

# **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 <a href="UH System">UH System</a> 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 <u>University of Houston</u> 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 <u>Hispanic-Serving Institution (HSI)</u> 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)
F	Programs that lead to initial teaching credentials		
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
	Programs that lead to P-12 leader credentials		
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			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.

	2-Year Completion Rate*				
				# of Completed in 1.5 times	Completion % in 1.5
Initial Program	Total # of Cohort	# of Completed	Completion %	expected timeframe	times expected timeframe

		I	1		
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	1000	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

<sup>\*</sup> 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.

	2-Year or 4-Year* Completion Rate				
Advanced Program	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

Total	84	52	61.9	12	14.3		
* Four-year completion rate applies to the Superintendent program as it is associated with a doctoral program. Professional Leadership							

<sup>\*</sup> Four-year completion rate applies to the Superintendent program as it is associated with a doctoral program, Professional Leadership, EDD.

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

Four certification areas have below 80% pass rate: Bilingual Target Language Proficiency Test – Spanish (N=21; 76.2%); LOTE Spanish EC-12 (N=7; 71.4%; Principal (N=25, 68%); Social Studies 4-8 (N=8, 62.5%).

Certification Area	Tests taken	Tests Passed	Pass Rate
Art EC-12	17	17	100.0
Bilingual Education Supplemental	22	15	68.2
Bilingual Target Language Proficiency Test (BTLPT)-Spanish	21	16	76.2
Core Subjects EC-6	191	167	87.4
Dance 6-12	3	3	100.0
Educational Diagnostician EC-12	11	10	90.9
English Language Arts and Reading 4-8	17	17	100.0
English Language Arts and Reading 7-12	30	30	100.0
English as a Second Language (ESL) Supplemental	6	6	100.0
History 7-12	7	7	100.0
LOTE: Spanish EC-12	7	5	71.4
Life Science 7-12	6	5	83.3
Mathematics 4-8	23	20	87.0
Mathematics 7-12	22	18	81.8
Physics/Mathematics 7-12	1	1	100.0
Principal as Instructional Leader	25	17	68.0
Science 4-8	16	13	81.2
Science 7-12	20	18	90.0
Science of Teaching Reading	255	250	98.0
Social Studies 4-8	8	5	62.5
Social Studies 7-12	28	25	89.3
Special Education EC-12	19	19	100.0

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 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.

able 1	Table 2	Table 3	
		LEA-Employed	Count of Candidates
		LEA-Employed	268
		Not LEA-Employed	29

English Language Arts   19   Fine Arts   43   Grades 4-8   Grades 6-12   2   Grades 6-12   39   Grades 6-12   Grades 6	Certification Subject Area  Bilingual Education	Number of LEA-Employed Candidates	Contification Crade Lava	A Number of LEA Employed Condidates
General Elementary (Self-Contained)   134   Grades 7-12   39	English Language Arts Fine Arts	19		
Science         20         Grades EC-12         49           Social Studies         5         Grades EC-6         134           Special Education         5         Supplemental         22	General Elementary (Self-Contained)			2 39
Special Education 5 Supplemental 22	Science			
	Special Education	5 268	Supplemental	

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 to	eachHo	ousto	n					
Provider-Selected Measures	Explanation of Performance	Level or Exte	ent of Succ	ess ii	n Meet	ing th	e Expe	ctatio	on			
	Expectation											
Certification Exam	The Pedagogy and Professional Responsibilities Exam is taken by all initial-certification completers. Completers must pass the PPR Certification Exam for	The mean scores of domain except for both Teaching and	Domain 3 (N=2 Learning and to	30; 71). eachHo	The mea	n scores	reflect all		ertification	comple		
	credentialing purposes.	PPR Certifica	tion Exam D	omain	S		N		Mea	an		
		Domain 1					30		78			
		Domain 2					30		74	-		
		Domain 3 Domain 4					230 230		71 76			
Assessment	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	of Student Teachir TESS Dimension,		in the ta	able belov	v. ng Form	al Observ	ation Da				
	must score at the "Proficient" level					24-2025			(AY 202		_	
	in each domain of the T-TESS by the end of Student Teaching 2. The scale is as follows: "1" is				PA 1 =263		PA 2 =263		PA 1 =263	1	A 2 :263	
	Needs Improvement; "2" is Developing; "3" is Proficient; "4" is			n	%	n	%	n	%	n	%	
	Accomplished, and "5" is	Dimension 1.1:	Proficient	197	74.9	257	97.7	249	94.5	258	98.1	
	Distinguished.	Standards and Alignment	Needs Improvement	65 1	24.7	0	0	13	5.0	1	1.5 .4	
		Dimension 1.2	Proficient	144	54.8	257	97.7	243	92.7	256	97.3	
		Data and Assessment	Developing Needs	113 6	42.9 2.3	5	1.9	20	7.6 0	7	2.7	
			Improvement			•	.4			_	Ů	
		Dimension 1.3 Knowledge of	Proficient  Developing	189 74	71.9 28.1	257 6	97.7 2.3	253 10	96.2 3.8	259 4	98.5 1.5	
		Students	Needs Improvement	0	0	0	0	0	0	0	0	
		Dimension 1.4	Proficient	145	55.1	256	97.3	240	91.3	258	98.1	
		Differentiation	Developing	118	44.9	7	2.7	23	8.7	5	1.9	

	Needs Improvement	0	0	0	0	0	0	0	0	
Dimension 2.1	Proficient	NA	NA	NA	NA	219	83.3	257	97.7	
Achieving	Developing	NA	NA	NA	NA	44	16.7	6	2,3	
Expectations	Needs Improvement	NA	NA	NA	NA	0	0	0	0	
Dimension 2.2	Proficient	NA	NA	NA	NA	208	79.1	258	98.1	
Content	Developing	NA	NA	NA	NA	54	20.5	5	1.9	
Knowledge and Expertise	Needs Improvement	NA	NA	NA	NA	1	.4	0	0	
Dimension 2.3	Proficient	NA	NA	NA	NA	194	73.7	250	95.1	
Communication	Developing	NA	NA	NA	NA	69	26.3	13	4.9	
	Needs Improvement	NA	NA	NA	NA	0	0	0	0	
Dimension 2.4	Proficient	NA	NA	NA	NA	205	78.2	259	98.5	
Differentiation	Developing	NA	NA	NA	NA	48	18.3	4	1.5	
	Needs Improvement	NA	NA	NA	NA	1	.4	0	0	
Dimension 2.5	Proficient	NA	NA	NA	NA	188	71.8	256	97.3	
Monitor and	Developing	NA	NA	NA	NA	75	28.6	7	2.7	
Adjust	Needs Improvement	NA	NA	NA	NA	0	0	0	0	
Dimension 3.1	Proficient	191	72.6	218	83.2	246	93.9	259	98.5	
Learning	Developing	71	26.9	45	17.2	17	6.5	4	1.5	
Environment	Needs Improvement	1	.4	0	0	0	0	0	0	
3.2 Managing	Proficient	188	71.5	207	79.0	146	55.7	257	97.7	
Student	Developing	72	27.4	55	21.0	17	6.5	9	3.4	
Behavior	Needs Improvement	3	1.1	1	.4	0	0	0	0	
3.3 Classroom	Proficient	201	76.4	193	73.7	251	95.8	262	99.6	
Culture	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	Proficient	194	73.8	213	81.0	248	94.3	260	99.2	
Setting	Developing	68	25.9	49	18.7	15	5.7	2	.8	
	Needs Improvement	1	.4	1	.4	0	0	1	,4	

teachHouston Candidates are formally evaluated three times each semester during the Student Teaching Residency using the teachHouston 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

In AY 2024-2025 at least 85.7% of the Teacher Candidates in the **year-long** *teach***Houston** 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.

In the **traditional, semester-long** *teach***Houston** 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.

Of note, no data were collected for 1.4c or 2.3a.

