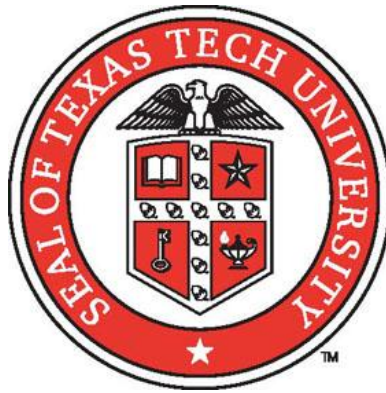


Texas Tech University Certification Report 2010-2011



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October 2011



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Part I: Certification Data

The following charts reflect information about Texas Tech students who were recommended for certification through the State Board for Education Certification (SBEC) during the period 9/1/09 through 8/31/10. Data from previous years were carried forward from earlier certification reports. All data, unless otherwise specified, are from SBEC.

Table 1: Certificates by Type ¹

Type	2006-2007	2007-2008	2008-2009	2000-2010	2010-2011
Initial and Supplement	625	596	508	512	553
Initial					540
Supplemental					64
Professional	69	62	60	60	53
Probationary					
Initial/Supplemental*	23	68	38	32	10
Professional/Supplemental*					
Probationary	0	6	2	4	18
Probationary Extension	5	4	12	25	10
Total	722	736	620	633	634

*Supplemental only counted with Initials prior to 2010 and with Professionals after 2010

¹ Some candidates received multiple certificates during one year. Individuals receiving more than one certificate are included in each category.

**Table 2: Certificates by Type and Level
2010-2011**

Certificate Type Certificate Level ¹	Standard	Probationary	Probationary Extension
All Level, EC-12**	124	1	
Elementary	207	1	
Middle (4-8)	72	2	
Secondary	157	6	1
Supplemental*	64	6	9
Professional	53	2	
Special Education*	42	6	9
Vocational*	42		
Total	606	18	10

¹ Some data are in multiple categories (i.e., Technology Application is included in both EC-12 and Vocational; Deaf Education is included in both EC-12 and Special Education. Visually Impaired is included in both Supplemental and Special Education. Elementary with ESL and Bilingual Specializations are included in both Elementary and Supplemental.

**Table 3: Standard Certificates by Level and Degree
2010-2011**

Certificate Level	Bachelor	Post Baccalaureate	Total
All Level ¹	94	30	124
Elementary ¹	164	43	207
Middle (4-8)	57	18	72
Secondary	103	54	157
Additional ²	69	82	151
Total	398	208	606

¹ Undergraduate Elementary / EC-12 Special Education are included in both the Elementary and All Level categories,

² ELEMENTARY/ESL and ELEMENTARY/Bilingual are included in both ELEMENTARY and Additional categories.

**Table 4: Certificates by Gender, Ethnicity, and Degree
2010-11**

	Female	Male	Total
African American	8	3	11
Asian/Pacific Islander	6	1	7
Hispanic	59	16	75
Native American/Alaskan Native	3	0	3
Other/unknown	5	3	8
White	397	107	504
Bachelor	319	79	298
Post Baccalaureate Initial	104	38	142
Additional	53	13	66
Total ¹	476	130	606

¹ Some individuals received multiple certificates

**Table 5: Certificates by Gender and Ethnicity ¹
Five Year Data**

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Female					
African American	10	6	10	8	8
Hispanic	48	68	51	46	59
White	466	419	369	368	397
Other	15	20	15	10	14
Total	539	514	445	432	476
Male					
African American	10	2	5	7	3
Hispanic	20	20	23	31	16
White	120	118	91	97	107
Other	5	3	4	5	4
Total	155	144	123	140	130

¹ Note, 2006-07 and previous data were not disaggregated to include Native American and Asian. To be consistent, Table 5 places these ethnic groups into "other."

**Table 6: Certificate Type and Level
Five Year Data**

Type and Level	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Probationary					
All Level		11	7	5	1
Elementary		6		1	1
Middle		7			2
Secondary	23	28	17	22	1
Professional	0	6	2	3	2
Supplemental		17	11	21	6
Sub Total	23	74	38	52	18
Standard					
Elementary*	281	255	219*	195*	207*
Middle	74	56	37	53	72
Secondary	132	145	126	153	157
All Level*	148	142	128*	123*	124*
Vocational*	25*	42*	30*	34*	42*
Special Ed.*	24*	30*	50*	51*	42*
Supplemental**	7	28	17	12	64*
Professional	69	62	60	60	53
Sub Total	625	688	568	572	606
Total	717	762	620	624	634
Undergraduates	396	426	351	386	298
PostBac Initial	222	157	139	110	142
Additional	76	66	78	76	66

**Included in other certificate levels (i.e., Vocational is included in Secondary; Special Education is included in All Level)*

***Undergraduate Elementary with ESL/Bilingual Specializations are included with Supplementals as well as Elementary beginning in 2011.*

**Table 7: Supplemental Certificates
2010-2011**

Certificate	Total
Bilingual Education	5
English as a Second Language	46
Generic Special Education	0
Visually Impaired	13

Table 8: Professional Certificates

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
School Counselor	9	8	8	6	5
Educational Diagnostician	15	16	23	13	19
Master Reading Teacher	1*	2		1	0
Master Technology Teacher	1	1			1
Principal	30	25	22	28	18
Reading Specialist	2	2		1	2
Superintendent	11	6	7	11	7
Total	69	62	61	60	52

* Received both Master Reading Teacher and Reading Specialist

Table 9: Certification Candidates by College

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Education	106	78	85	117	137
Arts & Sciences	89	88	88	113	87
Agriculture & Natural Resources	18	26	11	21	21
Human Sciences	144	166	123	97	97
Graduate	299	235	216	188	209
Mass Communications	1	1	0	0	1
Visual and Performing Arts	38	65	45	36	54
Total	695	658	568	572	606

Table 10: Recommended Certificates by Teaching or Professional Field

Certificate Description	Number Recommended in Field, 2008-09	Number Recommended in Field, 2009-10	Number Recommended in Field, 2010-11
Agriculture Production / Ag Sciences and Production	13	24	28
Art (All level or Secondary)	10	15	12
Bilingual Supplemental	4	8	6
Chemistry	2	1	1
Dance	4	3	5
Deaf and Hard of Hearing (EC-12)	11	10	13
Educational Diagnostician	25	13	19
Elementary Generalist	220	194	203
English as a Second Language Supplemental	27	28	47
English Language Arts and Reading (4-8)*	20	25	25
English Language Arts and Reading (8-12)	33	36	32
English Language Arts and Reading/Social Studies (4-8)	16	24	19
Family and Consumer Science	17	5	11
FACS – Hospitality, Nutrition, and Food Sciences		2	3
FACS - Human Development and Family Studies (8-12)			0
LOTE – French			2
LOTE – German		1	1
LOTE – Latin		1	0
LOTE -- Spanish	9	8	14
Health Education (All Level or Secondary)	1	3	2
History (8-12)	22	28	25
Journalism (8-12)	1		4
Life Sciences (8-12)	5	4	2
Master Reading Teacher		2	0
Mather Technology Teacher			1
Mathematics (4-8)*	17	21	40
Mathematics (8-12)	12	19	18
Mathematics/Physics (8-12)		1	0
Mathematics/Science (4-8)	14	16	27
Music (All level)	39	22	37
Physical Education (EC-12)	40	39	34
Physical Science (8-12)			0
Principal	22	28	18
Professional Reading Specialist		1	2
School Counselor	8	6	5
Science (4-8)*	16	20	31
Science Composite (8-12)	4	15	4
Social Studies (4-8)*	17	29	33
Social Studies (8-12)	5	2	11
Special Education	27	30	23
Speech Communications (Secondary)	5		1
Superintendent	7	11	8
Technology Applications		1	3
Theatre Arts (Secondary)	4	3	3
Visually Impaired	13	14	13
Total (some candidates certified in multiple fields)	568	572	606



