



## AAQEP Annual Report for 2023

Provider/Program Name:	University of the Incarnate Word
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	December 31, 2028

### **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.

The University of the Incarnate Word, founded in 1881, is a private, Catholic university and is federally designated as a Hispanic Serving Institution. UIW is the largest Catholic university and the third-largest private university in Texas. The 154-acre main campus is located in central San Antonio with additional locations throughout the city, two campuses in Mexico, and a European Study Center in Strasbourg, France. UIW's 11 schools and colleges offer 110 undergraduate majors, minors, and concentrations and over 25 graduate programs. While a large university with a global enrollment of nearly 7,500 students, the average undergraduate class size is 16, with a 13:1 faculty-to-student ratio.

The University of the Incarnate Word's student demographics reflects the San Antonio demographics. Of additional note is that 85% of the student body commutes to campus, 21% are military-affiliated, and 27% self-report as first-generation.

San Antonio		UIW	
Race/Ethnicity	Percentage	Race/Ethnicity	Percentage
Hispanic	64.2%	Hispanic	55%
White	24.8%	White	19%
Black/African American	6.4%	Black/African American	8%
Asian	2.7%	Asian	6%
Two or More Races	1.5%	Two or More Races	3%
American Indian, Alaska Native, Native Hawaiian, Pacific Islander	0.1%	American Indian, Alaska Native, Native Hawaiian, Pacific Islander	.5%
		Nonresident	5%
		Unknown	4%
Source: 2019 Racial Equity Report, City of San Antonio Office of Equity <a href="https://www.sanantonio.gov/Equity/Initiatives/IndicatorReport">https://www.sanantonio.gov/Equity/Initiatives/IndicatorReport</a>		Source: UIW Official Census Report Fall 2023, Power BI, Accessed 12-14-2023	

Mission

The UIW Teacher Education Program is housed within the Dreeben School of Education. The Teacher Education Program’s mission is to prepare educators who are guided by compassion, social justice, human dignity, and innovation. We are committed to ensuring a high-quality teacher preparation experience that combines theory with practical application. Reflective of Catholic Social Teaching, we value a culturally sustaining approach to teaching, contributing to a diverse teaching profession, and nurturing strong relationships with students and the community. To achieve our mission, the work of the faculty and students in the Dreeben School of Education is grounded in theory as well as practice.

San Antonio comprises 19 public independent school districts, wholly or partially within the county, and a growing number of private and charter schools. Our coursework provides field experience throughout the program to engage our students in various educational settings and diverse student populations. Before clinical teaching, the elementary candidates complete over 400 hours of field experiences in schools and educational backgrounds; the secondary and all level candidates complete over 70 hours. These field experiences connect theory to practice and scaffold our candidates’ understanding and application of educators’ responsibilities in our city’s diverse communities.

Accreditation

The UIW Teacher Education Program coursework is approved by the Southern Association of Colleges and Schools and is accredited by the Texas Education Agency. State accreditation ratings are provided annually with program site visits every five years. Annual ratings are posted on the TEA website: [Accountability System for Educator Preparation](#). Initial TEA state accreditation was awarded in 1973. The most recent TEA continuing state accreditation review was completed in spring 2022; the next review is anticipated in 2027. Initial AAQEP national accreditation was awarded in January 2022. The next review is anticipated in 2028.

Degree & Certification Options

The Teacher Education Program provides a comprehensive program yielding degree conferral and Texas teacher certification. Three B.A. majors are offered: Education-Elementary, Education-Secondary, and Education-All Level. Elementary teacher candidates prepare for early childhood-6<sup>th</sup> grade

(EC-6) certification with an incorporated minor in literacy and a special education course sequence aligned with the program's commitment to preparing teachers for inclusive learning communities. Secondary (7<sup>th</sup>-12<sup>th</sup> grades) and all level (early childhood-12<sup>th</sup> grades) teacher candidates complete a B.A. with dual majors in education and their teaching discipline. The minors in literacy and special education are options. Secondary teaching disciplines include: biology (life science), chemistry (physical science), English, history, and mathematics. All level teaching disciplines include: art, kinesiology (physical education), music, Spanish, and theatre. (NOTE: Music candidates currently complete a Bachelor Music in Music Education with an education minor as dual majors are not offered with different degrees.)

#### Teacher Education Program Candidacy

Upon completion of at least 60 credit hours, typically in the fall of junior year (for undergraduates), students apply and must be formally accepted to the Teacher Education Program to advance to the designated professional development (pedagogy) courses. TEP admission components include both program and state certification requirements. Included in the application process is an evaluation of academic progression (a minimum cumulative GPA of 2.75), demonstrated basic skill proficiency in reading, writing, and mathematics (Texas Higher Education Assessment), demonstrated communication skills (group interview), and an assessment of professional educator disposition. The full application process provides both admission and formative development indicators to inform the educator candidate's continued development. Clinical teaching, our performance-based assessment, is the culmination of the preparation program. Weekly field experiences are integrated into both semesters of the professional development coursework.

