



## AAQEP Annual Report for 2025

*This report reflects data and initiatives for the 2024-2025 academic year, unless otherwise noted.*

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 more than 100 undergraduate majors, minors, and concentrations and over 25 graduate programs. While a large university with a global enrollment of nearly 9,188 (as of fall 2025) students, the average undergraduate class size is 16, with a 13:1 faculty-to-student ratio. The fall 2025 San Antonio enrollment was 6,906.

The University of the Incarnate Word's student demographics reflects the San Antonio demographics. Of additional note is that 81% of the main campus student body commutes to campus, 14% are military-affiliated, and 36% self-report as first-generation.

San Antonio		UIW	
Race/Ethnicity	Percentage	Race/Ethnicity	Percentage
Hispanic	62.8%	Hispanic	57%
White	23.3%	White	17%
Black/African American	6.5%	Black/African American	7%
Asian	2.9%	Asian	7%
Two or More Races	3.5%	Two or More Races	3%
American Indian, Alaska Native, Native Hawaiian, Pacific Islander	1.0%	American Indian, Alaska Native, Native Hawaiian, Pacific Islander	0%
Source: 2023 Data USA: San Antonio <a href="https://datausa.io/profile/geo/san-antonio-tx/#demographics">https://datausa.io/profile/geo/san-antonio-tx/#demographics</a>		Nonresident	5%
		Unknown	4%
		Source: UIW Official Census Report Fall 2025, Power BI, Accessed 12-18-2025 <a href="#">UIW By the Numbers</a>	

### 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 based on the prior academic year's data and are posted on the TEA website: [Accountability System for Educator Preparation](#). The UIW Teacher Education Program's 2024-2025 accreditation rating is Accredited.

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 a dual Education-All Level major.)

### 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, 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 with a co-teaching foundation. 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, four informal observations, and two three-way evaluations (clinical teacher, cooperating teacher, and supervisor). 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).

### Teaching Residency

UIW received Texas Education Agency approval to establish a Teaching Residency for the 2025-2026 academic year. Teaching residency placements are coordinated with a partnership campus and district, requires a full academic year placement (3 days in the fall, five days in the spring), and provide a scaffolded assumption of teaching responsibilities with a co-teaching foundation. Each resident teacher must apply to the teaching residency cohort the spring 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 by the end of the first residency semester), and an assessment of professional educator disposition. Each resident teacher is assigned a host teacher, a Texas certified teacher with a minimum of three years' experience, with whom the resident teacher will co-teach, engaging in all professional responsibilities permitted. A university supervisor and a campus supervisor (administrator) are assigned to the resident teacher cohort. The UIW supervisor completes a minimum of four formal observations, eight informal observations, and two four-way evaluations (resident teacher, host teacher, campus supervisor and UIW supervisor). Resident teachers attend resident teacher meetings in the fall and a weekly seminar in the spring that provide additional preparation, including topics related to pedagogy and professional responsibilities. All teaching residency 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/resident 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.

#### **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 2024-2025**

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (9-1-2024 through 8-31-2025)  *Officially accepted to the UIW Teacher Education Program	Number of Completers in most recently completed academic year (9-1-2024 through 8-31-2025)
<b><i>Programs that lead to initial teaching credentials</i></b>			
B.A. Education-Elementary	Core Subjects EC-6 with Science of Teaching Reading	36	10
B.A. Education-Secondary & Biology	Life Science 7-12	1	
B.A. Education-Secondary & Chemistry	Physical Science 7-12	0	
B.A. Education-Secondary & English	English Language Arts & Reading 7-12	3	1
B.A. Education-Secondary & History	History 7-12	5	2
B.A. Education-Secondary & Mathematics	Mathematics 7-12	2	
B.A. Education-All Level & Art	Art EC-12	2	
B.A. Education-All Level & Kinesiology	Physical Education EC-12	3	
B.A. Education-All Level & Spanish	Spanish EC-12	0	
B.A. Education-All Level & Theatre	Theatre Arts EC-12	1	
B.M. Music Education & Education Minor	Music EC-12	9	5
Total for programs that lead to initial credentials		62	18
<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