Part II: Program Finisher Data

Program “finishers” are persons who, during the academic year, finished meeting all requirements of a certification program excluding the tests (may or may not have passed some or all the tests). The following data reflects program finishers during 2010-2011, whether or not the candidates completed the certification requirements by passing the exams and applying for a teaching certificate.

Table 11: Finishers by Gender, Ethnicity and Level ¹
2010-2011

Ethnicity and Degree	Female	Male	Total
African American	10	2	12
Asian	6	1	7
Hispanic	75	17	92
Native American	5	1	6
Other	6	2	8
White	447	128	575
Bachelors	380	104	484
Post Bac	104	32	136
Supplemental	23	1	24
Professional	42	14	56
Total	549	151	700

¹These data represent the total number of persons finishing programs of certification (all but testing).

Table 12: Program Finishers by Teaching or Professional Field

Certificate Description	2007-08 Total (U, PB)	2008-09 Total (U, PB)	2009-2010 Total (U, PB)	2010-11 Total (U, PB)
Agriculture Production	23 (18, 5)	22(21, 1)	24 (21, 3)	32 (25, 7)
Art	19 (17, 2)	14(12, 2)	10 (8, 2)	13 (11, 2)
Bilingual Supplemental	8 (8,0)	4 (3, 1)	10 (7, 3)	9 (8, 1)
Chemistry	0	2(0, 2)	3 (2, 1)	1 (1, 0)
Dance	0	3(3, 0)	4 (3, 1)	4 (4, 0)
Deaf and Hard of Hearing	13 (0, 13)	19(0, 19)	12 (0 , 12)	14 (0, 14)
Educational Diagnostician	20 (0, 20)	21(0, 21)	18 (0, 18)	19 (0, 19)
English (Secondary)	20 (0, 20)	32 (16, 16)	25(18,7)	33 (21, 12)
English as a Second Language	9 (8, 1)	31 (28, 3)	46 (43, 3)	65 (64, 1)
English Language Arts & Reading (Middle)	34 (26, 8)*	22(19, 3)*	59 (50, 9)*	29 (23, 6)*

Certificate Description	2007-08 Total (U, PB)	2008-09 Total (U, PB)	2009-2010 Total (U, PB)	2010-11 Total (U, PB)
English Language Arts & Reading/Social Studies(Middle)	24 (20, 4)	18 (16, 2)	23 (23, 0)	23 (23, 0)
Family and Consumer Science – Composite	15 (9,6)	17 (14, 3)	6 (6, 0)	13 (11, 2)
Family and Consumer Science – Hosp, Nut/ Food Science	3 (3, 0)	0	6 (6, 0)	6(5, 1)
Family and Consumer Science - HDFS	1 (0, 1)	0	0	0
French	0	2(0, 2)	1 (0, 1)	1 (1, 0)
Generalist Elementary	253 (182, 71)	228(161, 67)	217 (167, 50)	232 (190, 42)
German	0	0	1 (1, 0)	2 (1, 1)
Health Education	1 (1, 0)	1 (1, 0)	4 (3,1)	1 (, 1)
History	37 (26, 11)	24(19, 5)	30 (30, 0)	36 (31, 5)
Journalism	3 (2, 1)	1 (0, 1)	0	3 (1, 2)
Latin	0	0	1 (1,0)	0
Life Sciences	3 (0, 3)	5(0, 5)	3 (0, 3)	2 (0, 2)
Master Reading Teacher	1 (0, 1)	0	0	0
Master Technology Teacher	1 (0, 1)	2 (0, 2)	1 (0, 1)	3(0, 3)
Mathematics (Middle)	26 (20, 5)*	21(21, 0)*	20 (19, 1)	48 (42, 6)
Mathematics (Secondary)	18 (12, 6)	11(7, 4)	22 (10,12)	18 (12, 6)
Mathematics/Physics			1(1, 0)	0
Mathematics/Science (Middle)	22 (19, 3)	17 (17, 0)	16 (16, 0)	32 (32, 0)
Music	44 (42, 2)	48 (44, 4)	25 (23, 2)	42 (42, 0)
Physical Education	51 (40, 11)	42 (37, 5)	41 (34, 7)	35 (32, 3)
Physical Science (Secondary)	0	1 (0, 1)	0	0
Principal	24 (0, 24)	22 (0, 22)	23 (0, 23)	20 (0, 20)
Reading Specialist	1 (0, 1)	1 (0, 1)	0	1 (0, 1)
School Counselor	4 (0, 4)	7(0, 7)	7 (0, 7)	6 (0, 6)
Science (Middle)	26 (22, 4)	20 (20, 0)*	20 (17, 3)	39 (37 , 2)
Science Composite (Secondary)	12 (8, 4)	7 (7, 0)	13 (9, 4)	3 (2 , 1)
Social Studies (Middle)	27 (22, 5)*	21 (20, 1)	6 (6, 0)	42 (39, 3)
Social Studies Composite (Secondary)	3 (2, 1)	5(4, 1)	4 (3, 1)	12 (5, 7)
Spanish (Secondary)	7 (5, 2)	9(5, 4)	9 (4, 5)	16 (8, 8)
Special Education	21 (15, 6)	28 (21, 7)	33 (29,4)	27 (21, 6)
Speech Communications	4 (1, 3)	5(3, 2)	1 (1, 0)	0
Superintendent	4 (0, 4)	9(0, 9)	12 (0, 12)	7 (0, 7)
Technology Applications	2 (0, 2)	0	1 (0, 1)	3 (0, 3)
Theatre Arts	8 (4, 4)	4(2, 2)	6 (5, 1)	6 (6, 0)
Visually Impaired	17 (0, 17)	16 (0, 16)	22 (0, 22)	23 (0, 23)
Total ²	733 (477, 256)*	631(398, 233)*	618 (406, 212)*	700 (484, 216)*
Total Math/Science (for Closing the Gaps)	63	49	66	79 (62, 17)

1 The program completer data includes undergraduate count (U), PostBac count (PB), and Total number of completers in each field

2 Some students finished the program with multiple certification areas; i.e. a student may seek a standard certificate in two fields.

