productivity for all programs		865	370
Unduplicated total of all program candidates and completers		755	340

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.)

A hold has been put on the Reading Specialist Certification for 2-3 years, beginning in 2023.

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.					
755					
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.					
340					
C. Number of recommendations for certificate, license, or endorsement included in Table 1.					
313					
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.					
The two-year completion rate measures the percentage of teacher candidates who were admitted to the Education Preparation Program during the AY 2021-2022 and completed the certification program by summer 2024. During the AY 2021-2022 academic year, candidates were admitted to the program during the academic year before beginning their Student Teaching year-long residency. Ninety-one percent of candidates admitted in the AY2021-2022 completed their program within the expected timeframe of two years; while 37.8% (n=212) completed their program by Summer 2024 which was 1.5 times the expected time frame.					
Initial Program	2-Year Completion Rate*				
	Total # of Cohort	# of Completed	Completion %	# of Completed in 1.5 times expected timeframe	Completion % in 1.5 times expected timeframe

Art (EC-12)	16	13	81.3	0	0.0
Bilingual Education Supplemental-Spanish (NA)	114	108	94.8	48	42.1
Core Subjects (EC-6)	278	235	84.5	130	46.8
Chemistry (7-12)	1	0	0.0	0	0.0
Dance (6-12)	4	2	50.0	0	0.0
English Language Arts and Reading (7-12)	22	22	100.0	0	0.0
English Language Arts and Reading with STR (4-8)	16	10	62.5	0	0.0
English as a Second Language Supplemental	0	0	0.0	0	0.0
History (7-12)	24	10	41.2	1	.04
Journalism (7-12)	0	0	0.0	0	0.0
Languages Other Than English - Spanish (EC-12)	5	5	100.0	0	0.0
Life Science (7-12)	9	6	66.7	1	11.1
Mathematics (4-8)	49	43	87.8	25	51.0
Mathematics (7-12)	22	18	81.8	0	0.0
Physics/Mathematics (7-12)	2	1	50.0	0	0.0
Science (4-8)	15	14	93.3	8	53.3
Science (7-12)	21	11	52.4	0	0.0
Social Studies (4-8)	11	10	91.0	7	63.6
Social Studies (7-12)	2	2	100.0	0	0.0
Special Education (EC-12)	2	1	50.0	0	0.0
Special Education Supplemental	0	0	0	0	0

Speech	0	0	0	0	0
Total	561	511	91.1	212	37.8

* Two-year completion rate measures the percentage of teacher candidates who were admitted to the Educator Preparation Program (EPP) during AY 2021-2022 that completed their respective programs by the summer 2024.

The advanced programs at UH also measure an expected time frame of a two-year completion rate, with the exception of the Superintendent program. A four-year completion rate applies to the Superintendent program as it is associated with a doctoral program, Professional Leadership, EDD.

These data show the candidates admitted in AY 2021-2022 and the completion rate in 1.5 times the expected time frame completed by Summer 2024 (shown in the table below). By summer 2024, 77.8% of Educational Diagnosticians completed their certification program with 11.1% (n=2) finishing within 1.5 times the expected timeframe of two years. Fifty-four percent of Principal certification program cohort completed with 12.3% (n=7) finishing within 1.5 times the expected timeframe. That said, most candidates who have not completed the program are likely seeking the Professional Leadership, the EDD degree at UH, which usually takes four years on average.

Of note, AY2021-2022 was the second academic year following the Pandemic. These data showed that a residual number of candidates who were admitted that year did not complete certification within the expected timeframe of two years. That said, numerous candidates who were admitted AY2021-2022 changed track, withdrew, or never attended. A few of the candidates took medical leave for various reasons and either never returned or are still completing coursework.

*The four-year completion rate measures the percentage of Superintendent candidates who were admitted to the Educator Preparation Program (EPP) during AY 2019-2020.

Advanced Program	2-Year or 4-Year* Completion Rate				
	Total # of Cohort	# of Completed	Completion %	# of Completed in 1.5 times expected timeframe	Completion % in 1.5 times expected timeframe
Educational Diagnostician (EC-12)	18	14	77.8	2	11.1
Principal as Instructional Leader (EC-12)	57	31	54.4	7	12.3
Superintendent (EC-12) *	9	7	77.8	3	33.3

	Special Education Supplemental	6	6	100.0	
	Superintendent EC-12	6	6	100.0	
	Theater	2	2	100.0	

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

Initial Certification: The Texas Education Agency (TEA) requires every teacher certification program completer to complete a Perception Survey once they become a practicing teacher. The survey focuses on new teacher perceptions about preparedness related to six categories of practices: Planning, Instruction, Learning Environment, Professional Practices and Responsibilities (PPR), Student with Disabilities, and English Language Learners. The scale is as follows: “Well-Prepared;” “Sufficiently Prepared;” “Not Sufficiently;” “Not at All Prepared.”

The table below shows the results of the Perceptions Survey for AY 2024-2025. The percentages in each area provide evidence that initial program completers of AY 2024-2025. felt they were **well-prepared or sufficiently prepared** across most areas as compared to state-wide percentages. Of note, principals rated the first-year teachers higher in all areas as compared to how the teachers rated themselves (See G).

	UH % N=127	State-wide (TX) % N=2,476
	Well- Prepared/ Sufficiently Prepared	Well- Prepared/ Sufficiently Prepared
Planning	93%	88%
Instruction	94%	88%
Learning Environment	93%	89%
Professional Practices and Responsibilities	95%	92%
Students with Disabilities	83%	80%
English Language Learners	82%	85%

Advanced Certification: We are in the process of revising the completer survey and data collection for Advanced Completers.

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

Initial Certification: The Texas Education Agency (TEA) collects data regarding the preparation of first-year teachers to help understand and provide resources and supports to educator preparation programs (EPPs) in preparing first-year teachers to succeed in the classroom. In this survey, principals completed surveys for first-year teachers who graduated at any time during the 5 years prior to the reporting period and who taught in the Texas public school system for a minimum of 5 months during the reporting period. Principals or their designees rated the preparation of teachers in six categories of practices: Planning, Instruction, Learning Environment, Professional Practices and Responsibilities (PPR), Student with Disabilities, and English Language Learners.

In AY 2023-24, the most recent data available, 223 first-year teachers who were completers from UH were evaluated by their principals. In

the table below, at least 91% of UH first-year teachers were rated as “well-prepared” or “sufficiently prepared” prepared in every area. All but one area was above the state percentages. Of note, principals rated the first-year teachers higher in all areas than the teachers rated themselves (See F).

	UH % N = 223	State-wide (TX) % N =9,936
	Well- Prepared/ Sufficiently Prepared	Well- Prepared/ Sufficiently Prepared
Planning	95%	93%
Instruction	93%	93%
Learning Environment	93%	88%
Professional Practices and Responsibilities	97%	96%
Students with Disabilities	91%	92%
English Language Learners	95%	93%

Advanced Certification: We are in the process of developing an employer survey for Advanced Completers.

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.

The Insight to Impact Dashboard maintained by the Texas Education Agency provides the most recent employment status of the completers (AY 2023-2024). This data revealed that of the 297 completers certified in AY 2024-2025, 90.2% (N=268) were employed in Texas state public schools. Table 1 shows the breakdown of the number of LEA-employed candidates by certification in their initial year of employment. Table 2 describes LEA-employed candidates by grade level during their initial year of employment. Table 3 delineates the campus setting for initial employment.

Table 1	Table 2	Table 3						
		<table><tr><td>LEA-Employed</td><td>Count of Candidates</td></tr><tr><td>LEA-Employed</td><td>268</td></tr><tr><td>Not LEA-Employed</td><td>29</td></tr></table>	LEA-Employed	Count of Candidates	LEA-Employed	268	Not LEA-Employed	29
LEA-Employed	Count of Candidates							
LEA-Employed	268							
Not LEA-Employed	29							

Certification Subject Area		Number of LEA-Employed Candidates	
Bilingual Education		21	
English Language Arts		19	
Fine Arts		43	
Foreign Language		4	
General Elementary (Self-Contained)		134	
Mathematics		42	
Science		20	
Social Studies		5	
Special Education		5	
Total		268	

Certification Grade Level		Number of LEA-Employed Candidates	
Grades 4-8		47	
Grades 6-12		2	
Grades 7-12		39	
Grades EC-12		49	
Grades EC-6		134	
Supplemental		22	
Total		268	

The average employment rate was 100% for the advanced completers of AY 2024-2025. (N=46).

Advanced Program	Total # of Finishers in AY 2024-2025	# of Hired in TX District AY 2024-2025	%
Superintendent (EC-12)	19	19	100
Principal as Instructional Leader (EC-12)	18	18	100
Educational Diagnostician (EC-12)	9	9	100
Total	46	46	100

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

Staffing capacity has remained consistent and has not changed during this reporting year.

