

# **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 <u>UH System</u> 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 <u>University of Houston</u> is a Carnegie-designated Tier One public research university, recognized by The Princeton Review as one of the nation's best colleges for undergraduate education. The University of Houston is the second most ethnically diverse

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

<b>Degree or Certificate</b> granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	enrolled in most recently	Number of Completers in most recently completed academic year
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		academic year (12 months ending 08/31/2024)	(12 months ending 08/31/2024)
P	rograms that lead to initial teaching credentials		
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
Programs that lead	to additional or advanced credentials for already-licensed	educators	
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	sional Leadership, EDD Superintendent (EC-12)		11
	Total for programs that lead to advanced credentials	300	81
Programs that lead	o credentials for other school professionals or to no specific	credential	
	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.

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.

	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.

	2-Year or 4-Year Completion Rate					
Advanced Program	Total # of Cohort	# of Completed	Completion %	# of Completed in 1.5 times expected timeframe	Completion % in 1.5 times expected timeframe	
Educational Diagnostician (EC-12)	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
90	97
89	88
89	89
93	92
76	82
85	84
	Well- Prepared/ Sufficiently Prepared 90 89 89 93 93 76

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" in most areas of the survey. There were no responses from Educational Diagnostician Completers.

	Principal N=101 Well-Prepared/ Sufficiently Prepared	Superintendent N=7 Well- Prepared/ Sufficiently Prepared	Educational Diagnostician N=0 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		Table 2		Table 3
Certification Subject Area Bilingual Education English Language Arts Fine Arts General Elementary (Self-Contained) Mathematics Science Social Studies Special Education Total	Number of LEA-Employed Candidates 21 47 1 166 35 22 12 4 306	Certification Grade Level Number of Grades 4-8 Grades 7-12 Grades EC-12 Grades EC-6 Supplemental Total	f LEA-Employed Candidates 42 48 49 166 24 306	

The average employment rate was 100% for the advanc	ced comple	eters of AY 2023-2024 (N=8	1).		9% 9% -2023 nent Year
Advanced Program		Total # of Finishers in AY 2023-2024		in TX District AY 23-2024	%
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 teachHouston

Provider-Selected	Explanation of	Level or Exte	ent of Succ	ess ir	n Meet	ing the	e Expe	ctatio	n			
Measures	Performance					_						
	Expectation											
Certification Exam	The Pedagogy and Professional	The mean scores of	on each domain	of the F	PR Exan	n of the A	Y2023-20	024 wer	e 76 and	above or	n each doma	
	Responsibilities Exam taken by	except for Domain	3 (N=382; 71).									
	all initial-certification completers.											
	Completers must pass the PPR Certification Exam for credentialing	PPR Certifica	PPR Certification Exam Domains N Mean						an			
	purposes.	Domain 1				-	82		7	-		
		Domain 2 Domain 3				-	82 82		7	-		
		Domain 3			-		o∠ 82		7		_	
Performance	Teaching and Learning	In AY 2023-2024, I	more than 94%	of Teach	ner Candi			ning and			n were rated	
Assessment	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	of Student Teachir	at "Developing" or above in each dimension of the T-TESS by the end of the Student Teaching 1. By the en of Student Teaching 2, over 99% of teacher candidates were scored at "Proficient" or above in each T-TES Dimension, as can be seen in the table below. Year-Long Student Teaching Formal Observation Data									
						t Teaching 1 Student Teaching 2 023-2024) (AY 2023-2024)						
		A 1 =259	PA 2			PA 1 PA 2 N=272 N=272						
	The scale is as follows: "1" is Needs Improvement; "2" is Developing; "3" is Proficient; "4" is			n	%	n	%	n	%	n	%	
	Accomplished, and "5" is Distinguished.	Dimension 1.1:	Proficient	108	42	145	56	251	92	268	99	
	Distinguished.	Standards and	Developing	150	58	111	43	21	8	4	2	
		Alignment	Needs Improvement	1	.39	1	.39	0	0	0	0	
		Dimension 1.2	Proficient	79	31	115	45	246	90	270	99	
		Data and Assessment	Developing Needs	175 5	68 6	141	55 .39	26 0	10 0	2	.7	
		, lococomont	Improvement		-					0		
		Dimension 1.3	Proficient	94	36	135	53	258	95	271	100	
		Knowledge of Students	Developing Needs	159 6	61 2	121	47 .39	14	5	1	.4	
		Students	Improvement	0	2	1	.39	0	0		0	
		Dimension 1.4	Proficient	108	42	143	56	244	90	265	97	
		Differentiation	Developing	121	47	106	41	28	10	7	3	
			Needs Improvement	30	12	3	1	0	0	0	0	
		Dimension 2.1	Proficient	44	17	73	28	230	85	264	97	
		Achieving Expectations	Developing Needs	197 18	76 7	183	<u>71</u> .39	42	15 0	8	3	
			Improvement						-		-	
		Dimension 2.2 Content	Proficient Developing	72 176	28 68	96 158	37 62	245 26	90 10	265	97	
		Knowledge and	Needs	176	4	3	1	1	.37	0	3 0	
		Expertise	Improvement									