Year-Long Student Teaching Formal Observation Data

Distinguished.				Student	Observed						Studer	ring 202 nt Teach	ing 2		
		Profici	ent	Develo	N=7 ping	Nee Improve		*	Profic	ient	Devel	N=7 oping	Nee Improv	eds /ement	*
		n	%	n	%	n	%	n	n	%	n	%	n	%	n
	1.1a	7	100.	0	0.0	0	0.0	0	7		0	0.0	0		0
	1.1b 1.1c	5 6	71.4 85.7	1	28.6 14.3	0	0.0	0	7		0	0.0	0		0
	1.3a	6	85.7	1	14.3	0	0.0	0	7		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		0	0.0	0		0
	1.3d	4		2	28.6	0	0.0	1	7		0	0.0	0		0
	1.3e 1.4a	<u>4</u> 5	57.1 71.4	2	28.6 28.6	0	0.0	0	7 6		0	0.0 14.3	0		0
	1.4a 1.4b	4	57.1	1	14.3	0	0.0	2	7		0	0.0	0		0
	1.4c		07.1		14.0	,	0.0			100.		0.0		0.0	
	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		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		1	14.3	0		0
	2.1d	7	100.	0	0.0	0	0.0	0	6		0	0.0	0		1 0
	2.2a 2.2b	6	85.7 57.1	1 2	14.3 28.6	1	0.0 14.3	0	7		0	0.0 14.3	0		0
	2.2c	6	85.7	0	0.0	1	14.3	0	6		1	14.3	0		0
	2.2d	5	71.4	2	28.6	0	0.0	0	7	100.	0	0.0	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		0	0.0	0	0.0	0
	2.3e	6	85.7	1	14.3	0	0.0	0	6		1	14.3	0		0
	2.5a	4	57.1	3	42.9	0	0.0	0	7	100.0	0	0.0	0		0
	2.5b	5	71.4	2	28.6	0	0.0	0	7		0	0.0	0		0
	2.5c	6		1	14.3 42.9	0	0.0	0	7		0	0.0	0		0
	2.5d 3.1a	4	57.1 57.1	3	42.9	0	0.0	0	5		0 2	0.0 28.6	0		0
	3.1b	4	57.1	3	42.9	0	0.0	0	6		1	14.3	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		0	0.0	0		0
	3.2a 3.2b	4	57.1 71.4	3	42.9 28.6	0	0.0	0	6 7		0	0.0	0		1
	3.2b 3.2c	5	71.4 42.9	2	57.1	0	0.0	0	6		0	14.3	0		0
	3.2d	5	71.4	2	28.6	0	0	0	7		0	0.0	0		0
	3.3a	5	71.4	2	28.6	0	0	0	7		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		0	0.0	0		0
	3.3d	7	100.	0	0	0	0	0	7	100.	0	0.0	0	0.0	0
				Tra	aditiona	l Stude			ormal Ol	bservati	on Dat	a			
								)24-202	25						
			Mid	-Semes			on					Observa			
				*Not	Observed	i					*No	t Observed	d		
					N=7							N=7			

	Profici	ent	Develo	oing	Need Improve		*	Proficie	ent	Develo	pping	Need Improve		*
	n	%	n	%	n	%	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 19	85.2 70.4	8	14.8 29.6	0	0.0	0	27 27	100. 100.	0	0.0	0	0.0	0
1.3b 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 2.2d	18 20	66.7 74.1	7 6	25.9 22.2	0	0.0	2	27 27	100. 100.	0	0.0	0	0.0	0
2.3a	20	74.1	0	22.2	0	0.0	- 1	21	100.	0	0.0	0	0.0	0
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 3.1a	19 17	70.4 62.7	8 10	42.9 37.0	0	0.0	0	26 24	96.3 85.7	3	0.04 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	0
244	0.4	00.0		44.4	0	0.0	0	27	100		0.0	0	0.0	0
3.1d 3.2a	24 18	88.9 66.7	<u>3</u>	11.1 33.3	0	0.0	0	27 27	100. 100.	0	0.0	0	0.0	0
3.2a 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

# Professionalism 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.

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.

	Year-Long Stu	udent Teachir	ng Dispositions	s Data	
PEDD Items	Rating		Teaching 1 = 260		eaching 2 262
		n	%	n	%
Appearance and Dress	Proficient	260	100	260	99.2
Diess	Developing	0	0.0	2	.8
	Needs Improvement	0	0.0	0	0.0
Cooperation, Flexibility,	Proficient	253	97.3	262	100
Patience, and	Developing	7	2.7	0	0.0
Tactfulness	Needs Improvement	1	.4	0	0.0
Initiative, Risk- Taking, Motivation,	Proficient	246	94.6	253	96.6
Demeanor, and	Developing	12	4.6	9	3.4
Enthusiasm	Needs Improvement	2	.8	0	0.0
Attendance, Punctuality, and	Proficient	222	85.4	224	85.5
Preparation	Developing	37	14.2	38	14.5
	Needs Improvement	1	.4	0	0.0
Adherence to Legal and Ethical	Proficient	254	97.7	258	98.5
Practices	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	Proficient	253	97.3	260	99.2
Awareness of	Developing	7	2.7	2	.8
Individual Differences	Needs Improvement	0	0.0	0	0.0

	Organization and Responsibility	Proficient	217	83.5	218	83.2	
	responsibility	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	
	Communication	Developing	21	8.1	9	3.4	
		Needs Improvement	1	.4	0	0.0	
	Withitness and Reflectivity	Proficient	229	88.1	250	95.4	
	Reliectivity	Developing	29	11.2	12	4.6	
		Needs Improvement	2	.8	0	0.0	
TeachHouston Candidates are	In AY 2024-2025, 100	% of Teacher Car	ndidates in the	year-long resid	ency and the tr	aditional semes	ter-long

TeachHouston Candidates are evaluated using the Professional Ethics, Demeanor, and Development Rubric (PEDD).
Site Supervisors score candidates

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.

In AY 2024-2025, 100% of Teacher Candidates in the year-long residency and the traditional semester-long programs withinn *teachHouston* were rated at "Developing" or above in each area of the PEDD in both Student Teaching 1 and 2.

	Year-Long Stu	dent Teachin	g Dispositions	Data	
PEDD Items	Rating		eaching 1 = 7		eaching 2 = 7
		n	%	n	%
Appearance and Dress	Proficient	7	100	7	100
Bress	Developing	0	0.0	0	0.0
	Needs Improvement	0	0.0	0	0.0
Cooperation,	Proficient	7	100	7	100
Flexibility, Patience, and	Developing	0	0.0	0	0.0
Tactfulness	Needs Improvement	0	0.0	0	0.0
Initiative, Risk- Taking, Motivation,	Proficient	5	71.4	6	85.7
Demeanor, and	Developing	2	28.6	1	14.3
Enthusiasm	Needs Improvement	0	0.0	0	0.0
Attendance, Punctuality, and	Proficient	5	71.4	6	85.7
Preparation	Developing	1	14.3	1	14.3
	Needs Improvement	1	14.3	0	0.0
Adherence to Legal and Ethical	Proficient	7	100	7	100
Practices	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	Proficient	7	100	7	100	
Others and Awareness of	Developing	0	0.0	0	0.0	
Individual Differences	Needs Improvement	0	0.0	0	0.0	
Organization and Responsibility	Proficient	6	85.7	6	85.7	
Responsibility	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	
Communication	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	
Tellocavity	Developing	1	14.3	1	14.3	
	Needs	0	0.0	0	0.0	
	Improvement		0.0	0	0.0	
	Student Teaching AY2024-2025 N=27		Data		0.0	
Traditional PEDD Items	Student Teaching AY2024-2025			ŭ	0.0	
PEDD Items  Appearance and	Student Teaching AY2024-2025 N=27	5	Data	ŭ	0.0	
PEDD Items	Student Teaching AY2024-2025 N=27 Rating Proficient Developing	n 27 0	% 100 0.0	ŭ	0.0	
PEDD Items  Appearance and Dress	Student Teaching AY2024-2025 N=27 Rating Proficient Developing Needs Improvement	n 27 0 0	% 100 0.0 0.0	ŭ	0.0	
PEDD Items  Appearance and Dress  Cooperation,	Student Teaching AY2024-2025 N=27 Rating Proficient Developing Needs Improvement Proficient	n 27 0 0 27 27	% 100 0.0 0.0 100	ŭ	0.0	
PEDD Items  Appearance and Dress  Cooperation, Flexibility, Patience, and	Student Teaching AY2024-2025 N=27 Rating Proficient Developing Needs Improvement Proficient Developing	n 27 0 0 27 0 0	% 100 0.0 0.0 100 0.0	ŭ	0.0	
PEDD Items  Appearance and Dress  Cooperation, Flexibility, Patience, and Tactfulness	Student Teaching AY2024-2025 N=27 Rating Proficient Developing Needs Improvement Proficient Developing Needs Improvement	n 27 0 0 27 0 0 0 0	% 100 0.0 0.0 100 0.0 0.0		0.0	
PEDD Items  Appearance and Dress  Cooperation, Flexibility, Patience, and	Student Teaching AY2024-2025 N=27 Rating Proficient Developing Needs Improvement Proficient Developing Needsolumprovement Needsolumprovement Needsolumprovement	n 27 0 0 27 0 0	% 100 0.0 0.0 100 0.0	Ţ.	0.0	