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

Initial Program: Teaching and Learning and <i>teach</i> Houston																																																																																																																																																				
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																																																																																																																																																		
Certification Exam	The Pedagogy and Professional Responsibilities Exam is taken by all initial-certification completers. Completers must pass the PPR Certification Exam for credentialing purposes.	<div>The mean scores on each domain of the PPR Exam of the AY 2024-2025 were 74 and above on each domain except for Domain 3 (N=230; 71). The mean scores reflect all initial certification completers, including both Teaching and Learning and <i>teach</i>Houston.</div> <table><tr><th colspan="2">PPR Certification Exam Domains</th><th colspan="2">N</th><th colspan="2">Mean</th></tr><tr><td colspan="2">Domain 1</td><td colspan="2">230</td><td colspan="2">78</td></tr><tr><td colspan="2">Domain 2</td><td colspan="2">230</td><td colspan="2">74</td></tr><tr><td colspan="2">Domain 3</td><td colspan="2">230</td><td colspan="2">71</td></tr><tr><td colspan="2">Domain 4</td><td colspan="2">230</td><td colspan="2">76</td></tr></table>								PPR Certification Exam Domains		N		Mean		Domain 1		230		78		Domain 2		230		74		Domain 3		230		71		Domain 4		230		76																																																																																																														
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Performance Assessment	Teaching and Learning Candidates are formally evaluated four times during the Student Teaching Residency using the T-TESS Rubric. They must score at the “Developing” level in each domain of the T-TESS by the end of Student Teaching 1. Then, they must score at the “Proficient” level in each domain of the T-TESS by the end of Student Teaching 2. The scale is as follows: “1” is Needs Improvement; “2” is Developing; “3” is Proficient; “4” is Accomplished, and “5” is Distinguished.	<div>In AY 2024-2025, more than 98% of Teacher Candidates in the Teaching and Learning program were rated at “Developing” or above in each dimension of the T-TESS by the end of the Student Teaching 1. By the end of Student Teaching 2, over 99% of teacher candidates were scored at “Developing” or above in each T-TESS Dimension, as can be seen in the table below.</div> <table><tr><th colspan="10">Year-Long Student Teaching Formal Observation Data</th></tr><tr><th colspan="2" rowspan="3"></th><th colspan="4">Student Teaching 1 (AY 2024-2025)</th><th colspan="4">Student Teaching 2 (AY 2024-2025)</th></tr><tr><th colspan="2">PA 1 N=263</th><th colspan="2">PA 2 N=263</th><th colspan="2">PA 1 N=263</th><th colspan="2">PA 2 N=263</th></tr><tr><th>n</th><th>%</th><th>n</th><th>%</th><th>n</th><th>%</th><th>n</th><th>%</th></tr><tr><td rowspan="3">Dimension 1.1: Standards and Alignment</td><td>Proficient</td><td>197</td><td>74.9</td><td>257</td><td>97.7</td><td>249</td><td>94.5</td><td>258</td><td>98.1</td></tr><tr><td>Developing</td><td>65</td><td>24.7</td><td>6</td><td>2.3</td><td>13</td><td>5.0</td><td>4</td><td>1.5</td></tr><tr><td>Needs Improvement</td><td>1</td><td>.4</td><td>0</td><td>0</td><td>1</td><td>.4</td><td>1</td><td>.4</td></tr><tr><td rowspan="3">Dimension 1.2 Data and Assessment</td><td>Proficient</td><td>144</td><td>54.8</td><td>257</td><td>97.7</td><td>243</td><td>92.7</td><td>256</td><td>97.3</td></tr><tr><td>Developing</td><td>113</td><td>42.9</td><td>5</td><td>1.9</td><td>20</td><td>7.6</td><td>7</td><td>2.7</td></tr><tr><td>Needs Improvement</td><td>6</td><td>2.3</td><td>1</td><td>.4</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td rowspan="3">Dimension 1.3 Knowledge of Students</td><td>Proficient</td><td>189</td><td>71.9</td><td>257</td><td>97.7</td><td>253</td><td>96.2</td><td>259</td><td>98.5</td></tr><tr><td>Developing</td><td>74</td><td>28.1</td><td>6</td><td>2.3</td><td>10</td><td>3.8</td><td>4</td><td>1.5</td></tr><tr><td>Needs Improvement</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td rowspan="2">Dimension 1.4 Differentiation</td><td>Proficient</td><td>145</td><td>55.1</td><td>256</td><td>97.3</td><td>240</td><td>91.3</td><td>258</td><td>98.1</td></tr><tr><td>Developing</td><td>118</td><td>44.9</td><td>7</td><td>2.7</td><td>23</td><td>8.7</td><td>5</td><td>1.9</td></tr></table>								Year-Long Student Teaching Formal Observation Data												Student Teaching 1 (AY 2024-2025)				Student Teaching 2 (AY 2024-2025)				PA 1 N=263		PA 2 N=263		PA 1 N=263		PA 2 N=263		n	%	n	%	n	%	n	%	Dimension 1.1: Standards and Alignment	Proficient	197	74.9	257	97.7	249	94.5	258	98.1	Developing	65	24.7	6	2.3	13	5.0	4	1.5	Needs Improvement	1	.4	0	0	1	.4	1	.4	Dimension 1.2 Data and Assessment	Proficient	144	54.8	257	97.7	243	92.7	256	97.3	Developing	113	42.9	5	1.9	20	7.6	7	2.7	Needs Improvement	6	2.3	1	.4	0	0	0	0	Dimension 1.3 Knowledge of Students	Proficient	189	71.9	257	97.7	253	96.2	259	98.5	Developing	74	28.1	6	2.3	10	3.8	4	1.5	Needs Improvement	0	0	0	0	0	0	0	0	Dimension 1.4 Differentiation	Proficient	145	55.1	256	97.3	240	91.3	258	98.1	Developing	118	44.9	7	2.7	23	8.7	5	1.9
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			Needs Improvement	0	0	0	0	0	0	0	0
		Dimension 2.1 Achieving Expectations	Proficient	NA	NA	NA	NA	219	83.3	257	97.7
			Developing	NA	NA	NA	NA	44	16.7	6	2.3
			Needs Improvement	NA	NA	NA	NA	0	0	0	0
		Dimension 2.2 Content Knowledge and Expertise	Proficient	NA	NA	NA	NA	208	79.1	258	98.1
			Developing	NA	NA	NA	NA	54	20.5	5	1.9
			Needs Improvement	NA	NA	NA	NA	1	.4	0	0
		Dimension 2.3 Communication	Proficient	NA	NA	NA	NA	194	73.7	250	95.1
			Developing	NA	NA	NA	NA	69	26.3	13	4.9
			Needs Improvement	NA	NA	NA	NA	0	0	0	0
		Dimension 2.4 Differentiation	Proficient	NA	NA	NA	NA	205	78.2	259	98.5
			Developing	NA	NA	NA	NA	48	18.3	4	1.5
			Needs Improvement	NA	NA	NA	NA	1	.4	0	0
		Dimension 2.5 Monitor and Adjust	Proficient	NA	NA	NA	NA	188	71.8	256	97.3
			Developing	NA	NA	NA	NA	75	28.6	7	2.7
			Needs Improvement	NA	NA	NA	NA	0	0	0	0
		Dimension 3.1 Learning Environment	Proficient	191	72.6	218	83.2	246	93.9	259	98.5
			Developing	71	26.9	45	17.2	17	6.5	4	1.5
			Needs Improvement	1	.4	0	0	0	0	0	0
		3.2 Managing Student Behavior	Proficient	188	71.5	207	79.0	146	55.7	257	97.7
			Developing	72	27.4	55	21.0	17	6.5	9	3.4
			Needs Improvement	3	1.1	1	.4	0	0	0	0
		3.3 Classroom Culture	Proficient	201	76.4	193	73.7	251	95.8	262	99.6
			Developing	60	22.8	70	26.7	12	4.6	1	.4
			Needs Improvement	2	.8	0	0	0	0	0	0
		4.2 Goal Setting	Proficient	194	73.8	213	81.0	248	94.3	260	99.2
			Developing	68	25.9	49	18.7	15	5.7	2	.8
			Needs Improvement	1	.4	1	.4	0	0	1	.4
	<p>teachHouston Candidates are formally evaluated three times each semester during the Student Teaching Residency using the <i>teachHouston</i> Evaluation Rubric. They must score at the “Developing” or “Proficient” level in each domain of the T-TESS by the end of Student Teaching. The scale is as follows: “1” is Needs Improvement; “2” is Developing; “3” is Proficient; “4” is Accomplished, and “5” is</p>	<p>In AY 2024-2025 at least 85.7% of the Teacher Candidates in the year-long teachHouston program were rated at “Developing” or above in each dimension of the T-TESS by the end of the Student Teaching 1 in all dimensions with the exception of Dimensions 2.2b and 2.2c. By the end of Student Teaching 2, 100% of teacher candidates were scored at “Proficient” or “Developing” in each T-TESS Dimension, as can be seen in the table below.</p> <p>In the traditional, semester-long teachHouston program, nearly 100% of teacher candidates scored at “Proficient” or “Developing” in each T-TESS Dimension on the Final Observation, as can be seen in the table below.</p> <p>Of note, no data were collected for 1.4c or 2.3a.</p>									
		Year-Long Student Teaching Formal Observation Data									

	Distinguished.		Fall 2024 Student Teaching 1 *Not Observed N=7							Spring 2025 Student Teaching 2 *Not Observed N=7							
			Proficient		Developing		Needs Improvement		*	Proficient		Developing		Needs Improvement		*	
			n	%	n	%	n	%	n	n	%	n	%	n	%	n	
			1.1a	7	100.	0	0.0	0	0.0	0	7	100.	0	0.0	0	0.0	0
			1.1b	5	71.4	2	28.6	0	0.0	0	7	100.	0	0.0	0	0.0	0
			1.1c	6	85.7	1	14.3	0	0.0	0	7	100.	0	0.0	0	0.0	0
			1.3a	6	85.7	1	14.3	0	0.0	0	7	100.	0	0.0	0	0.0	0
			1.3b	5	71.4	2	28.6	0	0.0	0	7	100.	0	0.0	0	0.0	0
			1.3c	1	14.3	6	85.7	0	0.0	0	7	100.	0	0.0	0	0.0	0
			1.3d	4	57.1	2	28.6	0	0.0	1	7	100.	0	0.0	0	0.0	0
			1.3e	4	57.1	2	28.6	0	0.0	1	7	100.	0	0.0	0	0.0	0
			1.4a	5	71.4	2	28.6	0	0.0	0	6	85.7	1	14.3	0	0.0	0
			1.4b	4	57.1	1	14.3	0	0.0	2	7	100.	0	0.0	0	0.0	0
			1.4c														
			1.4d	7	100.	0	0.0	0	0.0	0	6	85.7	1	14.3	0	0.0	0
			2.1a	4	57.1	3	42.9	0	0.0	0	7	100.	0	0.0	0	0.0	0
			2.1b	6	85.7	1	14.3	0	0.0	0	7	100.	0	0.0	0	0.0	0
			2.1c	4	57.1	3	42.9	0	0.0	0	6	85.7	1	14.3	0	0.0	0
			2.1d	7	100.	0	0.0	0	0.0	0	6	85.7	0	0.0	0	0.0	1
			2.2a	6	85.7	1	14.3	0	0.0	0	7	100.	0	0.0	0	0.0	0
			2.2b	4	57.1	2	28.6	1	14.3	0	6	85.7	1	14.3	0	0.0	0
			2.2c	6	85.7	0	0.0	1	14.3	0	6	85.7	1	14.3	0	0.0	0
			2.2d	5	71.4	2	28.6	0	0.0	0	7	100.	0	0.0	0	0.0	0
			2.3a														
			2.3b	5	71.4	1	14.3	0	0.0	1	6	85.7	1	14.3	0	0.0	0
			2.3c	5	71.4	2	28.6	0	0.0	0	7	100.	0	0.0	0	0.0	0
			2.3d	4	57.1	3	42.9	0	0.0	0	7	100.	0	0.0	0	0.0	0
			2.3e	6	85.7	1	14.3	0	0.0	0	6	85.7	1	14.3	0	0.0	0
			2.5a	4	57.1	3	42.9	0	0.0	0	7	100.0 0	0	0.0	0	0.0	0
			2.5b	5	71.4	2	28.6	0	0.0	0	7	100.	0	0.0	0	0.0	0
			2.5c	6	85.7	1	14.3	0	0.0	0	7	100.	0	0.0	0	0.0	0
			2.5d	4	57.1	3	42.9	0	0.0	0	7	100.	0	0.0	0	0.0	0
			3.1a	4	57.1	3	42.9	0	0.0	0	5	71.4	2	28.6	0	0.0	0
			3.1b	4	57.1	3	42.9	0	0.0	0	6	85.7	1	14.3	0	0.0	0
			3.1c	5	71.4	1	14.3	1	14.3	0	7	100.	0	0.0	0	0.0	0
			3.1d	7	100.	0	0	0	0.0	0	7	100.	0	0.0	0	0.0	0
			3.2a	4	57.1	3	42.9	0	0.0	0	6	85.7	0	0.0	0	0.0	1
			3.2b	5	71.4	2	28.6	0	0.0	0	7	100.	0	0.0	0	0.0	0
			3.2c	3	42.9	4	57.1	0	0	0	6	85.7	1	14.3	0	0.0	0
			3.2d	5	71.4	2	28.6	0	0	0	7	100.	0	0.0	0	0.0	0
			3.3a	5	71.4	2	28.6	0	0	0	7	100.	0	0.0	0	0.0	0
			3.3b	7	100.	0	0	0	0	0	7	100.	0	0.0	0	0.0	0
			3.3c	5	71.4	2	28.6	0	0	0	7	100.	0	0.0	0	0.0	0
			3.3d	7	100.	0	0	0	0	0	7	100.	0	0.0	0	0.0	0
Traditional Student Teaching Formal Observation Data AY2024-2025																	
			Mid-Semester Observation *Not Observed N=7							Final Observation *Not Observed N=7							

			Proficient		Developing		Needs Improvement		*	Proficient		Developing		Needs Improvement		*
			n	%	n	%	n	%		n	%	n	%	n	%	
1.1a	27	100	0	0.0	0	0.0	0	0	0	27	100.	0	0.0	0	0.0	0
1.1b	21	77.8	6	22.2	0	0.0	0	0	0	27	100.	0	0.0	0	0.0	0
1.1c	27	100	0	0.0	0	0.0	0	0	0	27	100.	0	0.0	0	0.0	0
1.3a	23	85.2	4	14.8	0	0.0	0	0	0	27	100.	0	0.0	0	0.0	0
1.3b	19	70.4	8	29.6	0	0.0	0	0	0	27	100.	0	0.0	0	0.0	0
1.3c	16	59.3	11	40.7	0	0.0	0	0	0	27	100.	0	0.0	0	0.0	0
1.3d	19	70.4	8	29.6	0	0.0	0	0	0	27	100.	0	0.0	0	0.0	0
1.3e	19	70.4	8	29.6	0	0.0	0	0	0	27	100.	0	0.0	0	0.0	0
1.4a	11	40.7	16	59.3	0	0.0	0	0	0	26	96.3	1	0.04	0	0.0	0
1.4b	15	55.6	9	33.3	0	0.0	3	26	96.3	1	0.04	0	0.0	0	0.0	0
1.4c																
1.4d	26	96.3	1	0.04	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
2.1a	25	92.6	2	0.07	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
2.1b	18	66.7	9	33.3	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
2.1c	21	77.8	6	22.2	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
2.1d	14	51.9	13	48.1	0	0.0	0	25	100.	2	0.0	0	0.0	0	0.0	0
2.2a	25	92.6	2	0.07	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
2.2b	14	51.9	8	29.6	0	0.0	5	23	85.7	0	0.0	0	0.0	0	0.0	3
2.2c	18	66.7	7	25.9	0	0.0	2	27	100.	0	0.0	0	0.0	0	0.0	0
2.2d	20	74.1	6	22.2	0	0.0	1	27	100.	0	0.0	0	0.0	0	0.0	0
2.3a																
2.3b	18	66.7	9	33.3	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
2.3c	27	100	0	0.00	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
2.3d	12	44.4	15	55.6	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
2.3e	15	55.6	12	44.4	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
2.5a	14	51.9	13	48.1	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
2.5b	22	81.5	5	18.5	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
2.5c	22	81.5	5	18.5	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
2.5d	19	70.4	8	42.9	0	0.0	0	26	96.3	1	0.04	0	0.0	0	0.0	0
3.1a	17	62.7	10	37.0	0	0.0	0	24	85.7	3	14.3	0	0.0	0	0.0	0
3.1b	16	59.3	11	40.7	0	0.0	0	25	85.7	2	14.3	0	0.0	0	0.0	0
3.1c	23	71.4	4	14.8	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
3.1d	24	88.9	3	11.1	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
3.2a	18	66.7	9	33.3	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
3.2b	17	62.7	10	37.0	0	0.0	0	26	96.3	1	0.04	0	0.0	0	0.0	0
3.2c	16	59.3	11	40.7	0	0.0	0	25	85.7	2	14.3	0	0.0	0	0.0	0
3.2d	17	62.7	10	37.0	0	0.0	0	26	96.3	1	0.04	0	0.0	0	0.0	0
3.3a	22	81.5	5	18.5	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
3.3b	24	88.9	3	11.1	0	0.0	0	26	96.3	1	0.04	0	0.0	0	0.0	0
3.3c	21	77.8	6	22.2	0	0.0	0	27	100.	0	0.0	0	0.0	0	0.0	0
3.3d	24	88.9	3	11.1	0	0.0	0	26	96.3	1	0.04	0	0.0	0	0.0	0