3 Some students were counted in multiple fields, for example a middle level math/science candidate was counted in Math (middle), Science (Middle) and Math/Science (Middle) (also true for ELA/SS (middle))



Part III: Certification Test Data

Information provided includes the number of Texas Tech students who passed the state-required tests for certification during the period 9/1/09 through 8/31/10. The Accountability System for Educator Preparation Programs (ASEP) uses initial pass rates (tests taken through December following the academic year of completion) and final pass rates (tests taken through December of the second year following the academic year of completion) to determine program approval. The source for pass rates information is the State Board for Educator Certification (SBEC).

Note: Effective Spring 2007, if the pass rate (initial 70% or final 80%) of the candidates within a certification field (of at least 10 completers) is low performing for three consecutive years, the entity may no longer admit persons for preparation in that field (TAC Rule 229.4)

Table 13: Certification Tests Passed by Gender and Ethnicity ¹

Ethnicity and Gender	9/1/06 – 8/31/07	9/1/07 – 8/31/08	9/1/08 – 8/31/09	9/1/09 – 8/31/10	9/1/10 – 8/31/11
African American	30	21	35	25/37	24 / 53
Hispanic	161	237	214	152/228	210 / 329
Other/Not Specified	47	45	34	46/60	37 / 65
White	1159	1131	980	1039/ 1303	1160 / 1527
Female	1134	1137	1020	976/1255	1135/ 1550
Male	263	297	243	286/373	296 / 424
Total	1397	1434	1615	1262/1866	1431 / 1974

¹ Duplicated headcounts in Table 14; a candidate (identified in Table 13) may take and pass multiple tests (i.e., both the academic content and the pedagogy exams identified in Table 14).

**Table 14a: Certification Test Pass Rates
2011 (9/1/2010 – 8/31/2011)**

Note: State pass rate comparison data is available in the Title II Report, Table 27.

Note: State pass rates are no longer categorized as “initial” and “final” (as of 2010)

Period	All	Female	Male	African American	Hispanic	Other	White
9/1/2010-8/31/2011	92%(693)	93%(535)	91%(158)	62%(7)	73%(28)	95%(453)	90%(205)

**Table 14b: Certification Test Pass Rates
 (“initial pass rates” prior to 2010)**

Year	Initial Pass Rate	Number of Test Takers
2010-2011	92%	693
2009-2010	95%	606
2008-2009	97%	598
2007-2008	97%	675
2006-2007	96%	679
2005-2006	96%	621
2004-2005	93%	610
2003-2004	97%	473
2002-2003	95%	397
2001-2002	92%	586
2000-2001	90%	453
1999-2000	91%	500

Table 14c: Initial Pass Rate by Certification Field ¹
As of 10/15/2011

Certification Field	2008 Completers Pass Rate (n)	2009 Completers Pass Rate (n)	2010 Completers Pass Rate (n)	2011 Completers Pass Rate (n)
Agricultural Sciences and Technology (6-12)	100% (17)	94.12 (17)	91.3(23)	100(32)
Art EC-12 (TExES)	93.3% (15)	100 (10)	100(11)	100(13)
Bilingual Education Spanish Supplemental (Elementary)	100% (8)	100 (4)	100(7)	100(7)
BTLPT			100(1)	50(2)
Chemistry 8-12		100(2)	50(2)	100(1)

Certification Field	2008 Completers Pass Rate (n)	2009 Completers Pass Rate (n)	2010 Completers Pass Rate (n)	2011 Completers Pass Rate (n)
Dance (8-12)	100% (3)	100(3)	100(4)	100(4)
Deaf and Hard of Hearing (EC-12)	100% (10)	100(16)	100(13)	100(13)
ESL Supplemental	66.7% (3)	100(2)	94.1(34)	81.8(55)
Educational Diagnostician (EC-12)	100% (16)	93.3(15)	91.7(12)	85(20)
Eng. Lang. Arts and Reading/Social Studies (4-8)	95.8% (24)	100(18)	95.7(23)	91.(24)
English Language Arts and Reading (4-8)	95.8% (24)	100(3)		100(6)
English Language Arts and Reading (8-12)	93.3% (30)	100(30)	100(36)	100(33)
Family and consumer Sciences 6-12				
Generalist (EC-4)	99.2% (252)	98.23(226)	96.3(27)	
Generalist (EC-6)			91.9(198)	88.6(236)
Health All-Level (EC-12)	100% (1)	100(1)	100(4)	
History (TExES 8-12)	80.6% (36)	95.24(21)	87.1(31)	75(36)
Journalism (8-12)	100% (3)	100(1)		100(3)
Life Science (8-12)	100% (3)	100(5)	100(3)	100(2)
LOTE: French				100(1)
LOTE: German				0(1)
LOTE: Spanish			33.3(6)	64.3(14)
Master Reading Teacher			100(2)	
Master Technology Teacher	100% (1)			100(1)
Mathematics (4-8)	100% (5)	100(3)	100(4)	81.2(16)
Mathematics (8-12)	100% (17)	92.31(13)	86.4(22)	88.9(18)
Mathematics/Science (4-8)	86.4% (22)	81.25(16)	93.3(15)	87.5(32)
Music All Level (TExES)	100% (44)	95.35 (43)	100(20)	97.6(41)
Total Pedagogy Tests ³	96.9% (588)		100(31)	95.1(35)
Pedagogy and Professional Responsibility 4-8	98.4% (63)		100(48)	98.8(84)
Pedagogy and Professional Responsibility 8-12	95.3% (150)		94.5(145)	94.2(154)
Pedagogy and Professional Responsibility EC-12	94.5% 127)		97.5(29)	93.4(151)
Pedagogy and Professional Responsibility EC-4	98.8% (248)		100(31)	100(4)

Certification Field	2008 Completers Pass Rate (n)	2009 Completers Pass Rate (n)	2010 Completers Pass Rate (n)	2011 Completers Pass Rate (n)
Pedagogy and Professional Responsibility EC-6			98.8(164)	97.6(207)
Physical Education TExES (EC-12)	97.7% (44)	97.22 (36)	100(39)	97.1(35)
Physics/Mathematics 8-12			100(1)	
Principal	100% (23)	95.45(22)	100(23)	94.4(18)
Reading Specialist	100% (2)			100(3)
School Counselor	100% (4)	100(5)	100(6)	100(5)
Science (4-8)	75% (4)	75(3)	75(3)	83.3(6)
Science (8-12)	87.5% (8)	71.43(7)	100(11)	100(3)
Secondary French (ExCET)		50(4)	100(1)	See LOTE
Secondary German (ExCET)		100(1)		See LOTE
Secondary Spanish (ExCET including TOPT)	70.6% (17)	85.71(14)	100(1)	See LOTE
Social Studies (TExES 4-8)	100% (4)	50(2)	83.3(6)	77.8(18)
Social Studies (TExES 8-12)	83.3% (6)	100(5)	75(4)	91.7(12)
Special Education (TExES EC-12)	94.7% (19)	100(25)	100(32)	91.3(23)
Special Education Supplemental				100(1)
Speech (TExES 8-12)		100(5)	100(2)	
Superintendent	100% (3)	100(9)	100(10)	83.3(6)
Technology Applications (EC-12)	100% (2)		100(3)	100(2)
Theatre (EC-12)	100% (6)	100(4)	75(4)	83.3(6)
Visually Impaired (includes Braille) (TExES)	100% (17)	100(25)	95(20)	95.5(22)
Visually Impaired – Braille				94.1(17)
Visually Impaired				85.7(21)

¹ Initial (2008-2009) pass rates of completers, percentage passed (number)

² The Texas Oral Proficiency Test (TOPT) is one of the required exams for the Spanish and French certification field.