		Democrat	Manda				0.0				
		Demeanor, and Enthusiasm	Needs Improvem		0		0.0				
		Attendance, Punctuality, and	Proficient		27		100				
		Preparation	Developir	ng	0		0.0				
			Needs Improvem	nent	0		0.0				
		Adherence to	Proficient		27		100				
		Legal and Ethical Practices	Developin	ng	0		0.0				
			Needs Improvem	nent	0		0.0				
		Participation	Proficient		27		100				
			Developin	ng	0		0.0				
			Needs Improvem	nent	0		0.0				
		Rapport with Others and	Proficient		27		100				
		Awareness of	Developin	ng	0		0.0				
		Individual Differences	Needs Improvem	nent	0		0.0				
		Organization and	Proficient		27		100				
		Responsibility	Developin	ng	0		0.0				
			Needs Improvem	nent	0		0.0				
		Oral and Written	Proficient		27		100				
		Communication	Developin	ng	0		0.0				
			Needs Improvem	ent	0		0.0				
		Withitness and	Proficient		27		100				
		Reflectivity	Developin	ng	0		0.0				
			Needs Improvem	nent	0		0.0				
GPA at Completion	Candidates, initial certificate must maintain a 3.0 GPA at	Initial certification			n GPA fo	or AY 2	024-20	25 was o	ver the (	3.0 GPA	
	completion as a cohort.	requirement.									
				N	Min	Max	Mean	Median	SD	]	
							<u> </u>				

Oursell Initial CDA	207 2.50	4.00	2 00	2.07	0.33	
Overall Initial GPA	287 2.58	4.00	3.60	3.67	0.33	

	Ad	vanced Program: Princip	al Certification	า				
Provider-Selected Measures	Explanation of Performance	Level or Extent of Succ	ess in Meeting	the Exp	ectatio	n		
mododi oo	Expectation							
Certification Exam	The Principal Certification Exam is taken by all Principal certification completers. Completers must pass the Principal	The mean scores on each domain domains (Domain 2 (70); Domain 4 Domain 3 (68); Domain 5 (61); and	(79); and Domain 6 Domain 7 (52).					
	Certification Exam for credentialing purposes.	·	II Domains					
	Credefitialing purposes.	Domain 1 Domain 2			43			68 70
		Domain 3			43			68
		Domain 4			43			79
		Domain 5 Domain 6			43 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	Site Supervisors complete Progres can be seen in these data, most ca Competencies.	•		•			•
	the Principal competencies or State Standards. They	Competency	Rating	Report		Last Pro		
	The state of the s	Competency	Rating	Report				
	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	Competency 001: The	Excellent	Report N:	=37	Report N=3	6	
	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			Report N:	=37	Report N=3	6 %	
	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	Competency 001: The beginning principal (intern)	Excellent	Report N:	<b>=37</b> % 22	Report N=3 #	<b>6</b> % 38	
	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	Competency 001: The beginning principal (intern) knows how to establish and implement a shared vision and culture of high	Excellent Very Good	# 8 11	= <b>37</b>	Report N=3 # 14 11	6 % 38 30	
	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	Competency 001: The beginning principal (intern) knows how to establish and implement a shared vision and culture of high expectations for all	Excellent  Very Good  Good	# 8 11 14	= <b>37</b>	# 14 11 10	6 % 38 30 28	
	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	Competency 001: The beginning principal (intern) knows how to establish and implement a shared vision and culture of high	Excellent  Very Good  Good  Fair	8 11 14 3	=37 % 22 30 38 8	# 14 11 10 1	6 % 38 30 28 3	

	Т	Maria					
Competency 002:		Very Good	13	35	16	44	
beginning princip		Good	11	30	6	17	
knows how to wo stakeholders as ke		Fair	2	5	1	3	
to support studer		Poor	0	0	0	0	
	<b>J</b>	NA	1	3	0	0	
Competency 003:	The	Excellent	12	32	15	42	
beginning princip	oal (intern)	Very Good	9	24	12	33	
knows how to collaboratively de	wolon and	Good	5	14	5	14	
implement high-c		Fair	2	5	4	11	
instruction.	11.1.9	Poor	1	3	0	0	
	-	NA	8	22	0	0	
Competency 004:	The	Excellent	9	24	9	25	
beginning princip	al (intern)	Very Good	13	35	17	47	
knows how to mo		Good	8	22	6	17	
assess classroom to promote teach	T T	Fair	5	14	3	8	
effectiveness and		Poor	1	3	0	0	
achievement.	-	NA	1	3	1	3	
Competency 005:	The	Excellent	8	22	11	30	
beginning princip		Very Good	9	24	14	39	
knows how to pro	ovide	Good	14	38	7	19	
feedback, coachir		Fair	3	8	3	8	
professional deve		Poor					
supervision, know		NA	1	3	0	0	
reflect on his/her		IVA	2	5	1	3	
practice, and striv	es to grow						
professionally.							
Competency 006:	The	Excellent	5	14	8	22	
beginning princip		Very Good	7	19	14	39	
knows how to pro	omote	Good				39	
high-quality teach		Fair	14	38	11		
using selection, p and retention pra		8Poor	6	16	3	8	
and retention pra	ctices to	OFUUI	1	3	0	0	

		NIA		4.		- 1	
	romote teacher excellence nd growth.	NA	4	11	0	0	
	ompetency 007: The	Excellent	9	24	12	33	
	eginning principal (intern) nows how to develop	Very Good	12	32	14	39	
	elationships with internal	Good	10	27	6	17	
	nd external stakeholders,	Fair	4	11	3	8	
	ncluding selecting	Poor	0	0	0	0	
·	ppropriate communication	NA	2	5	1	3	
	trategies for particular udiences.						
	ompetency 008: The	Excellent	8	22	11	30	
	eginning principal (intern)	Very Good	14	38	13	36	
	nows how to focus on mproving student	Good	10	27	8	22	
	utcomes through	Fair	4	11	4	11	
or	rganizational collaboration,	Poor	0	0	0	0	
	esiliency, and change	NA	1	3	0	0	
	nanagement. ompetency 009: The	Excellent	9	24	12	33	
	eginning principal (intern)	Very Good	11	30	14	39	
	nows how to	Good					
	ollaboratively determine		12	32	8	22	
	oals and implement	Fair	4	11	2	6	
	trategies aligned with the	Poor	0	0	0	0	
	chool vision that support eacher effectiveness and	NA	1	3	0	0	
	ositive student outcomes.						
Co	ompetency 010: The	Excellent	6	16	11	30	
	eginning principal (intern)	Very Good	12	32	10	28	
	nows how to provide dministrative leadership	Good	11	30	13	36	
	nrough resource	Fair	4	11	2	6	
m	nanagement, policy	Poor	1	3	0	0	
	mplementation, and	NA	3	8	0	0	
	oordination of school perations and programs to						
	nsure a safe learning						
	nvironment.						