Professionalism	<p>Teaching and Learning Candidates are evaluated using the Professional Ethics, Demeanor, and Development Rubric (PEDD). Site Supervisors score candidates from “0” to “1” on each domain. The scale is as follows: “1” is Proficient; “.5” is Developing; and “0” is Improvement Needed. Candidates who obtain 0’s in any area are placed on a Growth Plan.</p>	<p>In AY 2024-2025, 99% of Teacher Candidates in the Teaching and Learning program were rated at “Developing” or above in each area of the PEDD in both Student Teaching 1 and 2. The areas with higher “Developing” scores included (1) Attendance, Punctuality, and Preparation (ST 1:37 – 14.2%; ST 2: 38 – 14.5%); (2) Organization and Responsibility (ST 1: 43 – 16.5%; ST2: 44 – 16.8%); (3) Oral and Written Communication (ST 1: 21 – 8.1%) (4) Withitness and Reflectivity (ST 1: 29 – 11.2%) There were very few candidates who scored “Improvement Needed” in Student Teaching 1 or Student Teaching 2.</p>																																																																																																																																
<table><tr><th colspan="6">Year-Long Student Teaching Dispositions Data</th></tr><tr><th rowspan="2">PEDD Items</th><th rowspan="2">Rating</th><th colspan="2">Student Teaching 1 N = 260</th><th colspan="2">Student Teaching 2 N = 262</th></tr><tr><th>n</th><th>%</th><th>n</th><th>%</th></tr><tr><td rowspan="3">Appearance and Dress</td><td>Proficient</td><td>260</td><td>100</td><td>260</td><td>99.2</td></tr><tr><td>Developing</td><td>0</td><td>0.0</td><td>2</td><td>.8</td></tr><tr><td>Needs Improvement</td><td>0</td><td>0.0</td><td>0</td><td>0.0</td></tr><tr><td rowspan="3">Cooperation, Flexibility, Patience, and Tactfulness</td><td>Proficient</td><td>253</td><td>97.3</td><td>262</td><td>100</td></tr><tr><td>Developing</td><td>7</td><td>2.7</td><td>0</td><td>0.0</td></tr><tr><td>Needs Improvement</td><td>1</td><td>.4</td><td>0</td><td>0.0</td></tr><tr><td rowspan="3">Initiative, Risk-Taking, Motivation, Demeanor, and Enthusiasm</td><td>Proficient</td><td>246</td><td>94.6</td><td>253</td><td>96.6</td></tr><tr><td>Developing</td><td>12</td><td>4.6</td><td>9</td><td>3.4</td></tr><tr><td>Needs Improvement</td><td>2</td><td>.8</td><td>0</td><td>0.0</td></tr><tr><td rowspan="3">Attendance, Punctuality, and Preparation</td><td>Proficient</td><td>222</td><td>85.4</td><td>224</td><td>85.5</td></tr><tr><td>Developing</td><td>37</td><td>14.2</td><td>38</td><td>14.5</td></tr><tr><td>Needs Improvement</td><td>1</td><td>.4</td><td>0</td><td>0.0</td></tr><tr><td rowspan="3">Adherence to Legal and Ethical Practices</td><td>Proficient</td><td>254</td><td>97.7</td><td>258</td><td>98.5</td></tr><tr><td>Developing</td><td>5</td><td>1.9</td><td>4</td><td>1.5</td></tr><tr><td>Needs Improvement</td><td>1</td><td>.4</td><td>0</td><td>0.0</td></tr><tr><td rowspan="3">Participation</td><td>Proficient</td><td>242</td><td>93.1</td><td>259</td><td>98.9</td></tr><tr><td>Developing</td><td>18</td><td>6.9</td><td>3</td><td>1.1</td></tr><tr><td>Needs Improvement</td><td>0</td><td>0.0</td><td>0</td><td>0.0</td></tr><tr><td rowspan="3">Rapport with Others and Awareness of Individual Differences</td><td>Proficient</td><td>253</td><td>97.3</td><td>260</td><td>99.2</td></tr><tr><td>Developing</td><td>7</td><td>2.7</td><td>2</td><td>.8</td></tr><tr><td>Needs Improvement</td><td>0</td><td>0.0</td><td>0</td><td>0.0</td></tr></table>			Year-Long Student Teaching Dispositions Data						PEDD Items	Rating	Student Teaching 1 N = 260		Student Teaching 2 N = 262		n	%	n	%	Appearance and Dress	Proficient	260	100	260	99.2	Developing	0	0.0	2	.8	Needs Improvement	0	0.0	0	0.0	Cooperation, Flexibility, Patience, and Tactfulness	Proficient	253	97.3	262	100	Developing	7	2.7	0	0.0	Needs Improvement	1	.4	0	0.0	Initiative, Risk-Taking, Motivation, Demeanor, and Enthusiasm	Proficient	246	94.6	253	96.6	Developing	12	4.6	9	3.4	Needs Improvement	2	.8	0	0.0	Attendance, Punctuality, and Preparation	Proficient	222	85.4	224	85.5	Developing	37	14.2	38	14.5	Needs Improvement	1	.4	0	0.0	Adherence to Legal and Ethical Practices	Proficient	254	97.7	258	98.5	Developing	5	1.9	4	1.5	Needs Improvement	1	.4	0	0.0	Participation	Proficient	242	93.1	259	98.9	Developing	18	6.9	3	1.1	Needs Improvement	0	0.0	0	0.0	Rapport with Others and Awareness of Individual Differences	Proficient	253	97.3	260	99.2	Developing	7	2.7	2	.8	Needs Improvement	0	0.0	0	0.0
Year-Long Student Teaching Dispositions Data																																																																																																																																		
PEDD Items	Rating	Student Teaching 1 N = 260		Student Teaching 2 N = 262																																																																																																																														
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Appearance and Dress	Proficient	260	100	260	99.2																																																																																																																													
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		Organization and Responsibility	Proficient	217	83.5	218	83.2
			Developing	43	16.5	44	16.8
			Needs Improvement	0	0.0	0	0.0
		Oral and Written Communication	Proficient	238	91.5	253	96.6
			Developing	21	8.1	9	3.4
			Needs Improvement	1	.4	0	0.0
		Withitness and Reflectivity	Proficient	229	88.1	250	95.4
			Developing	29	11.2	12	4.6
			Needs Improvement	2	.8	0	0.0
	<p>TeachHouston Candidates are evaluated using the Professional Ethics, Demeanor, and Development Rubric (PEDD). Site Supervisors score candidates from “0” to “1” on each domain. The scale is as follows: “1” is Proficient; “.5” is Developing; and “0” is Improvement Needed. Candidates who obtain 0’s in any area are placed on a Growth Plan.</p>	<p>In AY 2024-2025, 100% of Teacher Candidates in the year-long residency and the traditional semester-long programs within teachHouston were rated at “Developing” or above in each area of the PEDD in both Student Teaching 1 and 2.</p>					
		<p>Year-Long Student Teaching Dispositions Data</p>					
		PEDD Items	Rating	Student Teaching 1 N = 7		Student Teaching 2 N = 7	
				n	%	n	%
		Appearance and Dress	Proficient	7	100	7	100
			Developing	0	0.0	0	0.0
			Needs Improvement	0	0.0	0	0.0
		Cooperation, Flexibility, Patience, and Tactfulness	Proficient	7	100	7	100
			Developing	0	0.0	0	0.0
			Needs Improvement	0	0.0	0	0.0
		Initiative, Risk-Taking, Motivation, Demeanor, and Enthusiasm	Proficient	5	71.4	6	85.7
			Developing	2	28.6	1	14.3
			Needs Improvement	0	0.0	0	0.0
		Attendance, Punctuality, and Preparation	Proficient	5	71.4	6	85.7
			Developing	1	14.3	1	14.3
			Needs Improvement	1	14.3	0	0.0
		Adherence to Legal and Ethical Practices	Proficient	7	100	7	100
			Developing	0	0.0	0	0.0

			Needs Improvement	0	0.0	0	0.0
		Participation	Proficient	7	100	7	100
			Developing	0	0.0	0	0.0
			Needs Improvement	0	0.0	0	0.0
		Rapport with Others and Awareness of Individual Differences	Proficient	7	100	7	100
			Developing	0	0.0	0	0.0
			Needs Improvement	0	0.0	0	0.0
		Organization and Responsibility	Proficient	6	85.7	6	85.7
			Developing	1	14.3	1	14.3
			Needs Improvement	0	0.0	0	0.0
		Oral and Written Communication	Proficient	5	71.4	7	100
			Developing	2	28.6	0	0.0
			Needs Improvement	0	0.0	0	0.0
		Withitness and Reflectivity	Proficient	6	85.7	6	85.7
			Developing	1	14.3	1	14.3
			Needs Improvement	0	0.0	0	0.0
		Traditional Student Teaching Dispositions Data AY2024-2025 N=27					
		PEDD Items	Rating	n	%		
		Appearance and Dress	Proficient	27	100		
			Developing	0	0.0		
			Needs Improvement	0	0.0		
		Cooperation, Flexibility, Patience, and Tactfulness	Proficient	27	100		
			Developing	0	0.0		
			Needs Improvement	0	0.0		
		Initiative, Risk-Taking, Motivation,	Proficient	26	96.3		
			Developing	1	.04		

		Demeanor, and Enthusiasm	Needs Improvement	0	0.0			
		Attendance, Punctuality, and Preparation	Proficient	27	100			
			Developing	0	0.0			
			Needs Improvement	0	0.0			
		Adherence to Legal and Ethical Practices	Proficient	27	100			
			Developing	0	0.0			
			Needs Improvement	0	0.0			
		Participation	Proficient	27	100			
			Developing	0	0.0			
			Needs Improvement	0	0.0			
		Rapport with Others and Awareness of Individual Differences	Proficient	27	100			
			Developing	0	0.0			
			Needs Improvement	0	0.0			
		Organization and Responsibility	Proficient	27	100			
			Developing	0	0.0			
			Needs Improvement	0	0.0			
		Oral and Written Communication	Proficient	27	100			
			Developing	0	0.0			
			Needs Improvement	0	0.0			
		Withitness and Reflectivity	Proficient	27	100			
			Developing	0	0.0			
			Needs Improvement	0	0.0			
GPA at Completion	Candidates, initial certificate must maintain a 3.0 GPA at completion as a cohort.	Initial certification candidates' mean GPA for AY 2024-2025 was over the 3.0 GPA requirement.						
			N	Min	Max	Mean	Median	SD

		Overall Initial GPA	287	2.58	4.00	3.60	3.67	0.33	
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Advanced Program: Principal Certification																																																				
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																																																		
Certification Exam	The Principal Certification Exam is taken by all Principal certification completers. Completers must pass the Principal Certification Exam for credentialing purposes.	The mean scores on each domain of the Principal Certification Exam for AY 2024-2025 were above 70% on three domains (Domain 2 (70); Domain 4 (79); and Domain 6 (75). Four domains had means below 70: Domain 1 (68); Domain 3 (68); Domain 5 (61); and Domain 7 (52).																																																		
		<table><tr><th>Principal Certification Exam Domains</th><th>N</th><th colspan="2">Mean</th></tr><tr><td>Domain 1</td><td>43</td><td colspan="2">68</td></tr><tr><td>Domain 2</td><td>43</td><td colspan="2">70</td></tr><tr><td>Domain 3</td><td>43</td><td colspan="2">68</td></tr><tr><td>Domain 4</td><td>43</td><td colspan="2">79</td></tr><tr><td>Domain 5</td><td>43</td><td colspan="2">61</td></tr><tr><td>Domain 6</td><td>43</td><td colspan="2">75</td></tr><tr><td>Domain 7</td><td>43</td><td colspan="2">52</td></tr></table>				Principal Certification Exam Domains	N	Mean		Domain 1	43	68		Domain 2	43	70		Domain 3	43	68		Domain 4	43	79		Domain 5	43	61		Domain 6	43	75		Domain 7	43	52																
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Performance Assessment	Principal Candidates are evaluated by their Site Supervisor three times. As part of their evaluation, they are assessed on each of the Principal competencies or State Standards. They must score at the “Good” level by the end of their practicum. The scale is as follows: “1” is Poor; “2” is Fair; “3” is Good; “4” is Very Good” and “5” is Excellent.	Site Supervisors complete Progress Reports evaluating candidates as they engaging in the work of Principal. As can be seen in these data, most candidates scored “Good,” “Very Good” or “Excellent” on each of the Competencies.																																																		
		<table><tr><th rowspan="2">Competency</th><th rowspan="2">Rating</th><th colspan="2">First Progress Report N=37</th><th colspan="2">Last Progress Report N=36</th></tr><tr><th>#</th><th>%</th><th>#</th><th>%</th></tr><tr><td rowspan="6">Competency 001: The beginning principal (intern) knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).</td><td>Excellent</td><td>8</td><td>22</td><td>14</td><td>38</td></tr><tr><td>Very Good</td><td>11</td><td>30</td><td>11</td><td>30</td></tr><tr><td>Good</td><td>14</td><td>38</td><td>10</td><td>28</td></tr><tr><td>Fair</td><td>3</td><td>8</td><td>1</td><td>3</td></tr><tr><td>Poor</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>NA</td><td>1</td><td>3</td><td>0</td><td>0</td></tr><tr><td></td><td>Excellent</td><td>10</td><td>27</td><td>13</td><td>36</td></tr></table>				Competency	Rating	First Progress Report N=37		Last Progress Report N=36		#	%	#	%	Competency 001: The beginning principal (intern) knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).	Excellent	8	22	14	38	Very Good	11	30	11	30	Good	14	38	10	28	Fair	3	8	1	3	Poor	0	0	0	0	NA	1	3	0	0		Excellent	10	27	13	36
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NA	1		3	0	0																																															
	Excellent	10	27	13	36																																															