<i>Programs that lead to credentials for other school professionals or to no specific credential</i>		
UIW does not currently offer advanced credential programs for already-licensed educators.	n/a	n/a
Total for additional programs	n/a	n/a
TOTAL enrollment and productivity for all programs	62	18
Unduplicated total of all program candidates and completers	62	18

### 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.)

UIW has been approved to offer the teaching residency clinical experience pathway (beginning in the 2025-2026 academic year). While not a new certification program, it will result in candidates earning an “enhanced” teaching certificate designation (rather than the standard teaching certificate designation).

## 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. <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.	
62	
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.	
18	
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.	
18	

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.

100%

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%.

UIW Teacher Education Program							UIW Test Pass Rate	TEA Performance Standard
	Female	Male	African American	Hispanic	Other	White		
Pedagogy State Exams	100% (11)	100% (2)	100% (1)	100% (7)	100% (1)	100% (4)	100% (13)	85%
Content Certification State Exams	82% (18)	67% (3)	100% (1)	64% (11)	100% (1)	100% (8)	80% (21)	75%

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%.

The 2024-2025 pedagogy testing performance data indicates UIW met the state performance standard for all teacher candidates overall and within the subgroups. However, the content testing performance data indicates two subgroups that did not meet the standard: male and Hispanic. Data analysis determined one Hispanic male and four Hispanic females did not pass their content exam within the first two attempts. Three of these five candidates graduated without certification; two persisted and passed their exams within the five allowed attempts. Consultation with the respective content area faculty identified specific areas for instructional design and delivery.

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 2024-2025. 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 state standard is 70%. The UIW New Teacher Satisfaction Survey presented an overall 90% of completer responses meeting standard.

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 2024-2025 first-year teachers prepared by the UIW Teacher Education Program are presented.

New Teacher Satisfaction Survey UIW Prepared First-Year Teachers (2024-2025)		
Survey Category	Mean Rating (0-3 Scale)	Sufficiently or Well Prepared
Planning	2.6	100%
Instruction	2.5	100%
Learning Environment	2.6	88%
Pedagogy & Professional Responsibilities	2.6	88%
Students with Disabilities	2.3	78%
Emerging Bilinguals	2.5	100%
What is your overall evaluation of how well you were prepared for the realities of the classroom as they exist on your campus?	2.4	44% Well Prepared 56% Sufficiently 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 2024-2025. 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 two items ask principals to indicate (1) 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 (0-3 point scale) and (2) how they would rate the teacher's influence on student achievement (1-10 point scale). The state standard is 70%. The UIW Principal Survey presented an overall 79% of employer responses meeting standard.



The principals' responses assessing the 2024-2025 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 (2023-2024)		
Survey Category	Mean Rating (0-3 Scale)	Sufficiently or Well Prepared
Planning	2.2	86%
Instruction	2.1	79%
Learning Environment	2.2	79%
Pedagogy & Professional Responsibilities	2.4	93%
Students with Disabilities	2.2	86%
Emerging Bilinguals	2.3	93%
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	43% Well Prepared 57% Sufficiently Prepared 0% Not Sufficiently Prepared
How would you rate this teacher's influence on student achievement?	7.1	86% Met Standard (6-10) 14% Did Not Meet Standard (1-5)

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 2025 Hiring Report provides employment data for the 2024-2025 program completers. Of the 18 program completers, 1 proceeded to graduate school. Of the 17 completers who sought teaching positions, 16 were hired (as of September 1), resulting in a 89% employment rate for the cohort. Of the 16 newly hired teachers, 94% are teaching in Texas, with 63% in San Antonio's Bexar County school districts.

