

AAQEP Annual Report for 2024

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

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

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

Each year we educate more than 40,000 students in more than 300 undergraduate and graduate academic programs on campus and online. The [University of Houston](#) is a Carnegie-designated Tier One public research university, recognized by The Princeton Review as one of the nation's best colleges for undergraduate education. The University of Houston is the second most ethnically diverse

major research university in the United States, as students come to UH from more than 137 nations. Of note, the University of Houston is designated as a [Hispanic-Serving Institution \(HSI\)](#) by the U.S. Department of Education Office of Postsecondary Education. Additionally, UH is designated a 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 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed	Number of Completers in most recently completed academic year

		academic year (12 months ending 08/31/2024)	(12 months ending 08/31/2024)
<i>Programs that lead to initial teaching credentials</i>			
Art, BA Curriculum & Instruction, MED Curriculum & Instruction, PhD Painting, BFA Sculpture, BFA	Art (EC-12)	30	7
Teaching and Learning, BS	Bilingual Education Supplemental-Spanish (NA)	110	32
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)	627	192
Dance, BA Dance, BFA	Dance (6-12)	3	4
Teaching and Learning, BS	English as a Second Language Supplemental	23	5
Curriculum & Instruction, MED English, BA Teaching and Learning, BS PB	English Language Arts and Reading (7-12)	49	14
Teaching and Learning, BS	English Language Arts and Reading with STR (4-8)	36	3
History, BA	History (7-12)	37	3
Journalism, BA	Journalism (7-12)	1	0
History, BA PB Spanish, BA	Languages Other Than English - Spanish (EC-12)	10	4
Biology, BS Earth Science, BA	Life Science (7-12)	12	7

Teaching and Learning, BS Teaching and Learning, BS PB	Mathematics (4-8)	95	35
Chemistry,,BS PB	Chemistry (7-12)	1	1
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)	45	18
Physics, BS Visiting Student, NDO UN PB	Physics/Mathematics (7-12)	2	1
Teaching and Learning, BS	Science (4-8)	32	8
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 Tech Leadership Innov Mgmt, BS Visiting Student	Science (7-12)	41	16
Curriculum & Instruction, MED Teaching and Learning, BS History, BA	Social Studies (4-8)	27	6
Curriculum & Instruction, MED Teaching and Learning, BS History, BA Teaching and Learning, NDO UN PB	Social Studies (7-12)	25	6

Special Populations, MED Teaching and Learning, BS	Special Education (EC-12)	15	4
Teaching and Learning, BS	Special Education Supplemental (NA)	3	2
Total for programs that lead to initial credentials		1229	389
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Diagnostician, CERTGRAD Professional Leadership, EDD Special Populations, MED	Educational Diagnostician (EC-12)	39	15
Adm & Supervision, MED Curriculum & Instruction, MED Principal, CERTGRADE Professional Leadership, EDD Special Populations, MED	Principal as Instructional Leader (EC-12)	172	55
Professional Leadership, EDD	Superintendent (EC-12)	89	11
Total for programs that lead to advanced credentials		300	81
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Total for additional programs			
TOTAL enrollment and productivity for all programs		1529	470
Unduplicated total of all program candidates and completers		1394	415

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.

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.					
1394					
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.					
415					
C. Number of recommendations for certificate, license, or endorsement included in Table 1.					
332					
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.					
<p>The two-year completion rate measures the percentage of teacher candidates who were admitted to the Education Preparation Program during the AY 2020-2021 and completed the certification program by summer 2024. During the AY 2020-2021 academic year, candidates were admitted to the program during the academic year before beginning their Student Teaching year-long residency. Therefore, these data show the completion rate in 1.5 times the expected time frame completed by Summer 2024. The completion rate for the AY 2020-2021 initial certificate cohort is 85%. Of note, AY2020-2021 was the academic year following the Pandemic. These data showed that a record number of candidates who were admitted that year did not complete certification within the expected timeframe. That said, numerous candidates who were admitted AY2020-2021 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.</p>					
	2-Year Completion Rate*				
Initial Program	Total # of Cohort	# of Completed	Completion %	# of Completed in 1.5 times expected timeframe	Completion % in 1.5 times expected timeframe

Art (EC-12)	10	9	90%	9	90%
Bilingual Education Supplemental-Spanish (NA)	62	57	92%	57	92%
Core Subjects (EC-6)	409	360	88%	360	88%
Chemistry (7-12)	1	1	100%	1	100%
Dance (6-12)	2	0	0%	0	0%
English Language Arts and Reading (4-8)	14	11	79%	11	79%
English Language Arts and Reading (7-12)	19	15	79%	15	79%
English as a Second Language Supplemental	25	21	84%	21	84%
History (7-12)	21	19	90%	19	90%
Journalism (7-12)	1	0	0%	0	0%
Languages Other Than English - Spanish (EC-12)	2	1	50%	1	50%
Life Science (7-12)	6	5	83%	5	83%
Mathematics (4-8)	36	30	83%	30	83%
Mathematics (7-12)	32	25	78%	25	78%
Physics/Mathematics (7-12)	5	3	60%	3	60%
Science (4-8)	19	17	89%	17	89%
Science (7-12)	33	22	67%	22	67%
Social Studies (4-8)	9	8	89%	8	89%
Social Studies (7-12)	1	1	100%	1	100%
Special Education (EC-12)	8	8	100%	8	100%
Special Education Supplemental	25	18	72%	18	72%

Speech	1	1	100%	1	100%
Total	741	632	85%	632	85%

* 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 2023.

The advanced programs at UH also measure 2-year completion rate, with the exception of the Superintendent program. A 4-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 2020-2021 and the completion rate in 1.5 times the expected time frame completed by Summer 2023 (shown in the table below). By summer 2023, 53% of Educational Diagnosticians completed their certification program within 1.5 times the expected timeframe. Sixty-four percent of Principal certification program cohort completed within 1.5 times the expected timeframe. That said, most candidates who have not completed the program are seeking the Professional Leadership, EDD degree at UH, which usually takes four years on average. The 4-year completion rate measures the percentage of Superintendent candidates who were admitted to the Educator Preparation Program (EPP) during AY 2018-2019 completed certification program by the summer 2022. Of note, AY2020-2021 was the academic year following the Pandemic. These data showed that a record number of candidates who were admitted that year did not complete certification within the expected timeframe. That said, numerous candidates who were admitted AY2020-2021 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.

Advanced Program	2-Year or 4-Year Completion Rate				
	Total # of Cohort	# of Completed	Completion %	# of Completed in 1.5 times expected timeframe	Completion % in 1.5 times expected timeframe
Educational Diagnostician (EC-12)	17	9	53%	9	53%
Principal as Instructional Leader (EC-12)	66	43	65%	43	65%
Superintendent (EC-12)*	32	26	81%	26	81%
Total	115	78	68%	78	68%

* 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%.

For candidates who took TExES exams during AY 2023-24, the overall pass rate is 85% for PPR exam and 86% for non-PPR Initial certification exams. Several certification areas have below 80% pass rate: Bilingual Education Supplemental (N=39, 62%); Bilingual Target Language Proficiency Test – Spanish (N=40; 60%); Core Subjects EC-6 FA/Health/PE (N=228, 79%); ELAR 4-8 (N=6, 67%); History 7-12 (N=9, 67%); Science 7-12 (N=15, 73%); Social Studies 7-12 (N=14, 79%).

For candidates who took TExES exams during AY 2023-24, the overall pass rate is 85% for Advanced certification exams. One certification area has below 80% pass rate: Principal (N=52; 71%)

Certification Area	Tests taken	Tests Passed	Pass Rate
Art EC-12	7	7	100%
Bilingual Education Supplemental	39	24	62%
Bilingual Target Language Proficiency Test (BTLPT)-Spanish	40	24	60%
Core Subjects EC-6 ELA	214	194	91%
Core Subjects EC-6 FA/Hlth/PE	228	181	79%
Core Subjects EC-6 Math	222	182	82%
Core Subjects EC-6 Science	218	190	87%
Core Subjects EC-6 Soc Studies	232	189	81%
Dance 6-12	2	2	100%
Educational Diagnostician EC-12	16	14	88%
English Language Arts and Reading 4-8	6	4	67%
English Language Arts and Reading 7-12	26	25	96%
English as a Second Language (ESL) Supplemental	2	2	100%
History 7-12	9	6	67%
LOTE: Spanish EC-12	3	3	100%
Life Science 7-12	8	8	100%
Mathematics 4-8	32	30	94%
Mathematics 7-12	18	17	94%
Principal as Instructional Leader	52	37	71%
Professional Pedagogy and Responsibilities	382	321	85%

Science 4-8	20	18	90%
Science 7-12	15	11	73%
Science of Teaching Reading	204	176	86%
Social Studies 4-8	10	8	80%
Social Studies 7-12	12	8	67%
Special Education EC-12	2	2	100%
Special Education Supplemental	5	4	80%
Superintendent EC-12	21	20	95%
Theater	7	7	100%

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 Emergent Bilingual Students., Students with Disabilities, and English Language Learners. The scale is as follows: “Well-Prepared;” “Sufficiently Prepared;” “Not Sufficiently;” “Not at All Prepared.”

The table below shows the results of the Perceptions Survey for AY 2023-2024. The percentages in each area provide evidence that initial program completers of AY 2023-2024 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=195	State-wide (TX) % N=8607
	Well- Prepared/ Sufficiently Prepared	Well- Prepared/ Sufficiently Prepared
Planning	90	97
Instruction	89	88
Learning Environment	89	89
Professional Practices and Responsibilities	93	92
Students with Disabilities	76	82
English Language Learners	85	84

Advanced Certification: The Advanced Certification programs created a Completer Perceptions Survey as the state does not survey Advanced Program Completers. As can be seen in the table below, over 90% of Principal Certification Completers (N=101) felt “well-prepared” or “sufficiently prepared” in most areas of the survey. Most Superintendent Completers (N=7) felt “well-prepared” or “sufficiently prepared” prepared in most areas of the survey. There were no responses from Educational Diagnostician Completers.

	Principal N=101	Superintendent N=7	Educational Diagnostician N=0
	Well-Prepared/ Sufficiently Prepared	Well- Prepared/ Sufficiently Prepared	Well- Prepared/ Sufficiently Prepared
Ability to Engage in the Community	86%	86%	No responses
Ability to Engage in Culturally Responsive Practices	98%	100%	No responses
Ability to Create Positive Environments	100%	100%	No responses
Ability to Lead in the Growth of International/Global Perspectives	94%	86%	No responses
Establishing Goals for Professional Growth	100%	100%	No responses
Collaborate with Colleagues	100%	100%	No responses

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 complete surveys for first-year teachers who graduated at any time during the 5 years prior to the reporting period and who taught in the Texas public school system for a minimum of 5 months during the reporting period. Principals or their designees rated the preparation of teachers in six categories of practices: Planning, Instruction, Learning Environment, Professional Practices and Responsibilities (PPR), Student with Disabilities, and Emergent Bilingual Students.

In AY 2022-23, the most recent data available, 228 first-year teachers completed from UH were evaluated by their principals. In the table below, at least 90% of UH first- year teachers were rated as “well-prepared” or “sufficiently prepared” prepared in every area. All areas were 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 = 228	State-wide (TX) % N=8578
	Well- Prepared/ Sufficiently Prepared	Well- Prepared/ Sufficiently Prepared
Planning	93	91
Instruction	91	91
Learning Environment	90	89
Professional Practices and Responsibilities	95	95
Students with Disabilities	90	90
English Language Learners	93	91

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. These data revealed that of the 339 completers certified in AY 2023-2024, 90.3% (N=306) were employed in Texas state public schools. Table 1 shows the breakdown of the number of LEA-employed candidates by certification in their initial year of employment. Table 2 describes LEA-employed candidates by grade level during their initial year of employment. Table 3 delineates the campus setting for initial employment.

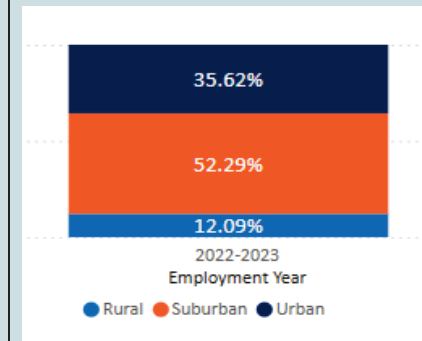
Table 1

Certification Subject Area	Number of LEA-Employed Candidates
Bilingual Education	23
English Language Arts	21
Fine Arts	47
Foreign Language	1
General Elementary (Self-Contained)	166
Mathematics	35
Science	22
Social Studies	12
Special Education	4
Total	306

Table 2

Certification Grade Level	Number of LEA-Employed Candidates
Grades 4-8	42
Grades 7-12	48
Grades EC-12	49
Grades EC-6	166
Supplemental	24
Total	306

Table 3



The average employment rate was 100% for the advanced completers of AY 2023-2024 (N=81).