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"	Site Supervisors complete Progres be seen in these data, most candid As can be seen in these data for A Competency.  Principal: Per	dates scor Y 2024-20	ed "Good 025, mos	I," "Very t candida essme )25	Good" or	Excelled "Goo	lent" on e od," "Very ies	each of f	he Competencies. or "Excellent" on this
	level by the end of their practicum. The scale is as follows: "1" is Poor; "2" is	Competency		Rating	F	irst Prog Repo N= 10	rt 11	Re N=	rogres port 101	
	Fair; "3" is Good; "4" is Very					#	%	#	%	
	Good" and "5" is Excellent.	Competency 011: The	Excelle	nt		11	30	12	33	
		beginning principal (intern)	Very G	ood		12	32	16	44	
		knows how to provide ethical leadership by	Good			9	24	6	17	
		advocating for children and	Fair			4	11	2	6	
		ensuring student access to	Poor			0	0	0	0	
		effective educators, programs, and services.	NA			1	3	0	0	
GPA at Completion	Candidates, initial	Principal certification candidate	es' mean	GPA for	AY 20:	24-2025	was w	vell over	the 3.	) GPA
,	certificate, or advanced	requirement.								
	certificate, must maintain a 3.0 GPA at completion as a		N	Min	Max	Mean	Med	ian	SD	
	cohort.	Overall Initial GPA	18	3.57	4.00	3.95	4.0	0 0	).11	

	Advanced P	Program: Superintendent Certifica	tion							
Provider-Selected Explanation of Performance Expectation  The Superintendent The Superintendent Contiferation From for AV 2024 2025 were about										
Certification Exam  The Superintendent Certification Exam is taken by all Superintendent certification  The mean scores on each domain of the Superintendent Certification Exam for AY 20 70 on each domain with the exception of Domain 1 (68).										
	completers. Completers must pass the Superintendent Certification Exam for	Superintendent Certification Exam Domains	N	Mean						
	credentialing purposes.	Domain 1 Domain 2 Domain 3	6 6 6	68 78 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	Obser	rst vation 13	Obser	vation 13
		N	%	N	%
Competency 002—The superintendent knows	Excellent	3	23	7	54
how to shape district culture by facilitating the development, articulation, implementation and	Very Good	8	62	6	46
stewardship of a vision of learning that is	Good	2	15	0	0
shared and supported by the educational	Fair	0	0	0	0
community.	Poor	0	0	0	0
	NO	0	0	0	0
Competency 003—The superintendent knows	Excellent	5	38	7	54
how to communicate and collaborate with	Very Good	6	46	6	46
families and community members, respond to diverse community interests and needs and	Good	2	15	0	0
mobilize community resources to ensure	Fair	0	0	0	0
mobilize community resources to ensure educational success for all students.	Poor	0	0	0	0
	NO	0	0	0	0
Competency 004—The superintendent knows	Excellent	4	31	8	62
how to respond to and influence the larger political, social, economic, legal and cultural	Very Good	7	54	5	38
context, including working with the board of	Good	2	15	0	0
trustees, to achieve the district's educational	Fair	0	0	0	0
vision.	Poor	0	0	0	0
	NO	0	0	0	0
Competency 005—The superintendent knows	Excellent	3	23	8	62
how to facilitate the planning and implementation of strategic plans that	Very Good	8	62	5	38
enhance teaching and learning; ensure	Good	2	15	0	0
alignment among curriculum, curriculum	Fair	0	0	0	0
resources and assessment; use the current	Poor	0	0	0	0
accountability system; and promote the use of	NO	0	0	0	0

varied asse performance	essments to measure student ce.					
·	cy 006—The superintendent knows	Excellent	4	31	8	62
	vocate, promote and sustain an	Very Good	7	54	5	38
	al program and a district culture nducive to student learning and	Good	2	15	0	0
	ssional growth.	Fair	0	0	0	0
		Poor	0	0	0	0
		NO	0	0	0	0
·	cy 007—The superintendent knows	Excellent	3	23	5	38
	plement a staff evaluation and	Very Good	6	46	7	54
	ent system and select appropriate supervision and staff development	Good	4	31	1	7
to improve	the performance of all staff	Fair	0	0	0	0
members.		Poor	0	0	0	0
		NO	0	0	0	0
·	,	Excellent	4	31	8	62
		Very Good	4	31	3	23
		Good	5	38	2	15
financial ma	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  Fair	Fair	0	0	0	0
application	S.	Poor	0	0	0	0
		NO	0	0	0	0
·	how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.  Po  Competency 009—The superintendent knows	Excellent	4	31	5	38
	oly principles of leadership and ent to the district's physical plant	Very Good	7	54	8	62
	rt systems to ensure a safe and	Good	2	15	0	0
	arning environment.	Fair	0	0	0	0
		Poor	0	0	0	0
		NO	0	0	0	0
		Excellent	4	31	6	46
	Competency 010 The superintendent knows how to apply organizational, decision-making, and problem-solving skills to comply with federal and state requirements and facilitate	Very Good	5	38	5	38
		Good	4	31	2	15
	•	Fair	0	0	0	0

					Poo	r	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	Site Supervisors conduct three p can be seen in these data for AY Competencies when observed do	2024-2025	, candida	ates score	ed "Excel	-			
	Competency that focuses on professionalism. They must score at the "Good" level by the	Competency			Ra	ting	Fir Obser N=	vation	Obse	ast rvation = 5
	end of their practicum. The scale is as follows: "1" is Poor;						N	%	N	%
	"2" is Fair; "3" is Good; "4" is	Competency 001: The super	intendent		Excellent		9	69	12	92
	Very Good" and "5" is Excellent.	knows how to act with integ	-	ess,	Very Good		4	31	1	7
	If the standard was not observed, the Site Supervisor	Good		Good		0	0	0	0	
	marked "NO" for "Not				Fair		0	0	0	0
	Observed."				Poor		0	0	0	0
					NA		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 certificatio the 3.0 GPA requirement.	n candida	ates' me	ean GP	A for A	Y 2024-2	2025 w	as we	l over
			N	Min	Max	Mean	Median	SD		
		Overall Initial GPA	20	3.61	4.00	3.86	3.91	0.12	2	

	Advance	d Program: Education Diagnostician Co	ertification							
Provider- Selected Measures	ected Performance Expectation									
Certification Exam	The Education Diagnostician Certification Exam is taken by all iEducation Diagnostician	The mean scores on each domain of the Education Diag above 70 with the exception of Domain 2 (66).	gnostician Certification Exam f	or AY 2024-2025 were at or						
	completers. Completers must pass the Education Diagnostician Certification Exam	Education Diagnostician Certification N Mean Exam Domains								
	for credentialing purposes.	Domain 1 Domain 2	13 13	76 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	can be seen in these data for AY 2 on each of the Standards when the candidates scored "Outstanding" a	Supervisors conduct 45-minute observations of candidates engaging in the work of an Education be seen in these data for AY 2024-2025, most candidates scored "Average," "Above Average on each of the Standards when the standard could be observed during the Performance Assest andidates scored "Outstanding" across the standards that were observed, with a high percentandicating that some standards (particularly VII and IX) were not observable during certain practical process.						
	standards. They must score at the "Average" level by the end of	a			ation 1		ation 2		ation 3
	their practicum. The scale is as	Standard	Rating	N=	=14   %	#	:16 <b>%</b>	N= #	:16 <b>%</b>
	follows: "1" is Poor; "2" is Needs	Other dead I. The endoughter of	Outstanding						
	Improvement; "3" is Average; "4" is Above Average, and "5" is	Standard I. The educational diagnostician understands and	Outstanding	7	54	3	27	7	64
	Outstanding. If the standard was	nurnoso philosophy	Above Average	0	0	0	0	0	0
	not observed, the Site		Average	0	0	0	0	0	0
	Supervisor marked "NA" for "Not Applicable."	evaluation and special education.	Needs Improvement	0	0	0	0	0	0
	, .pp.::03.2.2.	education.	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.	Outstanding	9	69	8	73	8	73
			Above Average	1	8	0	0	0	0
			Average	0	0	1	9	0	0
		and instructional decision making.	Needs Improvement	0	0	0	0	0	0
		making.	Poor	0	0	0	0	0	0
			NA	3	23	2	18	3	27
		Standard V. The educational diagnostician knows eligibility	Outstanding	5	38	5	45	9	92
		criteria and procedures for	Above Average	0	0	0	0	0	0
		identifying students with disabilities and determining the	Average	0	0	0	0	0	0
		presence of an educational need.	Needs Improvement	0	0	0	0	0	0
		need.	Poor	0	0	0	0	0	0
			NA	8	62	6	55	2	18
		Standard VI. The educational diagnostician selects,	Outstanding	3	23	7	64	7	64
		administers, and interprets	Above Average	1	8	1	9	0	0
		appropriate formal and informal assessments and	Average	0	0	0	0	0	0
		evaluations.	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	Outstanding	7	54	5	45	8	73
	diagnostician understands and applies knowledge of ethnic,	Above Average	0	0	0	0	0	0
	linguistic, cultural, and	Average	0	0	0	0	0	0
	socioeconomic diversity and the significance of student diversity	Needs Improvement	0	0	0	0	0	0
	for evaluation, planning, and	Poor	0	0	0	0	0	0
	Instruction.  NA  Standard VIII. The educational diagnostician knows and	NA	6	46	6	55	3	27
		Outstanding	3	23	2	18	2	18
	demonstrates skills necessary	Above Average	0	0	0	0	0	0
	for scheduling, time management, and organization.	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	Outstanding	1	8	0	0	0	0
	students' behavioral and social	Above Average	0	0	0	0	0	0
	interaction skills through appropriate assessment,	Average	0	0	0	0	0	0
	evaluation, planning, and instructional strategies.	Needs Improvement	0	0	0	0	0	0
	manucional strategies.	Poor	0	0	0	0	0	0
		NA	12	92	11	100	11	100
	Standard X. The educational	Outstanding	8	62	3	27	6	55
	curricula and instructional. strategies for individuals with	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	Supervisors conduct 45-minute obsecan be seen in these data for AY 20 standards when the standard could lend to observed during candidates' obsobservation.	24-2025 be obser	, most ca ved durir	indidates	scored "Cerformance	outstandi Assess	ng" on e ment. S	each of the ome of the	profession standard	nalism s were
	professionalism. They must	Standard	Score	Level		Observa N=1			rvation 2		vation 3 =16
	score at the "Average" level by the end of their practicum. The					N	%	N	%	N	%
	scale is as follows: "1" is Poor;	Standard II. The educational diagnostician understands and	Outsta	anding		8	62	5	45.5	4	36
	"2" is Needs Improvement; "3" is Average; "4" is Above Average,	applies knowledge of ethical and	Above	Average	е	0	0	1	9	0	0
	and "5" is Outstanding. If the	professional practices, roles, and esponsibilities  Average				0	0	0	0	0	0
	standard was not observed, the Site Supervisor marked "NA" for		Needs Improvement				0	0	0	0	0
	"Not Applicable."		Poor				0	0	0	0	0
			NA			6	46	5	45.5	7	64
		Standard III. The educational	Standard III. The educational Outstanding				23	2	18	1	9
		collaborative relationships with	Above	e Average	е	0	0	0	0	0	0
		families, educators, the school, the community, outside agencies,	e community, outside agencies,				0	0	0	0	0
		and related service personnel.	Needs	s Improve	ement	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	Education Diagnostician certifica requirement.	tion ca	ndidates	s' mean	GPA for	AY 2024	-2025 v	vas well o	ver the 3	3.0 GPA
	completion as a cohort.		N	Min	Max	Mean	Medi	an	SD		
		Overall Initial GPA	10	3.15	4.00	3.70	3.83	3	0.32		