³ The PPR exam is one of the required exams for every initial certification field.

Note: Final pass rates no longer compiled due to SB 174, effective 2009-2010

**Table 15: Content Area Domain Scores
Addressing Pedagogical Content Knowledge**

TExES Content Area Examination	Domain Description	2007-2008 All Exams Mean Score (N)	2008-2009 All Exams Mean Score (N)	2009-2010 All Exams Mean Score (N)	2010-2011 All Exams Mean Score (N)
113: English Language Arts and Reading/Social Studies 4-8	Domain 2: Reading Comprehension, Written Language, Study and Inquiry Domain 4: Social Studies Foundations, Skills, and Instruction	251.67 253.53 (27)	249.03 251.03 (31)	255.70 279.48 (27)	259.26 255.07 (27)
114: Mathematics/Science 4-8	Domain 6: Mathematical Learning, Instruction, and Assessment Domain 11: Science Learning, Instruction, and Assessment	238.91 240.96 (46)	236.29 248.69 (35)	240.87 246.49 (45)	240.44 247.36 (61)
115: Mathematics 4-8	Domain 6: Mathematical Learning, Instruction, and Assessment	240.83 (6)	241.4 (6)	234.07 (15)	246.36 (22)
116: Science 4-8	Domain 5: Science Learning, Instruction, and Assessment	247 (8)	222.38 (8)	230.42 (12)	249.69 (16)
117: English Language Arts and Reading 4-8	Domain 2: Reading Comprehension, Written Language, Study and Inquiry	262.44 (9)	260 (2)	271.60 (5)	263.00 (5)
118: Social Studies 4-8	Domain 2: Social Studies Foundations, Skills, and Instruction	259.33 (3)	252.8 (5)	243.31 (13)	247.64 (25)
131: English Language Arts and Reading 8-12	Domain 1: Integrated Language Arts, Diverse Learners, and the Study of English	251.33 (39)	252.90 (41)	251.24 (42)	254.50 (38)
132: Social Studies 8-12	Domain 6: Social Studies Foundations, Skills, Research, and Instruction	253.57 (7)	234 (5)	231.70 (10)	235.29 (17)
133: History 8-12	Domain 3: Foundations, Skills, Research, and Instruction	234.53 (76)	228.21 (33)	239.01 (69)	240.82 (61)
135: Math 8-12	Domain 6: Mathematical Learning, Instruction, and Assessment	229.58 (31)	232.33 (27)	233.92 (38)	233.13 (24)
136: Science 8-12	Domain 10: Science Learning, Instruction, and Assessment	231.95 (21)	233.44 (16)	238.58 (19)	226.27 (15)
138: Life Science 8-12	Domain 6: Science Learning, Instruction, and Assessment	249.8 (5)	237 (6)	248.50 (9)	264.00 (2)
140: Chemistry	Domain 4: Science Learning, Instruction and Assessment		264.2 (5)	250 (1)	262.29 (7)
143: Math/Physics	Domain 6: Math Learning, Instruction and Assessment Domain 9 Science Learning, Instruction and Assessment				271.00 270.00 (1)
142: Technology Applications	Domain 3: Video Technology and Multimedia (integrates pedagogy)		266.67	263.5	257.50

TExES Content Area Examination	Domain Description	2007-2008 All Exams Mean Score (N)	2008-2009 All Exams Mean Score (N)	2009-2010 All Exams Mean Score (N)	2010-2011 All Exams Mean Score (N)
	Domain 4: Webmastering (integrates pedagogy)		285.33 (3)	253 (2)	278.00 (2)
154: ESL Supplemental	Domain 2: ESL Instruction and Assessment	257.6 (15)	261.31 (36)	257.81 (53)	248.79 (70)
155: Speech 8-12	Domain 3: Speech Education	268.2 (5)	248.25 (4)	282.50 (2)	282.00 (2)
156: Journalism	Domain 4: Journalism in the School Community	233.0 (5)		244.50 (2)	259.00 (2)
157: Health Education EC-12	Domain 5: The School Health Education Program	255 (2)	245 (1)	256.67 (6)	252.50 (2)
158: Physical Education	Domain 3: The Physical Education Program	251.33 (51)	252.53 (43)	253.85 (54)	248.56 (52)
172 Agriculture Education	Domain 1: Foundation of Agricultural Education	267.8 (25)	271.47 (19)	264.06 (35)	267.84 (31)
177: Music EC-12	Domain 5: Music Education	246.17 (46)	250.57 (42)	248.97 (36)	244.46 (50)
178: Art EC-12	Domain 4: Art Instruction and Assessment	268.67 (18)	266.23 (13)	271.27 (15)	269.64 (14)
179: Dance 8-12	Domain 4: Dance Education	257.0 (5)	228 (1)	244.60 (5)	240.00 (5)
180: Theatre EC-12	Domain 5: Theatre Education	254.0 (19)	259.67 (3)	252.83 (6)	240.14 (7)
181: Deaf and Hard of Hearing EC-12	Domain 4: Understanding the Professional Environment	267.73 (15)	267.33 (15)	260.87 (15)	260.67 (18)
182: Visually Impaired EC-12	Domain 4: Professional Knowledge	261.92 (13)	255.56 (27)	254.96 (27)	247.68 (22)
ExCET 047: Spanish 6-12 / * 613 LOTE: Spanish	Domain 5: Language and Culture / *Domain 1: Instruction and Assessment	74.75 (12)	80.6 (10)	(19) *228.21	(30) *230.89

Table 16: ePortfolio Dispositions

Disposition Competency	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010*	Spring 2011*
Advocacy for All Students			N=118	N=252	N=130	N=257	N=185	N=259
Instructional planning considers student diversity (2)	3.84	3.91	3.84	3.82	3.70	3.77	3.84	3.77
Classroom climate fostering learning, equity and excellence (5)	3.74	3.94	3.90	3.85	3.87	3.92	3.83	3.83
Monitors performance and provides quality feedback for all students (10)	3.74	3.87	3.89	3.87	3.86	3.91	3.87	3.79
Professional Demeanor								
Interacts with professional community and participates in professional activities (12)	3.94	3.86	3.80	3.89	3.81	3.91	96.3	97.6
Adheres to legal and ethical requirements (13)	3.55	3.72	3.87	3.79	3.80	3.93	3.65	3.82
Think Critically and Reflectively								
Reflection	3.98	3.93	3.89	3.98	3.97	3.99	3.87	3.79

¹ 4-point scale

*Note: Although the domains and competencies remain the same, the assignments and rubrics for the ePortfolio changed as of Fall 2010