		Competency 002: The beginning principal (intern) knows how to work with stakeholders as key partners to support student learning.	Very Good	13	35	16	44	
			Good	11	30	6	17	
			Fair	2	5	1	3	
			Poor	0	0	0	0	
			NA	1	3	0	0	
		Competency 003: The beginning principal (intern) knows how to collaboratively develop and implement high-quality instruction.	Excellent	12	32	15	42	
			Very Good	9	24	12	33	
			Good	5	14	5	14	
			Fair	2	5	4	11	
			Poor	1	3	0	0	
			NA	8	22	0	0	
		Competency 004: The beginning principal (intern) knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.	Excellent	9	24	9	25	
			Very Good	13	35	17	47	
			Good	8	22	6	17	
			Fair	5	14	3	8	
			Poor	1	3	0	0	
			NA	1	3	1	3	
		Competency 005: The beginning principal (intern) knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.	Excellent	8	22	11	30	
			Very Good	9	24	14	39	
			Good	14	38	7	19	
			Fair	3	8	3	8	
			Poor	1	3	0	0	
			NA	2	5	1	3	
		Competency 006: The beginning principal (intern) knows how to promote high-quality teaching by using selection, placement, and retention practices to	Excellent	5	14	8	22	
			Very Good	7	19	14	39	
			Good	14	38	11	30	
			Fair	6	16	3	8	
			8Poor	1	3	0	0	

		promote teacher excellence and growth.	NA	4	11	0	0	
		Competency 007: The beginning principal (intern) knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.	Excellent	9	24	12	33	
			Very Good	12	32	14	39	
			Good	10	27	6	17	
			Fair	4	11	3	8	
			Poor	0	0	0	0	
			NA	2	5	1	3	
		Competency 008: The beginning principal (intern) knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.	Excellent	8	22	11	30	
			Very Good	14	38	13	36	
			Good	10	27	8	22	
			Fair	4	11	4	11	
			Poor	0	0	0	0	
			NA	1	3	0	0	
		Competency 009: The beginning principal (intern) knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.	Excellent	9	24	12	33	
			Very Good	11	30	14	39	
			Good	12	32	8	22	
			Fair	4	11	2	6	
			Poor	0	0	0	0	
			NA	1	3	0	0	
		Competency 010: The beginning principal (intern) knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.	Excellent	6	16	11	30	
			Very Good	12	32	10	28	
			Good	11	30	13	36	
			Fair	4	11	2	6	
			Poor	1	3	0	0	
			NA	3	8	0	0	

Professionalism	Principal Candidates are evaluated by their Site Supervisor three times. As part of their evaluation, they are assessed on each of the Principal competencies or State Standards. They must score at the “Good” level by the end of their practicum. The scale is as follows: “1” is Poor; “2” is Fair; “3” is Good; “4” is Very Good” and “5” is Excellent.	<p>Site Supervisors complete Progress Reports evaluating candidates as they engage in the work of Principal. As can be seen in these data, most candidates scored “Good,” “Very Good” or “Excellent” on each of the Competencies. As can be seen in these data for AY 2024-2025, most candidates scored “Good,” “Very Good” or “Excellent” on this Competency.</p> <table><tr><th colspan="6">Principal: Performance Assessment Frequencies AY2024-2025</th></tr><tr><th rowspan="2">Competency</th><th rowspan="2">Rating</th><th colspan="2">First Progress Report N= 101</th><th colspan="2">Last Progress Report N= 101</th></tr><tr><th>#</th><th>%</th><th>#</th><th>%</th></tr><tr><td rowspan="6">Competency 011: The beginning principal (intern) knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.</td><td>Excellent</td><td>11</td><td>30</td><td>12</td><td>33</td></tr><tr><td>Very Good</td><td>12</td><td>32</td><td>16</td><td>44</td></tr><tr><td>Good</td><td>9</td><td>24</td><td>6</td><td>17</td></tr><tr><td>Fair</td><td>4</td><td>11</td><td>2</td><td>6</td></tr><tr><td>Poor</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>NA</td><td>1</td><td>3</td><td>0</td><td>0</td></tr></table>	Principal: Performance Assessment Frequencies AY2024-2025						Competency	Rating	First Progress Report N= 101		Last Progress Report N= 101		#	%	#	%	Competency 011: The beginning principal (intern) knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.	Excellent	11	30	12	33	Very Good	12	32	16	44	Good	9	24	6	17	Fair	4	11	2	6	Poor	0	0	0	0	NA	1	3	0	0
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GPA at Completion	Candidates, initial certificate, or advanced certificate, must maintain a 3.0 GPA at completion as a cohort.	<p>Principal certification candidates’ mean GPA for AY 2024-2025 was well over the 3.0 GPA requirement.</p> <table><tr><th></th><th>N</th><th>Min</th><th>Max</th><th>Mean</th><th>Median</th><th>SD</th></tr><tr><td>Overall Initial GPA</td><td>18</td><td>3.57</td><td>4.00</td><td>3.95</td><td>4.00</td><td>0.11</td></tr></table>		N	Min	Max	Mean	Median	SD	Overall Initial GPA	18	3.57	4.00	3.95	4.00	0.11																																	
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Advanced Program: Superintendent Certification														
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation												
Certification Exam	The Superintendent Certification Exam is taken by all Superintendent certification completers. Completers must pass the Superintendent Certification Exam for credentialing purposes.	<p>The mean scores on each domain of the Superintendent Certification Exam for AY 2024-2025 were above 70 on each domain with the exception of Domain 1 (68).</p> <table border="1"> <thead> <tr> <th>Superintendent Certification Exam Domains</th><th>N</th><th>Mean</th></tr> </thead> <tbody> <tr> <td>Domain 1</td><td>6</td><td>68</td></tr> <tr> <td>Domain 2</td><td>6</td><td>78</td></tr> <tr> <td>Domain 3</td><td>6</td><td>73</td></tr> </tbody> </table>	Superintendent Certification Exam Domains	N	Mean	Domain 1	6	68	Domain 2	6	78	Domain 3	6	73
Superintendent Certification Exam Domains	N	Mean												
Domain 1	6	68												
Domain 2	6	78												
Domain 3	6	73												

Performance Assessment	Superintendent Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on each of the Superintendent competencies or State Standards. They must score at the “Good” level by the end of their practicum. The scale is as follows: “1” is Poor; “2” is Fair; “3” is Good; “4” is Very Good” and “5” is Excellent. If the standard was not observed, the Site Supervisor marked “NO” for “Not Observed.”	Site Supervisors conduct three progress reports of candidates engaging in the work of Superintendent. As can be seen in these data for AY 2024-2025, candidates scored “Excellent” or “Very Good” on each of the Competencies when observed during the Performance Assessment.					
		Competency	Rating	First Observation N= 13		Last Observation N= 13	
				N	%	N	%
		Competency 002—The superintendent knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.	Excellent	3	23	7	54
			Very Good	8	62	6	46
			Good	2	15	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
			NO	0	0	0	0
		Competency 003—The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.	Excellent	5	38	7	54
			Very Good	6	46	6	46
			Good	2	15	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
			NO	0	0	0	0
		Competency 004—The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district’s educational vision.	Excellent	4	31	8	62
			Very Good	7	54	5	38
			Good	2	15	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
			NO	0	0	0	0
		Competency 005—The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources and assessment; use the current accountability system; and promote the use of	Excellent	3	23	8	62
			Very Good	8	62	5	38
			Good	2	15	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
NO	0		0	0	0		

		varied assessments to measure student performance.					
		Competency 006—The superintendent knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.	Excellent	4	31	8	62
			Very Good	7	54	5	38
			Good	2	15	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
			NO	0	0	0	0
		Competency 007—The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.	Excellent	3	23	5	38
			Very Good	6	46	7	54
			Good	4	31	1	7
			Fair	0	0	0	0
			Poor	0	0	0	0
			NO	0	0	0	0
		Competency 008—The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.	Excellent	4	31	8	62
			Very Good	4	31	3	23
			Good	5	38	2	15
			Fair	0	0	0	0
			Poor	0	0	0	0
			NO	0	0	0	0
		Competency 009—The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.	Excellent	4	31	5	38
			Very Good	7	54	8	62
			Good	2	15	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
			NO	0	0	0	0
		Competency 010 The superintendent knows how to apply organizational, decision-making, and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.	Excellent	4	31	6	46
			Very Good	5	38	5	38
			Good	4	31	2	15
			Fair	0	0	0	0

			Poor	0	0	0	0																																									
			NO	0	0	0	0																																									
Professionalism	Superintendent Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on the Superintendent Competency that focuses on professionalism. They must score at the “Good” level by the end of their practicum. The scale is as follows: “1” is Poor; “2” is Fair; “3” is Good; “4” is Very Good” and “5” is Excellent. If the standard was not observed, the Site Supervisor marked “NO” for “Not Observed.”	Site Supervisors conduct three progress reports of candidates engaging in the work of Superintendent. As can be seen in these data for AY 2024-2025, candidates scored “Excellent” or “Very Good” on each of the Competencies when observed during the Performance Assessment.	<table><tr><th rowspan="2">Competency</th><th rowspan="2">Rating</th><th colspan="2">First Observation N= 7</th><th colspan="2">Last Observation N= 5</th></tr><tr><th>N</th><th>%</th><th>N</th><th>%</th></tr><tr><td rowspan="6">Competency 001: The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.</td><td>Excellent</td><td>9</td><td>69</td><td>12</td><td>92</td></tr><tr><td>Very Good</td><td>4</td><td>31</td><td>1</td><td>7</td></tr><tr><td>Good</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Fair</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Poor</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>NA</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>					Competency	Rating	First Observation N= 7		Last Observation N= 5		N	%	N	%	Competency 001: The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.	Excellent	9	69	12	92	Very Good	4	31	1	7	Good	0	0	0	0	Fair	0	0	0	0	Poor	0	0	0	0	NA	0	0	0	0
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GPA at Completion	Candidates, initial certificate or advanced certificate, must maintain a 3.0 GPA at completion as a cohort.	Superintendent certification candidates’ mean GPA for AY 2024-2025 was well over the 3.0 GPA requirement.	<table><tr><th></th><th>N</th><th>Min</th><th>Max</th><th>Mean</th><th>Median</th><th>SD</th></tr><tr><td>Overall Initial GPA</td><td>20</td><td>3.61</td><td>4.00</td><td>3.86</td><td>3.91</td><td>0.12</td></tr></table>						N	Min	Max	Mean	Median	SD	Overall Initial GPA	20	3.61	4.00	3.86	3.91	0.12																											
	N	Min	Max	Mean	Median	SD																																										
Overall Initial GPA	20	3.61	4.00	3.86	3.91	0.12																																										

Advanced Program: Education Diagnostician Certification											
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation									
Certification Exam	The Education Diagnostician Certification Exam is taken by all iEducation Diagnostician completers. Completers must pass the Education Diagnostician Certification Exam for credentialing purposes.	<p>The mean scores on each domain of the Education Diagnostician Certification Exam for AY 2024-2025 were at or above 70 with the exception of Domain 2 (66).</p> <table> <tr> <th>Education Diagnostician Certification Exam Domains</th><th>N</th><th>Mean</th></tr> <tr> <td>Domain 1</td><td>13</td><td>76</td></tr> <tr> <td>Domain 2</td><td>13</td><td>66</td></tr> </table>	Education Diagnostician Certification Exam Domains	N	Mean	Domain 1	13	76	Domain 2	13	66
Education Diagnostician Certification Exam Domains	N	Mean									
Domain 1	13	76									
Domain 2	13	66									

		Domain 3	13	81	
		Domain 4	13	71	
Performance Assessment	Education Diagnostician Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on each of the Education Diagnostician state standards. They must score at the "Average" level by the end of their practicum. The scale is as follows: "1" is Poor; "2" is Needs Improvement; "3" is Average; "4" is Above Average, and "5" is Outstanding. If the standard was not observed, the Site Supervisor marked "NA" for "Not Applicable."	Supervisors conduct 45-minute observations of candidates engaging in the work of an Educational Diagnostician. As can be seen in these data for AY 2024-2025, most candidates scored "Average," "Above Average," or "Outstanding" on each of the Standards when the standard could be observed during the Performance Assessment. Most candidates scored "Outstanding" across the standards that were observed, with a high percentage of "NA" ratings indicating that some standards (particularly VII and IX) were not observable during certain practicum experiences.			