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

	Initial Progra	m: Teaching a	nd Learnin	g and	l teach	Hous	ton						
Provider-	Explanation of	Level or Exte	ent of Succ	ess i	n Meet	ing th	е Ехре	ctatio	n				
Selected	Performance Expectation												
Measures	-												
Certification Exam	Pedagogy and Professional Responsibilities Exam is taken by all initial-certification completers. Completers must pass the PPR	The mean scores of except for Domain Teaching and Lear	3 (n=230; 71). ning and teachl	The mea	an scores	reflect a	all initial ce		n complet	ers, incl			
	Certification Exam for credentialing purposes.	PPR Certificat	tion Exam D	omain	S		N		Mea	an			
		Domain 1					:30		78				
		Domain 2 230 74											
		Domain 3 Domain 4	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	In AY 2024-2025, r "Developing" or about Student Teaching 2 Dimension, as can	ove in each dim 2, over 99% of t be seen in the	ension on the contract of the	of the T-T candidate low. nt Teachin	ESS by the swere standard Form	the end of scored at " al Observa	the Stud Develop ation Da	dent Teac ping" or ab ta Student T	hing 1. I	By the en ach T-TE	d of	
	"Proficient" level in each domain of				`	24-2025	,	ļ.,	(AY 202		A 0		
	the T-TESS by the end of Student				PA 1 =263		PA 2 =263		PA 1 =263		A 2 :263		
	Teaching 2. The scale is as follows: "1" is Needs Improvement; "2" is			n	%	n	%	n	%	n	%		
	Developing; "3" is Proficient; "4" is	Dimension 1.1:	Proficient	197	74.9	257	97.7	249	94.5	258	98.1		
	Accomplished, and "5" is	Standards and	Developing	65	24.7	6	2.3	13	5.0	4	1.5		
	Distinguished.	Alignment	Needs Improvement	1	.4	0	0.0	1	.4	1	.4		
		Dimension 1.2 Data and	Proficient Developing	144 113	54.8 42.9	257 5	97.7 1.9	243	92.7 7.6	256 7	97.3 2.7		
		Assessment	Needs Improvement	6	2.3	1	.4	0	0	0	0		
		Dimension 1.3	Proficient	189	71.9	257	97.7	253	96.2	259	98.5		
		Knowledge of	Developing	74	28.1	6	2.3	10	3.8	4	1.5		
		Students	Needs Improvement	0	0.0	0	0.0	0	0.0	0	0.0		

Dimension 1.4	Proficient	145	55.1	256	97.3	240	91.3	258	98.1
Differentiation	Developing	118	44.9	7	2.7	23	8.7	5	1.9
	Needs Improvement	0	0.0	0	0.0	0	0.0	0	0.0
Dimension 2.1	Proficient	NA	NA	NA	NA	219	83.3	257	97.7
Achieving	Developing	NA	NA	NA	NA	44	16.7	6	2,3
Expectations	Needs Improvement	NA	NA	NA	NA	0	0.0	0	0.0
Dimension 2.2	Proficient	NA	NA	NA	NA	208	79.1	258	98.1
Content	Developing	NA	NA	NA	NA	54	20.5	5	1.9
Knowledge and Expertise	Needs Improvement	NA	NA	NA	NA	1	.4	0	0.0
Dimension 2.3	Proficient	NA	NA	NA	NA	194	73.7	250	95.1
Communication	Developing	NA	NA	NA	NA	69	26.3	13	4.9
	Needs Improvement	NA	NA	NA	NA	0	0.0	0	0.0
Dimension 2.4	Proficient	NA	NA	NA	NA	205	78.2	259	98.5
Differentiation	Developing	NA	NA	NA	NA	48	18.3	4	1.5
	Needs Improvement	NA	NA	NA	NA	1	.4	0	0.0
Dimension 2.5	Proficient	NA	NA	NA	NA	188	71.8	256	97.3
Monitor and	Developing	NA	NA	NA	NA	75	28.6	7	2.7
Adjust	Needs Improvement	NA	NA	NA	NA	0	0.0	0	0.0
Dimension 3.1	Proficient	191	72.6	218	83.2	246	93.9	259	98.5
Learning	Developing	71	26.9	45	17.2	17	6.5	4	1.5
Environment	Needs Improvement	1	.4	0	0.0	0	0.0	0	0.0
3.2 Managing	Proficient	188	71.5	207	79.0	146	55.7	257	97.7
Student	Developing	72	27.4	55	21.0	17	6.5	9	3.4
Behavior	Needs Improvement	3	1.1	1	.4	0	0.0	0	0.0
4.2 Goal	Proficient	201	76.4	193	73.7	251	95.8	262	99.6
Setting	Developing	60	22.8	70	26.7	12	4.6	1	.4
	Needs Improvement	2	,8	0	0.0	0	0.0	0	0.0

teachHouston Candidates are formally evaluated three times each semester during the Student Teaching Residency using the teachHouston 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 Distinguished

In AY 2024-2025 at least 85.7% of the Teacher Candidates in the **year-long** *teach***Houston** 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.

In the **traditional, semester-long** *teach*Houston 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.

Of note, no data were collected for 1.4c or 2.3a.