**Table 17a: ePortfolio Data
Learning Outcomes for Secondary Programs**

Outcome Measured	Fall 2007	Spring 2008	Fall 2009	Spring 2009	Fall 2009	Spring 2010	Fall 2010*	Spring 2011*
	N=68	N=88	N=46	N=88	N=61	N=87	N=73	N=143
2 Domain 1: Plan Instruction and assessment to promote student learning	3.86	3.69	3.91	3.91	3.76	3.98	3.98	3.65
3 Domain 2: Create a positive, safe and productive classroom environment	3.84	3.90	3.87	3.89	3.81	3.96	3.83	3.71
4 Domain 3: Implement effective and responsive instruction and assessment	3.78	3.88	3.96	3.93	3.87	3.88	3.97	3.69
5 Domain 4: Fulfill professional roles and responsibilities	3.81	3.86	3.77	3.93	3.61	4.9	3.57	3.48
6 Competency 2: Instructional planning considers student diversity	3.88	3.89	3.82	3.88	3.76	3.7	3.80	3.73
6 Competency 5: Classroom climate fostering learning, equity and excellence	3.84	3.90	3.87	3.89	3.83	3.99	3.83	3.71
6 Competency 10: Monitors performance and provides quality feedback for all students	3.79	3.95	4.00	3.91	3.85	3.99	3.90	3.72
7 Domain 1 Assignment 3 Effective use of technology to plan, organize and deliver instruction	3.83	3.84	4.00	3.94	3.93	4	3.75	3.36

*Note: Although the domains and competencies remain the same, the assignments and rubrics for the ePortfolio changed as of Fall 2010

**Table 17b: ePortfolio Data
Learning Outcomes for Middle Programs**

Outcome Measured	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010*	Spring 2011*
	N=38	N=68	N=49	N=40	N=37	N=74
2 Domain 1: Plan Instruction and assessment to promote student learning	3.98	3.85	3.82	3.86	3.87	3.76
3 Domain 2: Create a positive, safe and productive classroom environment	3.82	3.98	3.82	3.67	3.90	3.86
4 Domain 3: Implement effective and responsive instruction and assessment	3.95	3.85	3.81	3.78	3.92	3.83
5 Domain 4: Fulfill professional roles and responsibilities	3.93	3.92	3.84	3.74	3.95	3.62
6 Competency 2: Instructional planning considers student diversity	3.68	3.81	3.80	3.71	3.92	3.73
6 Competency 5: Classroom climate fostering learning, equity and excellence	3.86	3.98	3.83	3.66	3.82	3.86

6 Competency 10: Monitors performance and provides quality feedback for all students	3.64	3.84	3.78	3.68	3.84	3.7
7 Domain 1 Assignment 3 Effective use of technology to plan, organize and deliver instruction	4.0	3.84	3.92	3.88	4.00	3.66

*Note: Although the domains and competencies remain the same, the assignments and rubrics for the ePortfolio changed as of Fall 2010

**Table 17c: ePortfolio Data
Learning Outcomes for Elementary Programs**

Outcome Measured	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010*	Spring 2011*
	N=126	N=166	N=64	N=122	N=119	N=129	N=76	N=109
2 Domain 1: Plan Instruction and assessment to promote student learning	3.90	3.92	3.86	3.83	3.71	3.82	3.78	3.85
3 Domain 2: Create a positive, safe and productive classroom environment	3.85	3.96	3.93	3.89	3.88	3.90	3.87	3.86
4 Domain 3: Implement effective and responsive instruction and assessment	3.81	3.88	3.82	3.91	3.88	3.88	3.88	3.93
5 Domain 4: Fulfill professional roles and responsibilities	3.84	3.80	3.84	3.84	3.88	3.82	3.73	3.57
6 Competency 2: Instructional planning considers student diversity	3.84	3.92	3.88	3.81	3.63	3.80	3.79	3.84
6 Competency 5: Classroom climate fostering learning, equity and excellence	3.85	3.96	3.93	3.87	3.88	3.92	3.87	3.86
6 Competency 10: Monitors performance and provides quality feedback for all students	3.76	3.88	3.83	3.91	3.87	3.87	3.86	3.86
7 Domain 1&3 Assignment 3 Effective use of technology to plan, organize and deliver instruction (Competency 9)	3.92	3.92	3.81	3.88	3.80	3.74	3.77	3.73

*Note: Although the domains and competencies remain the same, the assignments and rubrics for the ePortfolio changed as of Fall 2010

Table 18. End of Program Survey: Fall 2010 and Spring 2011

We are attempting to assess how well our students were prepared in these competencies. Thank you for assisting us with this important process. Please use the scale from 1 (Not Prepared) to 4 (Highly Prepared)	Fall 2010 Results of End of Program Survey				Spring 2011 Results of End of Program Survey			
	Elementary (N=85)	Middle (N=25)	Secondary/AL (N=74)	Total (N=184)	Elementary (N=157)	Middle (N=176)	Secondary/AL (N=103)	Total (N=333)
Selects learner-centered and developmentally appropriate instructional content	3.79	3.92	3.62	3.74	3.69	3.59	3.54	3.62
Uses diversity in the classroom and the community to enrich all students' learning experiences	3.56	3.60	3.53	3.55	3.53	3.37	3.36	3.44
Plans and adapts lessons to address students' varied backgrounds, skills interests, and learning needs including the needs of English language learners and students with disabilities	3.78	3.76	3.57	3.69	3.66	3.49	3.38	3.54
Exhibits strong working knowledge of subject matter and central themes/concepts of the discipline	3.72	3.88	3.81	3.78	3.71	3.74	3.70	3.71
Plans instruction so that activities progress in a logical sequence and support instructional goals (TEKS/TAKS)	3.81	3.84	3.85	3.83	3.76	3.77	3.61	3.72
Stimulates reflection, critical thinking and inquiry among students	3.79	3.72	3.62	3.71	3.66	3.58	3.40	3.56
Establishes a classroom environment of courtesy and respect that is safe, nurturing, inclusive and productive	3.91	3.88	3.86	3.89	3.83	3.85	3.69	3.79
Organizes activities, applies procedures, and manages time in ways that promote student learning, appropriate behavior and ethical work habits in the classroom	3.81	3.88	3.73	3.79	3.73	3.78	3.54	3.68
Establishes and maintains positive rapport with students	3.89	3.88	3.91	3.90	3.87	3.84	3.67	3.80
Demonstrates clear and accurate oral and written communication in the teaching and learning processes and uses language that is appropriate to students ages, interests, and backgrounds	3.85	3.80	3.82	3.83	3.71	3.64	3.55	3.65
Exhibits effective communication and interpersonal skills to enhance student understanding	3.80	3.84	3.88	3.84	3.80	3.81	3.59	3.74
Applies instructional strategies to successfully and actively engage students in the learning process and to promote critical thinking and problem solving	3.75	3.76	3.61	3.70	3.69	3.63	3.48	3.61
Remediates or enriches as a result of ongoing assessment and reflection	3.73	3.84	3.55	3.67	3.50	3.55	3.50	3.51
Incorporates the effective use of technology to plan, organize, deliver and evaluate instruction	3.74	3.96	3.76	3.78	3.68	3.70	3.58	3.65
Monitors student performance and achievement with appropriate and varied assessments	3.80	3.92	3.73	3.79	3.66	3.63	3.52	3.61
Develops positive, productive relationships with	3.85	3.88	3.86	3.86	3.89	3.78	3.75	3.82

students, parents, staff and other professionals								
Engages in reflection/self-assessment to identify strengths and challenges, improve teaching performance, and achieve professional goals	3.85	3.88	3.77	3.82	3.77	3.70	3.66	3.72
Complies with school and university policies, operating procedures, and legal requirements	3.92	4.00	3.89	3.92	3.90	3.89	3.69	3.83
Models ethical behavior and professionalism on a daily basis with staff, students and colleagues	3.91	4.00	3.92	3.92	3.92	3.93	3.76	3.87
Average Rating					3.74	3.70	3.58	3.68