	Dimension 2.3	Proficient	62	24	88	34	229	84	258	95	
	Communication	Developing	172	66	160	62	42	15	14	5	
		Needs Improvement	25	10	7	3	1	.37	0	0	
	Dimension 2.4	Proficient	45	17	62	24	242	89	269	99	
	Differentiation	Developing	203	78	193	52	29	11	3	1	
		Needs Improvement	11	4	2	.78	0	0	0	0	
	Dimension 2.5	Proficient	41	16	77	30	214	79	264	97	
	Monitor and	Developing	177	68	176	69	58	21	8	3	
	Adjust	Needs Improvement	41	16	4	1.6	0	0	0	0	
	Dimension 3.1	Proficient	110	42	152	59	247	90	264	97	
	Learning	Developing	143	55	101	39	25	9	8	3	
	Environment	Needs Improvement	6	2	4	2	0	0	0	0	
	3.2 Managing	Proficient	103	40	137	54	240	88	264	97	
	Student	Developing	142	55	115	45	31	11	7	3	
	Behavior	Needs Improvement	14	5	5	2	1	.37	1	.4	
	4.2 Goal	Proficient	116	45	145	44	256	94	263	96	
	Setting	Developing	135	52	112	56	16	6	8	3	
		Needs Improvement	8	3	0	0	0	0	0	0	
Teaching Residency using the teachHouston Evaluation Rubric. They must score at the "Developing" or "Proficient" level in each domain of the T-TESS by the end of Student Teaching. The scale is as follows: "1" is Needs	2.5b, 3.1a, 3.1b, 3. candidates were so table below. In the <b>traditional</b> , s "Proficient" or "Dev	cored at "Profici semester-long	ent" or "I	Developin	g" in ea						Э
Improvement; "2" is Developing;	below.	eloping in each									
		1 0	h T-TES	S Dimens	ion on t	he Final (	Observat	tion, as ca			
"3" is Proficient; "4" is Accomplished, and "5" is		1 0	h T-TES		ion on t	he Final (	Observat	tion, as ca Data	n be see		
"3" is Proficient; "4" is		Year-L Fall 2 Student Te *Not Obs	ong Stud 023 eaching f	S Dimens dent Teac	ion on t	he Final (	Observat ervation	tion, as ca Data Spring 2 tudent Tea *Not Obse	n be see 024 Iching 2 rved		
"3" is Proficient; "4" is Accomplished, and "5" is	Proficient	Year-L Fall 2 Student Te *Not Obie N=1	ong Stud 023 eaching 7 7	S Dimens dent Teac	ion on t	he Final (	Dbservat ervation St	tion, as ca Data Spring 2 tudent Tea	n be see 024 iching 2 rved		
"3" is Proficient; "4" is Accomplished, and "5" is	Proficient	Year-L Fall 2 Student Te *Not Ob- N=1	ong Stud 023 eaching <sup>2</sup> served 17	S Dimens dent Teac 1 <sub>Needs</sub>	ion on th	mal Obs	Observation ervation St	tion, as ca Data Spring 2 tudent Tea *Not Obse N=17	n be see 024 iching 2 rved	n in the t	able
"3" is Proficient; "4" is Accomplished, and "5" is	Proficient 	Year-L Fall 2 Student Te *Not Obs Ne1 Developing	n T-TES	S Dimens	hing Fo	rmal Obs Proficie n 15	Observation ervation St ent % 88	tion, as ca Data Spring 2 tudent Tea *Not Obse N=17 Developing n % 2 12	024 ching 2 rved Impro	n in the t	table *
"3" is Proficient; "4" is Accomplished, and "5" is	Proficient 1.1a 16 9 1.1b 11 6	Year-L Fall 2 Student Te *Not Ob: N=1 Developing // Developing // n % // 1 6 3:	ong Stud           0023           eaching f           served           7           6           0           0           0           0           0           0           5	S Dimens	hing Fo	Proficie	Observation ervation St ent % 88 94	tion, as ca Data Spring 2 tudent Tea *Not Obse N=17 Developing n % 2 12 1 6	024 cching 2 rved Impro	n in the the test of the test of the test of the test of test	* * n 0 0
"3" is Proficient; "4" is Accomplished, and "5" is	Proficient n 9 1.1a 16 9 1.1b 11 6 1.1c 10 5 1.3a 10 5	Year-L Fall 2 Student Te *Not Obs Ne1 Developing % n % 14 1 6 5 6 33 9 6 34 9 7 4 4	h T-TES	S Dimens	hing For hing For n 0 0 0 0	n         15         16         16         14	Observation           ervation           St           int           %           88           94           94           94           94           94	Data           Spring 2           tudent Tea           *Not Obse           Net Obse           Net Obse           100           100           100           100           100           100           100           100           100           100           100           100           100           100           100           100           100           100	024 ching 2 rved Impro	n in the t	table *
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"3" is Proficient; "4" is Accomplished, and "5" is	n         9           1.1a         16         9           1.1b         11         6           1.1c         10         5           1.3b         0         0           1.3c         3         1           1.3e         5         2           1.4a         4         2           1.4b         8         4           1.4c         6         3	Year-L Fall 2 Student Te *Not Ob: Ne1 Developing % n % 44 1 6 55 6 33 99 6 33 99 7 44 0 6 33 8 4 22 2 5 24 99 9 55	h T-TES ong Stuc 023 paching ' served 7 / / / / / / / / / / / / /	S Dimens	hing For hing For n 0 0 10 9 10 2	Proficie Proficie N 15 16 16 16 14 15 15 15 15 13 13	St           %         8           94         94           94         88           94         88           94         88           94         88           88         88           76         76           76         82           82         82	tion, as ca	Ne         see           024         ching 2           rved         Impro           0         0           0         0           0         0           0         0           0         0           0         0           0         0           0         0           0         0           0         0           0         0	n in the 1	* n 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 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
<u>3.1d</u>	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 12	8	47 24	2	12 53	0	12 11	71 65	4	24 24		6 6	0
3.2d	2		4		9		2	11		4		1		1
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3.3b	11 7	65	6	35 41	0	0	0	16 17		1	6	0	0	0
3.3c		41			3	18			100				0	0
3.3d	11	65	5	29	1	6	0	15	88	2	12	0	0	0
			Tr	aditiona	al Stud	ent Tea	ching Fo 023-202		bservat	tion Dat	ta			
		Mid	-Seme	ster Ob	servati		020-202			Final	Observa	ation		
			*No	ster Ob t Observe N=26	ed	on	I			*No	Observa ot Observe N=26	d	de	
	Profic			t Observe N=26		ON	*	Profic	ient		ot Observe N=26			*
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1.1a	n	ient %	*No Develo	t Observe N=26 oping %	ed Improv	on eds rement	<b>*</b> n	Profic	%	*No Devel	ot Observe N=26 oping	d Improv	rement %	n
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1.1b 1.1c 1.3a 1.3b 1.3c 1.3d 1.3e 1.4a 1.4b	n 24 15 21 13 7 9 9 11 5 4	%           92           58           81           50           277           35           35           42           19	*No Develo 11 5 11 16 13 12 11 21 11 21 19	%           7           42           19           42           62           50           46           42           81	Ad New Improv Improv 0 0 0 0 0 0 0 2 2 3 3 2 2 0 0 0 0	DN ads ement % 0 0 0 0 7 12 7 12 7 0 0 0 0 0 0 0 0 0 0 0 0 0	★ 0 0 0 0 2 2 2 0	Profic n 25 21 22 22 16 18 18 18 14 11 12	%           96           81           85           62           69           69           54           42           50           92	*No Devel 10 8 4 10 8 8 8 11 15	%           15           38           31           15           38           31           31           31           31           31           33           34           33           34           35           36           37	d Nee Improv 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	%           0	n 0 0 0 0 0 0 0 0 0 0 0 0 1 1 0 3
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		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	
		2.5d         13         50           3.1a         7         27	13 50 19 73	0	0	0	21 16	81 62	5 10	19 0 38 0		0	
		3.1b 10 38	16 62	0	0	0	16	62	10	38 0		0	
		3.1c 13 50	11 42	0	0	2	14	54	9	35 0		3	
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		3.2b 17 65	9 35	0	0	0	22	85	4	15 0		0	
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Professionalism	Candidates are evaluated using	"Developing" or above										abor	
	the <b>Professional Ethics</b> ,	"Developing" scores in											
	Demeanor, and Development												
	Rubric (PEDD). Site Supervisors	EDD). Site Supervisors 17%); (4) Oral and Written Communication (ST 1: 18 - 7%; ST2: 16 - 6%); (5) Withitness and Reflectivity											
	score candidates from "0" to "1" on			very few	candida	ates who	scored	d "Impro	ovement	Needed"	in Stude	ent	
	each domain. The scale is as	Teaching 1 or Studen	t Teaching 2.										
	follows: "1" is Proficient; "5" is												
	Developing; and "0" is		Year-Long	<mark>j Studen</mark>	t Teachi	i <mark>ng Di</mark> sp	osition	is Data					
	Improvement Needed. Candidates		Т		Student	Teachir	na 1	6	tudont '	Teaching	2		
	who obtain 0"s in any area are	PEDD Items	Rating			= 256	ig i			= 278	-		
	placed on a Growth Plan.				n		%		n	%			
		Appearance and	Proficient		256	1	00		272	10	0		
		Dress	Developing		0		0		0	0			
					-		-		-				
			Needs		0		0		0	0			
			Improveme										
		Cooperation,	Proficient		253	e e	99		268	99	)		
		Flexibility, Patience, and	Developing		3		1		3	1			
		Tactfulness			-		-						
		Tactiuness	Needs		0		0		1	.3			
			Improveme		0.4.4				0.5.5	-	4		
		Initiative, Risk-	Improveme Proficient		244		95	:	255	94	1		
		Taking, Motivation,	Proficient				95 4			94			
		Taking, Motivation, Demeanor, and	Proficient Developing		11		4		17	6			
		Taking, Motivation,	Proficient Developing Needs										
		Taking, Motivation, Demeanor, and Enthusiasm	Proficient Developing Needs Improveme	nt	11 1	 	4		17 0	6			
		Taking, Motivation, Demeanor, and Enthusiasm Attendance,	Proficient Developing Needs	nt	11	 	4		17	6			
		Taking, Motivation, Demeanor, and Enthusiasm Attendance, Punctuality, and	Proficient Developing Needs Improveme	nt	11 1		4		17 0	6	6		
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TeachHouston Candidates are evaluated using the Profilem       Profilem       2       1       5       2         TeachHouston Candidates are evaluated using the Profilem       Profilem       219       66       224       93         TeachHouston Candidates are evaluated using the Profilem       0       0       0       0       0         TeachHouston Candidates are evaluated using the Profilem       233       79       224       82         TeachHouston Candidates are evaluated using the Profilem       0       0       0       0         TreachHouston Candidates are evaluated using the Profilem       238       93       256       94         TeachHouston Candidates are evaluated using the Profilem       0       0       0       0       0         TreachHouston Candidates are evaluated using the Profilem       0       0       0       0       0         TreachHouston Candidates are evaluated using the Profilem       0				2		_		
Práctices       Needs Ingrovement       0       0       0       0         Participation       Próficient       219       86       254       93         Participation       Proficient       219       86       254       93         Hoads       0       0       0       0       0         Needs       0       0       0       0       0         Oral and Witten       Proficient       239       93       256       94         Developing       18       7       16       6       1								
TeachHouston Candidates re- evaluated using the Professional Ethics, Domeanor, and Developing. All organs. Sciences and distances are as a fill of the traditional sensetar-long programs within teaching 1 and 2 with the exception of two areas. Attendance, Punctuality and Preparation (ST 1: 1 – 6% Needs Improvement). There were no candidates who socord "Individuales receive agrade on their professionals nuble They are an episodom of sin any can make up to a 100 as their grade.         Notes and Proficient 1 230         99         269         990           TeachHouston Candidates re- evaluated using the Professional Ethics, Domeanor, and Developing.         Proficient 238         93         256         94           Therefs         0         0         0         0         0         0           Withiness and The science on Goowthey are an episodom on the professional Ethics, Domeanor, and Developing         17         7         8         3           Needs from V16 v110 etail domain, Proficient Teaching 1 and 2 with the exception of two areas. Attendance, Punctuality and Preparation (ST 1: 1 – 6% Needs Improvement), and Oral and Witten Teaching 2.         Needs improvement), and Oral and Witten Teaching 2.         Year-Long Student Teaching 1 in 5         Needs in the standance, Punctuality and Preparation (ST 1: 1 – 6% Needs Improvement), and Oral and Witten Teaching 2.								
TeachHouston Candidates are evaluated using the Professional Ethics, Demension score andidates are evaluated using the Professional Ethics, Demension score and domain. The scale is a follows: '1' or each domain.' Candidates who obtain 0's in any area are placed on a Growth the CPDD start Candidates are evaluated using the Professional Ethics, Demension score andidates from '0' to '1' or each domain.' The scale is a follows: '1' or '1' is inprovement Needed' in Student Teaching 1 and 2 with the exception of the acting Dispositions Data' '1' is inprovement Needed' in Student Teaching 1 and 2 with the exception of the acting Dispositions Data' '1' is inprovement Needed' in Student Teaching 1 and 2 with the exception of the acting 1 and 2 with the complexities and a method of al 'mprovement Needed' in Student Teaching 1 and 2 with the exception of the '1' or each domain.' The scale is a follows: '1' or each domain 0's in any area are placed on a Growth for the complexities and the provement Needed' in Student Teaching 1 and '1' or 'n' is information and Candidates in the very or a divert teaching 2 with the complexities and the provement.' Here were no candidates who socred' improvement Needed' in Student Teaching 1 and '1' or 'n' is information of the '1' or each and complexities and the provement Needed' in Student Teaching 2 and '1' or 'n' is information and Candidates in the very or candidates who or a condidates who or a condidates who or a condidates who or a condidate whor a condidate whor a condidate whor a condidate wh		Participation	Proficient	219	86	254	93	
TeachHouston Candidates are evaluated using the Professional Ethics, Domeanor, and Development Rubric (EDD). Site Supervisors source candidates from 0° 0° 1° on each communication (ST ± 1 - 6%). Needs improvement), and Crain Needs 0         Needs 0         0         0           TeachHouston Candidates are evaluated using the Professional Ethics, Domeanor, and Development Rubric (EDD). Site Supervisors source candidates from 0° 0° 1° on each communication o° 1° is improvement Name (ACD).         n AY 2023-24, 99% 0° Teacher Candidates in the year-long residency and the traditional semester-long movement) and Organization and Responsibility (Sf 11 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), and Crain and Written Communication (ST ± 1 - 6%). Needs improvement), an			Developing	36	14	18	7	
Vestor     Developing     3     1     3     1       Organization and Responsibility     Developing     53     21     46     17       Organization and Responsibility     Proficient     203     79     224     82       Oral and Written Communication     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       Withitness and Reflectivity     Proficient     239     93     263     97       Developing     17     7     8     3     1       Vereloping     17     7     8     3     1       Needs Improvement and the exception of two areas: Attendance, Punctuality and Preparation (ST 1: 1 - 6N Needs Improvement), and Oral and Written Communication 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 1     Student Teaching 2.       Vear-Long Student Teaching 1     Student Teaching 2     11     - 9       PEDD Items     Rating n     N = 17 100     N = 17 100								
Awareness of Individual DifferencesDeveloping3131Organization and Responsibility IDOrganization and Responsibility IDProficient2037.92.248.2Developing532.114.61.7Developing532.114.61.7IDNeeds0021IDNeeds0000IDOral and WrittenProficient2.389.32.569.4Developing1871.66Needs00000IDProficient2.399.32.689.7Developing177831Needs00013.31IDNeeds00013.31IDNeeds0013.31IDNeeds0013.31IDNeedsNeedsCorono and the professional student Teaching 1 and 2 with the exception of two areas: Attendance, Punctuality and Preparation (ST 1: 1 - 0.5Needs Improvement). And Oral and Written Communication (RT 1: 1 - 6% Needs Improvement). There were no candidates who scored "Improvement Needed" in Student Teaching 1Student Teaching 1IDStudent Teaching 1Student Teaching 1Student Teaching 2N = 17IDNeedsNeedsNeedsNeedsNeedsIDOri is incores: The			Proficient	253	99	269	99	
Differences     Needs improvement     0     0     0     0       Organization and Responsibility     Proficient     203     79     224     82       Differences     Proficient     203     79     224     82       Developing     53     21     46     17       Differences     0     0     2     1       Oral and Witten Communication     Proficient     238     93     256     94       Differences     0     0     0     0     0       Withiness and Reflectivity     Proficient     239     93     263     97       Developing     17     7     8     3       Needs     0     0     1     3       Improvement     0     0     1     3       Withiness and Reflectivity     Proficient     239     93     263     97       Developing     17     7     8     3     Needs     Needs     Needs       Dovelopment Rubric (FEDD).     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 of Cri 1 - 6% Needs Improvement). and Cral and Written Communication (S		Awareness of	Developing	3	1	3	1	
ResponsibilityDeveloping53214617Needs0021ImprovementProficient2389325694Developing187166Needs0000Withitness and ReflectivityProficient2399326397Developing17783Needs001.3Improvement12023-24, 99% of Teacher Candidates in the year-long residency and the traditional semester-long programs within teachHouston and Responsibility (ST 1 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral improvement Needed in Student Teaching 1Visit Inprovement NeededN = 17N = 17Candidates		Differences	Improvement					
TeachHouston Candidates are evaluated using the Professional Ethics, Domeanor, 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 review a grade on their professionalism rubric. They can make up to a 100 as their grade.     In AY 2023-24, 99% of Teacher Candidates in the year-long residency and the traching 2 Proficient 1239     93     263     97       Perein 200     0     0     0     0     0     0     0       Withit nees and Reflectivity     Proficient     239     93     263     97       Developing     17     7     8     3       Postorent     0     0     1     3       In AY 2023-24, 99% of Teacher Candidates in the year-long residency and the traditional semester-long programs within teachHouston were rated a Tbeveloping" or above in each area of the PEDD in both Stite 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 review a grade on their professionalism rubric. They can make up to a 100 as their grade.     Perticent     16     N = 17     N = 17       Needs     0     0     0     0     0     0		Responsibility Oral and Written	Proficient		-			
Improvement       Improvement       Improvement       Improvement       Improvement         Oral and Written Communication       Proficient       238       93       256       94         Developing       18       7       16       6         Withitness and Reflectivity       Needs       0       0       0         Withitness and Reflectivity       Needs       0       0       1       3         Needs       0       0       1       3       1       1       1         Developing       17       7       8       3       1 <td></td> <td></td> <td></td> <td></td> <td></td> <td>17</td> <td></td>							17	
CommunicationDeveloping187166Needs0000Withitness and ReflectivityProficient2399326397Developing17783Developing17783Needs001.3Improvement001.3In AY 2023-24, 99% of Teacher Candidates in the year-long residency and the traditional semester-long mprovementach 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), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Written Communication (ST 1: 1 - 6% Needs Improvement), and Oral and Preparation (ST 1: 1 - 6% Needs Improvement), and Oral and Preparation (ST 1: 1 - 6% Needs Improvement), and Oral and Preparation (ST 1: 1 - 6% Needs Improvement), and Oral and Preparation (ST 1: 1 - 6% Needs Improvement), and Oral and Preparation (ST 1: 1 - 6% Needs Improvement), and Oral and Preparation (ST 1: 1 - 6% Needs Improvement), and Oral and Preparation (ST 1: 1 - 6% Needs Improvement), and Oral and Preparation (ST 1: 1 - 6% Needs Improvement)PEDD ItemsRat			Improvement					
Needs       0       0       0         Withitness and Reflectivity       Proficient       239       93       263       97         Developing       17       7       8       3         Needs       0       0       1       .3         Improvement       Inprovement       0       0       1       .3         Inprovement       In AY 2023-24, 99% of Teacher Candidates in the year-long residency and the traditional semester-long residency and and or a dow and Written Communication (ST 1: 1 - 6% Needs Improvement). There were no candidates who scored "Improvement Needed" in Student Teaching 1         Or in figure are placed on a Growth Plan. Candidates receive a grade on their professionalism rubric. They can make up to a 100 as their grade.<								
ImprovementImprovementImprovementImprovementWithitness and ReflectivityProficient2399326397Developing17783Developing17783Needs0013ImprovementInprovement0013ImprovementInprovement013ImprovementInprovement013ImprovementImprovement1011ImprovementImprovement1011ImprovementImprovement1011ImprovementImprovement1011ImprovementImprovement1011ImprovementImprovement1011ImprovementImprovement1011ImprovementImprovement1011ImprovementImprovement1011ImprovementImprovement1111ImprovementImprovement1111ImprovementImprovement11111ImprovementImprovement158817100Improvement15881710011Improvement1588171001Improvement15881710011Improvement15881								
Reflectivity       Developing       17       7       8       3         Needs       0       0       1       .3         Improvement       improvement       0       0       1       .3         Improvement       improvement       0       0       1       .3         Improvement       1       .4       .4       .4       .4         Development Rubric (PEDD).       Site Supervisors score candidates from '0' to '1' on each domain.       .5       .4       .4       .4         Proficient: "5' is Developing; and '0' is in any area are placed on a Growth Plan.       .4       .4       .4       .4       .4       .4       .4       .4       .4       .4       .4       .4       .4       .4       .4       .4       .4       .4       .4       .			Improvement	-				
Needs       0       0       1       .3         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.       In AY 2023-24, 99% of Teacher Candidates in the year-long residency and the traditional semester-long programs within teachHouston were rated at "Developing" or above in each area of the PEDD in both Student Teaching 1 and 2 with the exception of two areas: Attendance, Punctuality and Preparation (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.         Year-Long Student Teaching Dispositions Data       "Improvement Needed" in Student Teaching 1       Student Teaching 2         PEDD Items       Rating       N = 17       N = 17         Appearance and Dress       Proficient       15       88       17       100         Dress       Developing       2       12       0       0         Needs       0       0       0       0       0								
ImprovementImprovementImprovementTeachHouston 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.In AY 2023-24, 99% of Teacher Candidates in the year-long residency and the traditional semester-long programs withinn teachHouston were rated at "Developing" or above in each area of the PEDD in both Student Teaching 1 and 2 with the exception of two areas: Attendance, Punculaity 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 1 N = 17Year-Long Student Teaching 1 PEDD ItemsStudent Teaching 1 N = 17Student Teaching 2 N = 17Appearance and DressProficient158817Developing21200Needs Improvement0000								
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.programs withinn teachHouston 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.Year-Long Student Teaching Dispositions Data "Developing" n Appearance and DressYear-Long Student Teaching 1 N = 17Student Teaching 2 N = 17PEDD ItemsRatingStudent Teaching 1 N = 17N = 17 N = 17Appearance and DressProficient158817Developing21200Needs Improvement0000			Improvement					
"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.       PEDD Items       Rating       Student Teaching 1 N = 17       Student Teaching 2 N = 17         PEDD Items       PEDD Items       Proficient       15       88       17       100         Developing       2       12       0       0         Needs Improvement       0       0       0       0	evaluated using the <b>Professional</b> <b>Ethics, Demeanor, and</b> <b>Development Rubric (PEDD).</b> Site Supervisors score candidates from "0" to "1" on each domain.	programs withinn <b>tea</b> Student Teaching 1 a <u>6%</u> Needs Improvement and Written Commun	<b>chHouston</b> were r nd 2 with the exce ent) and Organizat ication (ST 1: 1 – 6 d" in Student Teac	rated at "Devel ption of two ar tion and Respo 5% Needs Imp hing 2.	oping" or above eas: Attendand onsibility (ST 1 <sup>-</sup> rovement). The	in each area o ce, Punctuality a 1 – 6% Needs I re were <b>no can</b>	f the PEDD in b and Preparation <mark>mprovement</mark> ) , a	oth (ST 1: 1 – and Oral
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.       PEDD Items       Rating       Student Teaching 1 N = 17       Student Teaching 2 N = 17         PEDD Items       PEDD Items       Rating       N = 17       N = 17       N = 17         N       M       N       N       N       N         Operationalism rubric. They can make up to a 100 as their grade.       Proficient       15       88       17       100         Needs Improvement       0       0       0       0       0       0			Year-Long Stu	udent Teachir	g Dispositions	s Data		
Candidates receive a grade on their professionalism rubric. They can make up to a 100 as their grade.     Appearance and Dress     Proficient     15     88     17     100       Needs Improvement     0     0     0     0	Candidates who obtain 0"s in any	PEDD Items	Rating		= 17		: 17	
can make up to a 100 as their grade.  Dress Dres				n	%	n	%	
grade. Developing 2 12 0 0 Needs 0 0 0 0 Improvement	their professionalism rubric. They		Proficient	15	88	17	100	
Needs     0     0     0       Improvement     0     0     0			Developing				0	
			Improvement					
Proficient 16 94 17 100			Proficient	16	94	17	100	