#### Clinical Teaching

Clinical teaching placements are coordinated with our partnership public school districts, require a sixteen-week full-day placement, and provide a scaffolded assumption of teaching responsibilities. Each clinical teacher must apply to the clinical teaching cohort the semester prior. Acceptance requirements involve an evaluation of academic progression (minimum cumulative GPA of 2.75 and minimum grades in the professional development coursework and major/minor), demonstrated professional communication skills (group interview similar to HR screening interview), established content knowledge (passing state content certification exam), and an assessment of professional educator disposition. Each clinical teacher is assigned a cooperating teacher, a Texas certified teacher with a minimum of three years' experience, with whom the clinical teacher will work daily, engaging in all professional responsibilities permitted. A university supervisor is assigned to each clinical teacher. The supervisor completes a minimum of four formal observations and two evaluations. Clinical teachers also attend a weekly seminar that provides additional preparation including topics related to pedagogy and professional responsibilities. All clinical teaching assessments are aligned with the Texas Teacher Evaluation and Support System (T-TESS).

#### UIW Teacher Network

The UIW Teacher Network, the Teacher Education Program's induction initiative, was established in August 2012 to provide our graduates with continued support as they transition into the teaching profession. The Teacher Network provides completers with induction support, professional development, and professional networking. Directed support to novice teachers in their first three years is intended to increase retention in the profession; however, we are committed to providing ongoing support throughout our teachers' careers. All graduates of our program may request support and are invited to UIW Teacher Network events. A full-time Induction Coordinator works collaboratively with the Director of Teacher Education and faculty. Sustained contact with program graduates and analysis of support needs are informing continued program development.

Professional development is a foundational element of the UIW Teacher Network. All events are open to our graduates, clinical teachers, TEP candidates, partnership schools, and to the San Antonio community. Continuing professional education (CPE) credits are provided to certified teachers and can be applied toward standard certificate renewal requirements of 150 CPE hours every five years. The [UIW Teacher Network website](#) provides detailed information on the Network's various efforts, including professional development, professional organization resources, graduate accomplishments, a contact/outreach link, and links to our social media platforms.

### **Public Posting URL**

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.uiw.edu/education/about/accreditation.html?source=megamenu>

## 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 2022-2023**

<b>Degree or Certificate</b> granted by the institution or organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> enrolled in most recently completed academic year (9-1-2022 through 8-31-2023) <i>*Officially accepted to the UIW Teacher Education Program</i>	<b>Number of Completers</b> in most recently completed academic year (9-1-2022 through 8-31-2023)
<i><b>Programs that lead to initial teaching credentials</b></i>			
B.A. Education-Elementary	Core Subjects EC-6 with Science of Teaching Reading	28	7
B.A. Education-Secondary & Biology	Life Science 7-12	0	0
B.A. Education-Secondary & Chemistry	Physical Science 7-12	0	0
B.A. Education-Secondary & English	English Language Arts & Reading 7-12	3	3
B.A. Education-Secondary & History	History 7-12	5	1
B.A. Education-Secondary & Mathematics	Mathematics 7-12	7	1
B.A. Education-All Level & Art	Art EC-12	3	1
B.A. Education-All Level & Kinesiology	Physical Education EC-12	6	4
B.A. Education-All Level & Spanish	Spanish EC-12	2	0
B.A. Education-All Level & Theatre	Theatre Arts EC-12	3	2
B.M. Music Education & Education Minor	Music EC-12	19	3
Total for programs that lead to initial credentials		76	22

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (9-1-2022 through 8-31-2023) <i>*Officially accepted to the UIW Teacher Education Program</i>	Number of Completers in most recently completed academic year (9-1-2022 through 8-31-2023)
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
UIW does not currently offer advanced credential programs for already-licensed educators.	n/a	n/a	
Total for programs that lead to additional/advanced credentials	n/a	n/a	
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
UIW does not currently offer programs that lead to other credentials for school professionals.	n/a	n/a	
Total for additional programs	n/a	n/a	
TOTAL enrollment and productivity for all programs	76	22	
Unduplicated total of all program candidates and completers	76	22	

**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.)

No programs have been added or discontinued in 2023.