Part IV: NCATE Data

**NCATE Table 4: State and TTU TExES Average Scores
Paper Based Exams Only
9/1/2010 – 8/31/2011**

Certification Description	Number of TTU Test Takers	Average TTU Test Score	State Average and Number of Testers
Agricultural Science & Technology 6-12	31	264.3	260.5 (319)
Art EC-12 TExES	14	267.1	263 (945)
Bilingual Supplemental	3	229.7	239.4 (377)
Braille	13	259.3	257.7 (63)
Chemistry 8-12	7	253.9	256.9 (173)
Dance 8-12	5	253.4	248.2 (183)
Deaf and Hard of Hearing EC-12	19	257.7	257.8 (121)
Educational Diagnostician	33	249.6	249 (421)
English as a 2 nd Language Supplemental	9	235	248.5 (2736)
English Language Arts and Reading 4-8	0		
English Language Arts and Reading 8-12	38	253.5	253.2 (2903)
English Lang. Arts and Reading/Social Studies 4-8			
Generalist EC-4			
Generalist EC-6	121	244.6	237.1 (3448)
Health Education EC-12	1	252	259.8 (93)
History 8-12	10	234.9	238.7 (220)
Journalism 8-12	2	261.5	250.9 (194)
Latin ExCET			
Life Science 8-12	1	288.0	230.2 (238)
Master Reading Teacher ExCET	0		
Mathematics 4-8	5	234.2	238.5 (497)
Mathematics 8-12	10	238.7	226.7 (818)
Mathematics/Physics 8-12	1	285.0	250.4 (117)
Mathematics/Science 4-8	0		
Music EC-12	2	268	245.6 (130)
PPR EC-4	1	193	237.4 (288)
PPR EC-6	33	260.0	256.7 (1171)
PPR 4-8	0		
PPR 8-12	0		
PPR EC-12	36	264.7	245.8 (2413)
Physical Education EC-12	6	253.2	247.9 (395)
Principal ExCET 68	2	258.5	241.8 (2268)
Reading Specialist	4	278.0	270.8 (264)
Science 4-8	2	241	240.1 (364)
Science 8-12	2	204	231.7 (432)
School Counselor	7	260.9	257.9 (1208)
Social Studies 4-8	0		
Social Studies 8-12	17	237.8	240.5 (3077)
Special Education EC-12	3	253.7	245.7 (879)
Special Education Supplemental	0		
Speech 8-12	2	286	261.2 (388)
Superintendent Parts I and II ExCET 64	4	255	241.3(401
Superintendent TExES 195	4	253.5	256.0 (281)
Technology Applications EC-12	0		

Certification Description	Number of TTU Test Takers	Average TTU Test Score	State Average and Number of Testers
Theatre EC-12	7	249.6	248.9 (394)
Visually Impaired 182	22	247.6	246.2 (83)

¹ State Board for Educator Certification Summary Statistics for Total Scores

² All examinations are TExES unless specified as earlier ExCET and Family and Consumer Sciences

³FACS 8-12 is administered through the American Assoc. of Family and Consumer Sciences (AFCS)

**NCATE Table 5: State and TTU TExES Average Scores
Computer Administered Exams
9/1/2010 – 8/31/2011**

Certification Description	Number of TTU Test Takers	Average TTU Test Score	State Average and Number of Testers
Bilingual Supplemental 1164	9	251.2	241.9 (2414)
BTLPT-Spanish	12	252.6	240.1 (2362)
English as a 2 nd Language Supplemental	61	246.8	250.9 (12998)
English Language Arts and Reading 4-8 1117	5	262.8	258.3 (1287)
English Lang Art & Reading/Soc Studies 4-8 1113	27	258.6	256.2 (426)
Generalist EC-6	299	242.7	241.9 (17498)
Health Education EC-12	1	246	261.8 (710)
History 8-12	51	243.1	236.0 (1313)
Life Science 8-12	1	284.0	233.6 (1155)
LOTE-French	6	244.3	234.2 (188)
LOTE-German	1	198	247.5 (35)
LOTE-Latin	1	251.0	272.2 (23)
LOTE-Spanish	28	230.0	232.5 (1406)
Master Technology Teacher EC-12 TExES 1086	1	243.0	248.7 (60)
Mathematics 4-8 1115	17	233.5	247.1 (2231)
Mathematics 8-12	14	239.4	231.9 (3158)
Mathematics/Science 4-8 1114	61	238.8	247.1 (459)
Music	48	254.5	248.8 (1032)
PPR EC-6	180	256.9	258.0 (6636)
PPR 4-8	61	265.2	263.6 (1900)
PPR 8-12	0		
PPR EC-12	191	256.4	258.9 (17731)
Physical Education EC-12	46	255.1	254.2 (2524)
Principal TExES 1068	24	241.4	245.9 (4243)
Science 4-8 1116	14	241.7	241.5 (1476)
Science 8-12	13	242.2	233.6 (2149)
Social Studies 4-8	25	240.0	249.6 (892)
Special Education EC-12 1161	26	252	251.8 (6007)
Special Education Supplemental 1163	1	251	251.3 (720)
Technology Applications EC-12	2	268.0	252.7 (567)

¹ State Board for Educator Certification Summary Statistics for Total Scores

² All examinations are TExES unless specified as earlier ExCET and Family and Consumer Sciences

³FACS 8-12 is administered through the American Assoc. of Family and Consumer Sciences (AFCS)

Part V: Admission and Active Data

Table 18: Admission Data
GPA and Test ASEP Report Summary
September 2011

SB 174 and the new Accountability System for Educator Preparation programs require that programs report the GPA (cumulative and content area) basic skills test results of candidates admitted to the initial teaching program (at the time of admission). This data will be summarized for the TEA consumer website (forthcoming).