Cooperation, Flexibility,	Developing	1	6	0	0	
Patience, and Tactfulness	Needs Improvement	0	0	0	0	
Initiative, Risk- Taking, Motivation,	Proficient	15	88	16	94	
Demeanor, and	Developing	2	12	1	6	
Enthusiasm	Needs Improvement	0	0	0	0	
Attendance, Punctuality, and	Proficient	15	88	17	100	
Preparation	Developing	1	6	0	0	
	Needs Improvement	1	6	0	0	
Adherence to Legal and Ethical	Proficient	17	100	17	100	
Practices	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	Proficient	16	94	17	100	
Awareness of Individual	Developing	1	6	0	0	
Differences	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 AY2023-202		s Data	]		

PEDD Items	Rating	N	= 26
		n	%
Appearance and Dress	Proficient	26	100
	Developing	0	0
	Needs Improvement	0	0
Cooperation, Flexibility,	Proficient	26	100
Patience, and	Developing	0	0
Tactfulness	Needs Improvement	0	0
Initiative, Risk- Taking, Motivation	Proficient	26	100
Demeanor, and	Developing	0	0
Enthusiasm	Needs Improvement	0	0
Attendance, Punctuality, and	Proficient	25	96
Preparation	Developing	1	.04
	Needs Improvement	0	0
Adherence to Legal and Ethical	Proficient	25	96
Practices	Developing	1	.04
	Needs Improvement	0	0
Participation	Proficient	25	96
	Developing	1	.04
	Needs Improvement	0	0
Rapport with Others and	Proficient	25	96
Awareness of Individual	Developing	1	.04
Differences	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	t	0	0				
		Withitness and Reflectivity	Proficient		25	96	;			
		Reneeding	Developing		1	.04	1			
			Needs Improvement	t	0	0				
GPA at Completion	Candidates, initial certificate must maintain a 3.0 GPA at completion as a cohort.	Initial certification requirement.	candidates'	mean	GPA fo	or AY 2	023-20	)24 was ov	ver the 3	3.0 GPA
				Ν	Min	Мах	Mean	Median	SD	
		Overall Initial (	GPA	373	2.30	4.00	3.61	3.72	0.35	

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

Performance Assessment	<b>Principal Candidates</b> are formally evaluated three times. As part of their formal evaluation, they are	Supervisors conduct 45-minute observations of candidates engaging in the work of Principal. As can be seen 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.         First										
	assessed on each of the Principal competencies or State Standards. They	Competency	Rating	Observ	ation =101	Last Observ N=1						
	must score at the "Good" level by the end of their			#	%	#	%					
	practicum. The scale is as	Competency 001: The	Excellent	31	31	31	31					
	follows: "1" is Poor; "2" is Fair; "3" is Good; "4" is Very	beginning principal (intern) knows how to establish and	Very Good	41	41	41	41					
	Good" and "5" is Excellent.	implement a shared vision	Good	26	26	20	20					
	If the standard was not observed, the Site	and culture of high expectations for all	Fair	3	3	5	5					
	Supervisor marks "NA" for "Not Applicable."		Poor	0	0	0	0					
		stakeholders (students, staff, parents, and community).	NA	0	0	3	0					
		Competency 002: The beginning principal (intern)	Excellent	36	36	31	31					
			Very Good	39	39	39	39					
		knows how to work with stakeholders as key partners	Good	23	23	26	26	-				
		to support student learning.	Fair	3	3	0	0	-				
			Poor	0	0	0	0	1				
			NA	0	0	5	5	1				
		Competency 003: The	Excellent	36	36	42	42	1				
		beginning principal (intern)	Very Good	44	44	34	34	1				
		knows how to collaboratively develop and	Good	18	18	13	13	1				
		implement high-quality	Fair	0	0	3	3	1				
		instruction.	Poor	0	0	0	0	1				
			NA	3	3	8	8	1				
		Competency 004: The	Excellent	28	28	44	44					
		beginning principal (intern)	Very Good	51	51	21	21					
		knows how to monitor and assess classroom instruction	Good	15	15	28	28					
	e e	assess classroom instruction to promote teacher effectiveness and student	Fair	3	3	0	0					
			Poor	0	0	0	0					
		achievement.	NA	3	3	8	8					