			Poor	0	0	0	0	0	0
			NA	9	69	3	27	4	36
		Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and Instruction.	Outstanding	7	54	5	45	8	73
			Above Average	0	0	0	0	0	0
			Average	0	0	0	0	0	0
			Needs Improvement	0	0	0	0	0	0
			Poor	0	0	0	0	0	0
			NA	6	46	6	55	3	27
		Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.	Outstanding	3	23	2	18	2	18
			Above Average	0	0	0	0	0	0
			Average	0	0	0	0	1	9
			Needs Improvement	0	0	0	0	0	0
			Poor	0	0	0	0	0	0
			NA	10	77	9	82	8	73
		Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.	Outstanding	1	8	0	0	0	0
			Above Average	0	0	0	0	0	0
			Average	0	0	0	0	0	0
			Needs Improvement	0	0	0	0	0	0
			Poor	0	0	0	0	0	0
			NA	12	92	11	100	11	100
		Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.	Outstanding	8	62	3	27	6	55
			Above Average	0	0	0	0	0	0
			Average	0	0	0	0	0	0
			Needs Improvement	0	0	0	0	0	0
			Poor	0	0	0	0	0	0
			NA	5	38	8	73	5	45

Professionalism	<p>Education Diagnostician Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on each of the Education Diagnostician state standards that focus on professionalism. They must score at the “Average” level by the end of their practicum. The scale is as follows: “1” is Poor; “2” is Needs Improvement; “3” is Average; “4” is Above Average, and “5” is Outstanding. If the standard was not observed, the Site Supervisor marked “NA” for “Not Applicable.”</p>	<p>Supervisors conduct 45-minute observations of candidates engaging in the work of an Educational Diagnostician. As can be seen in these data for AY 2024-2025, most candidates scored “Outstanding” on each of the professionalism standards when the standard could be observed during the Performance Assessment. Some of the standards were not observed during candidates’ observations. Standard III was not observed in most candidates’ first formal observation.</p>																																																																																																				
		<table><tr><th rowspan="2">Standard</th><th rowspan="2">Score Level</th><th colspan="2">Observation 1 N=15</th><th colspan="2">Observation 2 N=16</th><th colspan="2">Observation 3 N=16</th></tr><tr><th>N</th><th>%</th><th>N</th><th>%</th><th>N</th><th>%</th></tr><tr><td rowspan="6">Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities</td><td>Outstanding</td><td>8</td><td>62</td><td>5</td><td>45.5</td><td>4</td><td>36</td></tr><tr><td>Above Average</td><td>0</td><td>0</td><td>1</td><td>9</td><td>0</td><td>0</td></tr><tr><td>Average</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Needs Improvement</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Poor</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>NA</td><td>6</td><td>46</td><td>5</td><td>45.5</td><td>7</td><td>64</td></tr><tr><td rowspan="6">Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.</td><td>Outstanding</td><td>3</td><td>23</td><td>2</td><td>18</td><td>1</td><td>9</td></tr><tr><td>Above Average</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Average</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Needs Improvement</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Poor</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>NA</td><td>9</td><td>69</td><td>9</td><td>82</td><td>10</td><td>91</td></tr></table>	Standard	Score Level	Observation 1 N=15		Observation 2 N=16		Observation 3 N=16		N	%	N	%	N	%	Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities	Outstanding	8	62	5	45.5	4	36	Above Average	0	0	1	9	0	0	Average	0	0	0	0	0	0	Needs Improvement	0	0	0	0	0	0	Poor	0	0	0	0	0	0	NA	6	46	5	45.5	7	64	Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.	Outstanding	3	23	2	18	1	9	Above Average	0	0	0	0	0	0	Average	0	0	0	0	0	0	Needs Improvement	0	0	0	0	0	0	Poor	0	0	0	0	0	0	NA	9	69	9	82	10	91
Standard	Score Level	Observation 1 N=15			Observation 2 N=16		Observation 3 N=16																																																																																															
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	Average	0	0	0	0	0	0																																																																																															
	Needs Improvement	0	0	0	0	0	0																																																																																															
	Poor	0	0	0	0	0	0																																																																																															
	NA	9	69	9	82	10	91																																																																																															
GPA at Completion	Candidates, initial certificate or advanced certificate, must maintain a 3.0 GPA at completion as a cohort.	<p>Education Diagnostician certification candidates’ mean GPA for AY 2024-2025 was well over the 3.0 GPA requirement.</p> <table><tr><th></th><th>N</th><th>Min</th><th>Max</th><th>Mean</th><th>Median</th><th>SD</th></tr><tr><td>Overall Initial GPA</td><td>10</td><td>3.15</td><td>4.00</td><td>3.70</td><td>3.83</td><td>0.32</td></tr></table>		N	Min	Max	Mean	Median	SD	Overall Initial GPA	10	3.15	4.00	3.70	3.83	0.32																																																																																						
	N	Min	Max	Mean	Median	SD																																																																																																
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Initial Program: Teaching and Learning and <i>teachHouston</i>											
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation									
Certification Exam	Pedagogy and Professional Responsibilities Exam is taken by all initial-certification completers. Completers must pass the PPR Certification Exam for credentialing purposes.	The mean scores on each domain of the PPR Exam of the AY 2024-2025 were 74 and above on each domain except for Domain 3 (n=230; 71). The mean scores reflect all initial certification completers, including both Teaching and Learning and teachHouston.									
		PPR Certification Exam Domains		N		Mean					
		Domain 1		230		78					
		Domain 2		230		74					
		Domain 3		230		71					
Domain 4		230		76							
Performance Assessment	Teaching and Learning Candidates are formally evaluated four times during the Student Teaching Residency using the T-TESS Rubric. They must score at the “Developing” level in each domain of the T-TESS by the end of Student Teaching 1. Then, they must score at the “Proficient” level in each domain of the T-TESS by the end of Student Teaching 2. The scale is as follows: “1” is Needs Improvement; “2” is Developing; “3” is Proficient; “4” is Accomplished, and “5” is Distinguished.	In AY 2024-2025, more than 99% of Teacher Candidates in the Teaching and Learning program were rated at “Developing” or above in each dimension of the T-TESS by the end of the Student Teaching 1. By the end of Student Teaching 2, over 99% of teacher candidates were scored at “Developing” or above in each T-TESS Dimension, as can be seen in the table below.									
		Year-Long Student Teaching Formal Observation Data									
				Student Teaching 1 (AY 2024-2025)				Student Teaching 2 (AY 2024-2025)			
				PA 1 N=263		PA 2 N=263		PA 1 N=263		PA 2 N=263	
				n	%	n	%	n	%	n	%
		Dimension 1.1: Standards and Alignment	Proficient	197	74.9	257	97.7	249	94.5	258	98.1
			Developing	65	24.7	6	2.3	13	5.0	4	1.5
			Needs Improvement	1	.4	0	0.0	1	.4	1	.4
		Dimension 1.2 Data and Assessment	Proficient	144	54.8	257	97.7	243	92.7	256	97.3
			Developing	113	42.9	5	1.9	20	7.6	7	2.7
			Needs Improvement	6	2.3	1	.4	0	0	0	0
		Dimension 1.3 Knowledge of Students	Proficient	189	71.9	257	97.7	253	96.2	259	98.5
			Developing	74	28.1	6	2.3	10	3.8	4	1.5
			Needs Improvement	0	0.0	0	0.0	0	0.0	0	0.0

		Student Teaching 1 *Not Observed N=7							Student Teaching 2 *Not Observed N=7						
		Proficient		Developing		Needs Improvement		*	Proficient		Developing		Needs Improvement		*
		n	%	n	%	n	%	n	n	%	n	%	n	%	n
1.1a		7	100.	0	0.0	0	0.0	0	7	100.	0	0.0	0	0.0	0
1.1b		5	71.4	2	28.6	0	0.0	0	7	100.	0	0.0	0	0.0	0
1.1c		6	85.7	1	14.3	0	0.0	0	7	100.	0	0.0	0	0.0	0
1.3a		6	85.7	1	14.3	0	0.0	0	7	100.	0	0.0	0	0.0	0
1.3b		5	71.4	2	28.6	0	0.0	0	7	100.	0	0.0	0	0.0	0
1.3c		1	14.3	6	85.7	0	0.0	0	7	100.	0	0.0	0	0.0	0
1.3d		4	57.1	2	28.6	0	0.0	1	7	100.	0	0.0	0	0.0	0
1.3e		4	57.1	2	28.6	0	0.0	1	7	100.	0	0.0	0	0.0	0
1.4a		5	71.4	2	28.6	0	0.0	0	6	85.7	1	14.3	0	0.0	0
1.4b		4	57.1	1	14.3	0	0.0	2	7	100.	0	0.0	0	0.0	0
1.4c						0									
1.4d		7	100.	0	0.0	0	0.0	0	6	85.7	1	14.3	0	0.0	0
2.1a		4	57.1	3	42.9	0	0.0	0	7	100.	0	0.0	0	0.0	0
2.1b		6	85.7	1	14.3	0	0.0	0	7	100.	0	0.0	0	0.0	0
2.1c		4	57.1	3	42.9	0	0.0	0	6	85.7	1	14.3	0	0.0	0
2.1d		7	100.	0	0.0	0	0.0	0	6	85.7	0	0.0	0	0.0	1
2.2a		6	85.7	1	14.3	0	0.0	0	7	100.	0	0.0	0	0.0	0
2.2b		4	57.1	2	28.6	1	14.3	0	6	85.7	1	14.3	0	0.0	0
2.2c		6	85.7	0	0.0	1	14.3	0	6	85.7	1	14.3	0	0.0	0
2.2d		5	71.4	2	28.6	0	0.0	0	7	100.	0	0.0	0	0.0	0
2.3a															
2.3b		5	71.4	1	14.3	0	0.0	1	6	85.7	1	14.3	0	0.0	0
2.3c		5	71.4	2	28.6	0	0.0	0	7	100.	0	0.0	0	0.0	0
2.3d		4	57.1	3	42.9	0	0.0	0	7	100.	0	0.0	0	0.0	0
2.3e		6	85.7	1	14.3	0	0.0	0	6	85.7	1	14.3	0	0.0	0
2.5a		4	57.1	3	42.9	0	0.0	0	7	100.0	0	0.0	0	0.0	0
2.5b		5	71.4	2	28.6	0	0.0	0	7	100.	0	0.0	0	0.0	0
2.5c		6	85.7	1	14.3	0	0.0	0	7	100.	0	0.0	0	0.0	0
2.5d		4	57.1	3	42.9	0	0.0	0	7	100.	0	0.0	0	0.0	0
3.1a		4	57.1	3	42.9	0	0.0	0	5	71.4	2	28.6	0	0.0	0
3.1b		4	57.1	3	42.9	0	0.0	0	6	85.7	1	14.3	0	0.0	0
3.1c		5	71.4	1	14.3	1	14.3	0	7	100.	0	0.0	0	0.0	0
3.1d		7	100.	0	0	0	0.0	0	7	100.	0	0.0	0	0.0	0
3.2a		4	57.1	3	42.9	0	0.0	0	6	85.7	0	0.0	0	0.0	1
3.2b		5	71.4	2	28.6	0	0.0	0	7	100.	0	0.0	0	0.0	0
3.2c		3	42.9	4	57.1	0	0	0	6	85.7	1	14.3	0	0.0	0
3.2d		5	71.4	2	28.6	0	0	0	7	100.	0	0.0	0	0.0	0
3.3a		5	71.4	2	28.6	0	0	0	7	100.	0	0.0	0	0.0	0
3.3b		7	100.	0	0	0	0	0	7	100.	0	0.0	0	0.0	0
3.3c		5	71.4	2	28.6	0	0	0	7	100.	0	0.0	0	0.0	0
3.3d		7	100.	0	0	0	0	0	7	100.	0	0.0	0	0.0	0
Traditional Student Teaching Formal Observation Data AY2024-2025															
	Mid-Semester Observation *Not Observed N=27							Final Observation *Not Observed N=27							