<i>Individual Overall GPA</i>	<i>Certification Field for Admission</i>	<i>Content Area GPA</i>

3.076	Bil/ESL/SpEd UG EC-6	See next chart
3.043	Early Childhood/PB EC-6	See next chart
3.113	Middle Level	See next chart
3.193	Secondary/AL	3.19

Content Area GPAs

	For any Generalist field or Spec Ed EC-12							
	<i>Math</i>		<i>Science</i>		<i>Social Studies</i>		<i>English</i>	
	<i>hrs</i>	<i>GPA</i>	<i>hrs</i>	<i>GPA</i>	<i>hrs</i>	<i>GPA</i>	<i>hrs</i>	<i>GPA</i>
Bil/ESL/SpEd UG	7.44	3.03	9.66	3.16	14.84	3.06	8.52	3.08
Early Childhood/PB EC-6	7.89	2.77	9.40	2.61	13.77	2.96	11.10	3.19
Middle Level	16.68	3.36	20.89	3.00	25.00	3.15	13.83	3.36
Secondary/AL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	For Generalist EC-6									
	<i>Physical Ed.</i>		<i>Music</i>		<i>Health</i>		<i>Art</i>		<i>Theater</i>	
	<i>hrs</i>	<i>GPA</i>	<i>hrs</i>	<i>GPA</i>	<i>hrs</i>	<i>GPA</i>	<i>hrs</i>	<i>GPA</i>	<i>hrs</i>	<i>GPA</i>
Bil/ESL/SpEd UG	3.10	3.77	3.00	3.80	3.00	3.38	3.00	3.67	3.00	4.00
Early Childhood/PB EC-6	3.05	3.63	3.20	3.60	4.67	3.69	3.96	3.40	3.11	3.42
Middle Level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Secondary/AL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	For Science 8-12 Only							
	<i>Bio/Life Science</i>		<i>Chemistry</i>		<i>Earth/Space Sci</i>		<i>Physics/Physics Sci</i>	
	<i>hrs</i>	<i>GPA</i>	<i>hrs</i>	<i>GPA</i>	<i>hrs</i>	<i>GPA</i>	<i>hrs</i>	<i>GPA</i>
Secondary/AL	10.92	3.01	7.68	2.68	6.35	3.35	6.81	3.30

	For Social Studies 8-12 Only							
	<i>History</i>		<i>Economics</i>		<i>Geography</i>		<i>Civics/Govt</i>	
	<i>hrs</i>	<i>GPA</i>	<i>hrs</i>	<i>GPA</i>	<i>hrs</i>	<i>GPA</i>	<i>hrs</i>	<i>GPA</i>
Secondary/AL	16.25	3.17	5.50	2.60	5.75	2.53	14.00	3.24

Basic Skills Test Scores

GRE Exam

		<i>GRE Overall Score</i>	<i>Reading</i>	<i>Writing</i>	<i>Analytical</i>
Elementary Post Bac	Average GRE Scores	970.00	457.50	3.64	512.50
Secondary AL PostBac	Average GRE Scores	924.29	407.14	3.50	517.14

SAT Exam

		Ind Overall SAT Scores	SAT Verbal	SAT Math	SAT Writing
SpEd/Bil/ESL EC-6	Average SAT	1069.03	526.36	543.89	495.00
EC/PB EC-6	Average SAT	1088.84	549.59	541.21	547.12
Secondary/AL	Average SAT	1135.79	561.44	570.63	551.07
Middle level	Average SAT	1157.22	559.52	586.67	560.00

ACT Exam

		Ind Overall ACT Score	ACT Reading	ACT Writing	ACT Math
SpEd/Bil/ESL EC-6	Average ACT	22.62	23.83	22.14	22.38
EC/PB EC-6	Average ACT		24.44	23.88	22.25
Middle level	Average ACT	24.05	25.32	22.84	23.83
Secondary/AL	Average ACT	23.75	24.61	23.35	23.29

THEA/Accuplacer/Other Test

		TASP/THEA/TSI Reading	TASP/THEA/TSI Writing	TASP/THEA/TSI Math
SpEd/Bil/ESL EC-6	Accuplacer average	95.71	94.66	83.78
EC/PB EC-6	Accuplacer average	91.50	96.57	81.83
Secondary/AL	Accuplacer Average	91.69	90.41	75.48
Middle Level	Accuplacer Average	90.92	102.56	104.33
SpEd/Bil/ESL EC-6	THEA Average	254.43	243.08	246.80
EC/PB EC-6	THEA Average	249.20	243.18	228.76
Secondary/AL	THEA Average	250.15	236.30	243.74
Middle level	THEA Average	263.11	243.00	261.10

Table 19: Candidates Admitted to Educator Preparation Programs

SBEC Annual Performance Report, Initial Certification Only, 9/15/2011

	Applied 10-11	Accepted 10-11	Started* 10-11	Retained (of those applying in 10-11) *
Female	752	628 (83.5%)	551	523
Male	240	200 (83.3%)	173	158
Total	992	828 (83.5%)	724	681
Hispanic	107	85 (79.4%)	114	71
Black	26	18 (69.2%)	20	18
White	660	552 (83.6%)	521	453
Other/NoAnswer	199	173 (86.9%)	39	139

* NOT asked/reported to the state

Note: 4 inactive, others never started

	Active/Retained Total 10-11	Finished Total 10-11
Female	1200	461
Male	350	135
Total	1550	596
Hispanic	266	79
Black	35	10
White	1180	490
Other/NoAnswer	69	17

SBEC Annual Performance Report, Professionals, 9/15/2011**

	Applied 10-11	Accepted 10-11	Started* 10-11
Female	45	45	45
Male	5	5	5
Total	50	50	50
Hispanic	6	6	6
Black	6	6	6
White	34	34	34
Other/NoAnswer	4	4	4

* NOT asked/reported to the state

** Added to initials and reported to state for September 15, 2011, report.

	Active/Retained Total 10-11	Finished Total 10-11
Female	128	42
Male	20	14
Total	148	56
Hispanic	9	4
Black	10	1
White	120	48
Other/NoAnswer	9	3

SBEC Annual Performance Report, Initial Certification Only, 9/15/2010

	Applied 09-10	Accepted 09-10	Retained (of those applying in 09-10) *
Female	678	605	497
Male	223	204	152
Total	901	809	649
Hispanic	130	117	104
Black	25	22	18
White	706	639	504
Other/NoAnswer	40	31	23

* NOT asked/reported to the state

Note: 4 inactive, others never started

	Active/Retained Total 09-10	Finished Total 09-10
Female	1225	401
Male	376	116
Total	1601	517
Hispanic	242	65
Black	43	11
White	1262	431
Other/NoAnswer	54	10

TEA Annual Performance Report for Texas Tech University

Year	Applicants	Admitted	Retained	Completers	Employ 2 years	Employ 5 years
2009	726	697	573	701	575	369