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

			Cood										
		knows how to	Good			28	28	26	26				
		collaboratively determine	Fair			0	0	3	3				
		goals and implement	Poor			0	0	0	0	-			
		strategies aligned with the school vision that support	NA			0	0	3	3	-			
		teacher effectiveness and				0	0						
		positive student outcomes.											
		Competency 010: The	Excelle	nt		26	26	28	28	-			
		beginning principal (intern)	Very G	and						-			
		knows how to provide	_	500		26	26	41	41	_			
		administrative leadership	Good			41	41	20	20				
		through resource	Fair			8	8	5	5				
		management, policy	Poor			0	0	0	0				
		implementation, and	NA			0	0	5	5				
		coordination of school				0	0						
		operations and programs to											
		ensure a safe learning											
		environment.							<u> </u>				
Professionalism	Principal Candidates are												
	Tormally evaluated three	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.											
	formally evaluated three times. As part of their	these data for A12023-2024, most candidates scored "Good," "Very Good" or "Excellent" on this Competency,											
	times. As part of their formal evaluation, they are					-			nt" on this	Competency <mark>.</mark>			
	times. As part of their formal evaluation, they are assessed on the Principal	Principal: Per	orman	ce Asse	essmo	-			nt" on this	Competency <mark>.</mark>			
	times. As part of their formal evaluation, they are assessed on the Principal competency or State	Principal: Peri	orman AY		essmo	-	equenc	ies	nt" on this	Competency <mark>.</mark>			
	times. As part of their formal evaluation, they are assessed on the Principal		orman AY	ce Asse 2024-20	essmo	ent Fre Fir Obser	equenc st vation	cies L Obse	ast rvation	Competency <mark>,</mark>			
	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	Principal: Peri	orman AY	ce Asse 2024-20	essmo	ent Fre	equenc st vation	cies L Obse	ast	Competency <mark>.</mark>			
	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.	Principal: Per	orman AY	<b>ce Asso</b> 2024-20 Rating	essmo	ent Fre Obser N=	equencest st vation 101 %	L Obse N= #	ast rvation 101 %	Competency <mark>.</mark>			
	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"	Principal: Perf	orman AY:	ce Asse 2024-20 Rating nt	essmo	ent Fre Obser N= # 49	equence st vation 101 % 49	L Obse N= # 46	ast rvation 101 % 46	Competency <mark>,</mark>			
	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	Principal: Perf Competency Competency 011: The beginning principal (intern)	orman AY	ce Asse 2024-20 Rating nt	essmo	ent Fre Obser N=	equencest st vation 101 %	L Obse N= #	ast rvation 101 %	Competency <mark>.</mark>			
	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	Principal: Perl Competency Competency 011: The beginning principal (intern) knows how to provide	orman AY:	ce Asse 2024-20 Rating nt	essmo	ent Fre Obser N= # 49	equence st vation 101 % 49	L Obse N= # 46	ast rvation 101 % 46	Competency,			
	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,	Principal: Perl Competency Competency 011: The beginning principal (intern) knows how to provide ethical leadership by	orman AY Excelle Very G	ce Asse 2024-20 Rating nt	essmo	ent Fre Obser N= # 49 26	equence vation 101 % 49 26	L Cobse N= # 46 33	ast rvation 101 % 46 33	Competency <mark>.</mark>			
	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	Principal: Perf Competency Competency 011: The beginning principal (intern) knows how to provide ethical leadership by advocating for children and	<b>orman</b> <b>AY</b> Excelle Very G Good Fair	ce Asse 2024-20 Rating nt	essmo	ent Fre Obser # 49 26 26 0	st vation 101 % 49 26 26 0	L Obse # 46 33 18 0	ast rvation 101 % 46 33 18 0	Competency,			
	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,	Principal: Perf Competency Competency 011: The beginning principal (intern) knows how to provide ethical leadership by advocating for children and ensuring student access to	Forman AY Excelle Very G Good Fair Poor	ce Asse 2024-20 Rating nt	essmo	ent Fre Obser * 49 26 26 0 0	equence vation 101 % 49 26 26 0 0	L Obse N= # 46 33 18 0 0	ast rvation 101 % 46 33 18 0 0	Competency,			
	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	Principal: Perf Competency Competency 011: The beginning principal (intern) knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators,	<b>orman</b> <b>AY</b> Excelle Very G Good Fair	ce Asse 2024-20 Rating nt	essmo	ent Fre Obser # 49 26 26 0	st vation 101 % 49 26 26 0	L Obse # 46 33 18 0	ast rvation 101 % 46 33 18 0	Competency.			
GPA at Completion	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	Principal: Perf Competency Competency 011: The beginning principal (intern) knows how to provide ethical leadership by advocating for children and ensuring student access to	Fair Poor NA	nt	essme )25	ent Fre Obser <b>#</b> 49 26 26 0 0 0 0	equence st vation 101 % 49 26 26 0 0 0 0 0	L Obse # 46 33 18 0 0 3	ast rvation 101 % 46 33 18 0 0 3				
GPA at Completion	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."	Principal: Perf Competency 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.	Fair Poor NA	nt	essme )25	ent Fre Obser <b>#</b> 49 26 26 0 0 0 0	equence st vation 101 % 49 26 26 0 0 0 0 0	L Obse # 46 33 18 0 0 3	ast rvation 101 % 46 33 18 0 0 3				
GPA at Completion	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."	Principal: Perf Competency 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. Principal certification candidate	Fair Poor NA	nt	essme )25	ent Fre Obser <b>#</b> 49 26 26 0 0 0 0	equence vation 101 % 49 26 26 0 0 0 0 24 was	L Obse N= # 46 33 18 0 0 0 3 well ove	ast rvation 101 % 46 33 18 0 0 3				
GPA at Completion	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."	Principal: Perf Competency 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. Principal certification candidate	Excelle Very G Good Fair Poor NA s' mean	GPA for	essmo )25	ent Fre Obser # 49 26 26 0 0 0 0 0 2320	st vation 101 % 49 26 26 0 0 0 0 24 was n Med	L Obse N= # 46 33 18 0 0 0 3 well ove	ast rvation 101 % 46 33 18 0 0 0 3 :r the 3.0				

Provider-Selected	Explanation of	Level or Extent of Success in Meeti	ng the Expec	tation									
Measures	Performance												
	Expectation												
Certification Exam	The Superintendent Certification Exam is taken by all initial-certification completers. Completers must pass the	The mean scores on each domain of the Superinten and above on each domain.		xam for A			e at 75						
	Superintendent Certification	Superintendent Certification Exam	Ν		IV	lean							
	purposes.	Domain 1	22			78							
	P	Domain 2 Domain 3	22 22			82 75							
	evaluation, they are assessed on each of the Superintendent competencies or State Standards. They must score at	Competency	Rating	Obser	rst vation	Obser	ast vation						
		Competency	Rating		= 7 %		= 5 %						
	the "Good" level by the end of their practicum. The scale is as												
	follows: "1" is Poor; "2" is Fair;	Competency 002—The superintendent knows how to shape district culture by facilitating th		4	57	4	80						
	"3" is Good; "4" is Very Good" and "5" is Excellent, If the	development, articulation, implementation ar	d very coou	3	43	1	20						
	standard was not observed, the	stewardship of a vision of learning that is	Good	0	0	0	0						
	Site Supervisor marked "NO" for	shared and supported by the educational	Fair	0	0	0	0						
	"Not Observed."	community.	Poor	0	0	0	0						
			NA	0	0	0	0						
		Competency 003—The superintendent knows	Excellent	4	57	2	40						
		how to communicate and collaborate with	Very Good	3	54	3	60						
		families and community members, respond to diverse community interests and needs and	Good	0	0	0	0						
		mobilize community resources to ensure	Fair	0	0	0	0						
		educational success for all students.	Poor	0	0	0	0						
			NA	0	0	0	0						
			INA	0	0	0	0						

Competency 004—The superintendent knows	Very Good	5	71	3	60
how to respond to and influence the larger	Good	0	0	0	0
political, social, economic, legal and cultural	Fair	0	0	0	0
context, including working with the board of trustees, to achieve the district's educational	Poor	0	0	0	0
vision.	NA	0	0	0	0
Competency 005—The superintendent knows	Excellent	2	29	3	60
how to facilitate the planning and	Very Good	5	71	2	40
implementation of strategic plans that enhance teaching and learning; ensure	Good	0	0	0	0
alignment among curriculum, curriculum	Fair	0	0	0	0
resources and assessment; use the current	Poor	0	0	0	0
accountability system; and promote the use of varied assessments to measure student	NA	0	0	0	0
performance.					
Competency 006—The superintendent knows	Excellent	3	43	3	60
how to advocate, promote and sustain an instructional program and a district culture	Very Good	4	57	2	40
that are conducive to student learning and	Good	0	0	0	0
staff professional growth.	Fair	0	0	0	0
	Poor	0	0	0	0
	NA	0	0	0	0
Competency 007—The superintendent knows	Excellent	2	29	2	40
how to implement a staff evaluation and development system and select appropriate	Very Good	5	71	3	60
models for supervision and staff development	Good	0	0	0	0
to improve the performance of all staff	Fair	0	0	0	0
members.	Poor	0	0	0	0
	NA	0	0	0	0
Competency 008—The superintendent knows	Excellent	1	14	1	20
how to apply principles of effective leadership and management in relation to district	Very Good	6	86	4	80
budgeting, personnel, resource utilization,	Good	0	0	0	0
financial management and technology	Fair	0	0	0	0
applications.			0	0	0

				NA	0	0	0	0
		Competency 009—The superintendent k	าอพร	Excellent	2	29	2	40
		how to apply principles of leadership and	I	Very Good	5	71	3	60
		management to the district's physical pla		Good	0	0	0	0
		and support systems to ensure a safe and effective learning environment.	1	Fair	0	0	0	0
				Poor	0	0	0	0
			NA	0	0	0	0	
		Competency 010 The superintendent kno	Excellent	3	43	2	40	
		how to apply organizational, decision-ma	Very Good	3	43	3	60	
		and problem-solving skills to comply wit federal and state requirements and facility	Good	1	14	0	0	
		positive change in varied contexts.	Fair	0	0	0	0	
				Poor	0	0	0	0
				NA	0	0	0	0
Professionalism	Superintendent Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed	Supervisors conduct 45-minute observations of can be seen in these data for AY2023-2024, ca			ent" or "Ve		" Compe	
	on the Superintendent Competency that focuses on	Competency	Rating					
	professionalism. They must				vation		rvation	
						vation = 7 %		rvation = 5 %
	score at the "Good" level by the end of their practicum. The	Competency 001: The superintendent	E	cellent	N	= 7	N	= 5
	end of their practicum. The scale is as follows: "1" is Poor;	knows how to act with integrity, fairness		ccellent ery Good	N= N	= 7	N	= 5 %
	end of their practicum. The	knows how to act with integrity, fairness and in an ethical manner in order to	Ve		N= N 4	<b>7</b> % 57	N 14	= 5 % 80
	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	knows how to act with integrity, fairness	Ve	ery Good	N= N 4 3	<b>7 %</b> 57 43	N N 4 1	= 5 % 80 20
	end of their practicum. The scale is as follows: "1" is Poor; "2" is Fair; "3" is Good; "4" is Very Good" and "5" is Excellent. If the standard was not observed, the Site Supervisor marked "NO" for "Not	knows how to act with integrity, fairness and in an ethical manner in order to	Ve Go Fa	ery Good	N= N 4 3 0	<b>7 % 57 43 0</b>	N N 4 1 0	= 5 % 80 20 0
	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	knows how to act with integrity, fairness and in an ethical manner in order to	Ve Go Fa	ery Good ood air oor	N           A           3           0           0	<b>7 % 57 43 0 0</b>	N N 4 1 0 0	= 5 % 80 20 0 0
GPA at Completion	end of their practicum. The scale is as follows: "1" is Poor; "2" is Fair; "3" is Good; "4" is Very Good" and "5" is Excellent. If the standard was not observed, the Site Supervisor marked "NO" for "Not Observed." Candidates, initial certificate or advanced certificate, must maintain a 3.0 GPA at	knows how to act with integrity, fairness and in an ethical manner in order to	Ve Ge Fa Po	ery Good ood air oor A	N           4           3           0           0           0           0           0	<b>7 % 57 43 0 0 0 0 0 0</b>	N N 4 1 0 0 0 0 0 0	= 5 % 80 20 0 0 0 0 0
GPA at Completion	end of their practicum. The scale is as follows: "1" is Poor; "2" is Fair; "3" is Good; "4" is Very Good" and "5" is Excellent. If the standard was not observed, the Site Supervisor marked "NO" for "Not Observed." Candidates, initial certificate or advanced certificate, must	knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students. Superintendent certification candidate the 3.0 GPA requirement.	Ve Gu Fa Po N/ s' mean	ery Good ood air oor A	N           4           3           0           0           0           0           0	<ul> <li>7</li> <li>%</li> <li>57</li> <li>43</li> <li>0</li> <li>0</li> <li>0</li> <li>0</li> <li>0</li> <li>0</li> <li>2024 w</li> </ul>	N 4 1 0 0 0 0 0 8 8 8	= 5 % 80 20 0 0 0 0 0