### 3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

<p>A. <b>Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.</p>								
76								
<p>B. <b>Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.</p>								
22								
<p>C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.</p>								
21								
<p>D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program’s expected timeframe <b>and</b> in 1.5 times the expected timeframe.</p>								
95%								
<p>E. <b>Summary of state license examination results</b>, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.</p>								
UIW Teacher Education Program								TEA
	All	Female	Male	African American	Hispanic	Other	White	Performance Standard
Pedagogy State Exams (n=17)	100% (17)	100% (9)	100% (8)	100% (3)	100% (8)	100% (2)	100% (4)	85%
Content Certification State Exams (n=11)	82% (11)	71% (7)	100% (4)	100% (1)	71% (7)	100% (2)	100% (1)	75%
<p>The Texas Education Agency allows candidates up to five attempts on each certification exam. For both pedagogy tests and content pedagogy tests, the Educator Preparation Program performance standard is the percentage of individuals who passed an examination within the first two attempts. For EPP accreditation status determination, the performance standard for content exams is 75% and for pedagogy exams is 85%.</p>								

The 2022-2023 testing performance data indicates UIW met the state performance standard for all teacher candidates; however, the subgroups of females and Hispanic candidates presented 71% for the content certification exams. This percentage reflects two Hispanic female candidates who passed their respective content exam yet needed more than two attempts to do so.

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

The Texas Education Agency administers a New Teacher Satisfaction Survey to first year teachers to determine their satisfaction with their preparation. The presented data represents the survey administered to teachers completing their first year in 2022-2023. Every question contained the four response options: 0= Not at All Prepared, 1= Not Sufficiently Prepared, 2= Sufficiently Prepared, and 3= Well Prepared. Survey results are a component of annual state accreditation ratings.

The survey includes 49 items assessing six categories: planning, instruction, learning environment, pedagogy and professional responsibilities, students with disabilities, and Emergent Bilinguals. The final item asks completers to indicate their overall evaluation of how well they were “prepared for the realities of the classroom”. The responses of the 2022-2023 first-year teachers prepared by the UIW Teacher Education Program are presented.

New Teacher Satisfaction Survey UIW Prepared First-Year Teachers (2022-2023)		
Survey Category	Mean Rating (0-3 Scale)	Sufficiently or Well Prepared
Planning	2.3	100%
Instruction	2.4	100%
Learning Environment	2.6	88%
Pedagogy & Professional Responsibilities	2.5	88%
Students with Disabilities	2.1	86%
Emerging Bilinguals	2.0	100%
What is your overall evaluation of how well you were prepared for the realities of the classroom as they exist on your campus?	2.5	50% Sufficiently Prepared 50% Well Prepared

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

The Texas Education Agency administers a Principal Survey of the Preparation of First-Year Teachers to determine how satisfied principals are with their first-year teachers’ preparation. The presented data represents the survey administered to the principals of teachers completing their first year in 2022-2023. Every question contained the four response options: 0= Not at All Prepared, 1= Not Sufficiently Prepared, 2= Sufficiently Prepared, and 3= Well Prepared. Survey results are a component of annual state accreditation ratings.



The survey includes 52 items assessing six categories: planning, instruction, learning environment, pedagogy and professional responsibilities, students with disabilities, and Emergent Bilinguals. The final item asks principals to indicate their overall evaluation of how well the educator preparation program prepared the teacher for the realities of the classroom as they exist on the campus. The principals’ responses assessing the 2022-2023 first-year teachers prepared by the UIW Teacher Education Program are presented.

Principal Survey of the Preparation of First-year Teachers UIW Prepared First-Year Teachers (2022-2023)		
Survey Category	Mean Rating (0-3 Scale)	Sufficiently or Well Prepared
Planning	2.4	100%
Instruction	2.4	94%
Learning Environment	2.5	83%
Pedagogy & Professional Responsibilities	2.6	94%
Students with Disabilities	2.2	94%
Emerging Bilinguals	2.3	100%
What is your overall evaluation of how well the educator preparation program prepared this teacher for the realities of the classroom as they exist on your campus?	2.4	56% Sufficiently Prepared 44% Well Prepared

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 UIW Teacher Network, our induction program, prepares an annual Hiring Report for the prior year’s completers. Clinical teachers are asked to provide a personal email, which is added to the Network listserv to maintain communication following graduation. The Induction Coordinator assists with interview preparation and is often directly informed of teaching positions. Each September, program completers are sent a survey to report their teaching status.

The Fall 2023 Hiring Report provides employment data for the 2022-2023 program completers. Of the 19 program completers seeking teaching positions, 18 were hired (as of September), resulting in a 95% employment rate. Of the newly hired teachers, 100% are teaching in Texas, with 78% in San Antonio’s Bexar County school districts.