			Proficient		Developing		Needs Improvement		*	Proficient		Developing		Needs Improvement		*
			n	%	n	%	n	%		n	%	n	%			
		1.1a	27	100	0	0.0	0	0.0	0	27	100.	0	0.0	0	0.0	0
		1.1b	21	77.8	6	22.2	0	0.0	0	27	100.	0	0.0	0	0.0	0
		1.1c	27	100	0	0.0	0	0.0	0	27	100.	0	0.0	0	0.0	0
		1.3a	23	85.2	4	14.8	0	0.0	0	27	100.	0	0.0	0	0.0	0
		1.3b	19	70.4	8	29.6	0	0.0	0	27	100.	0	0.0	0	0.0	0
		1.3c	16	59.3	11	40.7	0	0.0	0	27	100.	0	0.0	0	0.0	0
		1.3d	19	70.4	8	29.6	0	0.0	0	27	100.	0	0.0	0	0.0	0
		1.3e	19	70.4	8	29.6	0	0.0	0	27	100.	0	0.0	0	0.0	0
		1.4a	11	40.7	16	59.3	0	0.0	0	26	96.3	1	0.04	0	0.0	0
		1.4b	15	55.6	9	33.3	0	0.0	3	26	96.3	1	0.04	0	0.0	0
		1.4c														
		1.4d	26	96.3	1	0.04	0	0.0	0	27	100.	0	0.0	0	0.0	0
		2.1a	25	92.6	2	0.07	0	0.0	0	27	100.	0	0.0	0	0.0	0
		2.1b	18	66.7	9	33.3	0	0.0	0	27	100.	0	0.0	0	0.0	0
		2.1c	21	77.8	6	22.2	0	0.0	0	27	100.	0	0.0	0	0.0	0
		2.1d	14	51.9	13	48.1	0	0.0	0	25	100.	2	0.0	0	0.0	0
		2.2a	25	92.6	2	0.07	0	0.0	0	27	100.	0	0.0	0	0.0	0
		2.2b	14	51.9	8	29.6	0	0.0	5	23	85.7	0	0.0	0	0.0	3
		2.2c	18	66.7	7	25.9	0	0.0	2	27	100.	0	0.0	0	0.0	0
		2.2d	20	74.1	6	22.2	0	0.0	1	27	100.	0	0.0	0	0.0	0
		2.3a														
		2.3b	18	66.7	9	33.3	0	0.0	0	27	100.	0	0.0	0	0.0	0
		2.3c	27	100	0	0.00	0	0.0	0	27	100.	0	0.0	0	0.0	0
		2.3d	12	44.4	15	55.6	0	0.0	0	27	100.	0	0.0	0	0.0	0
		2.3e	15	55.6	12	44.4	0	0.0	0	27	100.	0	0.0	0	0.0	0
		2.5a	14	51.9	13	48.1	0	0.0	0	27	100.	0	0.0	0	0.0	0
		2.5b	22	81.5	5	18.5	0	0.0	0	27	100.	0	0.0	0	0.0	0
		2.5c	22	81.5	5	18.5	0	0.0	0	27	100.	0	0.0	0	0.0	0
		2.5d	19	70.4	8	42.9	0	0.0	0	26	96.3	1	0.04	0	0.0	0
		3.1a	17	62.7	10	37.0	0	0.0	0	24	85.7	3	14.3	0	0.0	0
		3.1b	16	59.3	11	40.7	0	0.0	0	25	85.7	2	14.3	0	0.0	0
		3.1c	23	71.4	4	14.8	0	0.0	0	27	100.		0.0	0	0.0	0
		3.1d	24	88.9	3	11.1	0	0.0	0	27	100.	0	0.0	0	0.0	0
		3.2a	18	66.7	9	33.3	0	0.0	0	27	100.	0	0.0	0	0.0	0
		3.2b	17	62.7	10	37.0	0	0.0	0	26	96.3	1	0.04	0	0.0	0
		3.2c	16	59.3	11	40.7	0	0.0	0	25	85.7	2	14.3	0	0.0	0
		3.2d	17	62.7	10	37.0	0	0.0	0	26	96.3	1	0.04	0	0.0	0
		3.3a	22	81.5	5	18.5	0	0.0	0	27	100.	0	0.0	0	0.0	0
		3.3b	24	88.9	3	11.1	0	0.0	0	26	96.3	1	0.04	0	0.0	0
		3.3c	21	77.8	6	22.2	0	0.0	0	27	100.	0	0.0	0	0.0	0
		3.3d	24	88.9	3	11.1	0	0.0	0	26	96.3	1	0.04	0	0.0	0
Completer Satisfaction Surveys	Under the current State Board for Educator Certification (SBEC) rules, new teachers under a standard certificate must respond to a survey at the end of the first year of teaching regarding the effectiveness of educator programs in preparing them to succeed in the classroom. These satisfaction surveys are sent out by the state. The results from this survey are used for monitoring and	The Completer survey consists of 50 questionnaires focusing on how EPP prepares new teachers in terms of Planning (Q1-12), Instruction (Q13-25), Learning Environment (Q26-32), Professional Practices and Responsibilities (Q33-38), Student with Disabilities (Q39-45), and Emergent Bilingual Students (Q46-50), and an overall evaluation question (Q51). The UH EPP compared the data results between AY 2024-2025 (sample size = 127) and the state-wide scores (N=2,476) as shown in the following table. Most respondents felt well or sufficiently prepared by EPP in all constructs. That said, the only area candidates were slightly lower than state percentages were English Language Learners. Interestingly, principals rated UH candidates higher than the state in this area at 95%.														

	understanding the effectiveness of EPPs. The survey indicated “0” as Not at all prepared, “1” as Not Sufficiently prepared, “2” as Sufficiently Prepared, and “3” as Well-Prepared.	<table> <tr> <th></th><th>UH %N=127</th><th>State-wide (TX) % N=2,476</th></tr> <tr> <th></th><th>Well- Prepared/ Sufficiently Prepared</th><th>Well- Prepared/ Sufficiently Prepared</th></tr> <tr> <td>Planning</td><td>93%</td><td>88%</td></tr> <tr> <td>Instruction</td><td>94%</td><td>88%</td></tr> <tr> <td>Learning Environment</td><td>93%</td><td>89%</td></tr> <tr> <td>Professional Practices and Responsibilities</td><td>95%</td><td>92%</td></tr> <tr> <td>Students with Disabilities</td><td>83%</td><td>80%</td></tr> <tr> <td>English Language Learners</td><td>82%</td><td>85%</td></tr> </table>		UH %N=127	State-wide (TX) % N=2,476		Well- Prepared/ Sufficiently Prepared	Well- Prepared/ Sufficiently Prepared	Planning	93%	88%	Instruction	94%	88%	Learning Environment	93%	89%	Professional Practices and Responsibilities	95%	92%	Students with Disabilities	83%	80%	English Language Learners	82%	85%
	UH %N=127	State-wide (TX) % N=2,476																								
	Well- Prepared/ Sufficiently Prepared	Well- Prepared/ Sufficiently Prepared																								
Planning	93%	88%																								
Instruction	94%	88%																								
Learning Environment	93%	89%																								
Professional Practices and Responsibilities	95%	92%																								
Students with Disabilities	83%	80%																								
English Language Learners	82%	85%																								
Employer Satisfaction Surveys	<p>The Texas Education Agency (TEA) collects data regarding the preparation of first-year teachers to help understand and provide resources and support to educator preparation programs (EPPs) in preparing first-year teachers to succeed in the classroom. In this survey, principals complete surveys for first-year teachers who graduated at any time during the 5 years prior to the reporting period and who taught in the Texas public school system for a minimum of 5 months during the reporting period. Principals or their designees rated the preparation of teachers in six categories of practices: Planning, Instruction, Learning Environment, Professional Practices and Responsibilities (PPR), Student with Disabilities, and Emergent Bilingual Students. The scale is as follows: “3” is Well Prepared; “2” is Sufficiently Prepared; “1” is Not Sufficiently Prepared; “0” is Not at all Prepared.</p>	<p>In AY 2024-2025, 223 first-year teachers from UH were evaluated by their principals. As shown in the table below, principals overwhelmingly felt completers from the EPP were prepared in the six areas were disaggregated by the teaching certification grade level, along with the comparison to the state-level average. Most first-year teachers were rated well or sufficiently prepared by EPP. Additionally, the UH percentages of endorsement of Sufficiently (2) and well (3) levels on all categories are at or above higher than the state-level average with the exception of one category.</p> <table> <tr> <th></th><th>UH %N = 223</th><th>State-wide (TX) % N =9,936</th></tr> <tr> <th></th><th>Well- Prepared/ Sufficiently Prepared</th><th>Well- Prepared/ Sufficiently Prepared</th></tr> <tr> <td>Planning</td><td>95%</td><td>93%</td></tr> <tr> <td>Instruction</td><td>93%</td><td>93%</td></tr> <tr> <td>Learning Environment</td><td>93%</td><td>88%</td></tr> <tr> <td>Professional Practices and Responsibilities</td><td>97%</td><td>96%</td></tr> <tr> <td>Students with Disabilities</td><td>91%</td><td>92%</td></tr> <tr> <td>English Language Learners</td><td>95%</td><td>93%</td></tr> </table>		UH %N = 223	State-wide (TX) % N =9,936		Well- Prepared/ Sufficiently Prepared	Well- Prepared/ Sufficiently Prepared	Planning	95%	93%	Instruction	93%	93%	Learning Environment	93%	88%	Professional Practices and Responsibilities	97%	96%	Students with Disabilities	91%	92%	English Language Learners	95%	93%
	UH %N = 223	State-wide (TX) % N =9,936																								
	Well- Prepared/ Sufficiently Prepared	Well- Prepared/ Sufficiently Prepared																								
Planning	95%	93%																								
Instruction	93%	93%																								
Learning Environment	93%	88%																								
Professional Practices and Responsibilities	97%	96%																								
Students with Disabilities	91%	92%																								
English Language Learners	95%	93%																								

Advanced Program: Principal Certification

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation					
Certification Exam	The Principal Certification Exam is taken by all Principal Certification completers. Completers must pass the Principal Certification Exam for credentialing purposes.	The mean scores on each domain of the Principal Certification Exam for AY 2024-2025 were above 70% on three domains (Domain 2 (70); Domain 4 (79); and Domain 6 (75). Four domains had means below 70: Domain 1 (68); Domain 3 (68); Domain 5 (61); and Domain 7 (52).					
		Principal Certification Exam Domains		N		Mean	
		Domain 1		43		68	
		Domain 2		43		70	
		Domain 3		43		68	
		Domain 4		43		79	
		Domain 5		43		61	
		Domain 6		43		75	
		Domain 7		43		52	
Performance Assessment	Principal Candidates are evaluated by their Site Supervisor three times. As part of their evaluation, they are assessed on each of the Principal competencies or State Standards. They must score at the “Good” level by the end of their practicum. The scale is as follows: “1” is Poor; “2” is Fair; “3” is Good; “4” is Very Good” and “5” is Excellent	Site Supervisors complete Progress Reports evaluating candidates as they engaging in the work of Principal. As can be seen in these data, most candidates scored “Good,” “Very Good” or “Excellent” on each of the Competencies.					
		Standard	Rating	First Progress Report N=37		Last Progress Report N=36	
				#	%	#	%
		Competency 001: The beginning principal (intern) knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).	Excellent	8	22	14	38
			Very Good	11	30	11	30
			Good	14	38	10	28
			Fair	3	8	1	3
			Poor	0	0	0	0
			NO	1	3	0	0
		Competency 002: The beginning principal (intern) knows how to work with stakeholders as key partners to support student learning.	Excellent	10	27	13	36
			Very Good	13	35	16	44
			Good	11	30	6	17
			Fair	2	5	1	3
			Poor	0	0	0	0
			NO	1	3	0	0
			Excellent	12	32	15	42

		Competency 003: The beginning principal (intern) knows how to collaboratively develop and implement high-quality instruction.	Very Good	9	24	12	33
			Good	5	14	5	14
			Fair	2	5	4	11
			Poor	1	3	0	0
			NO	8	22	0	0
		Competency 004: The beginning principal (intern) knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.	Excellent	9	24	9	25
			Very Good	13	35	17	47
			Good	8	22	6	17
			Fair	5	14	3	8
			Poor	1	3	0	0
			NO	1	3	1	3
		Competency 005: The beginning principal (intern) knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.	Excellent	8	22	11	30
			Very Good	9	24	14	39
			Good	14	38	7	19
			Fair	3	8	3	8
			Poor	1	3	0	0
			NO	2	5	1	3
		Competency 006: The beginning principal (intern) knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.	Excellent	5	14	8	22
			Very Good	7	19	14	39
			Good	14	38	11	30
			Fair	6	16	3	8
			Poor	1	3	0	0
			NO	4	11	0	0
		Competency 007: The beginning principal (intern) knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.	Excellent	9	24	12	33
			Very Good	12	32	14	39
			Good	10	27	6	17
			Fair	4	11	3	8
			Poor	0	0	0	0
			NO	2	5	1	3
			Excellent	8	22	11	30

		Competency 008: The beginning principal (intern) knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.	Very Good	14	38	13	36
			Good	10	27	8	22
			Fair	4	11	4	11
			Poor	0	0	0	0
			NO	1	3	0	0
		Competency 009: The beginning principal (intern) knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.	Excellent	9	24	12	33
			Very Good	11	30	14	39
			Good	12	32	8	22
			Fair	4	11	2	6
			Poor	0	0	0	0
			NO	1	3	0	0
		Competency 010: The beginning principal (intern) knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.	Excellent	6	16	11	30
			Very Good	12	32	10	28
			Good	11	30	13	36
			Fair	4	11	2	6
			Poor	1	3	0	0
			NO	3	8	0	0
Professionalism	Principal Candidates are evaluated by their Site Supervisor three times. As part of their evaluation, they are assessed on each of the Principal competencies or State Standards. They must score at the "Good" level by the end of their practicum. The scale is as follows: "1" is Poor; "2" is Fair; "3" is Good; "4" is Very Good and "5" is Excellent.	Site Supervisors complete Progress Reports evaluating candidates as they engage in the work of Principal. As can be seen in these data, most candidates scored "Good," "Very Good" or "Excellent" on this Competency.					
		Competency	Rating	First Progress Report N= 37		Last Progress Report N= 36	
				#	%	#	%
		Competency 011: The beginning principal (intern) knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.	Excellent	11	30	12	33
			Very Good	12	32	16	44
			Good	9	24	6	17
			Fair	4	11	2	6
			Poor	0	0	0	0
			NO	1	3	0	0

GPA at Completion	Candidates, initial certificate, or advanced certificate, must maintain a 3.0 GPA at completion as a cohort.	Principal certification candidates' mean GPA for AY 2023-2024 was well over the 3.0 GPA requirement.						
			N	Min	Max	Mean	Median	SD
		Overall Initial GPA	18	3.57	4.00	3.95	4.00	0.11