Provider-	Explanation of	Level or Extent of Succ	ess in Meeting th	ne Exp	ectatio	n							
Selected	Performance												
Measures	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.	The mean scores on each domain above 70. Education Diagnostician C Exam Domains Domain 1		ostician Ce	N 16	Exam for	AY2023-	Mean 76	ere at or				
	credentialing purposes.	Domain 2			16			72					
		Domain 3 Domain 4			16 16			85 72					
Assessment	evaluated three times. As part of their formal evaluation, they are assessed on each of the Education Diagnostician state standards. They must score at	can be seen in these data for AY2023-2024, most candidates scored "Average," "Above Average," or "Outstanding" 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.											
the	the "Average" level by the end of			Observ	ation 1	Observ	vation 2	Observ	vation 3				
	-	Standard	Rating	N=	=14	N=	16	N=	=16				
	the "Average" level by the end of their practicum. The scale is as follows: "1" is Poor; "2" is Needs			N= #	= 14	N= #	16 %	N= #	=16 %				
	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	Standard I. The educational diagnostician understands and	Outstanding	N= # 8	= 14 % 53	N= # 7	16 % 44	N= # 6	=16 % 38				
	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"	Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy,	Outstanding Above Average	N= # 8 1	= 14 % 53 7	N=           #           7           1	<ul> <li>16</li> <li>%</li> <li>44</li> <li>6</li> </ul>	N= # 6 0	=16 % 38 0				
	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	Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special	Outstanding	N= # 8	= 14 % 53	N= # 7	16 % 44	N= # 6	=16 % 38				
	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	Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of	Outstanding Above Average Average	N= # 8 1 0	= 14 % 53 7 0	N=           #           7           1           0	%       44       6       0	N= # 6 0 0	= 16 % 38 0 0				
	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	Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special	Outstanding Above Average Average Needs Improvement	N= # 8 1 0 0	= 14 % 53 7 0 0	N=           #           7           1           0           0	16 % 44 6 0 0	N= # 6 0 0 0	= 16 % 38 0 0 0 0				
	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	Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.	Outstanding Above Average Average Needs Improvement Poor	N= # 8 1 0 0 0	= 14 % 53 7 0 0 0 0	N=           #           7           1           0           0           0           0	%       44       6       0       0       0	N= # 6 0 0 0 0	= 16 % 38 0 0 0 0 0				
	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	Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education. Standard IV. The educational diagnostician understands and applies knowledge of student	Outstanding Above Average Average Needs Improvement Poor NA	N= # 8 1 0 0 0 6	14       %       53       7       0       0       0       0       0       40	N=           #           7           1           0           0           0           8	%       44       6       0       0       50	N= # 6 0 0 0 0 10	*/*       38       0       0       0       0       0       0       0       0				
	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	Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education. Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning,	OutstandingAbove AverageAverageNeeds ImprovementPoorNAOutstandingAbove AverageAverage	N= # 8 1 0 0 0 6 11	- 14 % 53 7 0 0 0 40 73	N=           #           7           1           0           0           0           8           13	%       44       6       0       0       50       81	N= # 6 0 0 0 0 0 10 13	<ul> <li>= 16</li> <li>%</li> <li>38</li> <li>0</li> <li>0</li> <li>0</li> <li>0</li> <li>0</li> <li>62</li> <li>81</li> </ul>				
	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	Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education. Standard IV. The educational diagnostician understands and applies knowledge of student assessment and	OutstandingAbove AverageAverageNeeds ImprovementPoorNAOutstandingAbove AverageAverageNeeds Improvement	N= # 8 1 0 0 0 6 11 1 1	14       %       53       7       0       0       0       0       7       0       7       7       7       7       7       7       7       73       7	N=           #           7           1           0           0           0           8           13           0	%       44       6       0       0       50       81       0	N= # 6 0 0 0 0 10 13 2	<ul> <li>= 16</li> <li>%</li> <li>38</li> <li>0</li> <li>0</li> <li>0</li> <li>0</li> <li>0</li> <li>62</li> <li>81</li> <li>13</li> </ul>				
	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	Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education. Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision	OutstandingAbove AverageAverageNeeds ImprovementPoorNAOutstandingAbove AverageAverageNeeds ImprovementPoor	N= # 8 1 0 0 0 6 11 1 1 0 0 0 0 0	- 14 % 53 7 0 0 0 40 73 7 0	N=           #           7           1           0           0           8           13           0           1	%       44       6       0       0       50       81       0       6	N= # 6 0 0 0 0 0 10 13 2 0	<ul> <li>16</li> <li>%</li> <li>38</li> <li>0</li> <li>0</li> <li>0</li> <li>0</li> <li>62</li> <li>81</li> <li>13</li> <li>0</li> </ul>				
	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	Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education. Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision	OutstandingAbove AverageAverageNeeds ImprovementPoorNAOutstandingAbove AverageAverageNeeds Improvement	N= # 8 1 0 0 0 6 11 1 1 0 0 0	14       %       53       7       0       0       0       0       73       7       0       0       0	N=           #           7           1           0           0           0           8           13           0           1           0	%       44       6       0       0       50       81       0       6       0	N= # 6 0 0 0 0 0 10 13 2 0 0 0	<ul> <li>=16</li> <li>%</li> <li>38</li> <li>0</li> <li>0</li> <li>0</li> <li>0</li> <li>62</li> <li>81</li> <li>13</li> <li>0</li> <li>0</li> <li>0</li> </ul>				

	Standard V. The educational diagnostician knows eligibility	Above Average	1	7	0	0	0	0
	criteria and procedures for	Average	0	0	1	6	0	0
	identifying students with disabilities and determining the	Needs Improvement	0	0	0	0	0	0
	presence of an educational need.	Poor	0	0	0	0	0	0
		NA	8	53	12	75	11	69
	Standard VI. The educational diagnostician selects,	Outstanding	6	40	9	56	12	75
	administers, and interprets	Above Average	0	0	0	0	0	0
	appropriate formal and informal assessments and	Average	1	7	0	0	0	0
	evaluations.	Needs Improvement	0	0	0	0	0	0
		Poor	0	0	0	0	0	0
		NA	8	53	7	44	4	25
	diagnostician understands and	Outstanding	4	26	5	31	5	31
		Above Average	1	7	1	6	2	13
	linguistic, cultural, and	Average	0	0	0	0	0	0
	socioeconomic diversity and the significance of student diversity	Needs Improvement	0	0	0	0	0	0
	for evaluation, planning, and	Poor	0	0	0	0	0	0
	Instruction.	NA	10	67	10	63	9	56
	Standard VIII. The educational	Outstanding	2	13	2	13	1	6
	diagnostician knows and demonstrates skills necessary	Above Average	0	0	0	0	1	6
	for scheduling, time management, and organization.	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	Outstanding	0	0	1	6	0	0
	diagnostician addresses students' behavioral and social	Above Average	1	7	0	0	0	0
	interaction skills through appropriate assessment,	Average	0	0	0	0	0	0
	evaluation, planning, and instructional strategies.	Needs Improvement	0	0	0	0	0	0
		Poor	0	0	0	0	0	0
		NA	14	93	15	94	16	100
		Outstanding	3	20	3	19	1	6
		1						

		Standard X. The educational	Above	Average		1	7	1	6	0	0		
		diagnostician knows and understands appropriate	Averag	е		0	0	0	0	0	0		
		curricula and instructional. strategies for individuals with	Needs	Improven	nent	0	0	0	0	0	0		
		disabilities.	Poor			0	0	0	0	0	0		
			NA			11	73	12	75	15	94		
Professionalism	Education Diagnostician Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on each of the Education Diagnostician state standards that focus on	can be seen in these data for AY20 each of the professionalism standar									standing" c ssment.		
	professionalism. They must	Standard	Score	e Level			vation 1 =15		rvation 2	Obs	ervation 3 N=16		
	score at the "Average" level by the end of their practicum. The					N	%	N	%	N	%		
	scale is as follows: "1" is Poor;	Standard II. The educational diagnostician understands and	Outst	anding		9	60	8	50	7	44		
	"2" is Needs Improvement; "3" is Average; "4" is Above Average,	applies knowledge of ethical and	Abov	e Average	9	1	7	1	6	2	12		
	and "5" is Outstanding. If the	professional practices, roles, and responsibilities	Avera	age		0	0	0	0	0	0		
	standard was not observed, the Site Supervisor marked "NA" for		Need	s Improve	ement	0	0	0	0	0	0		
	"Not Applicable."		Poor			0	0	0	0	0	0		
			NA			5	33	7	44	7	44		
		Standard III. The educational diagnostician develops		anding		7	47	4	25	4	25		
		collaborative relationships with families, educators, the school.		Above Average Average		Above Average		0	0	1	6	0	0
		the community, outside agencies,		0		0	0	0	0	0	0		
		and related service personnel.		s Improve	ement	0	0	0	0	0	0		
			Poor			0	0	0	0	0	0		
			NA		-	8	53	11	69	12	75		
GPA at Completion	Candidates, initial certificate or advanced certificate, must maintain a 3.0 GPA at	Education Diagnostician certific GPA requirement.	ation ca	ndidates	' mear	I GPA fo	r AY 20	23-2024	was wel	over th	ne 3.0		
	completion as a cohort.		Ν	Min	Мах	Mean	Media	n S	D				
		Overall Initial GPA	15	3.42	4.0	3.90	3.97	0.1	16				