UIW 2022-2023 Teacher Education Program Completers	
Hiring Status for the 2023-2024 Academic Year (as of September 2023)	
Seeking Teaching Position- Hired	82% (18)
Seeking Teaching Position- Not Hired	4% (1)
Not Seeking Teaching Position- Graduate School	14% (3)
Not Seeking Teaching Position- Personal Reasons	0% (0)
Unknown	0% (0)

#### 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation												
Certification Exams <ul style="list-style-type: none"> <li>• Pedagogy State Exams (1a-1f)</li> <li>• Content State Exams (1a)</li> </ul>	Minimum of 85% pass rate on TExES certification exams (within first two attempts)	<p><b>2022-2023 Certification Exam Pass Rates</b></p> <table border="1"> <thead> <tr> <th>Exam</th> <th>Pass Rate</th> <th>State Passing Standard</th> <th>UIW Passing Standard</th> </tr> </thead> <tbody> <tr> <td>Pedagogy</td> <td>100% (17)</td> <td>85%</td> <td>85%</td> </tr> <tr> <td>Content</td> <td>82% (11)</td> <td>75%</td> <td>85%</td> </tr> </tbody> </table> <p>UIW teacher candidates met the state’s certification exam passing standard for both pedagogy and content exams. The UIW performance expectation is higher than the state’s expectation, at 85% for both exams. The small number of candidates completing the content exam impacted the content pass rate (9 of 11 passed within two attempts). All candidates ultimately passed their respective content exams.</p>	Exam	Pass Rate	State Passing Standard	UIW Passing Standard	Pedagogy	100% (17)	85%	85%	Content	82% (11)	75%	85%
Exam	Pass Rate	State Passing Standard	UIW Passing Standard											
Pedagogy	100% (17)	85%	85%											
Content	82% (11)	75%	85%											

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																																							
<p>Field-Based Experience Teaching Observation (1a-1f)</p> <ul style="list-style-type: none"> <li>Completed by UIW faculty/FBE Coordinator, 2<sup>nd</sup> FBE Semester</li> </ul>	<p>For each FBE cohort (elementary &amp; secondary/all level), a minimum average of 1.5 will be indicated for each domain.</p> <p>The T-TESS evaluation system is aspirational, proficient being an expected rating for experienced teachers. Therefore, the UIW Teacher Education Program expects teacher candidates' performance with early teaching will indicate needed improvement and development by the culmination of field-based experiences.</p> <p>Rating categories include:</p> <ul style="list-style-type: none"> <li>Developing (2.0)</li> <li>Needs Improvement (1.0)</li> <li>NA</li> </ul>	<p><b>2022 TEP Cohort- Elementary (n=4) FBE Semester 2 (fall 2022)</b></p> <table border="1" data-bbox="1335 253 2003 477"> <thead> <tr> <th>Domain</th> <th>Domain Rating: Cohort Mean</th> <th>Met Standard</th> </tr> </thead> <tbody> <tr> <td>Instructional Planning (4 indicators)</td> <td>2.0</td> <td>Y</td> </tr> <tr> <td>Instruction (5 indicators)</td> <td>1.8</td> <td>Y</td> </tr> <tr> <td>Learning Environment (3 indicators)</td> <td>1.8</td> <td>Y</td> </tr> </tbody> </table> <p>The elementary cohort met the program performance standards in all three domains.</p> <p><b>2022 TEP Cohort- Secondary/All Level (n=19) FBE Semester 2 (fall 2022)</b></p> <table border="1" data-bbox="1335 662 2003 886"> <thead> <tr> <th>Domain</th> <th>Domain Rating: Cohort Mean</th> <th>Met Standard</th> </tr> </thead> <tbody> <tr> <td>Instructional Planning (4 indicators)</td> <td>1.7</td> <td>Y</td> </tr> <tr> <td>Instruction (5 indicators)</td> <td>1.8</td> <td>Y</td> </tr> <tr> <td>Learning Environment (3 indicators)</td> <td>2.0</td> <td>Y</td> </tr> </tbody> </table> <p>The secondary/all level cohort met the program performance standards in all three domains.</p>	Domain	Domain Rating: Cohort Mean	Met Standard	Instructional Planning (4 indicators)	2.0	Y	Instruction (5 indicators)	1.8	Y	Learning Environment (3 indicators)	1.8	Y	Domain	Domain Rating: Cohort Mean	Met Standard	Instructional Planning (4 indicators)	1.7	Y	Instruction (5 indicators)	1.8	Y	Learning Environment (3 indicators)	2.0	Y															
Domain	Domain Rating: Cohort Mean	Met Standard																																							
Instructional Planning (4 indicators)	2.0	Y																																							
Instruction (5 indicators)	1.8	Y																																							
Learning Environment (3 indicators)	1.8	Y																																							
Domain	Domain Rating: Cohort Mean	Met Standard																																							
Instructional Planning (4 indicators)	1.7	Y																																							
Instruction (5 indicators)	1.8	Y																																							
Learning Environment (3 indicators)	2.0	Y																																							
<p>Professional Disposition Assessment (1f)</p> <ul style="list-style-type: none"> <li>Completed by the Field-Based Experience Classroom Teacher</li> </ul>	<p>For each FBE cohort (elementary &amp; secondary/all level), a minimum of 75% of the teacher candidates will be rated a 4.0 for each disposition category (range of 1-5) with a cohort mean of 3.5.</p> <p>NOTE: Elementary candidates complete two placements in the semester; secondary/all level candidates complete one placement.</p>	<p><b>2022 TEP Cohort- Elementary (n=4) FBE Semester 2 (fall 2022)</b></p> <table border="1" data-bbox="1335 1062 2049 1438"> <thead> <tr> <th rowspan="2">Disposition Category</th> <th colspan="2">Placement 1</th> <th colspan="2">Placement 2</th> </tr> <tr> <th>Cohort Mean</th> <th>Percentage at 4.0</th> <th>Cohort Mean</th> <th>Percentage at 4.0</th> </tr> </thead> <tbody> <tr> <td>Professionalism</td> <td>4.3</td> <td>75%</td> <td>3.8</td> <td>75%</td> </tr> <tr> <td>Communication</td> <td>4.8</td> <td>100%</td> <td>4.0</td> <td>75%</td> </tr> <tr> <td>Content &amp; Pedagogy</td> <td>3.6</td> <td>50%</td> <td>3.3</td> <td>75%</td> </tr> <tr> <td>Cultural &amp; Social Responsiveness</td> <td>4.8</td> <td>100%</td> <td>4.5</td> <td>100%</td> </tr> <tr> <td>Health &amp; Wellness</td> <td>4.8</td> <td>100%</td> <td>4.3</td> <td>75%</td> </tr> <tr> <td>Reflective Practice</td> <td>4.3</td> <td>75%</td> <td>3.8</td> <td>75%</td> </tr> </tbody> </table>	Disposition Category	Placement 1		Placement 2		Cohort Mean	Percentage at 4.0	Cohort Mean	Percentage at 4.0	Professionalism	4.3	75%	3.8	75%	Communication	4.8	100%	4.0	75%	Content & Pedagogy	3.6	50%	3.3	75%	Cultural & Social Responsiveness	4.8	100%	4.5	100%	Health & Wellness	4.8	100%	4.3	75%	Reflective Practice	4.3	75%	3.8	75%
Disposition Category	Placement 1			Placement 2																																					
	Cohort Mean	Percentage at 4.0	Cohort Mean	Percentage at 4.0																																					
Professionalism	4.3	75%	3.8	75%																																					
Communication	4.8	100%	4.0	75%																																					
Content & Pedagogy	3.6	50%	3.3	75%																																					
Cultural & Social Responsiveness	4.8	100%	4.5	100%																																					
Health & Wellness	4.8	100%	4.3	75%																																					
Reflective Practice	4.3	75%	3.8	75%																																					