Advanced Program	Total # of Finishers in AY 2023-2024	# of Hired in TX District AY 2023-2024	%
Superintendent (EC-12)	11	11	100.0%
Principal as Instructional Leader (EC-12)	55	55	100.0%
Educational Diagnostician (EC-12)	15	15	100.0%
Total	81	81	100%

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 2: Completer Professional Competence and Growth

Initial Program: Teaching and Learning and <i>teach</i>Houston

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																																																																																																																																																																																																												
Certification Exam	<p>The Pedagogy and Professional Responsibilities Exam taken by all initial-certification completers. Completers must pass the PPR Certification Exam for credentialing purposes.</p>	<p>The mean scores on each domain of the PPR Exam of the AY2023-2024 were 76 and above on each domain except for Domain 3 (N=382; 71).</p> <table border="1" data-bbox="909 363 1829 521"> <thead> <tr> <th>PPR Certification Exam Domains</th> <th>N</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>Domain 1</td> <td>382</td> <td>78</td> </tr> <tr> <td>Domain 2</td> <td>382</td> <td>76</td> </tr> <tr> <td>Domain 3</td> <td>382</td> <td>71</td> </tr> <tr> <td>Domain 4</td> <td>382</td> <td>77</td> </tr> </tbody> </table>	PPR Certification Exam Domains	N	Mean	Domain 1	382	78	Domain 2	382	76	Domain 3	382	71	Domain 4	382	77																																																																																																																																																																																													
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Performance Assessment	<p>Teaching and Learning Candidates are formally evaluated four times during the Student Teaching Residency using the T-TESS Rubric. They must score at the “Developing” level in each domain of the T-TESS by the end of Student Teaching 1. Then, they must score at the “Proficient” level in each domain of the T-TESS by the end of Student Teaching 2. The scale is as follows: “1” is Needs Improvement; “2” is Developing; “3” is Proficient; “4” is Accomplished, and “5” is Distinguished.</p>	<p>In AY 2023-2024, more than 94% of Teacher Candidates in the Teaching and Learning program were rated at “Developing” or above in each dimension of the T-TESS by the end of the Student Teaching 1. By the end of Student Teaching 2, over 99% of teacher candidates were scored at “Proficient” or above in each T-TESS Dimension, as can be seen in the table below.</p> <table border="1" data-bbox="909 639 1885 1421"> <thead> <tr> <th colspan="10">Year-Long Student Teaching Formal Observation Data</th> </tr> <tr> <th rowspan="3"></th> <th rowspan="3"></th> <th colspan="4">Student Teaching 1 (AY 2023-2024)</th> <th colspan="4">Student Teaching 2 (AY 2023-2024)</th> </tr> <tr> <th colspan="2">PA 1 N=259</th> <th colspan="2">PA 2 N=257</th> <th colspan="2">PA 1 N=272</th> <th colspan="2">PA 2 N=272</th> </tr> <tr> <th>n</th> <th>%</th> <th>n</th> <th>%</th> <th>n</th> <th>%</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Dimension 1.1: Standards and Alignment</td> <td>Proficient</td> <td>108</td> <td>42</td> <td>145</td> <td>56</td> <td>251</td> <td>92</td> <td>268</td> <td>99</td> </tr> <tr> <td>Developing</td> <td>150</td> <td>58</td> <td>111</td> <td>43</td> <td>21</td> <td>8</td> <td>4</td> <td>2</td> </tr> <tr> <td>Needs Improvement</td> <td>1</td> <td>.39</td> <td>1</td> <td>.39</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td rowspan="3">Dimension 1.2 Data and Assessment</td> <td>Proficient</td> <td>79</td> <td>31</td> <td>115</td> <td>45</td> <td>246</td> <td>90</td> <td>270</td> <td>99</td> </tr> <tr> <td>Developing</td> <td>175</td> <td>68</td> <td>141</td> <td>55</td> <td>26</td> <td>10</td> <td>2</td> <td>.7</td> </tr> <tr> <td>Needs Improvement</td> <td>5</td> <td>6</td> <td>1</td> <td>.39</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td rowspan="3">Dimension 1.3 Knowledge of Students</td> <td>Proficient</td> <td>94</td> <td>36</td> <td>135</td> <td>53</td> <td>258</td> <td>95</td> <td>271</td> <td>100</td> </tr> <tr> <td>Developing</td> <td>159</td> <td>61</td> <td>121</td> <td>47</td> <td>14</td> <td>5</td> <td>1</td> <td>.4</td> </tr> <tr> <td>Needs Improvement</td> <td>6</td> <td>2</td> <td>1</td> <td>.39</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td rowspan="3">Dimension 1.4 Differentiation</td> <td>Proficient</td> <td>108</td> <td>42</td> <td>143</td> <td>56</td> <td>244</td> <td>90</td> <td>265</td> <td>97</td> </tr> <tr> <td>Developing</td> <td>121</td> <td>47</td> <td>106</td> <td>41</td> <td>28</td> <td>10</td> <td>7</td> <td>3</td> </tr> <tr> <td>Needs Improvement</td> <td>30</td> <td>12</td> <td>3</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td rowspan="3">Dimension 2.1 Achieving Expectations</td> <td>Proficient</td> <td>44</td> <td>17</td> <td>73</td> <td>28</td> <td>230</td> <td>85</td> <td>264</td> <td>97</td> </tr> <tr> <td>Developing</td> <td>197</td> <td>76</td> <td>183</td> <td>71</td> <td>42</td> <td>15</td> <td>8</td> <td>3</td> </tr> <tr> <td>Needs Improvement</td> <td>18</td> <td>7</td> <td>1</td> <td>.39</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td rowspan="3">Dimension 2.2 Content Knowledge and Expertise</td> <td>Proficient</td> <td>72</td> <td>28</td> <td>96</td> <td>37</td> <td>245</td> <td>90</td> <td>265</td> <td>97</td> </tr> <tr> <td>Developing</td> <td>176</td> <td>68</td> <td>158</td> <td>62</td> <td>26</td> <td>10</td> <td>7</td> <td>3</td> </tr> <tr> <td>Needs Improvement</td> <td>11</td> <td>4</td> <td>3</td> <td>1</td> <td>1</td> <td>.37</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year-Long Student Teaching Formal Observation Data												Student Teaching 1 (AY 2023-2024)				Student Teaching 2 (AY 2023-2024)				PA 1 N=259		PA 2 N=257		PA 1 N=272		PA 2 N=272		n	%	n	%	n	%	n	%	Dimension 1.1: Standards and Alignment	Proficient	108	42	145	56	251	92	268	99	Developing	150	58	111	43	21	8	4	2	Needs Improvement	1	.39	1	.39	0	0	0	0	Dimension 1.2 Data and Assessment	Proficient	79	31	115	45	246	90	270	99	Developing	175	68	141	55	26	10	2	.7	Needs Improvement	5	6	1	.39	0	0	0	0	Dimension 1.3 Knowledge of Students	Proficient	94	36	135	53	258	95	271	100	Developing	159	61	121	47	14	5	1	.4	Needs Improvement	6	2	1	.39	0	0	0	0	Dimension 1.4 Differentiation	Proficient	108	42	143	56	244	90	265	97	Developing	121	47	106	41	28	10	7	3	Needs Improvement	30	12	3	1	0	0	0	0	Dimension 2.1 Achieving Expectations	Proficient	44	17	73	28	230	85	264	97	Developing	197	76	183	71	42	15	8	3	Needs Improvement	18	7	1	.39	0	0	0	0	Dimension 2.2 Content Knowledge and Expertise	Proficient	72	28	96	37	245	90	265	97	Developing	176	68	158	62	26	10	7	3	Needs Improvement	11	4	3	1	1	.37	0	0
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<p>teachHouston Candidates are formally evaluated three times each semester during the Student Teaching Residency using the <i>teachHouston</i> Evaluation Rubric. They must score at the “Developing” or “Proficient” level in each domain of the T-TESS by the end of Student Teaching. The scale is as follows: “1” is Needs Improvement; “2” is Developing; “3” is Proficient; “4” is Accomplished, and “5” is Distinguished.</p>	<p>In AY 2023-2024, at least 94% of the Teacher Candidates in the year-long teachHouston program were rated at “Developing” or above in each dimension of the T-TESS by the end of the Student Teaching 1 in all dimensions with the exception of Dimensions 1.3b, 1.3c, 1.3d, 1.3e, 1.4b, 1.4c, 2.1a, 2.2b, 2.2c, 2.2d, 2.5a, 2.5b, 3.1a, 3.1b, 3.2c, 3.2d, and 3.3c. By the end of Student Teaching 2, close to 100% of teacher candidates were scored at “Proficient” or “Developing” in each T-TESS Dimension, as can be seen in the table below.</p> <p>In the traditional, semester-long teachHouston program, nearly 100% of teacher candidates scored at “Proficient” or “Developing” in each T-TESS Dimension on the Final Observation, as can be seen in the table below.</p>																																																																																																																																																																																																																																													
	<table border="1"> <thead> <tr> <th colspan="14">Year-Long Student Teaching Formal Observation Data</th> </tr> <tr> <th rowspan="3"></th> <th colspan="7">Fall 2023 Student Teaching 1 *Not Observed N=17</th> <th colspan="7">Spring 2024 Student Teaching 2 *Not Observed N=17</th> </tr> <tr> <th colspan="2">Proficient</th> <th colspan="2">Developing</th> <th colspan="2">Needs Improvement</th> <th>*</th> <th colspan="2">Proficient</th> <th colspan="2">Developing</th> <th colspan="2">Needs Improvement</th> <th>*</th> </tr> <tr> <th>n</th> <th>%</th> <th>n</th> <th>%</th> <th>n</th> <th>%</th> <th>n</th> <th>n</th> <th>%</th> <th>n</th> <th>%</th> <th>n</th> <th>%</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>1.1a</td> <td>16</td> <td>94</td> <td>1</td> <td>6</td> <td>0</td> <td>0</td> <td>0</td> <td>15</td> <td>88</td> <td>2</td> <td>12</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1.1b</td> <td>11</td> <td>65</td> <td>6</td> <td>35</td> <td>0</td> <td>0</td> <td>0</td> <td>16</td> <td>94</td> <td>1</td> <td>6</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1.1c</td> <td>10</td> <td>59</td> <td>6</td> <td>35</td> <td>1</td> <td>6</td> <td>0</td> <td>16</td> <td>94</td> <td>1</td> <td>6</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1.3a</td> <td>10</td> <td>59</td> <td>7</td> <td>41</td> <td>0</td> <td>0</td> <td>0</td> <td>14</td> <td>82</td> <td>3</td> <td>18</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1.3b</td> <td>0</td> <td>0</td> <td>6</td> <td>35</td> <td>1</td> <td>6</td> <td>10</td> <td>15</td> <td>88</td> <td>2</td> <td>12</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1.3c</td> <td>3</td> <td>18</td> <td>4</td> <td>24</td> <td>1</td> <td>6</td> <td>9</td> <td>15</td> <td>88</td> <td>2</td> <td>12</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1.3d</td> <td>2</td> <td>12</td> <td>5</td> <td>29</td> <td>0</td> <td>0</td> <td>10</td> <td>15</td> <td>88</td> <td>2</td> <td>12</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1.3e</td> <td>5</td> <td>29</td> <td>9</td> <td>53</td> <td>1</td> <td>6</td> <td>2</td> <td>13</td> <td>76</td> <td>4</td> <td>24</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1.4a</td> <td>4</td> <td>24</td> <td>13</td> <td>76</td> <td>0</td> <td>0</td> <td>0</td> <td>13</td> <td>76</td> <td>4</td> <td>24</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1.4b</td> <td>8</td> <td>47</td> <td>5</td> <td>29</td> <td>3</td> <td>18</td> <td>1</td> <td>14</td> <td>82</td> <td>3</td> <td>18</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1.4c</td> <td>6</td> <td>35</td> <td>7</td> <td>41</td> <td>3</td> <td>18</td> <td>1</td> <td>14</td> <td>82</td> <td>3</td> <td>18</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1.4d</td> <td>13</td> <td>76</td> <td>4</td> <td>24</td> <td>0</td> <td>0</td> <td>0</td> <td>16</td> <td>94</td> <td>1</td> <td>6</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year-Long Student Teaching Formal Observation Data															Fall 2023 Student Teaching 1 *Not Observed N=17							Spring 2024 Student Teaching 2 *Not Observed N=17							Proficient		Developing		Needs Improvement		*	Proficient		Developing		Needs Improvement		*	n	%	n	%	n	%	n	n	%	n	%	n	%	n	1.1a	16	94	1	6	0	0	0	15	88	2	12	0	0	0	1.1b	11	65	6	35	0	0	0	16	94	1	6	0	0	0	1.1c	10	59	6	35	1	6	0	16	94	1	6	0	0	0	1.3a	10	59	7	41	0	0	0	14	82	3	18	0	0	0	1.3b	0	0	6	35	1	6	10	15	88	2	12	0	0	0	1.3c	3	18	4	24	1	6	9	15	88	2	12	0	0	0	1.3d	2	12	5	29	0	0	10	15	88	2	12	0	0	0	1.3e	5	29	9	53	1	6	2	13	76	4	24	0	0	0	1.4a	4	24	13	76	0	0	0	13	76	4	24	0	0	0	1.4b	8	47	5	29	3	18	1	14	82	3	18	0	0	0	1.4c	6	35	7	41	3	18	1	14	82	3	18	0	0	0	1.4d	13	76	4	24	0	0	0	16	94	1	6	0	0	0
Year-Long Student Teaching Formal Observation Data																																																																																																																																																																																																																																														
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	Proficient		Developing		Needs Improvement		*	Proficient		Developing		Needs Improvement		*																																																																																																																																																																																																																																
	n	%	n	%	n	%	n	n	%	n	%	n	%	n																																																																																																																																																																																																																																
1.1a	16	94	1	6	0	0	0	15	88	2	12	0	0	0																																																																																																																																																																																																																																
1.1b	11	65	6	35	0	0	0	16	94	1	6	0	0	0																																																																																																																																																																																																																																
1.1c	10	59	6	35	1	6	0	16	94	1	6	0	0	0																																																																																																																																																																																																																																
1.3a	10	59	7	41	0	0	0	14	82	3	18	0	0	0																																																																																																																																																																																																																																
1.3b	0	0	6	35	1	6	10	15	88	2	12	0	0	0																																																																																																																																																																																																																																
1.3c	3	18	4	24	1	6	9	15	88	2	12	0	0	0																																																																																																																																																																																																																																
1.3d	2	12	5	29	0	0	10	15	88	2	12	0	0	0																																																																																																																																																																																																																																
1.3e	5	29	9	53	1	6	2	13	76	4	24	0	0	0																																																																																																																																																																																																																																
1.4a	4	24	13	76	0	0	0	13	76	4	24	0	0	0																																																																																																																																																																																																																																
1.4b	8	47	5	29	3	18	1	14	82	3	18	0	0	0																																																																																																																																																																																																																																
1.4c	6	35	7	41	3	18	1	14	82	3	18	0	0	0																																																																																																																																																																																																																																
1.4d	13	76	4	24	0	0	0	16	94	1	6	0	0	0																																																																																																																																																																																																																																