UIW 2024-2025 Teacher Education Program Completers	
Hiring Status for the 2025-2026 Academic Year (as of September 2025)	
Seeking Teaching Position- Hired	89% (16)
Seeking Teaching Position- Not Hired	5.5% (1)
Not Seeking Teaching Position- Graduate School	5.5% (1)
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)	<table><tr><th colspan="4">2024-2025 Certification Exam Pass Rates</th></tr><tr><th>Exam</th><th>Pass Rate</th><th>State Passing Standard</th><th>UIW Passing Standard</th></tr><tr><td>Pedagogy</td><td>100% (13)</td><td>85%</td><td>100%</td></tr><tr><td>Content</td><td>80% (21)</td><td>75%</td><td>100%</td></tr></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 100% for both exams. Analysis and consultation with discipline faculty resulted to address the content exam pass rate which did not meet the program expectation.</p>	2024-2025 Certification Exam Pass Rates				Exam	Pass Rate	State Passing Standard	UIW Passing Standard	Pedagogy	100% (13)	85%	100%	Content	80% (21)	75%	100%
2024-2025 Certification Exam Pass Rates																		
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<div>Field-Based Experience Teaching Observation (1a-1f)<ul style="list-style-type: none"><li>Completed by UIW Faculty/FBE Coordinator, 2<sup>nd</sup> FBE Semester</li></ul></div>	<div><p>The field-based experiences are associated with the professional development course sequence. Each cohort completes FBE semester 1 in the spring and FBE semester 2 in the fall. This data reflects semester 2 performance ratings as summative FBE assessment.</p><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 expectation for teacher candidates' FBE early teaching performance will be rated between needs improvement and developing 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></div>	<div><p><b>2025 TEP Cohort- Elementary (n=12)</b> <b>FBE Semester 2 (fall 2025)</b></p><table><tr><th>Domain</th><th>Domain Rating: Cohort Mean <small>(1.5 Performance Standard)</small></th><th>Met Standard</th></tr><tr><td>Instructional Planning (4 indicators)</td><td>2.00</td><td>Y</td></tr><tr><td>Instruction (5 indicators)</td><td>2.00</td><td>Y</td></tr><tr><td>Learning Environment (3 indicators)</td><td>2.00</td><td>Y</td></tr></table><p>The elementary cohort met the program performance standards in all three domains.</p><p><b>2025 TEP Cohort- Secondary/All Level (n=10)</b> <b>FBE Semester 2 (fall 2025)</b></p><table><tr><th>Domain</th><th>Domain Rating: Cohort Mean <small>(1.5 Performance Standard)</small></th><th>Met Standard</th></tr><tr><td>Instructional Planning (4 indicators)</td><td>2.00</td><td>Y</td></tr><tr><td>Instruction (5 indicators)</td><td>2.04</td><td>Y</td></tr><tr><td>Learning Environment (3 indicators)</td><td>2.10</td><td>Y</td></tr></table><p>The secondary/all level cohort met the program performance standards in all three domains.</p></div>	Domain	Domain Rating: Cohort Mean <small>(1.5 Performance Standard)</small>	Met Standard	Instructional Planning (4 indicators)	2.00	Y	Instruction (5 indicators)	2.00	Y	Learning Environment (3 indicators)	2.00	Y	Domain	Domain Rating: Cohort Mean <small>(1.5 Performance Standard)</small>	Met Standard	Instructional Planning (4 indicators)	2.00	Y	Instruction (5 indicators)	2.04	Y	Learning Environment (3 indicators)	2.10	Y																
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<div>Professional Disposition Assessment (1f)<ul style="list-style-type: none"><li>Completed by the Field-Based Experience Classroom Teacher</li></ul></div>	<div><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></div>	<div><p><b>2025 TEP Cohort- Elementary (n=12)</b> <b>FBE Semester 2 (fall 2025)</b></p><table><tr><th></th><th colspan="2">Placement 1</th><th colspan="2">Placement 2</th></tr><tr><th>Disposition Category</th><th>Cohort Mean</th><th>Percentage at 4.0+</th><th>Cohort Mean</th><th>Percentage at 4.0+</th></tr><tr><td>Professionalism</td><td>4.7</td><td>100%</td><td>4.3</td><td>75%</td></tr><tr><td>Communication</td><td>4.5</td><td>92%</td><td>4.5</td><td>92%</td></tr><tr><td>Content &amp; Pedagogy</td><td>4.0</td><td>75%</td><td>4.1</td><td>83%</td></tr><tr><td>Cultural &amp; Social Responsiveness</td><td>4.5</td><td>92%</td><td>4.6</td><td>92%</td></tr><tr><td>Health &amp; Wellness</td><td>4.9</td><td>100%</td><td>4.7</td><td>92%</td></tr><tr><td>Reflective Practice</td><td>4.6</td><td>100%</td><td>4.4</td><td>92%</td></tr></table></div>		Placement 1		Placement 2		Disposition Category	Cohort Mean	Percentage at 4.0+	Cohort Mean	Percentage at 4.0+	Professionalism	4.7	100%	4.3	75%	Communication	4.5	92%	4.5	92%	Content & Pedagogy	4.0	75%	4.1	83%	Cultural & Social Responsiveness	4.5	92%	4.6	92%	Health & Wellness	4.9	100%	4.7	92%	Reflective Practice	4.6	100%	4.4	92%