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																					
		<p>The elementary cohort met the program performance standards in five of the six domains for placements 1 and 2.</p> <p>The small number of elementary candidates impacted the cohort mean and percentage. Of the four candidates, one ultimately withdrew from the program due to personal reasons which were impacting performance. Disposition conferences are conducted when a candidate earns a rating below 4.0. This provides an opportunity for reflection before the next FBE placement or clinical teaching.</p> <p><b>2022 TEP Cohort- Secondary/All Level (n=19) FBE Semester 2 (fall 2022)</b></p> <table border="1" data-bbox="1335 589 1883 948"> <thead> <tr> <th data-bbox="1335 589 1608 646">Disposition Category</th> <th data-bbox="1608 589 1728 646">Cohort Mean</th> <th data-bbox="1728 589 1883 646">Percentage at 4.0</th> </tr> </thead> <tbody> <tr> <td data-bbox="1335 646 1608 695">Professionalism</td> <td data-bbox="1608 646 1728 695">4.8</td> <td data-bbox="1728 646 1883 695">100%</td> </tr> <tr> <td data-bbox="1335 695 1608 743">Communication</td> <td data-bbox="1608 695 1728 743">4.8</td> <td data-bbox="1728 695 1883 743">95%</td> </tr> <tr> <td data-bbox="1335 743 1608 792">Content &amp; Pedagogy</td> <td data-bbox="1608 743 1728 792">4.5</td> <td data-bbox="1728 743 1883 792">79%</td> </tr> <tr> <td data-bbox="1335 792 1608 857">Cultural &amp; Social Responsiveness</td> <td data-bbox="1608 792 1728 857">4.9</td> <td data-bbox="1728 792 1883 857">100%</td> </tr> <tr> <td data-bbox="1335 857 1608 906">Health &amp; Wellness</td> <td data-bbox="1608 857 1728 906">4.7</td> <td data-bbox="1728 857 1883 906">100%</td> </tr> <tr> <td data-bbox="1335 906 1608 948">Reflective Practice</td> <td data-bbox="1608 906 1728 948">4.7</td> <td data-bbox="1728 906 1883 948">100%</td> </tr> </tbody> </table> <p>The secondary/all level cohort met the program performance standards in all six domains.</p>	Disposition Category	Cohort Mean	Percentage at 4.0	Professionalism	4.8	100%	Communication	4.8	95%	Content & Pedagogy	4.5	79%	Cultural & Social Responsiveness	4.9	100%	Health & Wellness	4.7	100%	Reflective Practice	4.7	100%
Disposition Category	Cohort Mean	Percentage at 4.0																					
Professionalism	4.8	100%																					
Communication	4.8	95%																					
Content & Pedagogy	4.5	79%																					
Cultural & Social Responsiveness	4.9	100%																					
Health & Wellness	4.7	100%																					
Reflective Practice	4.7	100%																					