2.1a	9	53	6	35	2	12	0	17	100	0	0	0	0	0
2.1b	5	29	11	65	1	6	0	15	88	2	12	0	0	0
2.1c	5	29	11	65	1	6	0	17	100	0	0	0	0	0
2.1d	7	41	9	53	1	6	0	14	82	3	18	0	0	0
2.2a	10	59	7	41	0	0	0	17	100	0	0	0	0	0
2.2b	4	24	8	47	2	12	3	10	59	5	29	0	0	0
2.2c	6	35	8	47	3	18	0	15	88	2	12	0	0	0
2.2d	9	53	5	29	3	18	0	12	71	5	29	0	0	0
2.3a	11	65	5	29	1	6	0	12	71	5	29	0	0	0
2.3b	4	24	12	71	1	6	0	16	94	1	6	0	0	0
2.3c	12	71	5	29	0	0	0	16	94	1	6	0	0	0
2.3d	9	53	7	41	1	6	0	13	76	4	24	0	0	0
2.3e	7	41	9	53	1	6	0	13	76	4	24	0	0	0
2.5a	3	18	10	59	4	24	0	16	94	1	6	0	0	0
2.5b	6	35	9	43	2	12	0	16	94	1	6	0	0	0
2.5c	10	59	6	35	1	6	0	13	76	4	24	0	0	0
2.5d	8	47	9	53	0	0	0	16	94	1	6	0	0	0
3.1a	5	29	9	53	3	18	0	14	82	3	18	0	0	0
3.1b	5	29	9	53	3	18	0	14	82	3	18	0	0	0
3.1c	5	29	11	65	1	6	0	12	71	5	29	0	0	0
3.1d	12	71	5	29	0	0	0	16	94	1	6	0	0	0
3.2a	9	53	8	47	0	0	0	16	94	1	6	0	0	0
3.2b	8	47	8	47	1	6	0	16	94	1	6	0	0	0
3.2c	7	41	8	47	2	12	0	12	71	4	24	1	6	0
3.2d	2	12	4	24	9	53	2	11	65	4	24	1	6	1
3.3a	6	35	11	65	0	0	0	17	100	0	0	0	0	0
3.3b	11	65	6	35	0	0	0	16	94	1	6	0	0	0
3.3c	7	41	7	41	3	18	0	17	100	0	0	0	0	0
3.3d	11	65	5	29	1	6	0	15	88	2	12	0	0	0

Traditional Student Teaching Formal Observation Data
AY2023-2024

	Mid-Semester Observation *Not Observed N=26							Final Observation *Not Observed N=26						
	Proficient		Developing		Needs Improvement	*	Proficient		Developing		Needs Improvement	*		
	n	%	n	%	n	%	n	%	n	%	n	%		
1.1a	24	92	2	7	0	0	0	25	96	4	15	0	0	0
1.1b	15	58	11	42	0	0	0	21	81	10	38	0	0	0
1.1c	21	81	5	19	0	0	0	22	85	8	31	0	0	0
1.3a	13	50	11	42	2	7	0	22	85	4	15	0	0	0
1.3b	7	27	16	62	3	12	0	16	62	10	38	0	0	0
1.3c	9	35	13	50	2	7	2	18	69	8	31	0	0	0
1.3d	9	35	12	46	3	12	2	18	69	8	31	0	0	0
1.3e	11	42	11	42	2	7	2	14	54	11	42	0	0	1
1.4a	5	19	21	81	0	0	0	11	42	15	58	0	0	0
1.4b	4	15	19	73	0	0	3	12	46	11	42	0	0	3
1.4c	6	23	17	65	0	0	3	13	50	10	38	0	0	3
1.4d	20	77	6	23	0	0	0	24	92	12	46	0	0	0
2.1a	14	54	11	42	1	4	0	19	73	7	27	0	0	0
2.1b	9	35	17	65	0	0	0	17	65	9	35	0	0	0
2.1c	11	42	15	58	0	0	0	20	77	6	23	0	0	0
2.1d	12	46	13	50	1	4	0	20	77	6	23	0	0	0
2.2a	16	62	10	38	0	0	0	22	85	4	15	0	0	0
2.2b	9	35	12	46	3	12	2	12	46	11	42	1	4	2
2.2c	9	35	16	62	0	0	1	13	50	11	42	0	0	2
2.2d	10	38	15	58	1	4	0	15	58	11	42	0	0	0
2.3a	15	58	11	42	0	0	0	23	88	3	12	0	0	0
2.3b	7	2	19	73	0	0	0	16	62	10	38	0	0	0
2.3c	19	73	7	27	0	0	0	24	92	2	7	0	0	0
2.3d	10	38	15	58	1	4	0	12	46	14	54	0	0	0
2.3e	9	35	17	65	0	0	0	16	62	10	38	0	0	0

		<table border="1"> <tr><td>2.5a</td><td>10</td><td>38</td><td>16</td><td>62</td><td>0</td><td>0</td><td>0</td><td>18</td><td>69</td><td>8</td><td>31</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2.5b</td><td>11</td><td>42</td><td>15</td><td>58</td><td>0</td><td>0</td><td>0</td><td>22</td><td>85</td><td>4</td><td>15</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2.5c</td><td>11</td><td>42</td><td>14</td><td>54</td><td>1</td><td>4</td><td>0</td><td>17</td><td>65</td><td>9</td><td>35</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2.5d</td><td>13</td><td>50</td><td>13</td><td>50</td><td>0</td><td>0</td><td>0</td><td>21</td><td>81</td><td>5</td><td>19</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.1a</td><td>7</td><td>27</td><td>19</td><td>73</td><td>0</td><td>0</td><td>0</td><td>16</td><td>62</td><td>10</td><td>38</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.1b</td><td>10</td><td>38</td><td>16</td><td>62</td><td>0</td><td>0</td><td>0</td><td>16</td><td>62</td><td>10</td><td>38</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.1c</td><td>13</td><td>50</td><td>11</td><td>42</td><td>0</td><td>0</td><td>2</td><td>14</td><td>54</td><td>9</td><td>35</td><td>0</td><td>0</td><td>3</td></tr> <tr><td>3.1d</td><td>24</td><td>92</td><td>2</td><td>7</td><td>0</td><td>0</td><td>0</td><td>25</td><td>96</td><td>1</td><td>4</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.2a</td><td>15</td><td>58</td><td>11</td><td>42</td><td>0</td><td>0</td><td>0</td><td>19</td><td>73</td><td>7</td><td>27</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.2b</td><td>17</td><td>65</td><td>9</td><td>35</td><td>0</td><td>0</td><td>0</td><td>22</td><td>85</td><td>4</td><td>15</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.2c</td><td>13</td><td>50</td><td>13</td><td>50</td><td>0</td><td>0</td><td>0</td><td>16</td><td>62</td><td>10</td><td>38</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.2d</td><td>5</td><td>19</td><td>17</td><td>65</td><td>2</td><td>7</td><td>2</td><td>8</td><td>31</td><td>17</td><td>65</td><td>0</td><td>0</td><td>1</td></tr> <tr><td>3.3a</td><td>15</td><td>58</td><td>11</td><td>42</td><td>0</td><td>0</td><td>0</td><td>19</td><td>73</td><td>7</td><td>27</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.3b</td><td>20</td><td>77</td><td>6</td><td>23</td><td>0</td><td>0</td><td>0</td><td>23</td><td>88</td><td>3</td><td>12</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.3c</td><td>16</td><td>62</td><td>9</td><td>35</td><td>1</td><td>4</td><td>0</td><td>19</td><td>73</td><td>7</td><td>27</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.3d</td><td>20</td><td>77</td><td>6</td><td>23</td><td>0</td><td>0</td><td>0</td><td>20</td><td>77</td><td>6</td><td>24</td><td>0</td><td>0</td><td>0</td></tr> </table>	2.5a	10	38	16	62	0	0	0	18	69	8	31	0	0	0	2.5b	11	42	15	58	0	0	0	22	85	4	15	0	0	0	2.5c	11	42	14	54	1	4	0	17	65	9	35	0	0	0	2.5d	13	50	13	50	0	0	0	21	81	5	19	0	0	0	3.1a	7	27	19	73	0	0	0	16	62	10	38	0	0	0	3.1b	10	38	16	62	0	0	0	16	62	10	38	0	0	0	3.1c	13	50	11	42	0	0	2	14	54	9	35	0	0	3	3.1d	24	92	2	7	0	0	0	25	96	1	4	0	0	0	3.2a	15	58	11	42	0	0	0	19	73	7	27	0	0	0	3.2b	17	65	9	35	0	0	0	22	85	4	15	0	0	0	3.2c	13	50	13	50	0	0	0	16	62	10	38	0	0	0	3.2d	5	19	17	65	2	7	2	8	31	17	65	0	0	1	3.3a	15	58	11	42	0	0	0	19	73	7	27	0	0	0	3.3b	20	77	6	23	0	0	0	23	88	3	12	0	0	0	3.3c	16	62	9	35	1	4	0	19	73	7	27	0	0	0	3.3d	20	77	6	23	0	0	0	20	77	6	24	0	0	0
2.5a	10	38	16	62	0	0	0	18	69	8	31	0	0	0																																																																																																																																																																																																																																				
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2.5d	13	50	13	50	0	0	0	21	81	5	19	0	0	0																																																																																																																																																																																																																																				
3.1a	7	27	19	73	0	0	0	16	62	10	38	0	0	0																																																																																																																																																																																																																																				
3.1b	10	38	16	62	0	0	0	16	62	10	38	0	0	0																																																																																																																																																																																																																																				
3.1c	13	50	11	42	0	0	2	14	54	9	35	0	0	3																																																																																																																																																																																																																																				
3.1d	24	92	2	7	0	0	0	25	96	1	4	0	0	0																																																																																																																																																																																																																																				
3.2a	15	58	11	42	0	0	0	19	73	7	27	0	0	0																																																																																																																																																																																																																																				
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3.2c	13	50	13	50	0	0	0	16	62	10	38	0	0	0																																																																																																																																																																																																																																				
3.2d	5	19	17	65	2	7	2	8	31	17	65	0	0	1																																																																																																																																																																																																																																				
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Professionalism	<p>Teaching and Learning Candidates are evaluated using the Professional Ethics, Demeanor, and Development Rubric (PEDD). Site Supervisors score candidates from “0” to “1” on each domain. The scale is as follows: “1” is Proficient; “5” is Developing; and “0” is Improvement Needed. Candidates who obtain 0’s in any area are placed on a Growth Plan.</p>	<p>In AY 2023-24, 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: 30 - 12%; ST 2: 37 - 14%); (2) Participation (ST 1: 36 - 14%; ST2: 18 - 7%); (3) Organization and Responsibility (ST 1: 53 - 21%; ST2: 46 - 17%); (4) Oral and Written Communication (ST 1: 18 - 7%; ST2: 16 - 6%); (5) Withitness and Reflectivity (ST 1: 17 - 7%; ST2: 8 - 3%). There were very few candidates who scored “Improvement Needed” in Student Teaching 1 or Student Teaching 2.</p> <table border="1"> <thead> <tr> <th colspan="6">Year-Long Student Teaching Dispositions Data</th> </tr> <tr> <th rowspan="2">PEDD Items</th> <th rowspan="2">Rating</th> <th colspan="2">Student Teaching 1 N = 256</th> <th colspan="2">Student Teaching 2 N = 278</th> </tr> <tr> <th>n</th> <th>%</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Appearance and Dress</td> <td>Proficient</td> <td>256</td> <td>100</td> <td>272</td> <td>100</td> </tr> <tr> <td>Developing</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Needs Improvement</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td rowspan="3">Cooperation, Flexibility, Patience, and Tactfulness</td> <td>Proficient</td> <td>253</td> <td>99</td> <td>268</td> <td>99</td> </tr> <tr> <td>Developing</td> <td>3</td> <td>1</td> <td>3</td> <td>1</td> </tr> <tr> <td>Needs Improvement</td> <td>0</td> <td>0</td> <td>1</td> <td>.3</td> </tr> <tr> <td rowspan="3">Initiative, Risk-Taking, Motivation, Demeanor, and Enthusiasm</td> <td>Proficient</td> <td>244</td> <td>95</td> <td>255</td> <td>94</td> </tr> <tr> <td>Developing</td> <td>11</td> <td>4</td> <td>17</td> <td>6</td> </tr> <tr> <td>Needs Improvement</td> <td>1</td> <td>.4</td> <td>0</td> <td>0</td> </tr> <tr> <td rowspan="3">Attendance, Punctuality, and Preparation</td> <td>Proficient</td> <td>226</td> <td>88</td> <td>234</td> <td>86</td> </tr> <tr> <td>Developing</td> <td>30</td> <td>12</td> <td>37</td> <td>14</td> </tr> <tr> <td>Needs Improvement</td> <td>0</td> <td>0</td> <td>1</td> <td>.3</td> </tr> <tr> <td></td> <td>Proficient</td> <td>254</td> <td>99</td> <td>267</td> <td>98</td> </tr> </tbody> </table>	Year-Long Student Teaching Dispositions Data						PEDD Items	Rating	Student Teaching 1 N = 256		Student Teaching 2 N = 278		n	%	n	%	Appearance and Dress	Proficient	256	100	272	100	Developing	0	0	0	0	Needs Improvement	0	0	0	0	Cooperation, Flexibility, Patience, and Tactfulness	Proficient	253	99	268	99	Developing	3	1	3	1	Needs Improvement	0	0	1	.3	Initiative, Risk-Taking, Motivation, Demeanor, and Enthusiasm	Proficient	244	95	255	94	Developing	11	4	17	6	Needs Improvement	1	.4	0	0	Attendance, Punctuality, and Preparation	Proficient	226	88	234	86	Developing	30	12	37	14	Needs Improvement	0	0	1	.3		Proficient	254	99	267	98																																																																																																																																																										
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		Adherence to Legal and Ethical Practices	Developing	2	1	5	2	
			Needs Improvement	0	0	0	0	
		Participation	Proficient	219	86	254	93	
			Developing	36	14	18	7	
			Needs Improvement	0	0	0	0	
		Rapport with Others and Awareness of Individual Differences	Proficient	253	99	269	99	
			Developing	3	1	3	1	
			Needs Improvement	0	0	0	0	
		Organization and Responsibility	Proficient	203	79	224	82	
			Developing	53	21	46	17	
			Needs Improvement	0	0	2	1	
		Oral and Written Communication	Proficient	238	93	256	94	
			Developing	18	7	16	6	
			Needs Improvement	0	0	0	0	
		Withitness and Reflectivity	Proficient	239	93	263	97	
			Developing	17	7	8	3	
			Needs Improvement	0	0	1	.3	
		<p>TeachHouston Candidates are evaluated using the Professional Ethics, Demeanor, and Development Rubric (PEDD). Site Supervisors score candidates from “0” to “1” on each domain. The scale is as follows: “1” is Proficient; “5” is Developing; and “0” is Improvement Needed. Candidates who obtain 0’s in any area are placed on a Growth Plan. Candidates receive a grade on their professionalism rubric. They can make up to a 100 as their grade.</p>		<p>In AY 2023-24, 99% of Teacher Candidates in the year-long residency and the traditional semester-long programs within <i>teachHouston</i> were rated at “Developing” or above in each area of the PEDD in both Student Teaching 1 and 2 with the exception of two areas: Attendance, Punctuality and Preparation (ST 1: 1 – 6% Needs Improvement) and Organization and Responsibility (ST 1 1 – 6% Needs Improvement) , and Oral and Written Communication (ST 1: 1 – 6% Needs Improvement). There were no candidates who scored “Improvement Needed” in Student Teaching 2.</p>				
		Year-Long Student Teaching Dispositions Data						
		PEDD Items	Rating	Student Teaching 1 N = 17		Student Teaching 2 N = 17		
				n	%	n	%	
		Appearance and Dress	Proficient	15	88	17	100	
			Developing	2	12	0	0	
			Needs Improvement	0	0	0	0	
			Proficient	16	94	17	100	