Year-Long Student Teaching For	mal Observation Data
Fall 2024	Spring 2025

Proficent			Student Teaching 1 *Not Observed N=7								Student Teaching 2 *Not Observed N=7					
1.1a			Proficie	Proficient Developing Needs					Proficie	ent	Develo				*	
11b   5   71.4   2   28.8   0   0.0   0   7   100.0   0.0   0   0   0.0   0   0   0   0			n	%	n	%	n	%	n	n	%	n	%	n	%	n
1.1c																0
13a																0
130																0
13c																0
13e																0
14a			4		2		0	0.0		7	100.	0	0.0	0	0.0	0
1.4b																0
1.4c      0																0
14d			4	57.1	1	14.3		0.0		/	100.	0	0.0	0	0.0	0
2   18		1.40					U									
2.1b																0
2 1c																0
21d																0
22a   6																1
22b																0
2.2d   5																0
2.3a																0
2.3b   5   71.4   1   14.3   0   0.0   1   6   85.7   1   14.3   0   0.0		2.2d	5	71.4	2	28.6	0	0.0	0	7	100.	0	0.0	0	0.0	0
2.3b   5   71.4   1   14.3   0   0.0   1   6   85.7   1   14.3   0   0.0		2 32														
2.36		2.3a														
2.3d		2.3b	5	71.4	1	14.3	0	0.0	1	6	85.7	1	14.3	0	0.0	0
2.3e		2.3c	5	71.4	2	28.6	0	0.0	0	7	100.	0	0.0	0	0.0	0
2.3e		0.04	4	E7 1	2	40.0	0	0.0	0	7	100	0	0.0	0	0.0	0
2.5a																0
2.5b   5   71.4   2   28.6   0   0.0   0   7   100.   0   0.0																0
2.5c			•				_		_	·	0					
2.5d																0
3.1a																0
3.1b																0
3.1c   5   71.4   1   14.3   1   14.3   0   7   100.   0   0.0																0
3.1d																0
3.2b   5   71.4   2   28.6   0   0.0   0   7   100.   0   0.0			7		0	0		0.0			100.		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																1
3.2d   5   71.4   2   28.6   0   0   0   7   100.   0   0.																0
3.3a   5   71.4   2   28.6   0   0   0   7   100.   0   0.0   0.0																0
3.3b   7   100.   0   0   0   0   7   100.   0   0.0																0
3.3c   5   71.4   2   28.6   0   0   0   7   100.   0   0.0   0   0.0   0   0   0   0																0
3.3d   7   100.   0   0   0   0   7   100.   0   0.0   0   0.0   0   0.0   0																0
AY2024-2025  Mid-Semester Observation Final Observation										7						0
AY2024-2025  Mid-Semester Observation Final Observation																
Mid-Semester Observation Final Observation																
				Mid	Somoo	tor Oho	orvotio		202			Final (	Obconio	tion		
*Not Observed *Not Observed				ivilu				"11								
Not Observed Not Observed Not Observed N=27 N=27 N=27							1					NO		'		

			Profici	ent	Develo	ping	Need Improve		*	Proficie	ent	Devel	oping	Nee Improve		*
			n	%	n	%	n	%	n	n	%	n	%	n	%	n
		1.1a 1.1b	27 21	100 77.8	0	0.0 22.2	0	0.0	0	27 27	100. 100.	0	0.0	0	0.0	0
		1.1b	27	100	6	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 1.3d	16 19	59.3 70.4	11 8	40.7 29.6	0	0.0	0	27 27	100. 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 2.1d	21 14	77.8 51.9	6	22.2 48.1	0	0.0	0	27 25	100. 100.	0	0.0	0	0.0	0
		2.1d 2.2a	14 25	51.9 92.6	13	0.07	0	0.0	0	25	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 2.3a	20	74.1	6	22.2	0	0.0	1	27	100.	0	0.0	0	0.0	0
		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 55.6	15 12	55.6 44.4	0	0.0	0	27 27	100. 100.	0	0.0	0	0.0	0
		2.3e 2.5a	15 14	55.6	13	44.4	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 3.1a	19 17	70.4 62.7	8 10	42.9 37.0	0	0.0	0	26 24	96.3 85.7	1 3	0.04 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 3.2b	18 17	66.7 62.7	9 10	33.3 37.0	0	0.0	0	27 26	100. 96.3	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
		3.2d	17	62.7	10	37.0	0	0.0	0	26	96.3	1	0.04	0	0.0	0
		3.3a 3.3b	22 24	81.5 88.9	5 3	18.5 11.1	0	0.0	0	27 26	100. 96.3	0	0.0	0	0.0	0
		3.3c	21	77.8	6	22.2	0	0.0	0	27	100.	0	0.04	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 Colin terms Practice Student results I in the fo That sa Langua at 95%.	of Places and loss (Q46 petwee billowing id, the loge Lea	nning ( Respor -50), a n AY 2 g table. only ar	Q1-12 nsibilition nd an c 2024-20 Most rea can	), Instrues (Q3 overall 025 (sa respondidates	uction 3-38), evalua imple s dents f s were	(Q13-2 Stude ation q size = felt we slightl	25), Leant with uestion 127) ar Il or suf	arning I Disabil (Q51) nd the s fficiently	Enviro ities (( . The l state-w y prep state p	nment Q39-45 JH EF vide so ared b ercent	CQ26-3 5), and PP compores (Notes to the cores) by EPP ages w	32), Pr Emero pared I=2,47 in all o ere Er	rofession gent Bithe dan (6) as s constru	onal lingual ta shown acts.

understanding the effectiveness of EPPs. The survey indicated "0" as		UH %N=127	State-wide (TX) % N=2,476	
Not at all prepared, "1" as Not Sufficiently prepared, "2" as Sufficiently Prepared, and "3" as		Well- Prepared/ Sufficiently Prepared	Well- Prepared/ Sufficiently Prepared	
Well-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%	
resources and support to educator preparation programs (EPPs) in preparing first-year teachers to succeed in the classroom. In this survey, principals complete surveys	Additionally, the UH percentage categories are at or above high		verage with the exception	
survey, principals complete surveys for first-year teachers who graduated		UH %N = 223	State-wide (TX) % N =9,936	
at any time during the 5 years prior to the reporting period and who taught in the Texas public school system for		Well- Prepared/ Sufficiently Prepared	Well- Prepared/ Sufficiently Prepared	
a minimum of 5 months during the	Planning	95%	93%	
reporting period. Principals or their	Instruction	93%	93%	
designees rated the preparation of teachers in six categories of	Learning Environment Professional Practices and Responsibilities	93% 97%	96%	
practices: Planning, Instruction,	Students with Disabilities	91%	92%	
Learning Environment, Professional Practices and Responsibilities (PPR),	English Language Learners	95%	93%	
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.				

# Advanced Program: Principal Certification

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

Co	ompetency 003: The beginning principal	Very Good	9	24	12	33
(ir	ntern) knows how to collaboratively	Good	5	14	5	14
	evelop and implement high-quality struction.	Fair	2	5	4	11
	struction.	Poor	1	3	0	0
	Competency 004: The beginning principal (intern) knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.  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	NO	8	22	0	0
Co		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
Co		Excellent	8	22	11	30
·		Very Good	9	24	14	39
		Good	14	38	7	19
		Fair	3	8	3	8
pr		Poor	1	3	0	0
		NO	2	5	1	3
	ompetency 006: The beginning principal	Excellent	5	14	8	22
	ntern) knows how to promote high-quality	Very Good	7	19	14	39
	aching by using selection, placement, and tention practices to promote teacher	Good	14	38	11	30
	scellence and growth.	Fair	6	16	3	8
		Poor	1	3	0	0
		NO	4	11	0	0
	ompetency 007: The beginning principal	Excellent	9	24	12	33
·	ntern) knows how to develop relationships	Very Good	12	32	14	39
	with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.	Good	10	27	6	17
co		Fair	4	11	3	8
au		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.  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.  Competency 010: The beginning principal (intern) knows how to provide administrative leadership through resource management,	Very Good Good Fair Poor NO Excellent Very Good Good Fair Poor NO Excellent Very Good	14 10 4 0 1 9 11 12 4 0 1 6	38 27 11 0 3 24 30 32 11 0 3 16 32	13 8 4 0 0 12 14 8 2 0 0 11 10	36 22 11 0 0 33 39 22 6 0 0 30 28
		policy implementation, and coordination of school operations and programs to ensure a	Good Fair	11	30 11	13	36 6
		safe learning environment.	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 Thou	Site Supervisors complete Progress Reports evaluation be seen in these data, most candidates scored "Good Competency		First P	rogress port 37	Last Pro	ogress ort 36
	or State Standards. They must score at the "Good"	6	Excellent	#	%	#	%
	level by the end of their practicum. The scale is as	Competency 011: The beginning principal (intern) knows how to provide ethical	Very Good	11	30 32	12 16	33
	follows: "1" is Poor; "2" is	leadership by advocating for children and ensuring student access to effective educators, programs, and services.	Good	9	24	6	17
	Fair; "3" is Good; "4" is Very Good" and "5" is Excellent.		Fair	4	11	2	6
			Poor	0	0	0	0
			NO	1	3	0	0

GPA at Completion	Candidates, initial	Principal certification candidat	es' mean	GPA for	AY 202	23-2024	was well c	over the 3	.0 GPA
•	certificate, or advanced	requirement.							
	certificate, must maintain a	'	N	Min	Max	Mean	Median	SD	
	3.0 GPA at completion as a				max	iiiouii	Modian	02	
	cohort.	Overall Initial GPA	18	3.57	4.00	3.95	4.00	0.11	