	Initial Program	n: Teaching a	nd Learnin	ig and	d teach	Hous	ton					
Provider-	Explanation of	Level or Exte	ent of Succ	ess i	n Meet	ing th	e Expe	ctatio	n			
Selected	Performance Expectation											
Measures												
Certification Exam	Pedagogy and Professional Responsibilities Exam: Taken by all initial-certification completers.	The mean scores of except for Domain		of the F	PR Exan	n of the <i>i</i>	AY2023-2	024 wer	e 76 and a	above or	n each do	omain
	Completers must pass the PPR Certification Exam for credentialing	PPR Certificat		N		Me	an					
	purposes.	Domain 1				-	82		78			
		Domain 2 Domain 3					82		76 7		_	
		Domain 3				-	82		7		-	
Performance Assessment	<b>Teaching and Learning</b> Candidates are formally evaluated four times during the Student Teaching Residency using the T-TESS Rubric. They must score at the "Developing" level in each domain of the T-TESS by the end of Student Teaching 1. Then, they must score at the	In AY 2023-24, mo "Developing" or ab Student Teaching 2 Dimension, as can	ove in each dim 2, over 99% of t	ension ( teacher table be	of the T-T candidate low. nt Teachin	ESS by f s were s ng Form Feaching	the end of scored at " al Observa	<sup>T</sup> the Stud Proficien	dent Teac nt" or abo ta Student T	hing 1. E ve in eac	By the en ch T-TES	d of
	"Proficient" level in each domain of				(AY 20. PA 1	23-2024	) PA 2	(AY 2023-2024 PA 1			-2024) PA 2	
	the T-TESS by the end of Student				=259		=257		=272		272	
	Teaching 2. The scale is as follows: "1" is Needs Improvement; "2" is			n	%	n	%	n	%	n	%	
	Developing; "3" is Proficient; "4" is Accomplished, and "5" is	Dimension 1.1:	Proficient	108	42	145	56	251	92	268	99	
	Distinguished.	Standards and Alignment	Developing Needs	150	58 .39	111	43	21	8	4	2	
		Alghment	Improvement	1	.39	1	.39	0	0	0	0	
		Dimension 1.2	Proficient	79	31	115	45	246	90	270	99	
		Data and Assessment	Developing Needs	175 5	68 6	141	55 .39	26 0	10	2	.7	
		Assessment	Improvement	-	-				Ŭ		Ŭ	
			Proficient	94	36	135	53	258	95	271	100	
			Developing	159	61	121	47	14	5	1	.4	

### Table 4. Expectations and Performance on Standard 1: Candidate and Completer Performance

 1						-								
	Dimens		Need Improve		6	2	1	.39	0	0	0	)	0	
	Knowled		Improve	inen										
	Student		Drofie	iant	400	40	4.40	50	044	00		-	07	
	Dimens		Profici		108	42	143	56	244	90	26		-	
	Differen	itiation	Develo	1 0	121	47	106	41	28	10	7		-	
			Need Improve		30	12	3	1	0	0	0		0	
	Dimens	ion 2.1	Profici		44	17	73	28	230	85	26	34	97	
	Achievir		Develo		197	76	183	71	42	15	8			
	Expecta	0	Need		18	7	1	.39	0	0				
	Expoold		Improve		10	1	1	.00	0			·	0	
	Dimensi	ion 2.2	Profici		72	28	96	37	245	90	26	5	97	
	Content	t	Develo	ping	176	68	158	62	26	10	7	'	3	
	Knowled	dge and	Need	ds	11	4	3	1	1	.37	0	)	0	
	Expertis	se	Improve	ement										
	Dimens	ion 2.3	Profici	ient	62	24	88	34	229	84	25	8	95	
	Commu	inication	Develo		172	66	160	62	42	15	14		5	
			Need		25	10	7	3	1	.37	0	)	0	
	-		Improve											
	Dimensi		Profici		45	17	62	24	242	89	26	-		
	Differen	itiation	Develo		203	78	193	52	29	11	3			
			Need		11	4	2	.78	0	0	0	)	0	
	Discourse		Improve Profici		4.4	40	77		014	70			07	
	Dimensi				41	16	77	30	214	79	26			
	Monitor	and	Develo	0	177	68	176	69	58	21	8		-	
	Adjust		Need Improve		41	16	4	1.6	0	0	0		0	
	Dimens	ion 3.1	Profici		110	42	152	59	247	90	26	1	07	
	Learning		Develo		143	55	101	39	25	9	8			
	Environ		Need	1 0	6	2	4	2	0	0	0			
	Environ	mont	Improve		0	2	4	2	0			'	0	
	3.2 Man	naging	Profici		103	40	137	54	240	88	26	64	97	
	Student		Develo		142	55	115	45	31	11	7		-	
	Behavio	or	Need		14	5	5	2	1	.37	1		-	
			Improve			-	-	_						
	4.2 Goa	al	Profici		116	45	145	44	256	94	26			
	Setting		Develo		135	52	112	56	16	6	8		3	
			Need		8	3	0	0	0	0	0	)	0	
		10 000 f	Improve		- <b>F</b>	han Cara l'	data : !	Ale e Tr	la in a su	 				ted at
teachHouston Candidates are	IN AY 202	23-2024, inc" or ob	more than	195% ( ab dim	of leac	ner Candi	dates in	the read	ching and	Learni	ng prog	ram	were ra	ited at
formally evaluated three times each	Student T	Ing of at	2  over  10		teache	r candidat		scorod c	n the Stu t "Profici	ent" or	"Devole	T. Dy	in coo	h T-
semester during the Student			as can be					scored a		ent or	Develo	ping	in eac	
Teaching Residency using the	I LOO DII	nension,	as can be	Secil	in the ta									
teachHouston Evaluation Rubric.			\ \	Year-L	and Stu	dent Teac	hing Fo	rmal Obs	ervation	Data				
They must score at the "Developing"	- T			Fall 20		aont roat	a in ig i O		orvation		g 2024			
or "Proficient" level in each domain of			Stud		aching	1			St	udent T		n 2		
the T-TESS by the end of Student				*Not Obs	erved	•			01	*Not O	bserved `	- c	3       0       95       5       0       99       1       0       97       3       0       97       3       0       97       3       0       97       3       0       97       3       0       97       3       0       97       3       0       97       3       0       97       3       0       97       3       0       97       3       0       97       3       0       97       3       0       97       3       0       96       3       0       97       3       0       97       3       1       1       9       1       1       1       1       1       1	
Teaching. The scale is as follows: "1"				N=17	7	Maada	· · · ·				=17		-	
is Needs Improvement; "2" is		Proficien	t De	veloping	Im	Needs provement	*	Proficie	ent	Developi	ng	Nee Improve		*
Developing; "3" is Proficient; "4" is														
Developing, 5 is Prolicient, 4 is		n	% n	%	n	%	n	n	%	n	%	n	%	n
	1.1a		94 1	6			0	15				0	0	0

Accompission and '9's'     I <t< th=""><th></th><th>4.45</th><th>44</th><th>05</th><th></th><th>05</th><th></th><th></th><th></th><th>40</th><th>1 04</th><th>14</th><th></th><th></th><th></th><th></th></t<>		4.45	44	05		05				40	1 04	14				
Distriguision         13.         10         50         7         41         0         0         15         16         2         16         0         0         16         18         2         16         0         0         16         18         2         18         0         0         0         16         18         18         2         10         0         0         16         18         18         2         10         16         18         18         16         1         18	Accomplished, and "5" is	1.1b	11	65	6	35	0	0	0	16	94	1	6	0	0	0
13:0       0       0       0       0       13:0       14       14       0       0       15       16       0 <th< td=""><td>Distinguished</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>14</td><td>82</td><td>3</td><td></td><td></td><td></td><td></td></th<>	Distinguished									14	82	3				
150     3     18     4     24     1     0     0     15     88     2     12     0     0     0       140     4     4     44     13     16     0     13     16     14     42     10     0     13     16     1     14     14     16																
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1.4.6     4     24     13     76     0     0     13     76     4     24     0     0     0       1.4.6     6     6     6     5     2     1     14     44     0     0     14     48     0     0     0     0       1.4.6     6     6     6     5     2     12     0     10     10     10     10     10     0			2				0									0
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$ \frac{2 \text{ tr}}{2 \text{ tr}} 5 - \frac{29}{29} + \frac{11}{10} + \frac{50}{9} - \frac{1}{9} + \frac{9}{9} + \frac{9}{7} + \frac{9}{10} + \frac{9}{9} + \frac{9}{9} + \frac{9}{9} + \frac{9}{10} $																
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$\frac{2 \cdot 30}{256} - 7 + 41 + 9 + 53 + 1 + 6 + 0 + 13 + 76 + 4 + 24 + 0 + 0 + 0 + 0 + 0 + 0 + 0 + 0 + 0 + $																
$ \frac{250}{250} = 6 + \frac{35}{35} + \frac{10}{4} + \frac{34}{2} + \frac{24}{2} + \frac{10}{16} + \frac{16}{94} + \frac{1}{16} + \frac{8}{6} + \frac{10}{16} + 1$																
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$ \frac{253}{316} = \frac{8}{29} + \frac{9}{9} + \frac{53}{33} = \frac{0}{316} - \frac{0}{144} + \frac{9}{82} = \frac{1}{3} + \frac{6}{83} - \frac{0}{3} - \frac{0}{144} + \frac{9}{82} - \frac{3}{3} + \frac{18}{18} - \frac{0}{144} - \frac{9}{82} - \frac{3}{3} + \frac{18}{18} - \frac{0}{144} - \frac{9}{82} - \frac{3}{3} + \frac{18}{18} - \frac{1}{144} - \frac{1}{14$			6	35	9	43		12	0	16	94		6	0		
$ \frac{3 \cdot 16}{3 \cdot 16} = \frac{5}{29} = \frac{9}{9} = \frac{53}{53} = \frac{3}{18} = \frac{10}{14} = \frac{14}{82} = \frac{3}{3} = \frac{18}{18} = \frac{0}{0} = \frac{0}{0} = \frac{0}{0} = \frac{1}{3} + 1$																
$ \frac{3.16}{3.16} \cdot \frac{5}{5} \cdot \frac{29}{29} \cdot \frac{9}{15} \cdot \frac{3}{53} \cdot \frac{116}{5} \cdot \frac{10}{6} \cdot \frac{12}{16} \cdot \frac{71}{15} \cdot \frac{5}{29} \cdot \frac{29}{29} \cdot \frac{10}{0} \cdot \frac{16}{16} \cdot \frac{94}{94} \cdot \frac{1}{16} \cdot \frac{6}{6} \cdot \frac{0}{0} \cdot \frac{10}{0} \cdot$																
$ \frac{3 \cdot c}{3 \cdot 2} = \frac{5}{29} + \frac{11}{10} + \frac{6}{5} + \frac{1}{20} + \frac{6}{10} + \frac{1}{20} + \frac{1}{10} + \frac{5}{20} + \frac{29}{10} + \frac{0}{0} + \frac{0}{0} + \frac{0}{0} + \frac{1}{0} + \frac{1}{10} + \frac{1}$											82					
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$ \frac{329}{320} + \frac{9}{33} + \frac{53}{8} + \frac{47}{47} + \frac{1}{16} + \frac{6}{16} + \frac{94}{44} + \frac{1}{16} + $																
$ \frac{32b}{3.2} + \frac{8}{2} + \frac{47}{7} + \frac{8}{47} + \frac{47}{7} + \frac{1}{7} + \frac{6}{12} + \frac{1}{7} + \frac{1}{4} + \frac{6}{24} + \frac{1}{1} + \frac{6}{6} + \frac{1}{1} + \frac{6}{32} + \frac{1}{4} + \frac{6}{4} + \frac{1}{4} + 1$																
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$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$		1.1b	15	58	11	42		0	0	21	81		38	0	0	0
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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																
1.4d         20         77         6         23         0         0         24         92         12         46         0         0																
			20	77	6	23		0	0	24	92		46			0
		2.1a	14	54	11	42	1	4	0	19	73	7	27	0	0	0