Cooperation, Flexibility, Patience, and Tactfulness	Developing	1	6	0	0
	Needs Improvement	0	0	0	0
Initiative, Risk-Taking, Motivation, Demeanor, and Enthusiasm	Proficient	15	88	16	94
	Developing	2	12	1	6
	Needs Improvement	0	0	0	0
Attendance, Punctuality, and Preparation	Proficient	15	88	17	100
	Developing	1	6	0	0
	Needs Improvement	1	6	0	0
Adherence to Legal and Ethical Practices	Proficient	17	100	17	100
	Developing	0	0	0	0
	Needs Improvement	0	0	0	0
Participation	Proficient	17	100	16	94
	Developing	0	0	1	6
	Needs Improvement	0	0	0	0
Rapport with Others and Awareness of Individual Differences	Proficient	16	94	17	100
	Developing	1	6	0	0
	Needs Improvement	0	0	0	0
Organization and Responsibility	Proficient	15	88	17	100
	Developing	1	6	0	0
	Needs Improvement	1	6	0	0
Oral and Written Communication	Proficient	14	82	17	100
	Developing	2	12	0	0
	Needs Improvement	1	6	0	0
Withitness and Reflectivity	Proficient	16	94	17	100
	Developing	1	6	0	0
	Needs Improvement	0	0	0	0
Traditional Student Teaching Dispositions Data AY2023-2024					

PEDD Items	Rating	N = 26	
		n	%
Appearance and Dress	Proficient	26	100
	Developing	0	0
	Needs Improvement	0	0
Cooperation, Flexibility, Patience, and Tactfulness	Proficient	26	100
	Developing	0	0
	Needs Improvement	0	0
Initiative, Risk-Taking, Motivation, Demeanor, and Enthusiasm	Proficient	26	100
	Developing	0	0
	Needs Improvement	0	0
Attendance, Punctuality, and Preparation	Proficient	25	96
	Developing	1	.04
	Needs Improvement	0	0
Adherence to Legal and Ethical Practices	Proficient	25	96
	Developing	1	.04
	Needs Improvement	0	0
Participation	Proficient	25	96
	Developing	1	.04
	Needs Improvement	0	0
Rapport with Others and Awareness of Individual Differences	Proficient	25	96
	Developing	1	.04
	Needs Improvement	0	0
Organization and Responsibility	Proficient	25	96
	Developing	1	.04
	Needs Improvement	0	0
Oral and Written Communication	Proficient	25	96
	Developing	1	.04

			Needs Improvement	0	0			
		Withitness and Reflectivity	Proficient	25	96			
			Developing	1	.04			
			Needs Improvement	0	0			
GPA at Completion	Candidates, initial certificate must maintain a 3.0 GPA at completion as a cohort.	Initial certification candidates' mean GPA for AY 2023-2024 was over the 3.0 GPA requirement.						
			N	Min	Max	Mean	Median	SD
		Overall Initial GPA	373	2.30	4.00	3.61	3.72	0.35

Advanced Program: Principal Certification																										
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																								
Certification Exam	The Principal Certification Exam is taken by all initial-certification completers. Completers must pass the Principal Certification Exam for credentialing purposes.	<p>The mean scores on each domain of the Principal Certification Exam for AY2023-2024 were above 70% on each domain except for Domain 5 (N=52; 68) and 7 (N=52; 53)</p> <table border="1"> <thead> <tr> <th>Principal Certification Exam Domains</th> <th>N</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>Domain 1</td> <td>52</td> <td>70</td> </tr> <tr> <td>Domain 2</td> <td>52</td> <td>75</td> </tr> <tr> <td>Domain 3</td> <td>52</td> <td>70</td> </tr> <tr> <td>Domain 4</td> <td>52</td> <td>75</td> </tr> <tr> <td>Domain 5</td> <td>52</td> <td>68</td> </tr> <tr> <td>Domain 6</td> <td>52</td> <td>73</td> </tr> <tr> <td>Domain 7</td> <td>52</td> <td>53</td> </tr> </tbody> </table>	Principal Certification Exam Domains	N	Mean	Domain 1	52	70	Domain 2	52	75	Domain 3	52	70	Domain 4	52	75	Domain 5	52	68	Domain 6	52	73	Domain 7	52	53
Principal Certification Exam Domains	N	Mean																								
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Domain 3	52	70																								
Domain 4	52	75																								
Domain 5	52	68																								
Domain 6	52	73																								
Domain 7	52	53																								

<p>Performance Assessment</p>	<p>Principal Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on each of the Principal competencies or State Standards. They must score at the “Good” level by the end of their practicum. The scale is as follows: “1” is Poor; “2” is Fair; “3” is Good; “4” is Very Good” and “5” is Excellent. If the standard was not observed, the Site Supervisor marks “NA” for “Not Applicable.”</p>	<p>Supervisors conduct 45-minute observations of candidates engaging in the work of Principal. As can be seen in these data for AY2023-2024, most candidates scored “Good,” “Very Good” or “Excellent” on each of the Competencies. Some of the standards were not observed during candidates’ observations.</p>																																																																																																																																						
		<table border="1"> <thead> <tr> <th rowspan="2">Competency</th> <th rowspan="2">Rating</th> <th colspan="2">First Observation N=101</th> <th colspan="2">Last Observation N=101</th> </tr> <tr> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td rowspan="6">Competency 001: The beginning principal (intern) knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).</td> <td>Excellent</td> <td>31</td> <td>31</td> <td>31</td> <td>31</td> </tr> <tr> <td>Very Good</td> <td>41</td> <td>41</td> <td>41</td> <td>41</td> </tr> <tr> <td>Good</td> <td>26</td> <td>26</td> <td>20</td> <td>20</td> </tr> <tr> <td>Fair</td> <td>3</td> <td>3</td> <td>5</td> <td>5</td> </tr> <tr> <td>Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>NA</td> <td>0</td> <td>0</td> <td>3</td> <td>0</td> </tr> <tr> <td rowspan="6">Competency 002: The beginning principal (intern) knows how to work with stakeholders as key partners to support student learning.</td> <td>Excellent</td> <td>36</td> <td>36</td> <td>31</td> <td>31</td> </tr> <tr> <td>Very Good</td> <td>39</td> <td>39</td> <td>39</td> <td>39</td> </tr> <tr> <td>Good</td> <td>23</td> <td>23</td> <td>26</td> <td>26</td> </tr> <tr> <td>Fair</td> <td>3</td> <td>3</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>NA</td> <td>0</td> <td>0</td> <td>5</td> <td>5</td> </tr> <tr> <td rowspan="6">Competency 003: The beginning principal (intern) knows how to collaboratively develop and implement high-quality instruction.</td> <td>Excellent</td> <td>36</td> <td>36</td> <td>42</td> <td>42</td> </tr> <tr> <td>Very Good</td> <td>44</td> <td>44</td> <td>34</td> <td>34</td> </tr> <tr> <td>Good</td> <td>18</td> <td>18</td> <td>13</td> <td>13</td> </tr> <tr> <td>Fair</td> <td>0</td> <td>0</td> <td>3</td> <td>3</td> </tr> <tr> <td>Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>NA</td> <td>3</td> <td>3</td> <td>8</td> <td>8</td> </tr> <tr> <td rowspan="6">Competency 004: The beginning principal (intern) knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.</td> <td>Excellent</td> <td>28</td> <td>28</td> <td>44</td> <td>44</td> </tr> <tr> <td>Very Good</td> <td>51</td> <td>51</td> <td>21</td> <td>21</td> </tr> <tr> <td>Good</td> <td>15</td> <td>15</td> <td>28</td> <td>28</td> </tr> <tr> <td>Fair</td> <td>3</td> <td>3</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>NA</td> <td>3</td> <td>3</td> <td>8</td> <td>8</td> </tr> </tbody> </table>	Competency	Rating	First Observation N=101		Last Observation N=101		#	%	#	%	Competency 001: The beginning principal (intern) knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).	Excellent	31	31	31	31	Very Good	41	41	41	41	Good	26	26	20	20	Fair	3	3	5	5	Poor	0	0	0	0	NA	0	0	3	0	Competency 002: The beginning principal (intern) knows how to work with stakeholders as key partners to support student learning.	Excellent	36	36	31	31	Very Good	39	39	39	39	Good	23	23	26	26	Fair	3	3	0	0	Poor	0	0	0	0	NA	0	0	5	5	Competency 003: The beginning principal (intern) knows how to collaboratively develop and implement high-quality instruction.	Excellent	36	36	42	42	Very Good	44	44	34	34	Good	18	18	13	13	Fair	0	0	3	3	Poor	0	0	0	0	NA	3	3	8	8	Competency 004: The beginning principal (intern) knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.	Excellent	28	28	44	44	Very Good	51	51	21	21	Good	15	15	28	28	Fair	3	3	0	0	Poor	0	0	0	0	NA	3	3	8	8
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		Competency 005: The beginning principal (intern) knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.	Excellent	23	23	31	31
			Very Good	49	49	33	33
			Good	23	23	31	31
			Fair	5	5	3	3
			Poor	0	0	0	0
			NA	0	0	3	3
		Competency 006: The beginning principal (intern) knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.	Excellent	26	26	26	26
			Very Good	33	33	29	29
			Good	39	39	37	37
			Fair	3	3	5	5
			Poor	0	0	0	0
			NA	0	0	3	3
		Competency 007: The beginning principal (intern) knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.	Excellent	36	36	46	46
			Very Good	36	36	26	26
			Good	23	23	23	23
			Fair	5	5	3	3
			Poor	0	0	0	0
			NA	0	0	3	3
		Competency 008: The beginning principal (intern) knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.	Excellent	31	31	41	41
			Very Good	41	41	20	20
			Good	26	26	33	33
			Fair	0	0	3	3
			Poor	0	0	0	0
			NA	0	0	3	3
Competency 009: The beginning principal (intern)	Excellent	26	26	33	33		
	Very Good	36	36	36	36		