	Advanced Pr	rogram: Superintendent Certificatio	n				
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Mee	eting the Exp	ectatio	n		
Certification Exam	The Superintendent Certification Exam is taken by all Superintendent Certification completers. Completers must	The mean scores on each domain of the Superint above 70 on each domain with the exception of D		n Exam fo	or AY 2024	4-2025 w	/ere
	pass the Superintendent Certification Exam for credentialing purposes.  Superintendent Certification Exam Domains						
	Crederitialing purposes.	Domain 1	6			68	
		Domain 2	6			78	
Performance	Superintendent Candidates are	Domain 3  Site Supervisors conduct three progress reports of	6			73	
Assessment	formally evaluated three times.  As part of their formal evaluation, they are assessed on each of the Superintendent	As can be seen in these data for AY 2024-2025, of the Competencies when observed during the Perf		nent.	Í		
	competencies or State Standards. They must score at	Competency	Rating	Obsei N=	rst rvation : 13	Obse N:	rvation = 13
	the "Good" level by the end of their practicum. The scale is as			N	%	N	%
	follows: "1" is Poor; "2" is Fair; "3"	Competency 002—The superintendent	Excellent	3	23	7	54
	is Good; "4" is Very Good" and "5" is Excellent. If the standard	knows how to shape district culture by facilitating the development, articulation,	Very Good	8	62	6	46
	was not observed, the Site	implementation and stewardship of a	Good	2	15	0	0
	Fair	0	0	0	0		
	Observed."	supported by the educational community.	Poor	0	0	0	0
			NO	0	0	0	0
			Excellent	5	38	7	54

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

			NO	0	0	0	0
		Competency 008—The superintendent	Excellent	4	31	8	62
		knows how to apply principles of effective	Very Good	4	31	3	23
		leadership and management in relation to district budgeting, personnel, resource	Good	5	38	2	15
		utilization, financial management and	Fair	0	0	0	0
		Competency 009—The superintendent E	Poor	0	0	0	0
			NO	0	0	0	0
		· · · · · · · · · · · · · · · · · · ·	Excellent	4	31	5	38
		knows how to apply principles of	Very Good	7	54	8	62
		leadership and management to the district's physical plant and support	Good	2	15	0	0
		systems to ensure a safe and effective	Fair	0	0	0	0
		learning environment.	Poor	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	NO	0	0	0	0	
		Excellent	4	31	6	46	
		Very Good	5	38	5	38	
		Good	4	31	2	15	
		requirements and facilitate positive	Fair	0	0	0	0
		change in varied contexts.	Poor	0	0	0	0
			NO	0	0	0	0
Professionalism	formally evaluated three times. As part of their formal evaluation, they are assessed on the Superintendent Competency  As can be seen in these data for AY 2024-2025, the Competencies when observed during the Per				" or "Very	Good" o	n each of
that focuses on professionalism.  They must score at the "Good" level by the end of their		Rating	Obser N	rst vation =7	Obse N	rvation =5	
	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  Competency 011: The superintendent knows how to act with integrity, fairness and in an ethical manner in order to		N	%	N	%	
		Excellent	9	69	12	92	
		Very Good	4	31	1	7	
Supervisor marked "NO" for "Not Observed."  and In an ethical manner in order to promote the success of all students.	Good	0	0	0	0		
	Fair	0	0	0	0		
			Poor	0	0	0	0

				1	VO		0	0	0	0
GPA at Completion	Candidates, initial certificate or advanced certificate, must maintain a 3.0 GPA at	Superintendent certification the 3.0 GPA requirement.	n candida	ites' me	an GPA	\ for A\	/ 2024-20	)25 was	well	over
	completion as a cohort.		N	Min	Max	Mean	Median	SD		
		Overall Initial GPA	20	3.61	4.00	3.86	3.91	0.12		

	Advance	ed Program: Education Di	agnostician Cert	tificatio	n						
Provider- Selected Measures	Explanation of Performance Expectation	Level or Extent of Succ	ess in Meeting th	пе Ехр	ectatio	n					
Certification Exam	The Education Diagnostician Certification Exam is taken by all Education Diagnostician completers. Completers must	The mean scores on each domain above 70 with the exception of Dor	nain 2 (66).	stician Ce		Exam for	AY 2024		re at or		
	pass the Education Diagnostician Certification Exam	Education Diagnostician Certification N Mean  Exam Domains									
	for credentialing purposes.	Domain 1 13 76									
	lor credentialing purposes.	Domain 2			13			66			
		Domain 3 Domain 4			13			81 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	Supervisors conduct 45-minute obscan be seen in these data for AY 2 on each of the Standards when the candidates scored "Outstanding" a indicating that some standards (pa	024-2025, most candida standard could be obse cross the standards that	ates scored erved during were obs	d "Averag ng the Pe erved, wit	e," "Above rformance th a high p	e Average Assessn ercentag	e," or "Out nent. Mos e of "NA"	standing" t ratings		
	standards. They must score at the "Average" level by the end of	Standard	Rating	Observ N=		Observ N=		Observ N=			
	their practicum. The scale is as follows: "1" is Poor; "2" is Needs			#	%	#	%	#	%		
	Improvement; "3" is Average; "4" is Above Average, and "5" is	Standard I. The educational diagnostician understands and	Outstanding	7	54	3	27	7	64		
	Outstanding. If the standard was	applies knowledge of the	Above Average	0	0	0	0	0	0		
	not observed, the Site Supervisor marked "NA" for "Not	purpose, philosophy, and legal foundations of	Average	0	0	0	0	0	0		
	Applicable."	evaluation and special education.	Needs Improvement	0	0	0	0	0	0		
		I evaluation and special   Needs improvement   ()   ()   ()   ()   ()   ()									