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		<p>The elementary cohort met the program performance standards in all six domains for placements 1 and 2.</p> <p><b>2025 TEP Cohort- Secondary/All Level (n=10) FBE Semester 2 (fall 2025)</b></p> <table> <tr> <th>Disposition Category</th><th>Cohort Mean</th><th>Percentage at 4.0</th></tr> <tr> <td>Professionalism</td><td>4.3</td><td>90%</td></tr> <tr> <td>Communication</td><td>4.6</td><td>80%</td></tr> <tr> <td>Content &amp; Pedagogy</td><td>4.3</td><td>90%</td></tr> <tr> <td>Cultural &amp; Social Responsiveness</td><td>4.7</td><td>90%</td></tr> <tr> <td>Health &amp; Wellness</td><td>4.7</td><td>90%</td></tr> <tr> <td>Reflective Practice</td><td>4.4</td><td>80%</td></tr> </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	4.3	90%	Communication	4.6	80%	Content & Pedagogy	4.3	90%	Cultural & Social Responsiveness	4.7	90%	Health & Wellness	4.7	90%	Reflective Practice	4.4	80%			
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<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 (N)</li> </ul>	<p><b>2024-2025 Clinical Teachers-Elementary</b></p> <table> <tr> <th>Evaluation Domain</th><th>F 2024 Domain Rating: Cohort Mean (n=2)</th><th>SP 2025 Domain Rating: Cohort Mean (n=8)</th></tr> <tr> <td></td><td colspan="2">(2.5 Performance Standard)</td></tr> <tr> <td>Domain 1: Planning</td><td>2.9</td><td>2.7</td></tr> <tr> <td>Domain 2: Instruction</td><td>2.8</td><td>2.7</td></tr> <tr> <td>Domain 3: Learning Environment</td><td>2.8</td><td>3.0</td></tr> <tr> <td>Domain 4: Professional Practices &amp; Responsibilities</td><td>3.2</td><td>2.9</td></tr> <tr> <td>Domain 5: Supporting Students with Disabilities</td><td>3.0</td><td>2.9</td></tr> <tr> <td>Domain 6: Supporting Emerging Bilingual Students</td><td>N/A</td><td>2.6</td></tr> </table> <p>The 2024-2025 elementary clinical teachers met the program performance standards in all six domains.</p>	Evaluation Domain	F 2024 Domain Rating: Cohort Mean (n=2)	SP 2025 Domain Rating: Cohort Mean (n=8)		(2.5 Performance Standard)		Domain 1: Planning	2.9	2.7	Domain 2: Instruction	2.8	2.7	Domain 3: Learning Environment	2.8	3.0	Domain 4: Professional Practices & Responsibilities	3.2	2.9	Domain 5: Supporting Students with Disabilities	3.0	2.9	Domain 6: Supporting Emerging Bilingual Students	N/A	2.6
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		<b>2023-2024 Clinical Teachers-Secondary/All Level</b> <table> <tr> <th>Evaluation Domain</th><th>F 2024 Domain Rating: Cohort Mean (n=4)</th><th>SP 2025 Domain Rating: Cohort Mean (n=3)</th></tr> <tr> <td></td><td colspan="2">(2.5 Performance Standard)</td></tr> <tr> <td>Domain 1: Planning</td><td>2.9</td><td>2.7</td></tr> <tr> <td>Domain 2: Instruction</td><td>3.0</td><td>2.7</td></tr> <tr> <td>Domain 3: Learning Environment</td><td>3.2</td><td>3.0</td></tr> <tr> <td>Domain 4: Professional Practices &amp; Responsibilities</td><td>3.3</td><td>2.9</td></tr> <tr> <td>Domain 5: Supporting Students with Disabilities</td><td>2.9</td><td>2.9</td></tr> <tr> <td>Domain 6: Supporting Emerging Bilingual Students</td><td>3.0</td><td>2.6</td></tr> </table> <p>The 2024-2025 secondary/all level clinical teachers met the program performance standards in all six domains.</p>	Evaluation Domain	F 2024 Domain Rating: Cohort Mean (n=4)	SP 2025 Domain Rating: Cohort Mean (n=3)		(2.5 Performance Standard)		Domain 1: Planning	2.9	2.7	Domain 2: Instruction	3.0	2.7	Domain 3: Learning Environment	3.2	3.0	Domain 4: Professional Practices & Responsibilities	3.3	2.9	Domain 5: Supporting Students with Disabilities	2.9	2.9	Domain 6: Supporting Emerging Bilingual Students	3.0	2.6
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**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																		
Texas Education Agency New Teacher Satisfaction Surveys (2023-2024 First-Year Teachers)	<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><tr><th colspan="2">New Teacher Satisfaction Survey</th></tr><tr><th>Survey Category</th><th>Sufficiently or Well Prepared</th></tr><tr><td>Planning</td><td>100%</td></tr><tr><td>Instruction</td><td>100%</td></tr><tr><td>Learning Environment</td><td>89%</td></tr><tr><td>Pedagogy &amp; Professional Responsibilities</td><td>89%</td></tr><tr><td>Students with Disabilities</td><td>78%</td></tr><tr><td>Emerging Bilinguals</td><td>100%</td></tr><tr><td>Overall Evaluation of the First-Year Teacher</td><td>44% Well Prepared 56% Sufficiently Prepared</td></tr></table>	New Teacher Satisfaction Survey		Survey Category	Sufficiently or Well Prepared	Planning	100%	Instruction	100%	Learning Environment	89%	Pedagogy & Professional Responsibilities	89%	Students with Disabilities	78%	Emerging Bilinguals	100%	Overall Evaluation of the First-Year Teacher	44% Well Prepared 56% Sufficiently Prepared
New Teacher Satisfaction Survey																				
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Overall Evaluation of the First-Year Teacher	44% Well Prepared 56% Sufficiently Prepared																			