		<p>knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.</p> <p>Competency 010: The beginning principal (intern) knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.</p>	<table border="1"> <tr><td>Good</td><td>28</td><td>28</td><td>26</td><td>26</td></tr> <tr><td>Fair</td><td>0</td><td>0</td><td>3</td><td>3</td></tr> <tr><td>Poor</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>NA</td><td>0</td><td>0</td><td>3</td><td>3</td></tr> <tr><td>Excellent</td><td>26</td><td>26</td><td>28</td><td>28</td></tr> <tr><td>Very Good</td><td>26</td><td>26</td><td>41</td><td>41</td></tr> <tr><td>Good</td><td>41</td><td>41</td><td>20</td><td>20</td></tr> <tr><td>Fair</td><td>8</td><td>8</td><td>5</td><td>5</td></tr> <tr><td>Poor</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>NA</td><td>0</td><td>0</td><td>5</td><td>5</td></tr> </table>	Good	28	28	26	26	Fair	0	0	3	3	Poor	0	0	0	0	NA	0	0	3	3	Excellent	26	26	28	28	Very Good	26	26	41	41	Good	41	41	20	20	Fair	8	8	5	5	Poor	0	0	0	0	NA	0	0	5	5	
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Professionalism	<p>Principal Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on the Principal competency or State Standard that focuses on professionalism. They must score at the “Good” level by the end of their practicum. The scale is as follows: “1” is Poor; “2” is Fair; “3” is Good; “4” is Very Good” and “5” is Excellent. If the standard was not observed, the Site Supervisor marks “NA” for “Not Applicable.”</p>	<p>Supervisors conduct 45-minute observations of candidates engaging in the work of Principal. As can be seen in these data for AY2023-2024, most candidates scored “Good,” “Very Good” or “Excellent” on this Competency!</p> <table border="1"> <thead> <tr> <th colspan="6">Principal: Performance Assessment Frequencies AY2024-2025</th> </tr> <tr> <th rowspan="2">Competency</th> <th rowspan="2">Rating</th> <th colspan="2">First Observation N= 101</th> <th colspan="2">Last Observation N= 101</th> </tr> <tr> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td rowspan="6">Competency 011: The beginning principal (intern) knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.</td> <td>Excellent</td> <td>49</td> <td>49</td> <td>46</td> <td>46</td> </tr> <tr> <td>Very Good</td> <td>26</td> <td>26</td> <td>33</td> <td>33</td> </tr> <tr> <td>Good</td> <td>26</td> <td>26</td> <td>18</td> <td>18</td> </tr> <tr> <td>Fair</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>NA</td> <td>0</td> <td>0</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	Principal: Performance Assessment Frequencies AY2024-2025						Competency	Rating	First Observation N= 101		Last Observation N= 101		#	%	#	%	Competency 011: The beginning principal (intern) knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.	Excellent	49	49	46	46	Very Good	26	26	33	33	Good	26	26	18	18	Fair	0	0	0	0	Poor	0	0	0	0	NA	0	0	3	3					
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Advanced Program: Superintendent Certification

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																																																																																			
Certification Exam	<p>The Superintendent Certification Exam is taken by all initial-certification completers. Completers must pass the Superintendent Certification Exam for credentialing purposes.</p>	<p>The mean scores on each domain of the Superintendent Certification Exam for AY2023-2024 were at 75 and above on each domain.</p> <table border="1" data-bbox="892 495 1885 630"> <thead> <tr> <th>Superintendent Certification Exam Domains</th> <th>N</th> <th colspan="4">Mean</th> </tr> </thead> <tbody> <tr> <td>Domain 1</td> <td>22</td> <td colspan="4">78</td> </tr> <tr> <td>Domain 2</td> <td>22</td> <td colspan="4">82</td> </tr> <tr> <td>Domain 3</td> <td>22</td> <td colspan="4">75</td> </tr> </tbody> </table>						Superintendent Certification Exam Domains	N	Mean				Domain 1	22	78				Domain 2	22	82				Domain 3	22	75																																																									
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		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.	Very Good	5	71	3	60
			Good	0	0	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
			NA	0	0	0	0
		Competency 005—The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.	Excellent	2	29	3	60
			Very Good	5	71	2	40
			Good	0	0	0	0
			Fair	0	0	0	0
			Poor	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 professional growth.	Excellent	3	43	3	60
			Very Good	4	57	2	40
			Good	0	0	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
		Competency 007—The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.	Excellent	2	29	2	40
			Very Good	5	71	3	60
			Good	0	0	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
Competency 008—The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.	Excellent	1	14	1	20		
	Very Good	6	86	4	80		
	Good	0	0	0	0		
	Fair	0	0	0	0		
	Poor	0	0	0	0		

			NA	0	0	0	0																																									
		Competency 009—The superintendent knows how to apply principles of leadership and management to the district’s physical plant and support systems to ensure a safe and effective learning environment.	Excellent	2	29	2	40																																									
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		Competency 010 The superintendent knows how to apply organizational, decision-making, and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.	Excellent	3	43	2	40																																									
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Advanced Program: Education Diagnostician Certification

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																																																																																																																			
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<p>Performance Assessment</p>	<p>Education Diagnostician Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on each of the Education Diagnostician state standards. They must score at the “Average” level by the end of their practicum. The scale is as follows: “1” is Poor; “2” is Needs Improvement; “3” is Average; “4” is Above Average, and “5” is Outstanding. If the standard was not observed, the Site Supervisor marked “NA” for “Not Applicable.”</p>	<p>Supervisors conduct 45-minute observations of candidates engaging in the work of an Educational Diagnostician. As can be seen in these data for AY2023-2024, most candidates scored “Average,” “Above Average,” or “Outstanding” on each of the Standards when the standard could be observed during the Performance Assessment. Some of the standards were not observed during candidates’ observations. Standard 11 was not observed in most candidates’ formal observations.</p> <table border="1" data-bbox="785 769 1864 1391"> <thead> <tr> <th rowspan="2">Standard</th> <th rowspan="2">Rating</th> <th colspan="2">Observation 1 N=14</th> <th colspan="2">Observation 2 N=16</th> <th colspan="2">Observation 3 N=16</th> </tr> <tr> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td rowspan="6">Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.</td> <td>Outstanding</td> <td>8</td> <td>53</td> <td>7</td> <td>44</td> <td>6</td> <td>38</td> </tr> <tr> <td>Above Average</td> <td>1</td> <td>7</td> <td>1</td> <td>6</td> <td>0</td> <td>0</td> </tr> <tr> <td>Average</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Needs Improvement</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>NA</td> <td>6</td> <td>40</td> <td>8</td> <td>50</td> <td>10</td> <td>62</td> </tr> <tr> <td rowspan="6">Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.</td> <td>Outstanding</td> <td>11</td> <td>73</td> <td>13</td> <td>81</td> <td>13</td> <td>81</td> </tr> <tr> <td>Above Average</td> <td>1</td> <td>7</td> <td>0</td> <td>0</td> <td>2</td> <td>13</td> </tr> <tr> <td>Average</td> <td>0</td> <td>0</td> <td>1</td> <td>6</td> <td>0</td> <td>0</td> </tr> <tr> <td>Needs Improvement</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>NA</td> <td>3</td> <td>20</td> <td>2</td> <td>13</td> <td>1</td> <td>6</td> </tr> <tr> <td></td> <td>Outstanding</td> <td>6</td> <td>40</td> <td>3</td> <td>19</td> <td>5</td> <td>31</td> </tr> </tbody> </table>								Standard	Rating	Observation 1 N=14		Observation 2 N=16		Observation 3 N=16		#	%	#	%	#	%	Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.	Outstanding	8	53	7	44	6	38	Above Average	1	7	1	6	0	0	Average	0	0	0	0	0	0	Needs Improvement	0	0	0	0	0	0	Poor	0	0	0	0	0	0	NA	6	40	8	50	10	62	Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.	Outstanding	11	73	13	81	13	81	Above Average	1	7	0	0	2	13	Average	0	0	1	6	0	0	Needs Improvement	0	0	0	0	0	0	Poor	0	0	0	0	0	0	NA	3	20	2	13	1	6		Outstanding	6	40	3	19	5	31
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		Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.	Above Average	1	7	0	0	0	0
			Average	0	0	1	6	0	0
			Needs Improvement	0	0	0	0	0	0
			Poor	0	0	0	0	0	0
			NA	8	53	12	75	11	69
		Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.	Outstanding	6	40	9	56	12	75
			Above Average	0	0	0	0	0	0
			Average	1	7	0	0	0	0
			Needs Improvement	0	0	0	0	0	0
			Poor	0	0	0	0	0	0
		Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and Instruction.	NA	8	53	7	44	4	25
			Outstanding	4	26	5	31	5	31
			Above Average	1	7	1	6	2	13
			Average	0	0	0	0	0	0
			Needs Improvement	0	0	0	0	0	0
		Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.	Poor	0	0	0	0	0	0
			NA	10	67	10	63	9	56
			Outstanding	2	13	2	13	1	6
			Above Average	0	0	0	0	1	6
			Average	1	7	0	0	0	0
		Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.	Needs Improvement	1	7	0	0	0	0
			Poor	0	0	0	0	0	0
			NA	11	73	14	88	14	88
			Outstanding	0	0	1	6	0	0
			Above Average	1	7	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	14	93	15	94	16	100		
	Outstanding	3	20	3	19	1	6		

		Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.	Above Average	1	7	1	6	0	0																																																																																														
			Average	0	0	0	0	0	0																																																																																														
			Needs Improvement	0	0	0	0	0	0																																																																																														
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Professionalism	<p>Education Diagnostician Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on each of the Education Diagnostician state standards that focus on professionalism. They must score at the “Average” level by the end of their practicum. The scale is as follows: “1” is Poor; “2” is Needs Improvement; “3” is Average; “4” is Above Average, and “5” is Outstanding. If the standard was not observed, the Site Supervisor marked “NA” for “Not Applicable.”</p>	Supervisors conduct 45-minute observations of candidates engaging in the work of an Educational Diagnostician. As can be seen in these data for AY2023-2024, most candidates scored “Average,” “Above Average,” or “Outstanding” on each of the professionalism standards when the standard could be observed during the Performance Assessment. Some of the standards were not observed during candidates’ observations. Standard III was not observed in most candidates’ first formal observation.	<table border="1"> <thead> <tr> <th rowspan="2">Standard</th> <th rowspan="2">Score Level</th> <th colspan="2">Observation 1 N=15</th> <th colspan="2">Observation 2 N=16</th> <th colspan="2">Observation 3 N=16</th> </tr> <tr> <th>N</th> <th>%</th> <th>N</th> <th>%</th> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr> <td rowspan="6">Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities</td> <td>Outstanding</td> <td>9</td> <td>60</td> <td>8</td> <td>50</td> <td>7</td> <td>44</td> </tr> <tr> <td>Above Average</td> <td>1</td> <td>7</td> <td>1</td> <td>6</td> <td>2</td> <td>12</td> </tr> <tr> <td>Average</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Needs Improvement</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>NA</td> <td>5</td> <td>33</td> <td>7</td> <td>44</td> <td>7</td> <td>44</td> </tr> <tr> <td rowspan="6">Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.</td> <td>Outstanding</td> <td>7</td> <td>47</td> <td>4</td> <td>25</td> <td>4</td> <td>25</td> </tr> <tr> <td>Above Average</td> <td>0</td> <td>0</td> <td>1</td> <td>6</td> <td>0</td> <td>0</td> </tr> <tr> <td>Average</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Needs Improvement</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>NA</td> <td>8</td> <td>53</td> <td>11</td> <td>69</td> <td>12</td> <td>75</td> </tr> </tbody> </table>	Standard	Score Level	Observation 1 N=15		Observation 2 N=16		Observation 3 N=16		N	%	N	%	N	%	Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities	Outstanding	9	60	8	50	7	44	Above Average	1	7	1	6	2	12	Average	0	0	0	0	0	0	Needs Improvement	0	0	0	0	0	0	Poor	0	0	0	0	0	0	NA	5	33	7	44	7	44	Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.	Outstanding	7	47	4	25	4	25	Above Average	0	0	1	6	0	0	Average	0	0	0	0	0	0	Needs Improvement	0	0	0	0	0	0	Poor	0	0	0	0	0	0	NA	8	53	11	69	12	75
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GPA at Completion	Candidates, initial certificate or advanced certificate, must maintain a 3.0 GPA at completion as a cohort.	Education Diagnostician certification candidates’ mean GPA for AY 2023-2024 was well over the 3.0 GPA requirement.	<table border="1"> <thead> <tr> <th></th> <th>N</th> <th>Min</th> <th>Max</th> <th>Mean</th> <th>Median</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Overall Initial GPA</td> <td>15</td> <td>3.42</td> <td>4.0</td> <td>3.90</td> <td>3.97</td> <td>0.16</td> </tr> </tbody> </table>		N	Min	Max	Mean	Median	SD	Overall Initial GPA	15	3.42	4.0	3.90	3.97	0.16																																																																																						
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Table 4. Expectations and Performance on Standard 1: Candidate and Completer Performance