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																					
<p>Clinical Teaching Summative Evaluation</p> <ul style="list-style-type: none"> <li>Completed collaboratively by the Cooperating Teacher &amp; UIW Supervisor</li> </ul>	<p>For each evaluation (T-TESS) domain, a minimum average of 2.5 will be indicated for each domain. The T-TESS evaluation system is aspirational, proficient being an expected rating for experienced teachers. Therefore, the UIW Teacher Education Program expects novice teachers will be developing-proficient by the culmination of clinical teaching.</p> <p>Rating categories include:</p> <ul style="list-style-type: none"> <li>Accomplished (4.0)</li> <li>Proficient (3.0)</li> <li>Developing (2.0)</li> <li>Improvement Needed (1.0)</li> <li>Not Observed</li> </ul>	<p><b>2022-2023 Clinical Teachers</b></p> <table border="1" data-bbox="1335 224 2039 695"> <thead> <tr> <th data-bbox="1335 224 1715 367">Evaluation Domain</th> <th data-bbox="1715 224 1879 367">F 2022 Domain Rating: Cohort Mean (n=10)</th> <th data-bbox="1879 224 2039 367">SP 2023 Domain Rating: Cohort Mean (n=12)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1335 367 1715 410">Domain 1: Planning</td> <td data-bbox="1715 367 1879 410">3.1</td> <td data-bbox="1879 367 2039 410">3.1</td> </tr> <tr> <td data-bbox="1335 410 1715 454">Domain 2: Instruction</td> <td data-bbox="1715 410 1879 454">3.0</td> <td data-bbox="1879 410 2039 454">2.9</td> </tr> <tr> <td data-bbox="1335 454 1715 498">Domain 3: Learning Environment</td> <td data-bbox="1715 454 1879 498">3.3</td> <td data-bbox="1879 454 2039 498">3.0</td> </tr> <tr> <td data-bbox="1335 498 1715 570">Domain 4: Professional Practices &amp; Responsibilities</td> <td data-bbox="1715 498 1879 570">3.3</td> <td data-bbox="1879 498 2039 570">3.2</td> </tr> <tr> <td data-bbox="1335 570 1715 630">Domain 5: Supporting Students with Disabilities</td> <td data-bbox="1715 570 1879 630">3.3</td> <td data-bbox="1879 570 2039 630">2.7</td> </tr> <tr> <td data-bbox="1335 630 1715 695">Domain 6: Supporting Emerging Bilingual Students</td> <td data-bbox="1715 630 1879 695">3.0</td> <td data-bbox="1879 630 2039 695">2.5</td> </tr> </tbody> </table> <p>The 2022-2023 clinical teachers met the program performance standards in all six domains.</p>	Evaluation Domain	F 2022 Domain Rating: Cohort Mean (n=10)	SP 2023 Domain Rating: Cohort Mean (n=12)	Domain 1: Planning	3.1	3.1	Domain 2: Instruction	3.0	2.9	Domain 3: Learning Environment	3.3	3.0	Domain 4: Professional Practices & Responsibilities	3.3	3.2	Domain 5: Supporting Students with Disabilities	3.3	2.7	Domain 6: Supporting Emerging Bilingual Students	3.0	2.5
Evaluation Domain	F 2022 Domain Rating: Cohort Mean (n=10)	SP 2023 Domain Rating: Cohort Mean (n=12)																					
Domain 1: Planning	3.1	3.1																					
Domain 2: Instruction	3.0	2.9																					
Domain 3: Learning Environment	3.3	3.0																					
Domain 4: Professional Practices & Responsibilities	3.3	3.2																					
Domain 5: Supporting Students with Disabilities	3.3	2.7																					
Domain 6: Supporting Emerging Bilingual Students	3.0	2.5																					