Completer	Under the current State Board for	2.1b 2.1c 2.1d 2.2a 2.2b 2.2c 2.3a 2.3b 2.3c 2.3d 2.3b 2.3c 2.5a 2.5a 2.5b 2.5c 2.5d 3.1a 3.1b 3.1c 3.2a 3.3d 3.3c 3.3d 3.3a 3.3b 3.3c	•								•					
		2.3a 2.3b 2.3c 2.3d 2.3e 2.5a	15 7 19 10 9 10	58 2 73 38 35 38 42	11 19 7 15 17 16 15	42 73 27 58 65 62 58	0 0 1 0 0	0 0 4 0 0	0 0 0 0 0 0	23 16 24 12 16 18 22	88           62           92           46           62           69           85	3 10 2 14 10 8 4	12 38 7 54 38 31	0 0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0
		2.5d 3.1a 3.1b 3.1c 3.1d 3.2a	13 7 10 13 24 15	50 27 38 50 92 58	13 19 16 11 2 11	50 73 62 42 7 42	0 0 0 0 0 0	0 0 0 0 0 0	0 0 2 0 0	21 16 16 14 25 19	81 62 62 54 96 73	5 10 10 9 1 7	19 38 38 35 4 27	0 0 0 0 0 0	0 0 0 0 0 0	0 0 3 0 0
		3.2c 3.2d 3.3a 3.3b 3.3c	13 5 15 20 16	50 19 58 77 62	13 17 11 6 9	50 65 42 23 35	0 2 0 0 1	0 7 0 0 4	0 2 0 0 0	16 8 19 23 19	62 31 73 88 73	10 17 7 3 7	38 65 27 12 27	0 0 0 0 0	0 0 0 0	0 1 0 0
Completer Satisfaction Surveys	Under the current State Board for Educator Certification (SBEC) rules, new teachers under a standard certificate must respond to a survey at the end of the first year of teaching regarding the effectiveness of educator programs in preparing them to succeed in the classroom. These satisfaction surveys are sent out by the state. The results from this survey are used for monitoring and understanding the effectiveness of EPPs. The survey indicated "0" as	in term	s of Pla es and ts (Q46 betwee ollowing ig, Insti rs, and ties, sa	inning Respo 5-50), a en AY 2 g table ruction were a iw a lo	(Q1-12 onsibilit and an 2023-2 . Most , Learn at or at wer pe	), Instr es (Q3 overall 024 (sa respor ing En pove st	ruction 33-38) I evalu ample idents ivironn ate pe	n (Q13- , Stude ation c size = felt we nent, a ercenta	25), Le ent with juestior 195) ai ell or su nd Prof ges in t	arning Disab n (Q51 nd the fficient ession hese f	Enviro ilities (( ). The state-v tly prep nal Prac	nment Q39-4 UH EP vide so ared b ctices a as. T	(Q26- 5), and P com cores (I by EPP and En he area	32), F Emer pared N=860 in the glish	Profess rgent E I the da D7) as e areas Langu dents	sional Bilingual ata shown s of age with
	Not at all prepared, "1" as Not Sufficiently prepared, "2" as Sufficiently Prepare, and "3" as Well Prepared.		-						5			=8607 Prepai ntly Pre	red/			
		Plann Instru	0	/ironm	ent			90 89 89				97 88 89		_		
		Profes Respo	ssional onsibilit	Practi ies	ces and	k k		93				92 82				
			nts witl h Lang		bilities Learne	rs		76 85				82 84				

Employer Satisfaction Surveys	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	In AY 2023-2024, 228 first-year the table below, principals over areas were disaggregated by th state-level average. Most first-y Additionally, the UH percentage categories are at or above high	whelmingly felt complete e teaching certification g ear teachers were rated s of endorsement of Su	rs from the EPP were pro- grade level, along with the well or sufficiently prepa fficiently (2) and well (3) I	epared in the six e comparison to the red by EPP. evels on all
	survey, principals complete surveys for first-year teachers who graduated		UH % N = 228	State-wide (TX) % N=8578	
	at any time during the 5 years prior to the reporting period and who taught in the Texas public school system for		Well- Prepared/ Sufficiently Prepared	Well- Prepared/ Sufficiently Prepared	
	a minimum of 5 months during the	Planning	93	91	
	reporting period. Principals or their	Instruction	91	91	
	designees rated the preparation of	Learning Environment	90	89	
	teachers in six categories of practices: Planning, Instruction,	Professional Practices and Responsibilities	95	95	
	Learning Environment, Professional	Students with Disabilities	90	90	
	Practices and Responsibilities (PPR),	English Language Learners	93	91	
	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.				

	Ad	vanced Program: Principal Certification		
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting	the Expectation	
Certification Exam	The <b>Principal Certification</b> <b>Exam</b> is taken by all initial- certification completers. Completers must pass the Principal Certification Exam	The mean scores on each domain of the Principal Certific Domain 5 and 7. Principal Certification Exam Domains	cation Exam were above 70%	on each domain except for Mean
	for credentialing purposes.	Domain 1 Domain 2 Domain 3 Domain 4 Domain 5	52 52 52 52 52 52 52	70 75 70 75 68

		Domain 6		52		73			
		Domain 7		52		53			
Performance Assessment	<b>Principal Candidates</b> are formally evaluated three times. As part of their	Supervisors conduct 45-minute observations of can these data, most candidates scored "Good," "Very (					seen in		
	formal evaluation, they are assessed on each of the	Standard	Rating	Observ N=	ation 1 101	Observa N=10			
	Principal competencies or State Standards. They			#	%	#	%		
	must score at the "Good"	Competency 001: The beginning principal	Excellent	31	31	31	31		
	level by the end of their practicum. The scale is as	(intern) knows how to establish and implement a shared vision and culture of	Very Good	41	41	41	41		
	follows: "1" is Poor; "2" is	high expectations for all stakeholders	Good	26	26	20	20		
	Fair; "3" is Good; "4" is Very Good" and "5" is Excellent.	(students, staff, parents, and community).	Fair	3	3	5	5		
	If the standard was not		Poor	0	0	0	0		
	observed, the Site Supervisor marks "NA" for		NA	0	0	3	0		
	"Not Applicable."	Competency 002: The beginning principal	Excellent	36	36	31	31		
		(intern) knows how to work with	Very Good	39	39	39	39		
	stakeholders as key partners to support student learning.	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	Excellent	36	36	42	42		
		(intern) knows how to collaboratively	Very Good	44	44	34	34		
		develop and implement high-quality	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	Excellent	28	28	44	44		
		(intern) knows how to monitor and assess	Very Good	51	51	21	21		
		classroom instruction to promote teacher effectiveness and student achievement.	Good	15	15	28	28		
			Fair	3	3	0	0		
			Poor	0	0	0	0		
			NA	3	3	8	8		

Composition of ODE The local states in the loc	Excellent	22	22	21	21
Competency 005: The beginning principal (intern) knows how to provide feedback,	Very Good	23	23	31	31
coaching, and professional development to	-	49	49	33	33
staff through evaluation and supervision,	Good	23	23	31	31
knows how to reflect on his/her own	Fair	5	5	3	3
practice, and strives to grow professionally.	Poor	0	0	0	0
	NA	0	0	3	3
Competency 006: The beginning principal	Excellent	26	26	26	26
(intern) knows how to promote high-quality		33	33	29	29
teaching by using selection, placement, and retention practices to promote teacher	Good	39	39	37	37
excellence and growth.	Fair	3	3	5	5
	Poor	0	0	0	0
	NA	0	0	3	3
Competency 007: The beginning principal	Excellent	36	36	46	46
(intern) knows how to develop relationships	Very Good	36	36	26	26
with internal and external stakeholders, including selecting appropriate	Good	23	23	23	23
communication strategies for particular	Fair	5	5	3	3
audiences.	Poor	0	0	0	0
	NA	0	0	3	3
Competency 008: The beginning principal	Excellent	31	31	41	41
(intern) knows how to focus on improving	Very Good	41	41	20	20
student outcomes through organizational	Good	26	26	33	33
collaboration, resiliency, and change management.	Fair	0	0	3	3
	Poor	0	0	0	0
	NA	0	0	3	3
Competency 009: The beginning principal	Excellent	26	26	33	33
(intern) knows how to collaboratively	Very Good	36	36	36	36
determine goals and implement strategies	Good	28	28	26	26
aligned with the school vision that support teacher effectiveness and positive student	Fair	0	0	3	3
outcomes.	Poor	0	0	0	0
	NA	0	0	3	3
		0	0	5	5

		Competency 010:	The beginr	ning princ	ipal	Excelle	nt	26	26	28	28
		(intern) knows how				Very G	ood	26	26	41	41
		leadership throug policy implementa				Good		41	41	20	20
		school operations				Fair		8	8	5	5
		safe learning envir				Poor		0	0	0	0
						NA		0	0	5	5
Professionalism	Principal Candidates are formally evaluated three times. As part of their formal evaluation, they are	Supervisors conduct 4 these data, most cano						on this Co	mpetency.		
	assessed on the Principal competency or State	Competen	су			Rat	ing	Obser	rst vation 101	Las Observ N= 1	vation
	Standard that focuses on							#	%	#	<b>%</b>
	professionalism. They must score at the "Good" level by	Competency 011:	The beginr	ning princ	ipal	Excell	ent	49	49	46	46
	the end of their practicum.	(intern) knows how				Very (	Good	26	26	33	33
	The scale is as follows: "1" is Poor; "2" is Fair; "3" is	leadership by advo ensuring student a			and	Good		26	26	18	18
	Good; "4" is Very Good" and "5" is Excellent. If the	educators, progra				Fair		0	0	0	0
	standard was not observed,					Poor		0	0	0	0
	the Site Supervisor marks "NA" for "Not Applicable."					NA		0	0	3	3
GPA at Completion	Candidates, initial certificate, or advanced	Principal certificatio requirement.	on candidat	es' mean	GPA for	AY 202	23-2024	was well	over the 3	3.0 GPA	
	certificate, must maintain a			N	Min	Мах	Mean	Median	SD	]	
	3.0 GPA at completion as a cohort.	Overall Initial	GPA	55	3.13	4.00	3.88	3.97	0.20	-	
Completer Survey	The Advanced Certification programs created a Completer Perceptions Survey as the state does not survey Advanced Program Completers.	As can be seen in t prepared" or "suffici		ared" in n Engage i Engage i	nost area	mmunit	survey.	Prin N= Well-Pi Suffi Prej 8	ncipal 101 repared/ ciently pared 6%	N=101) fe	It "well-

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%	

	Advanced Pr	ogram: Superintendent Certification	on				
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Mee	eting the Exp	ectatio	on		
Certification Exam	The Superintendent Certification Exam is taken by all initial-certification completers. Completers must pass the Superintendent Certification Exam for credentialing purposes.	The mean scores on each domain of the Superint each domain.           Superintendent Certification Exam           Domains	endent Certificatio	n Exam w		and abo Mean 78	ve on
		Domain 2 Domain 3	22			82 75	
Performance Assessment	Superintendent Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on	Supervisors conduct 45-minute observations of car can be seen in these data for AY2023-2024, can Competencies when observed during the Perform	cellent" or				
	each of the Superintendent competencies or State Standards. They must score at	Competency	Rating	First Observation N= 7		Obse	ast rvation = 5
	the "Good" level by the end of their practicum. The scale is as			N	%	N	%
	follows: "1" is Poor; "2" is Fair; "3"	Competency 002—The superintendent	Excellent	4	57	4	80
	is Good; "4" is Very Good" and "5" is Excellent. If the standard	knows how to shape district culture by	Very Good	3	43	1	20
	was not observed, the Site	facilitating the development, articulation, implementation and stewardship of a	Good	0	0	0	0
	Supervisor marked "NO" for "Not	vision of learning that is shared and	Fair	0	0	0	0
	Observed."	supported by the educational community.	Poor	0	0	0	0
			NA	0	0	0	0
		Competency 003—The superintendent	Excellent	4	57	2	40
		knows how to communicate and	Very Good	3	54	3	60