Initial Program: Teaching and Learning and <i>teachHouston</i>											
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation									
Certification Exam	<p>Pedagogy and Professional Responsibilities Exam: Taken by all initial-certification completers. Completers must pass the PPR Certification Exam for credentialing purposes.</p>	The mean scores on each domain of the PPR Exam of the AY2023-2024 were 76 and above on each domain except for Domain 3.									
		PPR Certification Exam Domains		N		Mean					
		Domain 1		382		78					
		Domain 2		382		76					
		Domain 3		382		71					
Domain 4		382		77							
Performance Assessment	<p>Teaching and Learning Candidates are formally evaluated four times during the Student Teaching Residency using the T-TESS Rubric. They must score at the “Developing” level in each domain of the T-TESS by the end of Student Teaching 1. Then, they must score at the “Proficient” level in each domain of the T-TESS by the end of Student Teaching 2. The scale is as follows: “1” is Needs Improvement; “2” is Developing; “3” is Proficient; “4” is Accomplished, and “5” is Distinguished.</p>	In AY 2023-24, more than 94% of Teacher Candidates in the Teaching and Learning program were rated at “Developing” or above in each dimension of the T-TESS by the end of the Student Teaching 1. By the end of Student Teaching 2, over 99% of teacher candidates were scored at “Proficient” or above in each T-TESS Dimension, as can be seen in the table below.									
		Year-Long Student Teaching Formal Observation Data									
				Student Teaching 1 (AY 2023-2024)				Student Teaching 2 (AY 2023-2024)			
				PA 1 N=259		PA 2 N=257		PA 1 N=272		PA 2 N=272	
				n	%	n	%	n	%	n	%
		Dimension 1.1: Standards and Alignment	Proficient	108	42	145	56	251	92	268	99
			Developing	150	58	111	43	21	8	4	2
			Needs Improvement	1	.39	1	.39	0	0	0	0
		Dimension 1.2 Data and Assessment	Proficient	79	31	115	45	246	90	270	99
			Developing	175	68	141	55	26	10	2	.7
Needs Improvement	5		6	1	.39	0	0	0	0		
		Proficient	94	36	135	53	258	95	271	100	
		Developing	159	61	121	47	14	5	1	.4	

		Dimension 1.3 Knowledge of Students	Needs Improvement	6	2	1	.39	0	0	0	0																																																														
		Dimension 1.4 Differentiation	Proficient	108	42	143	56	244	90	265	97																																																														
			Developing	121	47	106	41	28	10	7	3																																																														
			Needs Improvement	30	12	3	1	0	0	0	0																																																														
		Dimension 2.1 Achieving Expectations	Proficient	44	17	73	28	230	85	264	97																																																														
			Developing	197	76	183	71	42	15	8	3																																																														
			Needs Improvement	18	7	1	.39	0	0	0	0																																																														
		Dimension 2.2 Content Knowledge and Expertise	Proficient	72	28	96	37	245	90	265	97																																																														
			Developing	176	68	158	62	26	10	7	3																																																														
			Needs Improvement	11	4	3	1	1	.37	0	0																																																														
		Dimension 2.3 Communication	Proficient	62	24	88	34	229	84	258	95																																																														
			Developing	172	66	160	62	42	15	14	5																																																														
			Needs Improvement	25	10	7	3	1	.37	0	0																																																														
		Dimension 2.4 Differentiation	Proficient	45	17	62	24	242	89	269	99																																																														
			Developing	203	78	193	52	29	11	3	1																																																														
			Needs Improvement	11	4	2	.78	0	0	0	0																																																														
		Dimension 2.5 Monitor and Adjust	Proficient	41	16	77	30	214	79	264	97																																																														
			Developing	177	68	176	69	58	21	8	3																																																														
			Needs Improvement	41	16	4	1.6	0	0	0	0																																																														
		Dimension 3.1 Learning Environment	Proficient	110	42	152	59	247	90	264	97																																																														
			Developing	143	55	101	39	25	9	8	3																																																														
			Needs Improvement	6	2	4	2	0	0	0	0																																																														
		3.2 Managing Student Behavior	Proficient	103	40	137	54	240	88	264	97																																																														
			Developing	142	55	115	45	31	11	7	3																																																														
			Needs Improvement	14	5	5	2	1	.37	1	.4																																																														
		4.2 Goal Setting	Proficient	116	45	145	44	256	94	263	96																																																														
			Developing	135	52	112	56	16	6	8	3																																																														
Needs Improvement	8		3	0	0	0	0	0	0																																																																
<p>teachHouston Candidates are formally evaluated three times each semester during the Student Teaching Residency using the <i>teachHouston</i> Evaluation Rubric. They must score at the “Developing” or “Proficient” level in each domain of the T-TESS by the end of Student Teaching. The scale is as follows: “1” is Needs Improvement; “2” is Developing; “3” is Proficient; “4” is</p>	<p>In AY 2023-2024, more than 95% of Teacher Candidates in the Teaching and Learning program were rated at “Developing” or above in each dimension of the T-TESS by the end of the Student Teaching 1. By the end of Student Teaching 2, over 100% of teacher candidates were scored at “Proficient” or “Developing” in each T-TESS Dimension, as can be seen in the table below.</p>	Year-Long Student Teaching Formal Observation Data																																																																							
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	n	%	n	%	n	%	n	n	%	n	%	n	%	n																																																											
1.1a	16	94	1	6	0	0	0	15	88	2	12	0	0	0																																																											

Accomplished, and "5" is Distinguished

1.1b	11	65	6	35	0	0	0	16	94	1	6	0	0	0
1.1c	10	59	6	35	1	6	0	16	94	1	6	0	0	0
1.3a	10	59	7	41	0	0	0	14	82	3	18	0	0	0
1.3b	0	0	6	35	1	6	10	15	88	2	12	0	0	0
1.3c	3	18	4	24	1	6	9	15	88	2	12	0	0	0
1.3d	2	12	5	29	0	0	10	15	88	2	12	0	0	0
1.3e	5	29	9	53	1	6	2	13	76	4	24	0	0	0
1.4a	4	24	13	76	0	0	0	13	76	4	24	0	0	0
1.4b	8	47	5	29	3	18	1	14	82	3	18	0	0	0
1.4c	6	35	7	41	3	18	1	14	82	3	18	0	0	0
1.4d	13	76	4	24	0	0	0	16	94	1	6	0	0	0
2.1a	9	53	6	35	2	12	0	17	100	0	0	0	0	0
2.1b	5	29	11	65	1	6	0	15	88	2	12	0	0	0
2.1c	5	29	11	65	1	6	0	17	100	0	0	0	0	0
2.1d	7	41	9	53	1	6	0	14	82	3	18	0	0	0
2.2a	10	59	7	41	0	0	0	17	100	0	0	0	0	0
2.2b	4	24	8	47	2	12	3	10	59	5	29	0	0	0
2.2c	6	35	8	47	3	18	0	15	88	2	12	0	0	0
2.2d	9	53	5	29	3	18	0	12	71	5	29	0	0	0
2.3a	11	65	5	29	1	6	0	12	71	5	29	0	0	0
2.3b	4	24	12	71	1	6	0	16	94	1	6	0	0	0
2.3c	12	71	5	29	0	0	0	16	94	1	6	0	0	0
2.3d	9	53	7	41	1	6	0	13	76	4	24	0	0	0
2.3e	7	41	9	53	1	6	0	13	76	4	24	0	0	0
2.5a	3	18	10	59	4	24	0	16	94	1	6	0	0	0
2.5b	6	35	9	43	2	12	0	16	94	1	6	0	0	0
2.5c	10	59	6	35	1	6	0	13	76	4	24	0	0	0
2.5d	8	47	9	53	0	0	0	16	94	1	6	0	0	0
3.1a	5	29	9	53	3	18	0	14	82	3	18	0	0	0
3.1b	5	29	9	53	3	18	0	14	82	3	18	0	0	0
3.1c	5	29	11	65	1	6	0	12	71	5	29	0	0	0
3.1d	12	71	5	29	0	0	0	16	94	1	6	0	0	0
3.2a	9	53	8	47	0	0	0	16	94	1	6	0	0	0
3.2b	8	47	8	47	1	6	0	16	94	1	6	0	0	0
3.2c	7	41	8	47	2	12	0	12	71	4	24	1	6	0
3.2d	2	12	4	24	9	53	2	11	65	4	24	1	6	1
3.3a	6	35	11	65	0	0	0	17	100	0	0	0	0	0
3.3b	11	65	6	35	0	0	0	16	94	1	6	0	0	0
3.3c	7	41	7	41	3	18	0	17	100	0	0	0	0	0
3.3d	11	65	5	29	1	6	0	15	88	2	12	0	0	0

Traditional Student Teaching Formal Observation Data
AY2023-2024

	Mid-Semester Observation *Not Observed N=26								Final Observation *Not Observed N=26							
	Proficient		Developing		Needs Improvement		*	Proficient		Developing		Needs Improvement		*		
	n	%	n	%	n	%	n	n	%	n	%	n	%	n		
1.1a	24	92	2	7	0	0	0	25	96	4	15	0	0	0		
1.1b	15	58	11	42	0	0	0	21	81	10	38	0	0	0		
1.1c	21	81	5	19	0	0	0	22	85	8	31	0	0	0		
1.3a	13	50	11	42	2	7	0	22	85	4	15	0	0	0		
1.3b	7	27	16	62	3	12	0	16	62	10	38	0	0	0		
1.3c	9	35	13	50	2	7	2	18	69	8	31	0	0	0		
1.3d	9	35	12	46	3	12	2	18	69	8	31	0	0	0		
1.3e	11	42	11	42	2	7	2	14	54	11	42	0	0	1		
1.4a	5	19	21	81	0	0	0	11	42	15	58	0	0	0		
1.4b	4	15	19	73	0	0	3	12	46	11	42	0	0	3		
1.4c	6	23	17	65	0	0	3	13	50	10	38	0	0	3		
1.4d	20	77	6	23	0	0	0	24	92	12	46	0	0	0		
2.1a	14	54	11	42	1	4	0	19	73	7	27	0	0	0		