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																		
<p>Texas Education Agency New Teacher Satisfaction Surveys (2022-2023 First-Year Teachers)</p>	<p>A minimum of 75% of new teachers will respond that they were sufficiently prepared or well prepared.</p> <p>NOTE: The Texas Education Agency's performance standard is 70% of new teachers responding that they were sufficiently prepared or well prepared by the EPP.</p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1346 266 2037 302">New Teacher Satisfaction Survey</th> </tr> <tr> <th data-bbox="1346 302 1766 383">Survey Category</th> <th data-bbox="1766 302 2037 383">Sufficiently or Well Prepared</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 383 1766 444">Planning</td> <td data-bbox="1766 383 2037 444">100%</td> </tr> <tr> <td data-bbox="1346 444 1766 490">Instruction</td> <td data-bbox="1766 444 2037 490">100%</td> </tr> <tr> <td data-bbox="1346 490 1766 535">Learning Environment</td> <td data-bbox="1766 490 2037 535">88%</td> </tr> <tr> <td data-bbox="1346 535 1766 581">Pedagogy &amp; Professional Responsibilities</td> <td data-bbox="1766 535 2037 581">88%</td> </tr> <tr> <td data-bbox="1346 581 1766 626">Students with Disabilities</td> <td data-bbox="1766 581 2037 626">86%</td> </tr> <tr> <td data-bbox="1346 626 1766 672">Emerging Bilinguals</td> <td data-bbox="1766 626 2037 672">100%</td> </tr> <tr> <td colspan="2" data-bbox="1346 672 2037 750"> <p>Overall Evaluation of the First-Year Teacher</p> <p>50% Sufficiently Prepared 50% Well Prepared</p> </td> </tr> </tbody> </table> <p>UIW met the program and state performance standards.</p>	New Teacher Satisfaction Survey		Survey Category	Sufficiently or Well Prepared	Planning	100%	Instruction	100%	Learning Environment	88%	Pedagogy & Professional Responsibilities	88%	Students with Disabilities	86%	Emerging Bilinguals	100%	<p>Overall Evaluation of the First-Year Teacher</p> <p>50% Sufficiently Prepared 50% Well Prepared</p>	
New Teacher Satisfaction Survey																				
Survey Category	Sufficiently or Well Prepared																			
Planning	100%																			
Instruction	100%																			
Learning Environment	88%																			
Pedagogy & Professional Responsibilities	88%																			
Students with Disabilities	86%																			
Emerging Bilinguals	100%																			
<p>Overall Evaluation of the First-Year Teacher</p> <p>50% Sufficiently Prepared 50% Well Prepared</p>																				
<p>Texas Education Agency Principal Survey of the Preparation of First-Year Teachers (2022-2023 First-Year Teachers)</p>	<p>A minimum of 75% of principals will respond that the first-year teachers were sufficiently prepared or well prepared.</p> <p>NOTE: The Texas Education Agency's performance standard is 70% of new teachers are rated as sufficiently prepared or well prepared by the EPP.</p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1346 837 2037 873">Principal Survey</th> </tr> <tr> <th data-bbox="1346 873 1766 954">Survey Category</th> <th data-bbox="1766 873 2037 954">Sufficiently or Well Prepared</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 954 1766 1016">Planning</td> <td data-bbox="1766 954 2037 1016">100%</td> </tr> <tr> <td data-bbox="1346 1016 1766 1062">Instruction</td> <td data-bbox="1766 1016 2037 1062">94%</td> </tr> <tr> <td data-bbox="1346 1062 1766 1107">Learning Environment</td> <td data-bbox="1766 1062 2037 1107">83%</td> </tr> <tr> <td data-bbox="1346 1107 1766 1153">Pedagogy &amp; Professional Responsibilities</td> <td data-bbox="1766 1107 2037 1153">94%</td> </tr> <tr> <td data-bbox="1346 1153 1766 1198">Students with Disabilities</td> <td data-bbox="1766 1153 2037 1198">94%</td> </tr> <tr> <td data-bbox="1346 1198 1766 1243">Emerging Bilinguals</td> <td data-bbox="1766 1198 2037 1243">100%</td> </tr> <tr> <td colspan="2" data-bbox="1346 1243 2037 1321"> <p>Overall Evaluation of the First-Year Teacher</p> <p>56% Sufficiently Prepared 44% Well Prepared</p> </td> </tr> </tbody> </table> <p>UIW met the program and state performance standards.</p>	Principal Survey		Survey Category	Sufficiently or Well Prepared	Planning	100%	Instruction	94%	Learning Environment	83%	Pedagogy & Professional Responsibilities	94%	Students with Disabilities	94%	Emerging Bilinguals	100%	<p>Overall Evaluation of the First-Year Teacher</p> <p>56% Sufficiently Prepared 44% Well Prepared</p>	
Principal Survey																				
Survey Category	Sufficiently or Well Prepared																			
Planning	100%																			
Instruction	94%																			
Learning Environment	83%																			
Pedagogy & Professional Responsibilities	94%																			
Students with Disabilities	94%																			
Emerging Bilinguals	100%																			
<p>Overall Evaluation of the First-Year Teacher</p> <p>56% Sufficiently Prepared 44% Well Prepared</p>																				