Advanced Program: Superintendent Certification							
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation					
Certification Exam	The Superintendent Certification Exam is taken by all Superintendent Certification completers. Completers must pass the Superintendent Certification Exam for credentialing purposes.	The mean scores on each domain of the Superintendent Certification Exam for AY 2024-2025 were above 70 on each domain with the exception of Domain 1 (68).					
		Superintendent Certification Exam Domains	N	Mean			
		Domain 1	6	68			
		Domain 2	6	78			
		Domain 3	6	73			
Performance Assessment	Superintendent Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on each of the Superintendent competencies or State Standards. They must score at the “Good” level by the end of their practicum. The scale is as follows: “1” is Poor; “2” is Fair; “3” is Good; “4” is Very Good” and “5” is Excellent. If the standard was not observed, the Site Supervisor marked “NO” for “Not Observed.”	Site Supervisors conduct three progress reports of candidates engaging in the work of Superintendent. As can be seen in these data for AY 2024-2025, candidates scored “Excellent” or “Very Good” on each of the Competencies when observed during the Performance Assessment.					
		Competency	Rating	First Observation N= 13		Last Observation N= 13	
				N	%	N	%
		Competency 002—The superintendent knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.	Excellent	3	23	7	54
			Very Good	8	62	6	46
			Good	2	15	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
		NO	0	0	0	0	
			Excellent	5	38	7	54

		Competency 003—The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.	Very Good	6	46	6	46
			Good	2	15	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
			NO	0	0	0	0
		Competency 004—The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district's educational vision.	Excellent	4	31	8	62
			Very Good	7	54	5	38
			Good	2	15	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
			NO	0	0	0	0
		Competency 005—The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.	Excellent	3	23	8	62
			Very Good	8	62	5	38
			Good	2	15	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
			NO	0	0	0	0
		Competency 006—The superintendent knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff for professional growth.	Excellent	4	31	8	62
			Very Good	7	54	5	38
			Good	2	15	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
			NO	0	0	0	0
		Competency 007—The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.	Excellent	3	23	5	38
			Very Good	6	46	7	54
			Good	4	31	1	7
			Fair	0	0	0	0
			Poor	0	0	0	0

			NO	0	0	0	0
		Competency 008—The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.	Excellent	4	31	8	62
			Very Good	4	31	3	23
			Good	5	38	2	15
			Fair	0	0	0	0
			Poor	0	0	0	0
			NO	0	0	0	0
		Competency 009—The superintendent knows how to apply principles of leadership and management to the district’s physical plant and support systems to ensure a safe and effective learning environment.	Excellent	4	31	5	38
			Very Good	7	54	8	62
			Good	2	15	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
			NO	0	0	0	0
		Competency 010 The superintendent knows how to apply organizational, decision-making, and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.	Excellent	4	31	6	46
			Very Good	5	38	5	38
			Good	4	31	2	15
			Fair	0	0	0	0
			Poor	0	0	0	0
			NO	0	0	0	0
Professionalism	Superintendent Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on the Superintendent Competency that focuses on professionalism. They must score at the “Good” level by the end of their practicum. The scale is as follows: “1” is Poor; “2” is Fair; “3” is Good; “4” is Very Good” and “5” is Excellent. If the standard was not observed, the Site Supervisor marked “NO” for “Not Observed.”	Site Supervisors conduct three progress reports of candidates engaging in the work of Superintendent. As can be seen in these data for AY 2024-2025, candidates scored “Excellent” or “Very Good” on each of the Competencies when observed during the Performance Assessment.					
		1ompetency	Rating	First Observation N =7		Last Observation N=5	
				N	%	N	%
		Competency 011: The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.	Excellent	9	69	12	92
			Very Good	4	31	1	7
			Good	0	0	0	0
			Fair	0	0	0	0
Poor	0		0	0	0		

			NO	0	0	0	0	
GPA at Completion	Candidates, initial certificate or advanced certificate, must maintain a 3.0 GPA at completion as a cohort.	Superintendent certification candidates' mean GPA for AY 2024-2025 was well over the 3.0 GPA requirement.						
			N	Min	Max	Mean	Median	SD
		Overall Initial GPA	20	3.61	4.00	3.86	3.91	0.12

Advanced Program: Education Diagnostician Certification										
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation								
Certification Exam	The Education Diagnostician Certification Exam is taken by all Education Diagnostician completers. Completers must pass the Education Diagnostician Certification Exam for credentialing purposes.	The mean scores on each domain of the Education Diagnostician Certification Exam for AY 2024-2025 were at or above 70 with the exception of Domain 2 (66).								
		Education Diagnostician Certification Exam Domains		N		Mean				
		Domain 1		13		76				
		Domain 2		13		66				
		Domain 3		13		81				
Performance Assessment	The Education Diagnostician Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on each of the Education Diagnostician state standards. They must score at the “Average” level by the end of their practicum. The scale is as follows: “1” is Poor; “2” is Needs Improvement; “3” is Average; “4” is Above Average, and “5” is Outstanding. If the standard was not observed, the Site Supervisor marked “NA” for “Not Applicable.”	Supervisors conduct 45-minute observations of candidates engaging in the work of an Educational Diagnostician. As can be seen in these data for AY 2024-2025, most candidates scored “Average,” “Above Average,” or “Outstanding” on each of the Standards when the standard could be observed during the Performance Assessment. Most candidates scored “Outstanding” across the standards that were observed, with a high percentage of “NA” ratings indicating that some standards (particularly VII and IX) were not observable during certain practicum experiences.								
		Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.	Rating	Observation 1 N=14		Observation 2 N=16		Observation 3 N=16		
				#	%	#	%	#	%	
				Outstanding	7	54	3	27	7	64
				Above Average	0	0	0	0	0	0
Average	0			0	0	0	0	0		
Needs Improvement	0	0	0	0	0	0				
	Poor	0	0	0	0	0	0			

			NA	6	46	8	73	4	36
		Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.	Outstanding	9	69	8	73	8	73
			Above Average	1	8	0	0	0	0
			Average	0	0	1	9	0	0
			Needs Improvement	0	0	0	0	0	0
			Poor	0	0	0	0	0	0
			NA	3	23	2	18	3	27
		Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.	Outstanding	5	38	5	45	9	92
			Above Average	0	0	0	0	0	0
			Average	0	0	0	0	0	0
			Needs Improvement	0	0	0	0	0	0
			Poor	0	0	0	0	0	0
			NA	8	62	6	55	2	18
		Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.	Outstanding	3	23	7	64	7	64
			Above Average	1	8	1	9	0	0
			Average	0	0	0	0	0	0
			Needs Improvement	0	0	0	0	0	0
			Poor	0	0	0	0	0	0
			NA	9	69	3	27	4	36
		Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and Instruction.	Outstanding	7	54	5	45	8	73
			Above Average	0	0	0	0	0	0
			Average	0	0	0	0	0	0
			Needs Improvement	0	0	0	0	0	0
			Poor	0	0	0	0	0	0
			NA	6	46	6	55	3	27
		Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.	Outstanding	3	23	2	18	2	18
			Above Average	0	0	0	0	0	0
			Average	0	0	0	0	1	9
			Needs Improvement	0	0	0	0	0	0
			Poor	0	0	0	0	0	0

			NA	10	77	9	82	8	73
		Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.	Outstanding	1	8	0	0	0	0
			Above Average	0	0	0	0	0	0
			Average	0	0	0	0	0	0
			Needs Improvement	0	0	0	0	0	0
			Poor	0	0	0	0	0	0
			NA	12	92	11	100	11	100
		Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.	Outstanding	8	62	3	27	6	55
			Above Average	0	0	0	0	0	0
			Average	0	0	0	0	0	0
			Needs Improvement	0	0	0	0	0	0
			Poor	0	0	0	0	0	0
			NA	5	38	8	73	5	45
Professionalism	Education Diagnostician Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on each of the Education Diagnostician state standards that focus on professionalism. They must score at the "Average" level by the end of their practicum. The scale is as follows: "1" is Poor; "2" is Needs Improvement; "3" is Average; "4" is Above Average, and "5" is Outstanding. If the standard was not observed, the Site Supervisor marked "NA" for "Not Applicable."	Supervisors conduct 45-minute observations of candidates engaging in the work of an Educational Diagnostician. As can be seen in these data for AY 2024-2025, most candidates scored "Outstanding" on each of the professionalism standards when the standard could be observed during the Performance Assessment. Some of the standards were not observed during candidates' observations. Standard III was not observed in most candidates' first formal observation.							
		Standard	Score Level	Observation 1 N=15		Observation 2 N=16		Observation 3 N=16	
				N	%	N	%	N	%
		Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities	Outstanding	8	62	5	45.5	4	36
			Above Average	0	0	1	9	0	0
			Average	0	0	0	0	0	0
			Needs Improvement	0	0	0	0	0	0
			Poor	0	0	0	0	0	0
			NA	6	46	5	45.5	7	64
		Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.	Outstanding	3	23	2	18	1	9
			Above Average	0	0	0	0	0	0
			Average	0	0	0	0	0	0
			Needs Improvement	0	0	0	0	0	0

			Poor	0	0	0	0	0	0
			NA	9	69	9	82	10	91
GPA at Completion	Candidates, initial certificate or advanced certificate, must maintain a 3.0 GPA at completion as a cohort.	Education Diagnostician certification candidates' mean GPA for AY 2023-2024 was well over the 3.0 GPA requirement.							
			N	Min	Max	Mean	Median	SD	
		Overall Initial GPA	15	3.42	4.0	3.90	3.97	0.16	
Completer Self-Evaluation	The Educational Diagnostician program created a self-evaluation based on the certification standards. The program requires candidates to complete the self-evaluation indicating their level of preparation in the state standards. If the standard was not observed, the Site Supervisor marked "NO" for "Not Observed."	Eleven (11) students completed the self-evaluation, evaluating their preparation on the 10 Educational Diagnostician Standards using a Likert scale ranging from Poor to Outstanding. Most respondents felt average to outstanding in their preparation on all standards. One student reported needing improvement in Standard IV.							
		Standard	Rating	Self-Evaluation N=11					
				#	%				
		Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.	Outstanding	2	18.0				
			Above Average	6	55.0				
			Average	3	27.0				
			Needs Improvement	0	0.0				
			Poor	0	0.0				
			NO	0	0.0				
		Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities	Outstanding	4	36.0				
			Above Average	6	55.0				
			Average	1	9.0				
			Needs Improvement	0	0.0				
			Poor	0	0.0				
			NO	0	0.0				
		Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.	Outstanding	6	55.0				
			Above Average	4	36.0				
			Average	1	9.0				
			Needs Improvement	0	0.0				

			Poor	0	0.0	
			NO	0	0.0	
		Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.	Outstanding	3	27.0	
			Above Average	4	36.0	
			Average	3	27.0	
			Needs Improvement	1	9.0	
			Poor	0	0.0	
			NO	0	0.0	
		Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.	Outstanding	2	18.0	
			Above Average	3	27.0	
			Average	6	55.0	
			Needs Improvement	0	0.0	
			Poor	0	0.0	
			NO	0	0.0	
		Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.	Outstanding	2	18.0	
			Above Average	2	18.0	
			Average	7	64.0	
			Needs Improvement	0	0.0	
			Poor	0	0.0	
			NO	0	0.0	
		Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.	Outstanding	3	27.0	
			Above Average	5	46.0	
			Average	3	27.0	
			Needs Improvement	0	0.0	
			Poor	0	0.0	
			NO	0	0.0	
		Standard VIII. The educational diagnostician knows and demonstrates skills necessary for	Outstanding	5	46.0	
			Above Average	4	36.0	

		scheduling, time management, and organization.	Average	2	18.0
			Needs Improvement	0	0.0
			Poor	0	0.0
			NO	0	0.0
		Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.	Outstanding	4	36.0
			Above Average	4	36.0
			Average	3	27.0
			Needs Improvement	0	0.0
			Poor	0	0.0
			NO	0	0.0
		Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.	Outstanding	2	18.0
			Above Average	6	55.0
			Average	3	27.0
			Needs Improvement	0	0.0
			Poor	0	0.0
			NO	0	0.0

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.