					-
collaborate with families and community	Good	0	0	0	0
members, respond to diverse community interests and needs and mobilize	Fair	0	0	0	0
community resources to ensure	Poor	0	0	0	0
educational success for all students.	NA	0	0	0	0
Competency 004—The superintendent	Excellent	2	29	2	40
knows how to respond to and influence	Very Good	5	71	3	60
the larger political, social, economic, legal and cultural context, including working	Good	0	0	0	0
with the board of trustees, to achieve the	Fair	0	0	0	0
district's educational vision.	Poor	0	0	0	0
	NA	0	0	0	0
Competency 005—The superintendent	Excellent	2	29	3	60
knows how to facilitate the planning and	Very Good	5	71	2	40
implementation of strategic plans that enhance teaching and learning; ensure	Good	0	0	0	0
alignment among curriculum, curriculum	Fair	0	0	0	0
resources and assessment; use the current	Poor	0	0	0	0
accountability system; and promote the	NA	0	0	0	0
use of varied assessments to measure student performance.					
Competency 006—The superintendent	Excellent	3	43	3	60
knows how to advocate, promote and sustain an instructional program and a	Very Good	4	57	2	40
district culture that are conducive to	Good	0	0	0	0
student learning and staff professional	Fair	0	0	0	0
growth.	Poor	0	0	0	0
	NA	0	0	0	0
Competency 007—The superintendent	Excellent	2	29	2	40
knows how to implement a staff	Very Good	5	71	3	60
evaluation and development system and select appropriate models for supervision	Good	0	0	0	0
and staff development to improve the	Fair	0	0	0	0
performance of all staff members.	Poor	0	0	0	0
	NA	0	0	0	0

		Competency 008—The superintendent	Excellent	1	14	1	20
		knows how to apply principles of effective	Very Good	6	86	4	80
		leadership and management in relation to	Good	0	0	0	0
		district budgeting, personnel, resource utilization, financial management and	Fair	0	0	0	0
		technology applications.	Poor	0	0	0	0
			NA	0	0	0	0
		Competency 009—The superintendent	Excellent	2	29	2	40
		knows how to apply principles of	Very Good	5	71	3	60
		leadership and management to the district's physical plant and support	Good	0	0	0	0
		systems to ensure a safe and effective	Fair	0	0	0	0
		learning environment.	Poor	0	0	0	0
			NA	0	0	0	0
		Competency 010 The superintendent	Excellent	3	43	2	40
		knows how to apply organizational,	Very Good	3	43	3	60
		decision-making, and problem-solving skills to comply with federal and state	Good	1	14	0	0
		requirements and facilitate positive	Fair	0	0	0	0
		change in varied contexts.	Poor	0	0	0	0
			NA	0	0	0	0
Professionalism	Superintendent Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on the Superintendent Competency	Supervisors conduct 45-minute observations of cal can be seen in these data for AY2023-2024, candi Standards when the standard could be observed d	dates scored "Exe	cellent" or ance Asse	"Very Goo essment.	d" on ea	ach of the
	that focuses on professionalism. They must score at the "Good"	Competency	Rating	Obser	rst vation =7	Obse	ast rvation =5
	level by the end of their practicum. The scale is as			N	%	N	%
	follows: "1" is Poor; "2" is Fair; "3"	Competency 001: The superintendent	Excellent	4	57	4	80
	is Good; "4" is Very Good" and "5" is Excellent. If the standard	knows how to act with integrity, fairness and in an ethical manner in order to	Very Good	3	43	1	20
	was not observed, the Site	promote the success of all students.	Good	0	0	0	0
	Supervisor marked "NO" for "Not Observed."	F	Fair	0	0	0	0
	00001100.		Poor	0	0	0	0
			NA	0	0	0	0

GPA at Completion	Candidates, initial certificate or advanced certificate, must maintain a 3.0 GPA at	Superintendent c the 3.0 GPA requ		n candida	ates' me	ean GP	A for A	Y 2023-20	24 was \	well over		
	completion as a cohort.			Ν	Min	Max	Mean	Median	SD			
		Overall Initial	GPA	11	3.78	4.0	3.95	3.98	0.08			
Completer Survey	The Advanced Certification programs created a Completer Perceptions Survey as the state does not survey Advanced	As can be seen in to or "sufficiently prep						eters (N=7	') felt "we	II-prepare		
Program Completers.								rincipal N=101				
							Well Su	-Prepared/ fficiently repared				
			Ability to Commun	~ ~	n the			86%				
			Ability to Engage in Culturally Responsive Practices			ally		98%				
			Ability to Create Positive Environments					100%				
			Ability to Internatio	nal/Globa	al Perspe	ectives		94%				
			Establish Growth					100%				
				Collaborate with Colleagues				100%				

Advanced Program: Education Diagnostician Certification								
Provider-	Explanation of	Level or Extent of Success in Meeting the Expectation						
Selected	Performance							
Measures	Expectation							
Certification Exam	The Education Diagnostician Certification Exam is taken by all initial-certification completers.	The mean scores on each domain of the Education Diag above 70.	nostician Certification Exam fo	or AY2023-2024 were at or				
	Completers must pass the Education Diagnostician Certification Exam for	Education Diagnostician Certification Exam Domains	N	Mean				
	credentialing purposes.	Domain 1	16	76				
		Domain 2	16	72				
		Domain 3	16	85				

		Domain 4 16						72			
Performance Assessment	Education Diagnostician Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on each of the Education Diagnostician state standards. They must score at	Supervisors conduct 45-minute observations of candidates engaging in the work of an Educational Diagnostician. can be seen in these data for AY2023-2024, most candidates scored "Average," "Above Average," or "Outstandine 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.							standing" or of the		
	the "Average" level by the end of their practicum. The scale is as	the end of Standard Rating	Rating		<b>ation 1</b> :14		<b>ation 2</b> 16		<b>/ation 3</b> =16		
	follows: "1" is Poor; "2" is Needs			#	%	#	%	#	%		
	Improvement; "3" is Average; "4" is Above Average, and "5" is	Standard I. The educational diagnostician understands and	Outstanding	8	53	7	44	6	38		
	Outstanding. If the standard was	applies knowledge of the	Above Average	1	7	1	6	0	0		
	not observed, the Site Supervisor marked "NA" for "Not	purpose, philosophy, and legal foundations of	Average	0	0	0	0	0	0		
	Applicable."	evaluation and special education.	Needs Improvement	0	0	0	0	0	0		
			Poor	0	0	0	0	0	0		
			NA	6	40	8	50	10	62		
	Standard IV. The educational diagnostician understands and	Outstanding	11	73	13	81	13	81			
		applies knowledge of student assessment and evaluation, program planning, and instructional decision making.	Above Average	1	7	0	0	2	13		
	evaluati and inst		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		
		Standard V. The educational diagnostician knows eligibility	Outstanding	6	40	3	19	5	31		
		criteria and procedures for	Above Average	1	7	0	0	0	0		
		identifying students with disabilities and determining the presence of an educational need.	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,	Outstanding	6	40	9	56	12	75		
	ad ap inf	administers, and interprets	Above Average	0	0	0	0	0	0		
		appropriate formal and informal assessments and evaluations.	Average	1	7	0	0	0	0		
			Needs Improvement	0	0	0	0	0	0		
			Poor	0	0	0	0	0	0		

		NA	8	53	7	44	4	25
	diagnostician understands and	Outstanding	4	26	5	31	5	31
		Above Average	1	7	1	6	2	13
	cultural, and	Average	0	0	0	0	0	0
	nomic diversity and the ce of student diversity	Needs Improvement	0	0	0	0	0	0
	for evaluation, planning, and	Poor	0	0	0	0	0	0
		NA	10	67	10	63	9	56
	VIII. The educational	Outstanding	2	13	2	13	1	6
demonstr	cian knows and rates skills necessary	Above Average	0	0	0	0	1	6
	uling, time nent, and organization.	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
		Outstanding	0	0	1	6	0	0
students'		Above Average	1	7	0	0	0	0
	n skills through ite assessment,	Average	0	0	0	0	0	0
evaluation	n, planning, and nal strategies.	Needs Improvement	0	0	0	0	0	0
	nar strategies.	Poor	0	0	0	0	0	0
		NA	14	93	15	94	16	100
	X. The educational	Outstanding	3	20	3	19	1	6
understar	cian knows and nds appropriate	Above Average	1	7	1	6	0	0
	curricula and instructional. strategies for individuals with disabilities.	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	Education Diagnostician Candidates are formally evaluated three times. As part of their formal evaluation, they are assessed on each of the Education Diagnostician state	Supervisors conduct 45-minute obse can be seen in these data for AY202 each of the professionalism standard Some of the standards were not obse candidates' first formal observation.	3-2024, s when	most car the stand	ndidates dard cou	scored "A ld be obse	Average," erved duri	"Above A ing the Pe	verage," erformanc	or "Outs ce Asse	standing" on ssment.
	standards that focus on professionalism. They must	Standard	Score Level				Observation 1 N=15		Observation 2 N=16		ervation 3 N=16
	score at the "Average" level by the end of their practicum. The					N	%	Ν	%	Ν	%
	scale is as follows: "1" is Poor;	Standard II. The educational diagnostician understands and		anding		9	60	8	50	7	44
	"2" is Needs Improvement; "3" is Average; "4" is Above Average,	applies knowledge of ethical and		e Average	e	1	7	1	6	2	12
	and "5" is Outstanding. If the	professional practices, roles, and responsibilities	Avera	-		0	0	0	0	0	0
	standard was not observed, the Site Supervisor marked "NA" for "Not Applicable."		Needs Improvement		ement	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		anding		7	47	4	25	4	25
	collaborative relationships with	amilies educators the school		e	0	0	1	6	0	0	
		the community, outside agencies,	community, outside agencies, d related service personnel. Needs Improvement			0	0	0	0	0	0
		and related service personnel.			ement	0	0	0	0	0	0
			Poor			0	0	0	0	0	0
		1				8	53	11	69	12	75
GPA at Completion	Candidates, initial certificate or advanced certificate, must maintain a 3.0 GPA at completion as a cohort.	Education Diagnostician certifica GPA requirement.	tion ca	ndidates Min	s' mean Max	GPA for	• AY 202			over th	ne 3.0
	completion as a conort.	Overall Initial GPA	15	3.42	4.0	3.90	3.97	0.16			
	The Advenced Certification									Decem	
Completer Survey	The Advanced Certification programs created a Completer Perceptions Survey as the state does not survey Advanced Program Completers.	There were no responses from Educational Diagnostician. Completers on the Advanced Programs Completer Survey. The program is currently taking steps to address this issue.         Educational         Diagnostician         N=0         Well- Prepared/         Sufficiently         Prepared         Ability to Engage in the Community					ams				

	Ability to Engage in Culturally Responsive Practices	No responses	
A	Ability to Create Positive Environments	No responses	
	Ability to Lead in the Growth of International/Global Perspectives	No responses	
E	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	<b>Completer Surveys for Advanced Certification</b> <b>areas:</b> Raise the number of responses for the Completer Survey.	<b>Completer Surveys for Advanced Certification</b> <b>areas:</b> 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	<b>Employer Surveys for Advanced Certification</b> <b>areas:</b> We did not make progress on this goal. We will continue working on this goal in AY2024-2025.				

	Employer Surveys for Advanced Certification areas. Develop and implement Site Supervisor Surveys for Each Certification Area: Develop and implement Site Supervisor Surveys for each certification area (initial and Advanced	<b>Site Supervisor Surveys for Each Certification</b> <b>Area:</b> The Site Supervisor Surveys were developed. All programs implemented them AY 2024-2025 (Initial and Advanced).
Standard 3	<b>Quality Assurance System:</b> Engage in continuous improvement of programs and program components and investigate opportunities for innovation through an effective quality assurance system.	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.
Standard 4	<b>Completer Support:</b> Support completers' entry and/or continuation in their professional role.	We continue to explore ways to support candidates upon graduation.