		<table border="1"> <tr><td>2.1b</td><td>9</td><td>35</td><td>17</td><td>65</td><td>0</td><td>0</td><td>0</td><td>17</td><td>65</td><td>9</td><td>35</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2.1c</td><td>11</td><td>42</td><td>15</td><td>58</td><td>0</td><td>0</td><td>0</td><td>20</td><td>77</td><td>6</td><td>23</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2.1d</td><td>12</td><td>46</td><td>13</td><td>50</td><td>1</td><td>4</td><td>0</td><td>20</td><td>77</td><td>6</td><td>23</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2.2a</td><td>16</td><td>62</td><td>10</td><td>38</td><td>0</td><td>0</td><td>0</td><td>22</td><td>85</td><td>4</td><td>15</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2.2b</td><td>9</td><td>35</td><td>12</td><td>46</td><td>3</td><td>12</td><td>2</td><td>12</td><td>46</td><td>11</td><td>42</td><td>1</td><td>4</td><td>2</td></tr> <tr><td>2.2c</td><td>9</td><td>35</td><td>16</td><td>62</td><td>0</td><td>0</td><td>1</td><td>13</td><td>50</td><td>11</td><td>42</td><td>0</td><td>0</td><td>2</td></tr> <tr><td>2.2d</td><td>10</td><td>38</td><td>15</td><td>58</td><td>1</td><td>4</td><td>0</td><td>15</td><td>58</td><td>11</td><td>42</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2.3a</td><td>15</td><td>58</td><td>11</td><td>42</td><td>0</td><td>0</td><td>0</td><td>23</td><td>88</td><td>3</td><td>12</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2.3b</td><td>7</td><td>2</td><td>19</td><td>73</td><td>0</td><td>0</td><td>0</td><td>16</td><td>62</td><td>10</td><td>38</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2.3c</td><td>19</td><td>73</td><td>7</td><td>27</td><td>0</td><td>0</td><td>0</td><td>24</td><td>92</td><td>2</td><td>7</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2.3d</td><td>10</td><td>38</td><td>15</td><td>58</td><td>1</td><td>4</td><td>0</td><td>12</td><td>46</td><td>14</td><td>54</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2.3e</td><td>9</td><td>35</td><td>17</td><td>65</td><td>0</td><td>0</td><td>0</td><td>16</td><td>62</td><td>10</td><td>38</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2.5a</td><td>10</td><td>38</td><td>16</td><td>62</td><td>0</td><td>0</td><td>0</td><td>18</td><td>69</td><td>8</td><td>31</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2.5b</td><td>11</td><td>42</td><td>15</td><td>58</td><td>0</td><td>0</td><td>0</td><td>22</td><td>85</td><td>4</td><td>15</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2.5c</td><td>11</td><td>42</td><td>14</td><td>54</td><td>1</td><td>4</td><td>0</td><td>17</td><td>65</td><td>9</td><td>35</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2.5d</td><td>13</td><td>50</td><td>13</td><td>50</td><td>0</td><td>0</td><td>0</td><td>21</td><td>81</td><td>5</td><td>19</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.1a</td><td>7</td><td>27</td><td>19</td><td>73</td><td>0</td><td>0</td><td>0</td><td>16</td><td>62</td><td>10</td><td>38</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.1b</td><td>10</td><td>38</td><td>16</td><td>62</td><td>0</td><td>0</td><td>0</td><td>16</td><td>62</td><td>10</td><td>38</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.1c</td><td>13</td><td>50</td><td>11</td><td>42</td><td>0</td><td>0</td><td>2</td><td>14</td><td>54</td><td>9</td><td>35</td><td>0</td><td>0</td><td>3</td></tr> <tr><td>3.1d</td><td>24</td><td>92</td><td>2</td><td>7</td><td>0</td><td>0</td><td>0</td><td>25</td><td>96</td><td>1</td><td>4</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.2a</td><td>15</td><td>58</td><td>11</td><td>42</td><td>0</td><td>0</td><td>0</td><td>19</td><td>73</td><td>7</td><td>27</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.2b</td><td>17</td><td>65</td><td>9</td><td>35</td><td>0</td><td>0</td><td>0</td><td>22</td><td>85</td><td>4</td><td>15</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.2c</td><td>13</td><td>50</td><td>13</td><td>50</td><td>0</td><td>0</td><td>0</td><td>16</td><td>62</td><td>10</td><td>38</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.2d</td><td>5</td><td>19</td><td>17</td><td>65</td><td>2</td><td>7</td><td>2</td><td>8</td><td>31</td><td>17</td><td>65</td><td>0</td><td>0</td><td>1</td></tr> <tr><td>3.3a</td><td>15</td><td>58</td><td>11</td><td>42</td><td>0</td><td>0</td><td>0</td><td>19</td><td>73</td><td>7</td><td>27</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.3b</td><td>20</td><td>77</td><td>6</td><td>23</td><td>0</td><td>0</td><td>0</td><td>23</td><td>88</td><td>3</td><td>12</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.3c</td><td>16</td><td>62</td><td>9</td><td>35</td><td>1</td><td>4</td><td>0</td><td>19</td><td>73</td><td>7</td><td>27</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>3.3d</td><td>20</td><td>77</td><td>6</td><td>23</td><td>0</td><td>0</td><td>0</td><td>20</td><td>77</td><td>6</td><td>24</td><td>0</td><td>0</td><td>0</td></tr> </table>	2.1b	9	35	17	65	0	0	0	17	65	9	35	0	0	0	2.1c	11	42	15	58	0	0	0	20	77	6	23	0	0	0	2.1d	12	46	13	50	1	4	0	20	77	6	23	0	0	0	2.2a	16	62	10	38	0	0	0	22	85	4	15	0	0	0	2.2b	9	35	12	46	3	12	2	12	46	11	42	1	4	2	2.2c	9	35	16	62	0	0	1	13	50	11	42	0	0	2	2.2d	10	38	15	58	1	4	0	15	58	11	42	0	0	0	2.3a	15	58	11	42	0	0	0	23	88	3	12	0	0	0	2.3b	7	2	19	73	0	0	0	16	62	10	38	0	0	0	2.3c	19	73	7	27	0	0	0	24	92	2	7	0	0	0	2.3d	10	38	15	58	1	4	0	12	46	14	54	0	0	0	2.3e	9	35	17	65	0	0	0	16	62	10	38	0	0	0	2.5a	10	38	16	62	0	0	0	18	69	8	31	0	0	0	2.5b	11	42	15	58	0	0	0	22	85	4	15	0	0	0	2.5c	11	42	14	54	1	4	0	17	65	9	35	0	0	0	2.5d	13	50	13	50	0	0	0	21	81	5	19	0	0	0	3.1a	7	27	19	73	0	0	0	16	62	10	38	0	0	0	3.1b	10	38	16	62	0	0	0	16	62	10	38	0	0	0	3.1c	13	50	11	42	0	0	2	14	54	9	35	0	0	3	3.1d	24	92	2	7	0	0	0	25	96	1	4	0	0	0	3.2a	15	58	11	42	0	0	0	19	73	7	27	0	0	0	3.2b	17	65	9	35	0	0	0	22	85	4	15	0	0	0	3.2c	13	50	13	50	0	0	0	16	62	10	38	0	0	0	3.2d	5	19	17	65	2	7	2	8	31	17	65	0	0	1	3.3a	15	58	11	42	0	0	0	19	73	7	27	0	0	0	3.3b	20	77	6	23	0	0	0	23	88	3	12	0	0	0	3.3c	16	62	9	35	1	4	0	19	73	7	27	0	0	0	3.3d	20	77	6	23	0	0	0	20	77	6	24	0	0	0
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2.3c	19	73	7	27	0	0	0	24	92	2	7	0	0	0																																																																																																																																																																																																																																																																																																																																																																																																																								
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3.3c	16	62	9	35	1	4	0	19	73	7	27	0	0	0																																																																																																																																																																																																																																																																																																																																																																																																																								
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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 understanding the effectiveness of EPPs. The survey indicated "0" as Not at all prepared, "1" as Not Sufficiently prepared, "2" as Sufficiently Prepare, and "3" as Well Prepared.	<p>The Completer survey consists of 50 questionnaires focusing on how EPP prepares new teachers in terms of Planning (Q1-12), Instruction (Q13-25), Learning Environment (Q26-32), Professional Practices and Responsibilities (Q33-38), Student with Disabilities (Q39-45), and Emergent Bilingual Students (Q46-50), and an overall evaluation question (Q51). The UH EPP compared the data results between AY 2023-2024 (sample size = 195) and the state-wide scores (N=8607) as shown in the following table. Most respondents felt well or sufficiently prepared by EPP in the areas of Planning, Instruction, Learning Environment, and Professional Practices and English Language Learners, and were at or above state percentages in these four areas. The area, Students with Disabilities, saw a lower percentage of candidates who felt they were well-prepared or sufficiently prepared in that area.</p> <table border="1"> <thead> <tr> <th></th> <th>UH % N=195</th> <th>State-wide (TX) % N=8607</th> </tr> <tr> <th></th> <th>Well- Prepared/ Sufficiently Prepared</th> <th>Well- Prepared/ Sufficiently Prepared</th> </tr> </thead> <tbody> <tr> <td>Planning</td> <td>90</td> <td>97</td> </tr> <tr> <td>Instruction</td> <td>89</td> <td>88</td> </tr> <tr> <td>Learning Environment</td> <td>89</td> <td>89</td> </tr> <tr> <td>Professional Practices and Responsibilities</td> <td>93</td> <td>92</td> </tr> <tr> <td>Students with Disabilities</td> <td>76</td> <td>82</td> </tr> <tr> <td>English Language Learners</td> <td>85</td> <td>84</td> </tr> </tbody> </table>		UH % N=195	State-wide (TX) % N=8607		Well- Prepared/ Sufficiently Prepared	Well- Prepared/ Sufficiently Prepared	Planning	90	97	Instruction	89	88	Learning Environment	89	89	Professional Practices and Responsibilities	93	92	Students with Disabilities	76	82	English Language Learners	85	84																																																																																																																																																																																																																																																																																																																																																																																																												
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<p>Employer Satisfaction Surveys</p>	<p>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 complete surveys for first-year teachers who graduated at any time during the 5 years prior to the reporting period and who taught in the Texas public school system for a minimum of 5 months during the reporting period. Principals or their designees rated the preparation of teachers in six categories of practices: Planning, Instruction, Learning Environment, Professional Practices and Responsibilities (PPR), Student with Disabilities, and Emergent Bilingual Students. The scale is as follows: “3” is Well Prepared; “2” is Sufficiently Prepared; “1” is Not Sufficiently Prepared; “0” is Not at all Prepared.</p>	<p>In AY 2023-2024, 228 first-year teachers from UH were evaluated by their principals. As shown in the table below, principals overwhelmingly felt completers from the EPP were prepared in the six areas were disaggregated by the teaching certification grade level, along with the comparison to the state-level average. Most first-year teachers were rated well or sufficiently prepared by EPP. Additionally, the UH percentages of endorsement of Sufficiently (2) and well (3) levels on all categories are at or above higher than the state-level average with the exception of one category.</p> <table border="1" data-bbox="863 383 1705 708"> <thead> <tr> <th></th> <th style="background-color: #c00000; color: white;">UH % N = 228</th> <th style="background-color: #c00000; color: white;">State-wide (TX) % N=8578</th> </tr> <tr> <th></th> <th style="background-color: #c00000; color: white;">Well- Prepared/ Sufficiently Prepared</th> <th style="background-color: #c00000; color: white;">Well- Prepared/ Sufficiently Prepared</th> </tr> </thead> <tbody> <tr> <td>Planning</td> <td style="background-color: #c00000; color: white;">93</td> <td style="background-color: #c00000; color: white;">91</td> </tr> <tr> <td>Instruction</td> <td style="background-color: #c00000; color: white;">91</td> <td style="background-color: #c00000; color: white;">91</td> </tr> <tr> <td>Learning Environment</td> <td style="background-color: #c00000; color: white;">90</td> <td style="background-color: #c00000; color: white;">89</td> </tr> <tr> <td>Professional Practices and Responsibilities</td> <td style="background-color: #c00000; color: white;">95</td> <td style="background-color: #c00000; color: white;">95</td> </tr> <tr> <td>Students with Disabilities</td> <td style="background-color: #c00000; color: white;">90</td> <td style="background-color: #c00000; color: white;">90</td> </tr> <tr> <td>English Language Learners</td> <td style="background-color: #c00000; color: white;">93</td> <td style="background-color: #c00000; color: white;">91</td> </tr> </tbody> </table>		UH % N = 228	State-wide (TX) % N=8578		Well- Prepared/ Sufficiently Prepared	Well- Prepared/ Sufficiently Prepared	Planning	93	91	Instruction	91	91	Learning Environment	90	89	Professional Practices and Responsibilities	95	95	Students with Disabilities	90	90	English Language Learners	93	91
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Performance Assessment	<p>Principal Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on each of the Principal competencies or State Standards. They must score at the “Good” level by the end of their practicum. The scale is as follows: “1” is Poor; “2” is Fair; “3” is Good; “4” is Very Good” and “5” is Excellent. If the standard was not observed, the Site Supervisor marks “NA” for “Not Applicable.”</p>	Supervisors conduct 45-minute observations of candidates engaging in the work of Principal. As can be seen in these data, most candidates scored “Good,” “Very Good” or “Excellent” on each of the Competencies.					
		Standard	Rating	Observation 1 N=101		Observation 1 N=101	
				#	%	#	%
		Competency 001: The beginning principal (intern) knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).	Excellent	31	31	31	31
			Very Good	41	41	41	41
			Good	26	26	20	20
			Fair	3	3	5	5
			Poor	0	0	0	0
			NA	0	0	3	0
		Competency 002: The beginning principal (intern) knows how to work with stakeholders as key partners to support student learning.	Excellent	36	36	31	31
			Very Good	39	39	39	39
			Good	23	23	26	26
			Fair	3	3	0	0
			Poor	0	0	0	0
			NA	0	0	5	5
		Competency 003: The beginning principal (intern) knows how to collaboratively develop and implement high-quality instruction.	Excellent	36	36	42	42
			Very Good	44	44	34	34
			Good	18	18	13	13
			Fair	0	0	3	3
			Poor	0	0	0	0
NA	3		3	8	8		
Competency 004: The beginning principal (intern) knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.	Excellent	28	28	44	44		
	Very Good	51	51	21	21		
	Good	15	15	28	28		
	Fair	3	3	0	0		
	Poor	0	0	0	0		
	NA	3	3	8	8		

		Competency 005: The beginning principal (intern) knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.	Excellent	23	23	31	31
			Very Good	49	49	33	33
			Good	23	23	31	31
			Fair	5	5	3	3
			Poor	0	0	0	0
			NA	0	0	3	3
		Competency 006: The beginning principal (intern) knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.	Excellent	26	26	26	26
			Very Good	33	33	29	29
			Good	39	39	37	37
			Fair	3	3	5	5
			Poor	0	0	0	0
			NA	0	0	3	3
		Competency 007: The beginning principal (intern) knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.	Excellent	36	36	46	46
			Very Good	36	36	26	26
			Good	23	23	23	23
			Fair	5	5	3	3
			Poor	0	0	0	0
			NA	0	0	3	3
		Competency 008: The beginning principal (intern) knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.	Excellent	31	31	41	41
			Very Good	41	41	20	20
			Good	26	26	33	33
			Fair	0	0	3	3
			Poor	0	0	0	0
			NA	0	0	3	3
Competency 009: The beginning principal (intern) knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.	Excellent	26	26	33	33		
	Very Good	36	36	36	36		
	Good	28	28	26	26		
	Fair	0	0	3	3		
	Poor	0	0	0	0		
	NA	0	0	3	3		

		<p>Competency 010: The beginning principal (intern) knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.</p>	<table border="1"> <tr><td>Excellent</td><td>26</td><td>26</td><td>28</td><td>28</td></tr> <tr><td>Very Good</td><td>26</td><td>26</td><td>41</td><td>41</td></tr> <tr><td>Good</td><td>41</td><td>41</td><td>20</td><td>20</td></tr> <tr><td>Fair</td><td>8</td><td>8</td><td>5</td><td>5</td></tr> <tr><td>Poor</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>NA</td><td>0</td><td>0</td><td>5</td><td>5</td></tr> </table>	Excellent	26	26	28	28	Very Good	26	26	41	41	Good	41	41	20	20	Fair	8	8	5	5	Poor	0	0	0	0	NA	0	0	5	5										
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Professionalism	<p>Principal Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on the Principal competency or State Standard that focuses on professionalism. They must score at the “Good” level by the end of their practicum. The scale is as follows: “1” is Poor; “2” is Fair; “3” is Good; “4” is Very Good” and “5” is Excellent. If the standard was not observed, the Site Supervisor marks “NA” for “Not Applicable.”</p>	<p>Supervisors conduct 45-minute observations of candidates engaging in the work of Principal. As can be seen in these data, most candidates scored “Good,” “Very Good” or “Excellent” on this Competency.</p> <table border="1"> <thead> <tr> <th rowspan="2">Competency</th> <th rowspan="2">Rating</th> <th colspan="2">First Observation N= 101</th> <th colspan="2">Last Observation N= 101</th> </tr> <tr> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td rowspan="6">Competency 011: The beginning principal (intern) knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.</td> <td>Excellent</td> <td>49</td> <td>49</td> <td>46</td> <td>46</td> </tr> <tr> <td>Very Good</td> <td>26</td> <td>26</td> <td>33</td> <td>33</td> </tr> <tr> <td>Good</td> <td>26</td> <td>26</td> <td>18</td> <td>18</td> </tr> <tr> <td>Fair</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>NA</td> <td>0</td> <td>0</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	Competency	Rating	First Observation N= 101		Last Observation N= 101		#	%	#	%	Competency 011: The beginning principal (intern) knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.	Excellent	49	49	46	46	Very Good	26	26	33	33	Good	26	26	18	18	Fair	0	0	0	0	Poor	0	0	0	0	NA	0	0	3	3
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			Ability to Create Positive Environments	100%	
			Ability to Lead in the Growth of International/Global Perspectives	94%	
			Establishing Goals for Professional Growth	100%	
			Collaborate with Colleagues	100%	