**Program Accomplishments, Efforts, and Innovations to Address Challenges and Priorities over the Past Year
Initial and Advanced Programs**

AAQEP Standard	Goals from the 2023-2024 Annual report	Program Accomplishments, Efforts, and Innovations to Address Goals from the 2023-24 Annuary Report
Standard 2	<p>Initial Certification areas: Revise undergraduate coursework to include the use of Open Educational Resources, per TAC 228.</p> <p>Principal Certification: The M.Ed. in Administration and Supervision program of study is currently a hybrid delivery model. In Fall 2025, the program will also have a 100% online option.</p> <p>Education Diagnostician: During the 2024-2025 academic year, the program will review self-evaluation data from candidates who completed Practicum I and Practicum II. Additionally, the program will analyze candidates' submissions from the 2023-2024 Portfolio, specifically focusing on the component related to evaluating and intervening for behavioral/social interaction skills.</p>	<p>Initial Certification areas: Use of OER has been added to coursework. It is still a work in progress, but candidates are learning how to use Educational Resources, per TAC 228.</p> <p>Principal: Program enrollment increased.</p> <p>Educational Diagnostician: Based on the findings, the program implemented adjustments to the program and candidate support. Additionally, the program revised the “portfolio” to include several “critical standards projects” and developed rubrics for each one. The new process is in use with the present candidates. Comprehensive rubric data will be collected and analyzed over AY26. Based on the findings, the program will implement adjustments to the program and candidate support during AY27.</p>
Standard 2	<p>Advanced Certification areas: Raise the number of responses for the Completer Survey. Additionally, Employer Surveys will be developed AY2024-2025.</p>	<p>The programs now have candidates complete the survey as part of exiting their residency/practicum. We are continuing to work on this goal as well as the Employer Surveys. We want to amplify stakeholder voice and feedback regarding completer outcomes.</p>
Standard 3	<p>Initial and Advanced: Engage in continuous improvement of programs and program components and investigate opportunities for innovation through an effective quality assurance system.</p>	<p>Initial and Advanced: We are continuing to work on the implementation of a college-wide data system that supports candidates, as well as the certification/accreditation data collection process. College and Program leadership are now in the training phase of the use of a specific data system</p>

	<p>Educational Diagnostician: During the 2024-2025 academic year, the program will develop and launch an employer satisfaction survey to assess how well the certification program prepares candidates for their future roles. Additionally, during the 2024-2025 academic year, the program will explore the development of a training partnership with Klein ISD to enhance candidates' practical experience and better align our training with workforce needs.</p>	<p>(SL&L) with the intention of implementing a college-wide data system. We are looking to implement a college-wide data system in AY2026-2027</p> <p>Educational Diagnostician: We will be using the results to inform program improvements and future candidate preparation strategies, with an initial analysis completed during the beginning of AY26. By the end of the academic year, the program aims to have a formal agreement in place or a detailed framework to guide the partnership's development in the following year. The survey will be reviewed by the program's advisory committee for feedback and refinement. Once the alumni database is updated with employer information, the survey will be launched and distributed to employers. Initial steps will include outlining mutual goals and benefits and discussing potential training models.</p>
Standard 4	<p>Initial and Advanced: Support completers' entry and/or continuation in their professional role</p> <p>Initial: During AY 2024-2025, the initial programs will implement the Residency Certificate. The Residency Application was approved December 6, 2024. The first residency cohort will begin student teaching in Spring 2025. Full-scale implementation is expected to begin Fall 2025.</p> <p>Superintendent: In Fall 2025, the program will initiate a Superintendent Certification Only certificate program.</p>	<p>Initial and Advanced: More completers are being supported in their professional roles through program efforts.</p> <p>Initial: Residents now have the opportunity to begin their teaching career as a second-year teacher. We are now fully scaled with regard to Residency. All student teacher residents are required to complete 750 residency hours.</p> <p>Superintendent: We are now able to better meet the needs of the districts we serve in the Houston area. The program is now implemented.</p>

	<p>Educational Diagnostician: During the 2024-2025 academic year, the program will implement the Student Learning & Licensure (SL&L) platform for program assessment and field experience management. The platform will be designed to support candidates from admission to program completion. Additionally, during the 2024-2025 academic year, the program will revise and launch the <i>Support for the New Diagnostician!</i> workshop.</p>	<p>Educational Diagnostician: The goal was to complete the build-out in preparation for a full launch in Fall 2025. The program formalized a contract with SL&L in December 2024. Following the contract finalization, the program began building the SL&L platform, focused on integrating tools for student learning assessment, portfolio management, and field experience tracking. Revisions to the workshop were completed in May 2025; however, launch of the training program was postponed due to efforts related to other major program changes. The goal is to launch the workshop in summer 2026. All program finishers from 2022-2025 will be invited to participate in the workshop.</p>
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Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2025-26 year	Goal for all programs: We will work to implement the aspects for 2025 AAQEP Standard 1 to ensure data collection is complete and meets AAQEP requirements.
Actions	Actions for Goal: A meeting will be held with program leads to determine revisions needed.
Expected outcomes	Expected Outcomes for Goal: AAQEP-Accredited programs will collect data for the revised standards beginning Spring 2026 in anticipation of our Spring 2029 Site Visit with AAQEP.
Reflections or comments	
	Standard 2
Goals for the 2025-2026 year	Goal for all programs: We will work to implement the aspects for 2025 AAQEP Standard 2 to ensure data collection is complete and meets AAQEP requirements.
Actions	Actions for Goal: A meeting will be held with program leads to determine revisions needed.
Expected outcomes	Expected Outcomes for Goal: AAQEP-Accredited programs will collect data for the revised standards beginning Spring 2026 in anticipation of our Spring 2029 Site Visit with AAQEP.
Reflections or comments	

	Standard 3
Goals for the 2025-2026 year	Goal for all programs: We will work to implement aspects for 2025 AAQEP Standard 3 to ensure data collection is complete and meets AAQEP requirements.
Actions	Actions for Goal: A meeting will be held with program leads to determine revisions needed.
Expected outcomes	Expected Outcomes for Goal: AAQEP-Accredited programs will collect data for the revised standards beginning Spring 2026 in anticipation of our Spring 2029 Site Visit with AAQEP.
Reflections or comments	
	Standard 4
Goals for the 2025-2026 year	<p>Goal 1 for all programs: We will work to implement aspects for 2025 AAQEP Standard 4 to ensure data collection is complete and meets AAQEP requirements.</p> <p>Goal 2 for all programs: We are undergoing a desk audit with Texas Education Agency this academic year and will be working throughout the year to ensure we meet state requirements for all certification programs.</p>
Actions	<p>Actions for Goal 1: A meeting will be held with program leads to determine revisions needed.</p> <p>Actions for Goal 2: A meeting was held with program leads to determine desk audit requirements. Program leads are working with the certification office to ensure complete data collection.</p>
Expected outcomes	<p>Expected Outcomes for Goal 1: AAQEP-Accredited programs will collect data for the revised standards beginning Spring 2026 in anticipation of our Spring 2029 Site Visit with AAQEP.</p> <p>Expected Outcomes for Goal 2: All programs will meet state requirements, per the desk audit.</p>
Reflections or comments	

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

Certification Exams. This evidence is downloaded from the Texas Education Agency (TEA) website. All results are from examinations over a period of three years. We defer to the state to ensure reliability and validity. The State Board of Educator Certification determined a minimum passing score of 240. This evidence is used as the exit measure of teacher candidates' proficiency in general content and pedagogical knowledge.

Course Grade Distributions. This evidence is a depiction of the percentage of Teacher Education methods for course grades that are C- or better. The raw data were extracted from the PeopleSoft database. This is used to evaluate course quality and candidate quality. Additionally, it is used to identify courses that present difficulty for candidates and to support student success. The Course Grade Distribution data appears to have content and face validity as they describe the grades of candidates earned regarding specific knowledge and skills learned within their program area and individual courses.

T-TESS Rubric. The Texas Teacher Evaluation and Support System (T-TESS) Rubric is used to assess Teacher Candidates' enactment of teaching. The rubric is used formatively in Walkthroughs to assess an area of reinforcement and an area of refinement for the candidate, and it is used summatively to assess Teacher Candidates' formal observation. Quality control gates have been established based on candidate performance for both Student Teaching 1 and Student Teaching 2. The T-TESS Rubric appears to have content and face validity as it supports the assessment of candidates in the act of teaching. Inter-rater reliability measures are critical to maintaining validity and reliability in TTESS Data. Here is a link to a study focusing on the T-TESS Rubric.

TeachHouston Formal Observation Rubric. The formal observation rubric used by teachHouston was created by the TeachHouston leadership based on the T-TESS. Inter-rater reliability measures are critical to maintaining validity and reliability in formal observation data.

PEDD Rubric. The Professional Ethics, Demeanor, and Development (PEDD) Rubric was developed using the Professional Dimensions of the Texas Teacher Evaluation and Support System (T-TESS) Rubric. The rubric is used to assess Teacher Candidates' professionalism. Quality control gates have been established based on candidate performance for both Student Teaching 1 and Student Teaching 2. The T-TESS Rubric appears to have content and face validity as it supports the assessment of candidates on professional behaviors. Inter-rater reliability measures are critical to maintaining validity and TeachHouston Professionalism Rubric. The Professionalism Rubric is used by teachHouston to assess

Teacher Candidates' professionalism. The rubric appears to have content and face validity as it supports the assessment of candidates on professional behaviors. Inter-rater reliability measures are critical to maintaining validity and reliability in professionalism data.

Completer Survey. To fulfill the requirements of Texas Education Code 21.045 and Texas Administrative Code (TAC) Chapter 229, the Texas Education Agency is required to collect data through the distribution of a survey to all individuals who have completed an educator preparation program. The purpose of this survey, initiated by the Texas Education Agency, is to evaluate the effectiveness of educator preparation programs, in accordance with the requirements of Senate Bill 174, that is, to learn about the level of preparation, you received from your educator preparation program upon completion. These surveys are sent to completers at the time they receive Certification. Candidates are given a cover sheet with clear directions, the purpose of the survey (to evaluate programs), and a page of definitions, all to increase the reliability of the instrument. The survey is aligned with the skills that the TEA expects teachers to demonstrate. The TEA sets a minimum of 80% for questions 39-50 of Always, Almost Always, or Yes responses.

Principal Survey. The Texas Education Agency established partnerships with organizations like the Texas Comprehensive Center and WestED to develop the principal surveys to gather data regarding administrator perspectives of newly certified teacher performance. Numerous stakeholder meetings were held to ensure the validity of the instrument. The surveys are embedded in the principal's TEA educator profile and pre-populated with teachers attached to the campus. There are instructions for principals to establish themselves as new users in TEAL (TEA Login System) as well as training materials. Human resource staff verify principals and their first-year teachers to ensure all surveys are collected. The survey takes approximately 15 minutes per teacher to complete. Copies of the Principal Survey of First Year Teachers (PDF, 138 KB) can be printed for review prior to completing the actual online survey. There is also a Principal Survey Training module available on the Principal Survey Website. The first-year teachers must have been on campus for at least 5 months. Designees may complete the surveys but must be trained by the district to observe the person as an evaluator. Reliability and validity of information is not available for the survey, per TEA. That said, our students are consistently above statewide averages. Given the large sample size (190, over 50% of our new teachers), this is positive information. Because of the large sample sizes, most items are statistically significant, but may not be practically or clinically significant. It would be helpful to see the distribution of scores, particularly the number of students consistently falling in the lower categories. In addition, results are not broken down by certification area, so it is only broadly possible to apply results to program improvement reliability in T-TESS Data

Field Supervisor Evaluation of the Intern. The Field Supervisor Evaluations used by the Superintendent, the Principal, and the Educational Diagnostician certification programs were created by the program leads, respectively. The evaluations are based on the TExES competencies. They are used as quantitative evidence of candidates' capacity in their program areas. The Field Supervisor Evaluation of the Intern appears to have content and face validity as it supports the assessment of candidates on the TExES competencies. Inter-rater reliability measures are critical to maintaining validity and reliability in the data.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

NA

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including descriptions of any identified potential challenges or barriers.

Innovations	
Initial Programs	As part of the work around access to high quality teacher education pathways, the focus for the upcoming year is to refine and continue to develop alternative certification program to address teacher vacancies in the program's immediate sphere of influence. At the undergraduate level, the focus is offering additional configurations of the program (ie night cohort, weekend cohort) to accommodate candidates with a variety of scheduling needs.
Advanced Programs	

Principal Certification	The M.Ed. in Administration and Supervision program of study was previously a hybrid delivery model. As of Fall 2025, the program also has a 100% online option.
Superintendent Certification	In Fall 2025, the program initiated a Superintendent Certification Only certificate program as opposed to degree only program.
Diagnostician Certification	The program approved a conceptual reorganization of the certification program (does not apply to M.Ed. with certification). The previous post-master's certification plan required 15-39 hours, depending on previous graduate coursework and areas of teacher certification. The revised program was launched in Fall 2025. The revised program requires 15 hours and additional standards-based content that has been modularized and personalized for candidates based on their backgrounds. A comprehensive set of critical standards projects will be used to assess content and professional knowledge and applied skills.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

Initial	<p>§228.65. Residency. To offer a residency, an educator preparation program (EPP) shall provide the following programmatic requirements for a candidate prior to issuing an enhanced standard certificate as prescribed in §230.39 of this title (relating to Enhanced Standard Certificates):</p> <ul style="list-style-type: none"> the residency must include a minimum of one full school year of clinical experience, including the first and last instructional days with students, in a classroom supervised by a host teacher in the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP; the residency clinical experience must meet a minimum of 750 hours in total, with a minimum of 21 hours per week during a school week that does not include school district or campus closures or disruptions (e.g., inclement weather, holidays). In the event of a district or campus closure that results in the need for reduced residency clinical experience hours during a given week, the program must document the need for the reduced hours;
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	<ul style="list-style-type: none"> the minimum may be reduced to no less than 700 hours if the candidate is absent from the clinical assignment due to a documented instance of parental leave, military leave, extended illness, or bereavement; and The beginning date of a residency of clinical experience for the purpose of field supervision is the first day of instruction with students in the school or district in which the residency takes place.
Advanced	<ul style="list-style-type: none"> Practicum will require informal observations (i.e., three per semester, 15 minutes each) beginning with students admitted 9/1/2024 or later [to be implemented for candidates beginning practicum in Fall 2025] Official service records must be collected for site and field supervisors [to be implemented Spring 2025] Field supervisors will be required to repeat TEA-approved training every three years, beginning in 2026. FS will conduct 3 informal observations per semester. Principal certification requires 1 formal per semester plus 3 informal, over 3 semesters. Diagnostician certification requires 1 formal and 3 informal during their first practicum semester, and 2 formal and 3 informal during their second practicum semester; or 3 formal and 3 informal if they complete practicum in a single semester.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
<i>Jahnette Wilson</i> , Director of Accreditation, College of Education	<i>Catherine Horn</i> , Dean, College of Education

Date sent to AAQEP:	December 2025
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