<p>UIW Teacher Network (Induction Program) Principal Check-In Survey of First-Year Teachers</p> <ul style="list-style-type: none"> <li>Completed in the fall semester of the first year of teaching</li> </ul>	<p>A minimum of 50% of new teachers rated as not needing immediate interventions support in the six evaluation (T-TESS) domains.</p> <p>Rating categories include:</p> <ul style="list-style-type: none"> <li>Doing Great</li> <li>Doing Well: No check-in needed</li> <li>Doing Fine: Would benefit from a check-in</li> <li>Struggling: Would benefit from immediate support</li> </ul>	<p>The Induction Coordinator position was vacant in fall 2022. The position was filled in January 2023. This program measure was not collected in 2022-2023 but will be provided for the 2023-2024 academic year.</p>
--	---	---

## 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.

In the 2022-2023 academic year, the Teacher Education Program engaged in the following efforts and initiatives to address program priorities.

### Charles Butt Foundation- Raising Texas Teachers Partner

The Charles Butt Foundation’s Raising Texas Teachers initiative was implemented in 2017 to address recruitment, training, and retention of Texas teachers. UIW joined as an Emerging Partner in 2019, engaging in continuous improvement efforts, both as an independent program and as part of a network of 27 university-based teacher preparation programs. The UIW Teacher Education Program received partnership status in the fall of 2023. Now, as one of 21 partners, the UIW Teacher Education Program candidates are eligible for the Charles Butt Scholarship for Aspiring Teachers. Scholars receive annual scholarships of \$8,000-\$10,000, engage in state-level professional development for all scholars, and receive networking support, including mentoring from a Texas school leader.

### UIW Teacher Network Data Collection Processes

The Induction Coordinator and Program Director developed a data collection schedule and associated processes to improve the assessment of completer performance and the impact of induction support. The data cycle includes collecting hiring/employment data, principal and teacher check-in survey responses midway through the first semester of the first year of teaching, induction support focus areas, and principal and first year teacher satisfaction surveys. Data is presented to faculty at scheduled intervals to inform continued preparation efforts, coursework, and professional development.

### Revision and Implementation of FBE Observation and Evaluation Instruments

The Teacher Education Department faculty collaborated to revise the FBE observation and evaluation documents to align with the state’s T-TESS (Texas Teacher Evaluation and Support System) domains and indicators. All faculty and supervisors have received T-TESS training, and the language and performance indicators are consistently reflected in the FBE assessment instruments and in coursework. The revised documents were used for the

2022 cohort, user input was considered as minor revisions were made for the 2023 cohort. The revisions considered support and clarity for the evaluator and for the candidate.

### *Shared Professional Development*

At the onset of our program improvement work, our faculty, supervisors, and administrators focused on individual professional development and informal collaborations. While our faculty were eager to work together, we realized we were responding to, rather than anticipating, needs. The feedback from the TPI-US report provided unrealized insight into the inconsistency of our instructional approaches. While we strongly uphold the importance of multiple perspectives and experiences, we also realize the need to help bridge content from one course to another and across instructors. In 2022-2023, we witnessed a greater sensitivity related to culturally responsive teaching (and the confusion with Critical Race Theory). Texas legislative changes have added complexities. Shared professional learning for the 2022-2023 academic year included:

- T-TESS Inter-Rater Reliability Training (January 2023): Presented by the Texas Education Service Center, Region 20
- Innovative Schools Summit (July 2023): Faculty participated in shared keynotes and were able to choose sessions from the five conference strands (Innovative Teaching Strategies Conference, School Climate and Culture Forum, At-Risk Students Conference, and the Trauma-Informed Schools Conference).
- UIW Teacher Network Professional Development Event, “Positive Behavior Principles: Shifting Perspectives and Aligning Practices in Schools” (August 2023): Presented by Dan St. Domain, this session focused on the need to evolve strategies to support student behavior, meet student needs, and promote learning. This event was open to our current students, graduates, and the community.

### *Teacher Education Recruitment Plan*

The Teacher Education Department faculty responded to enrollment challenges by establishing a Recruitment and Retention Task Force. This group began their work by meeting with university representatives from admissions, advising, enrollment management, and public relations. In 2022-2023, the following actions were completed:

- UIW students who had not declared a major were contacted and invited to an Education Program information session to learn more about teaching and the Education majors. Also invited were majors from the disciplines in which we offer certification.
- Teacher Education faculty visited classes in each of the disciplines in which we offer certification to present an overview of education and teaching.
- Faculty representative attended the Texas Association of Future Educators (TAFE ) state conference and presented a session as an introduction to a UIW literacy course. The contact information of interested high school students was compiled and shared with UIW Admissions. A database of TAFE high school and community college groups was developed for future outreach.
- Working with Enrollment Management and Public Relations, photos and videos of program completers in their classrooms was captured for social media and communications.