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		collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.	Good	0	0	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
			NA	0	0	0	0
		Competency 004—The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district’s educational vision.	Excellent	2	29	2	40
			Very Good	5	71	3	60
			Good	0	0	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
		Competency 005—The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.	Excellent	2	29	3	60
			Very Good	5	71	2	40
			Good	0	0	0	0
			Fair	0	0	0	0
			Poor	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 professional growth.	Excellent	3	43	3	60
			Very Good	4	57	2	40
			Good	0	0	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
		Competency 007—The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.	Excellent	2	29	2	40
			Very Good	5	71	3	60
			Good	0	0	0	0
			Fair	0	0	0	0
			Poor	0	0	0	0
NA	0		0	0	0		

		<p>Competency 008—The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.</p>	<table border="1"> <tbody> <tr><td>Excellent</td><td>1</td><td>14</td><td>1</td><td>20</td></tr> <tr><td>Very Good</td><td>6</td><td>86</td><td>4</td><td>80</td></tr> <tr><td>Good</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>Fair</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>Poor</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>NA</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> </tbody> </table>	Excellent	1	14	1	20	Very Good	6	86	4	80	Good	0	0	0	0	Fair	0	0	0	0	Poor	0	0	0	0	NA	0	0	0	0											
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		<p>Competency 009—The superintendent knows how to apply principles of leadership and management to the district’s physical plant and support systems to ensure a safe and effective learning environment.</p>	<table border="1"> <tbody> <tr><td>Excellent</td><td>2</td><td>29</td><td>2</td><td>40</td></tr> <tr><td>Very Good</td><td>5</td><td>71</td><td>3</td><td>60</td></tr> <tr><td>Good</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>Fair</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>Poor</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>NA</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> </tbody> </table>	Excellent	2	29	2	40	Very Good	5	71	3	60	Good	0	0	0	0	Fair	0	0	0	0	Poor	0	0	0	0	NA	0	0	0	0											
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		<p>Competency 010 The superintendent knows how to apply organizational, decision-making, and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.</p>	<table border="1"> <tbody> <tr><td>Excellent</td><td>3</td><td>43</td><td>2</td><td>40</td></tr> <tr><td>Very Good</td><td>3</td><td>43</td><td>3</td><td>60</td></tr> <tr><td>Good</td><td>1</td><td>14</td><td>0</td><td>0</td></tr> <tr><td>Fair</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>Poor</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>NA</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> </tbody> </table>	Excellent	3	43	2	40	Very Good	3	43	3	60	Good	1	14	0	0	Fair	0	0	0	0	Poor	0	0	0	0	NA	0	0	0	0											
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GPA at Completion	Candidates, initial certificate or advanced certificate, must maintain a 3.0 GPA at completion as a cohort.	<p>Superintendent certification candidates' mean GPA for AY 2023-2024 was well over the 3.0 GPA requirement.</p> <table border="1" data-bbox="898 237 1772 321"> <thead> <tr> <th></th> <th>N</th> <th>Min</th> <th>Max</th> <th>Mean</th> <th>Median</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Overall Initial GPA</td> <td>11</td> <td>3.78</td> <td>4.0</td> <td>3.95</td> <td>3.98</td> <td>0.08</td> </tr> </tbody> </table>		N	Min	Max	Mean	Median	SD	Overall Initial GPA	11	3.78	4.0	3.95	3.98	0.08
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Completer Survey	The Advanced Certification programs created a Completer Perceptions Survey as the state does not survey Advanced Program Completers.	<p>As can be seen in the table below, most Superintendent Completers (N=7) felt “well-prepared” or “sufficiently prepared” prepared in most areas of the survey.</p> <table border="1" data-bbox="1102 418 1692 945"> <thead> <tr> <th></th> <th>Principal N=101 Well-Prepared/ Sufficiently Prepared</th> </tr> </thead> <tbody> <tr> <td>Ability to Engage in the Community</td> <td>86%</td> </tr> <tr> <td>Ability to Engage in Culturally Responsive Practices</td> <td>98%</td> </tr> <tr> <td>Ability to Create Positive Environments</td> <td>100%</td> </tr> <tr> <td>Ability to Lead in the Growth of International/Global Perspectives</td> <td>94%</td> </tr> <tr> <td>Establishing Goals for Professional Growth</td> <td>100%</td> </tr> <tr> <td>Collaborate with Colleagues</td> <td>100%</td> </tr> </tbody> </table>		Principal N=101 Well-Prepared/ Sufficiently Prepared	Ability to Engage in the Community	86%	Ability to Engage in Culturally Responsive Practices	98%	Ability to Create Positive Environments	100%	Ability to Lead in the Growth of International/Global Perspectives	94%	Establishing Goals for Professional Growth	100%	Collaborate with Colleagues	100%
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Advanced Program: Education Diagnostician Certification														
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation												
Certification Exam	The Education Diagnostician Certification Exam is taken by all initial-certification completers. Completers must pass the Education Diagnostician Certification Exam for credentialing purposes.	<p>The mean scores on each domain of the Education Diagnostician Certification Exam for AY2023-2024 were at or above 70.</p> <table border="1" data-bbox="783 1276 1866 1409"> <thead> <tr> <th>Education Diagnostician Certification Exam Domains</th> <th>N</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>Domain 1</td> <td>16</td> <td>76</td> </tr> <tr> <td>Domain 2</td> <td>16</td> <td>72</td> </tr> <tr> <td>Domain 3</td> <td>16</td> <td>85</td> </tr> </tbody> </table>	Education Diagnostician Certification Exam Domains	N	Mean	Domain 1	16	76	Domain 2	16	72	Domain 3	16	85
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	Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and Instruction.	Outstanding	4	26	5	31	5	31
		Above Average	1	7	1	6	2	13
		Average	0	0	0	0	0	0
		Needs Improvement	0	0	0	0	0	0
		Poor	0	0	0	0	0	0
		NA	10	67	10	63	9	56
	Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.	Outstanding	2	13	2	13	1	6
		Above Average	0	0	0	0	1	6
		Average	1	7	0	0	0	0
		Needs Improvement	1	7	0	0	0	0
		Poor	0	0	0	0	0	0
		NA	11	73	14	88	14	88
	Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.	Outstanding	0	0	1	6	0	0
		Above Average	1	7	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	14	93	15	94	16	100
	Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.	Outstanding	3	20	3	19	1	6
		Above Average	1	7	1	6	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		11	73	12	75	15	94	

Professionalism	<p>Education Diagnostician Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on each of the Education Diagnostician state standards that focus on professionalism. They must score at the “Average” level by the end of their practicum. The scale is as follows: “1” is Poor; “2” is Needs Improvement; “3” is Average; “4” is Above Average, and “5” is Outstanding. If the standard was not observed, the Site Supervisor marked “NA” for “Not Applicable.”</p>	<p>Supervisors conduct 45-minute observations of candidates engaging in the work of an Educational Diagnostician. As can be seen in these data for AY2023-2024, most candidates scored “Average,” “Above Average,” or “Outstanding” on each of the professionalism standards when the standard could be observed during the Performance Assessment. Some of the standards were not observed during candidates’ observations. Standard III was not observed in most candidates’ first formal observation.</p> <table border="1" data-bbox="783 342 1896 927"> <thead> <tr> <th rowspan="2">Standard</th> <th rowspan="2">Score Level</th> <th colspan="2">Observation 1 N=15</th> <th colspan="2">Observation 2 N=16</th> <th colspan="2">Observation 3 N=16</th> </tr> <tr> <th>N</th> <th>%</th> <th>N</th> <th>%</th> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr> <td rowspan="6">Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities</td> <td>Outstanding</td> <td>9</td> <td>60</td> <td>8</td> <td>50</td> <td>7</td> <td>44</td> </tr> <tr> <td>Above Average</td> <td>1</td> <td>7</td> <td>1</td> <td>6</td> <td>2</td> <td>12</td> </tr> <tr> <td>Average</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Needs Improvement</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>NA</td> <td>5</td> <td>33</td> <td>7</td> <td>44</td> <td>7</td> <td>44</td> </tr> <tr> <td rowspan="6">Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.</td> <td>Outstanding</td> <td>7</td> <td>47</td> <td>4</td> <td>25</td> <td>4</td> <td>25</td> </tr> <tr> <td>Above Average</td> <td>0</td> <td>0</td> <td>1</td> <td>6</td> <td>0</td> <td>0</td> </tr> <tr> <td>Average</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Needs Improvement</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>NA</td> <td>8</td> <td>53</td> <td>11</td> <td>69</td> <td>12</td> <td>75</td> </tr> </tbody> </table>	Standard	Score Level	Observation 1 N=15		Observation 2 N=16		Observation 3 N=16		N	%	N	%	N	%	Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities	Outstanding	9	60	8	50	7	44	Above Average	1	7	1	6	2	12	Average	0	0	0	0	0	0	Needs Improvement	0	0	0	0	0	0	Poor	0	0	0	0	0	0	NA	5	33	7	44	7	44	Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.	Outstanding	7	47	4	25	4	25	Above Average	0	0	1	6	0	0	Average	0	0	0	0	0	0	Needs Improvement	0	0	0	0	0	0	Poor	0	0	0	0	0	0	NA	8	53	11	69	12	75
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GPA at Completion	<p>Candidates, initial certificate or advanced certificate, must maintain a 3.0 GPA at completion as a cohort.</p>	<p>Education Diagnostician certification candidates’ mean GPA for AY 2023-2024 was well over the 3.0 GPA requirement.</p> <table border="1" data-bbox="783 1019 1654 1101"> <thead> <tr> <th></th> <th>N</th> <th>Min</th> <th>Max</th> <th>Mean</th> <th>Median</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Overall Initial GPA</td> <td>15</td> <td>3.42</td> <td>4.0</td> <td>3.90</td> <td>3.97</td> <td>0.16</td> </tr> </tbody> </table>		N	Min	Max	Mean	Median	SD	Overall Initial GPA	15	3.42	4.0	3.90	3.97	0.16																																																																																						
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Completer Survey	<p>The Advanced Certification programs created a Completer Perceptions Survey as the state does not survey Advanced Program Completers.</p>	<p>There were no responses from Educational Diagnostician. Completers on the Advanced Programs Completer Survey. The program is currently taking steps to address this issue.</p> <table border="1" data-bbox="993 1198 1682 1414"> <tbody> <tr> <td></td> <td>Educational Diagnostician N=0</td> </tr> <tr> <td></td> <td>Well- Prepared/ Sufficiently Prepared</td> </tr> <tr> <td>Ability to Engage in the Community</td> <td>No responses</td> </tr> </tbody> </table>		Educational Diagnostician N=0		Well- Prepared/ Sufficiently Prepared	Ability to Engage in the Community	No responses																																																																																														
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			Ability to Engage in Culturally Responsive Practices	No responses	
			Ability to Create Positive Environments	No responses	
			Ability to Lead in the Growth of International/Global Perspectives	No responses	
			Establishing Goals for Professional Growth	No responses	
			Collaborate with Colleagues	No responses	

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 2022-2023 Annual report	Program Accomplishments, Efforts, and Innovations to Address Goals from the 2022-2023 Annuary Report
Standards 2	Completer Surveys for Advanced Certification areas: Raise the number of responses for the Completer Survey.	Completer Surveys for Advanced Certification areas: Some of the programs had candidates complete the survey as part of exiting their residency/practicum. We will continue working on this goal in AY2024-2025 to ensure that all advanced programs have candidates complete the survey as part of exiting their residency/practicum.
	Develop Employer Surveys for Advanced Certification areas: Complete the development	Employer Surveys for Advanced Certification areas: We did not make progress on this goal. We will continue working on this goal in AY2024-2025.

	<p>Employer Surveys for Advanced Certification areas.</p> <p>Develop and implement Site Supervisor Surveys for Each Certification Area: Develop and implement Site Supervisor Surveys for each certification area (initial and Advanced</p>	<p>Site Supervisor Surveys for Each Certification Area: The Site Supervisor Surveys were developed. All programs implemented them AY 2024-2025 (Initial and Advanced).</p>
Standard 3	<p>Quality Assurance System: Engage in continuous improvement of programs and program components and investigate opportunities for innovation through an effective quality assurance system.</p>	<p>College and Program leadership are completing the process of investigating data systems with the intention of implementing a college-wide data system. We are looking to implement a college-wide data system in AY 2025-2026.</p>
Standard 4	<p>Completer Support: Support completers' entry and/or continuation in their professional role.</p>	<p>We continue to explore ways to support candidates upon graduation.</p>