		UIW's performance standard of 75% was met in all of the six categories. The TEA performance standard of 70% was met in all six categories. 100% of first-year teachers indicated they felt sufficiently or well prepared overall.																		
Texas Education Agency Principal Survey of the Preparation of First-Year Teachers (2023-2024 First-Year Teachers)	<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><tr><th colspan="2">Principal Survey</th></tr><tr><th>Survey Category</th><th>Sufficiently or Well Prepared</th></tr><tr><td>Planning</td><td>86%</td></tr><tr><td>Instruction</td><td>79%</td></tr><tr><td>Learning Environment</td><td>79%</td></tr><tr><td>Pedagogy &amp; Professional Responsibilities</td><td>93%</td></tr><tr><td>Students with Disabilities</td><td>86%</td></tr><tr><td>Emerging Bilinguals</td><td>93%</td></tr><tr><td>Overall Evaluation of the First-Year Teacher</td><td>43% Well Prepared 57% Sufficiently Prepared</td></tr></table> <p>UIW's performance standard of 75% was met in all of the six categories. The TEA performance standard of 70% was met in all six categories. 100% of principals indicated they felt the first-year teachers were sufficiently or well prepared overall.</p>	Principal Survey		Survey Category	Sufficiently or Well Prepared	Planning	86%	Instruction	79%	Learning Environment	79%	Pedagogy & Professional Responsibilities	93%	Students with Disabilities	86%	Emerging Bilinguals	93%	Overall Evaluation of the First-Year Teacher	43% Well Prepared 57% Sufficiently Prepared
Principal Survey																				
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Students with Disabilities	86%																			
Emerging Bilinguals	93%																			
Overall Evaluation of the First-Year Teacher	43% Well Prepared 57% Sufficiently Prepared																			