		NA	6	46	8	73	4	36
	Standard IV. The educational	Outstanding	9	69	8	73	8	73
	diagnostician understands and applies knowledge of student	Above Average	1	8	0	0	0	0
	assessment and evaluation, program planning,	Average	0	0	1	9	0	0
	and instructional decision	Needs Improvement	0	0	0	0	0	0
	making.	Poor	0	0	0	0	0	0
		NA	3	23	2	18	3	27
	Standard V. The educational	Outstanding	5	38	5	45	9	92
	diagnostician knows eligibility criteria and procedures for	Above Average	0	0	0	0	0	0
	identifying students with disabilities and determining the	Average	0	0	0	0	0	0
	presence of an educational	Needs Improvement	0	0	0	0	0	0
	need.	Poor	0	0	0	0	0	0
	NA Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and	NA	8	62	6	55	2	18
		Outstanding	3	23	7	64	7	64
		Above Average	1	8	1	9	0	0
		Average	0	0	0	0	0	0
	evaluations.	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	Outstanding	7	54	5	45	8	73
		Above Average	0	0	0	0	0	0
	linguistic, cultural, and	Average	0	0	0	0	0	0
	Informal assessments and evaluations.  Pool NA  Standard VII. The educational diagnostician understands and applies knowledge of ethnic, inguistic, cultural, and socioeconomic diversity and the significance of student diversity	Needs Improvement	0	0	0	0	0	0
	for evaluation, planning, and	Poor	0	0	0	0	0	0
	diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.  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.  Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.	NA	6	46	6	55	3	27
		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	Outstanding	10	8	0	02	0	0
	diagnostician addresses students' behavioral and social	Above Average	0	0	0	0	0	0
	interaction skills through	Average	0	0	0	0	0	0
	appropriate assessment, evaluation, planning, and	Needs Improvement				-		
	instructional strategies.	Poor	0	0	0	0	0	0
		NA NA	0	0	0	0	0	0
			12	92	11	100	11	100
	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
	understands appropriate curricula and instructional. strategies for individuals with disabilities.  F	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
Candidates are formally evaluated three times. As part of their formal evaluation, they	standards when the standard could not observed during candidates' ob	be observed during the	Performa	nce Asses	sment. S	ome of th	e standa	rds were
evaluated three times. As part of their formal evaluation, they are assessed on each of the Education Diagnostician state standards that focus on	standards when the standard could not observed during candidates' ob observation.	be observed during the servations. Standard III	Performar was not o	nce Asses bserved i	sment. S n most ca	ome of th ndidates'	e standa first form	rds were ıal
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	standards when the standard could not observed during candidates' ob	be observed during the	Performai was not o	rvation 1	ssment. S n most ca	ome of th ndidates' rvation 2	e standa first form	ervation 3
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	standards when the standard could not observed during candidates' ob observation.	be observed during the servations. Standard III	Performai was not o	nce Asses bserved in	ssment. S n most ca	ome of th ndidates'	e standa first form	rds were nal ervation 3
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;	standards when the standard could not observed during candidates' ob observation.  Standard  Standard II. The educational	be observed during the servations. Standard III	Performar was not o	rvation 1	on most ca	ome of th ndidates' rvation 2	e standa first form	ervation 3
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	standards when the standard could not observed during candidates' ob observation.  Standard  Standard II. The educational diagnostician understands and applies knowledge of ethical and	be observed during the servations. Standard III  Score Level	Performal was not o	rvation 1	Obse	rvation 2	e standa first form Obs	ervation 3 N=16
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	standards when the standard could not observed during candidates' ob observation.  Standard  Standard II. The educational diagnostician understands and	be observed during the servations. Standard III  Score Level  Outstanding	Performal was not o	rvation 1  =15   %   62	Obse N	rvation 2	e standa first form  Obse  N  4	ervation 3 N=16 %
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	standards when the standard could not observed during candidates' ob observation.  Standard  Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and	be observed during the servations. Standard III  Score Level  Outstanding  Above Average	Obse N 8 0	rvation 1	Obse N 5	rvation 2	Obse N 4 0	ervation 3 N=16 % 36 0
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	standards when the standard could not observed during candidates' ob observation.  Standard  Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and	be observed during the servations. Standard III  Score Level  Outstanding  Above Average  Average	Obse N 8 0 0	rvation 1	Obse N 5 1 0	rvation 2 l=16 % 45.5 9 0	Obsc N 4 0	ervation 3 N=16 % 36 0
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	standards when the standard could not observed during candidates' ob observation.  Standard  Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and	be observed during the servations. Standard III  Score Level  Outstanding  Above Average  Average  Needs Improvement	Obse N 8 0 0	rvation 1	Obse N 5 1 0 0	rvation 2 l=16 % 45.5 9 0	Observed A   Observed A   Observed A   O   O   O   O   O   O   O   O   O	ervation 3 N=16 % 36 0 0
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	standards when the standard could not observed during candidates' ob observation.  Standard  Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities  Standard III. The educational	be observed during the servations. Standard III  Score Level  Outstanding Above Average Average Needs Improvement Poor	Obse N 8 0 0 0 0	rvation 1   1=15   %   62   0   0   0   0	Obse N 5 1 0 0 0 0	rvation 2 l=16 % 45.5 9 0 0	Obsc N 4 0 0	rds were enal servation 3 N=16 % 36 0 0 0 0 0 0
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	standards when the standard could not observed during candidates' ob observation.  Standard  Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities  Standard III. The educational diagnostician develops collaborative relationships with	Score Level  Outstanding Above Average Average Needs Improvement Poor NA	Obse N 8 0 0 0 6	rvation 1  =15   %   62   0   0   0   46	Obse N 5 1 0 0 0 5	rvation 2	Observation of the control of the co	rds were nal servation 3 N=16 % 36 0 0 0 0 0 64
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	standards when the standard could not observed during candidates' ob observation.  Standard  Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities  Standard III. The educational diagnostician develops	be observed during the servations. Standard III  Score Level  Outstanding Above Average Average Needs Improvement Poor NA Outstanding	Obse N 8 0 0 0 0 6 3	rvation 1   1=15   %   62   0   0   0   46   23	Obse N 5 1 0 0 0 5 2	rvation 2	Observe	rds were nal  ervation 3 N=16 % 36 0 0 0 64 9

			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	Education Diagnostician certific GPA requirement.	ation ca	ndidates	s' mean	GPA fo	r AY 202	23-2024 wa	as well (	over th	e 3.0
	completion as a cohort.		N	Min	Max	Mean	Media	n 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	Eleven (11) students completed Diagnostician Standards using average to outstanding in their in Standard IV.	a Likert	scale ra	nging fr	om Poo	r to Outs	standing. M	lost res	pondei	nts felt
	complete the self-evaluation indicating their level of				S	elf-Eval	uation				
	preparation in the state	Standard	Ratin	g	4	N=1	 %				
	standards. If the standard was not observed, the Site				#						
	not observed, the Site Supervisor marked "NO" for "Not Observed."	Standard I. The educational diagnostician understands and	Outstand			2	18.0				
	Observed.	applies knowledge of the purpose, philosophy,	Above A			6	55.0				
		and legal foundations of evaluation and special education.	Average			3	27.0				
		and special education.		nprovem	ent	0	0.0				
			Poor			0	0.0				
			NO			0	0.0				
		Standard II. The educational diagnostician understands and	Outstand			4	36.0				
		applies knowledge of ethical and professional practices, roles, and	Above A	verage		6	55.0				
		responsibilities	Average			1	9.0				
				nprovem	ent	0	0.0				
			Poor			0	0.0				
			NO			0	0.0				
		Standard III. The educational diagnostician develops	Outstand			6	55.0				
		collaborative relationships with	Above A			4	36.0				
		families, educators, the school, the community, outside agencies, and				1	9.0				
		related service personnel.	Needs Ir	nprovem	ent	0	0.0				

	0	0.0		
NO	0	0.0		
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		
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		
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		
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		
Outstanding	5	46.0		
Above Average	4	36.0		
S	Above Average Average Needs Improvement Poor NO Outstanding Above Average Average Needs Improvement Poor NO Outstanding Above Average Average Average Needs Improvement Poor NO Outstanding Above Average Average Needs Improvement Poor NO Outstanding Above Average Average Average Needs Improvement Poor NO Outstanding Above Average Average Or Needs Improvement Poor NO Outstanding Outstanding Above Average Or No Outstanding	NO  Outstanding Above Average  Average Average Above Average Above Average Above Average Above Average Above Average Average Average Above Average Above Average Above Average Above Average Average Above Average Above Average Above Average Average Average Average Above Average Above Average	NO	NO

	scheduling, time management, and organization.	Average	2	18.0	
	and organization.	Needs Improvement	0	0.0	
		Poor	0	0.0	
		NO	0	0.0	
	Standard IX. The educational	Outstanding	4	36.0	
	diagnostician addresses students' behavioral and social interaction	Above Average	4	36.0	
	skills through appropriate assessment, evaluation, planning,	Average	3	27.0	
	and instructional strategies.	Needs Improvement	0	0.0	
		Poor	0	0.0	
	Standard X. The educational diagnostician knows and understands appropriate curricula and instructional. strategies for individuals with disabilities.	NO	0	0.0	
		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	Initial Certification areas: Revise undergraduate coursework to include the use of Open Educational Resources, per TAC 228.	<b>Initial Certification areas:</b> 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.
	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.  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.	Principal: Program enrollment increased.  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.
Standard 2	Advanced Certification areas: Raise the number of responses for the Completer Survey. Additionally, Employer Surveys will be developed AY2024-2025.	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.
Standard 3	Initial and Advanced: Engage in continuous improvement of programs and program components and investigate opportunities for innovation through an effective quality assurance system.	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

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.

(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

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.

#### Standard 4

**Initial and Advanced:** Support completers' entry and/or continuation in their professional role

**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.

**Superintendent:** In Fall 2025, the program will initiate a Superintendent Certification Only certificate program.

**Initial and Advanced:** More completers are being supported in their professional roles through program efforts.

**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.

**Superintendent:** We are now able to better meet the needs of the districts we serve in the Houston area. The program is now implemented.

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 *Support for the New Diagnostician!* workshop.

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.

### 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	
	Standard 2	
Goals for the 2025-2026 year	Standard 2  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.	
Goals for the 2025-2026 year  Actions	Goal for all programs: We will work to implement the aspects for 2025 AAQEP Standard 2 to	
,	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.	

	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	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.  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.	
Actions	Actions for Goal 1: A meeting will be held with program leads to determine revisions needed.  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.	
Expected outcomes	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.  Expected Outcomes for Goal 2: All programs will meet state requirements, per the desk audit.	
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).

	<ul> <li>§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):</li> <li>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;</li> <li>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;</li> </ul>
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	<ul> <li>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</li> <li>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.</li> </ul>
Advanced	<ul> <li>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]</li> <li>Official service records must be collected for site and field supervisors [to be implemented Spring 2025]</li> <li>Field supervisors will be required to repeat TEA-approved training every three years, beginning in 2026.</li> <li>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.</li> </ul>

# 10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
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Date sent to AAQEP:	December 2025