## 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 2024-2025 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. As one of 24 partners (as of fall 2025), 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. In spring 2024, five UIW teacher candidates were selected as Charles Butt Scholars for the 2024-2025 academic year. In spring 2025, an additional five scholars were selected as 2025-2026, with three continuing scholars.

#### UIW Teacher Network Data Collection Processes

The Induction Coordinator and Teacher Education Department Director identified a goal of increasing response rates for the principal and new teacher surveys (of first-year teachers). The Induction Coordinator sent targeted emails to explain the importance and purpose of the surveys, provided response guidance, and requested participation. The response rates increased substantially. In the spring of 2025, the Induction Coordinator contacted each principal of a UIW first-year teacher to encourage survey participation.

Principal Survey			
	Number of First-Year Teachers	Number of Responses	Response Rate
2024-2025	17	14	82%
2023-2024	21	18	86%
2022-2023	30	18	60%

New Teacher Survey			
	Number of First-Year Teachers	Number of Responses	Response Rate
2024-2025	17	9	53%
2023-2024	21	11	52%
2022-2023	30	8	27%

#### Shared Professional Development

The UIW Teacher Education faculty are committed to program alignment efforts, cross-course connections, and shared professional development. In 2024-2025, the following professional development events were held/completed.

- October 5, 2024: "A Balancing Act: Exploring Effective Strategies to Avoid Teacher Burnout and Bring Joy Back into the Classroom" was presented by Jennifer Torres, M.Ed., Licensed Therapist, and 2012 graduate.  
This UIW Teacher Network workshop was designed to empower K-12 educators with tools and insights for fostering personal and professional wellness. This event was open to our current students, graduates, faculty, and the community.
- November 2, 2024: "Differentiation for Gifted and High Achieving Students Using the Big 3" was presented by Jennifer Silva, Academic Enrichment Teacher, and 2012 graduate.  
This UIW Teacher Network workshop was designed specifically for K-12 educators and explored differentiated supports and scaffolded instruction for gifted and high-achieving students. This event was open to our current students, graduates, faculty, and the community.
- February 22, 2025: "Discovering Dyslexia in the Classroom" was presented by Ashley Anguiano, M.Ed., Dyslexia Specialist, and 2011 graduate.  
This UIW Teacher Network workshop was designed to provide K-12 educators with insight to identify difficulties with reading written words accurately, automatically, and efficiently through screening and assessment and the impact on reading success. This event was open to our current students, graduates, faculty, and the community.
- Spring 2025: All Teacher Education faculty completed one of the ISTE AI trainings: "AI Explorations for Educators" or "Next Level AI Skills for Educators".

#### Teacher Education Recruitment Plan

The Teacher Education Department faculty responded to enrollment challenges by establishing a Recruitment and Retention Task Force. In 2022-2023, this group began their work by meeting with university representatives from admissions, advising, enrollment management, and public relations. 2024-2025 initiatives included:

- Teacher Education faculty visited classes in each of the disciplines in which we offer certification to present an overview of education and teaching.
- A program update meeting was held with UIW academic advisors, athletic advisors, and admissions representatives to provide updates and program highlights helpful for recruiting and academic support.
- Working with Academic Advising, the program provided collaborative advising to provide advising for both the discipline and education majors.
- Outreach to local high schools resulted in several UIW campus visits. Working with Admissions, we provided a campus tour and an overview of the education program and the teaching profession.