Data Source: TEA Consumer Information

**Table 20: Candidates ACTIVE in Educator Preparation Programs
by Teaching or Professional Field ¹**

Certificate Description	Fall 2008 Total (U, PB)	Fall 2009 Total (U, PB)	Fall 2010 Total (U, PB)	Fall 2011 Total (U, PB)
Agriculture Production	30 (27, 3)	37 (32, 5)	44 (34, 10)	25 (18, 7)
Art (All level or Secondary)	21 (19, 2)	22(18, 4)	29 (25, 4)	19 (16, 3)
Bilingual Supplemental (Spanish)	15 (14, 1)	28 (26, 2)	61 (60, 1)	57 (56, 1)
Chemistry		8 (6, 2)	7 (5, 2)	6 (4, 2)
Computer Science (Secondary)	1 (0, 1)	1 (1, 1)	0	0
Dance (Secondary)	4 (3, 1)	4(3, 1)	3 (3, 0)	6 (6, 0)
Deaf Education	23 (0, 23)	33 (0, 33)	28 (0, 28)	29 (0, 29)
Educational Diagnostician	38	39	71	85
English (Secondary)	63 (35, 28)	65(42, 23)	60 (41, 19)	51 (29, 22)
English as a Second Language	119 (97, 22)	154(134, 20)	209 (188, 21)	229 (214, 15)
English Language Arts and Reading (Middle)*	4 (3, 1)	5(1, 4)	11 (0, 11)	40 (40, 0)
English Language Arts /R/Soc St (Middle)	57 (54, 3)	56 (56, 0)	45 (44, 1)	40 (40, 0)
Family and Consumer Science --Composite	20 (14, 6)	17 (12, 5)	23 (19, 4)	17 (14, 3)
Family and Consumer Science – Hosp/Nutrition/Food Science	6 (6, 0)	8 (8, 0)	13 (12, 1)	8(8, 0)
Family and Consumer Science – Human Dev and Family Studies	0	0	1 (0, 1)	3 (0, 3)
French	1 (0, 1)	1 (0, 1)	3 (3, 0)	2 (2, 0)
Generalist Elementary	520 (406, 114)	539 (436, 103)	677 (580, 97)	685 (620, 65)
German	0	3(2, 1)	2 (1, 1)	0
Health Education (all level)	2 (2, 0)	6 (4, 2)	2 (0, 2)	1 (0, 1)
History (Secondary)	46 (35, 11)	60 (54, 6)	74 (60, 14)	76 (69, 7)
Journalism (Secondary)	2 (1, 1)	4(2, 2)	8(3, 5)	4 (3, 1)
Latin	0	1 (1, 0)	0	0
Life Sciences (Secondary)	8 (0, 8)	7 (1, 6)	10 (6, 4)	9 (5, 4)
Master Reading Teacher	3 (0, 3)	2 (0, 2)		1 (0, 1)
Master Technology Teacher	4 (0, 4)	4 (0, 4)	4 (0, 4)	2 (0, 2)
Mathematics (Middle)*	66 (62, 4)	81(74, 7)	93 (81, 12)	68 (64, 4)
Mathematics (Secondary)*	30 (21, 9)	46 (38, 18)	53 (34 , 19)	43 (35, 8)
Mathematics/Physics (Secondary)	1 (1, 0)	2 (2, 0)	2 (1, 1)	3(2, 1)
Math/Physical Science/Engineering				1(1, 0)
Mathematics/Science (Middle)	43 (43, 0)	56(56, 0)	65 (65, 0)	55 (55, 0)

Certificate Description	Fall 2008 Total (U, PB)	Fall 2009 Total (U, PB)	Fall 2010 Total (U, PB)	Fall 2011 Total (U, PB)
Music (All level)	78 (71, 7)	57 (54, 3)	66 (64, 2)	59 (55, 4)
Orientation and Mobility (national cert)	14 (0, 14)	11(0, 11)	11 (0, 11)	11 (0, 11)
Physical Education (All level or Secondary)	64 (57, 7)	65(52, 13)	65 (57, 8)	71 (66, 5)
Physical Science (Secondary)*	1 (0, 1)	0	0	1
Principal	43	55	42	31
Reading Specialist	3	3	4	4
School Counselor	23	14	10	9
Science (Middle)*	51 (49, 2)	69 (66, 7)	76 (72 , 4)	61 (59, 2)
Science Composite (Secondary)	20 (17, 3)	22(14, 6)	16 (10, 6)	32 (25, 7)
Social Studies (Middle)	15 (14, 1)	31 (29, 2)	31 (23, 8)	55 (52,3)
Social Studies Composite (Secondary)	13 (10, 3)	10 (7, 3)	26 (12, 14)	17 (8, 9)
Spanish	14 (9, 5)	22(14, 8)	31 (16 , 15)	21 (11, 10)
Special Education	67 (61, 6)	85(63, 22)	83 (63 , 20)	98 (85, 13)
Speech Communications (Secondary)	5 (4, 1)	4(2, 2)	4 (2, 2)	3 (3, 0)
Superintendent	7	12	9	8
Technology Applications	5 (0, 5)	8(0,8)	8 (0, 8)	5 (0, 5)
Theatre Arts	8 (6, 2)	8 (8, 0)	6 (6, 0)	7 (7, 0)
Visually Impaired	60 (0, 60)	69 (0, 69)	59 (0, 59)	52 (0, 52)
Subtotal Elementary Initial	532 (418,114)	539 (437, 102)	671 (574, 97)	680 (616, 64)
Subtotal Middle Level Initial	150 (139,11)	162 (138, 24)	164 (133, 31)	122 (108 , 14)
Subtotal Secondary Initial	270 (185, 85)	309 (224, 85)	362 (254, 108)	301 (227, 74)
Subtotal All Level Initial	328 (216,112)	274 (198, 76)	281 (214, 67)	286 (219, 67)
Subtotal Supplemental	122 (99, 23)	246 (157, 89)	333 (244, 89)	362 (309, 53)
Subtotal Professional	118	130	138	138
Total Certification Areas	1520 (1057, 463)	1443 (951, 492)	1641 (1122, 519)	1531 (1110, 411)

¹ Note: Some candidates are active in more than one program

² T: Total, U: undergraduate, PB: post-baccalaureate

*Includes Math/Science or English/Language Arts/Reading/Social Studies

HECB Closing the Gaps Goal: Mathematics and Science Teacher Needs (State of Texas Data)

	Actual 2000	Actual 2005	Target 2010	Target 2015	Target 2020
Statewide Certifications	2,156	2,737	5,400	6,500	N/A
Texas Tech Certifications (TTU Records)	0	195 (56)	200 (92)	225	250

Continually identified as a high needs teaching fields, the math and science teaching areas have become even more strategic with the State Board of Education's changing the high school graduation requirements to include four years of mathematics and four years of science.

Key Strategies:

1. New certification specialties in elementary Math/Science and secondary Mathematics, Physical Science, and Engineering.
2. Offering more options for the middle level certificate in math and science areas.
3. Continued and new scholarships through the Howard Hughes science education scholar program and the Texas Tech Noyce Scholars Program.
4. Advertising and promoting the federal funded TEACH grant and signing bonuses offered by school districts for teachers of math and science.

**College of Education
Candidate Enrollment in High Demand
Teaching Fields^{1&2}**

Teaching Field	Fall 2007 Total (U, PB)	Fall 2008 Total (U, PB)	Fall 2009 Total (U, PB)	Fall 2010 Total (U, PB)	Fall 2011 Total (U, PB)
Bilingual/ESL	71 (59, 12)	134 (111, 23)	182 (160, 22)	270 (248, 22)	
Bilingual Elementary Generalist (Spanish)	19 (15, 4)	12 (12, 0)	No longer Used	No longer used	No longer Used
Bilingual Supplemental (Spanish)	6 (2, 4)	3 (2, 1)	28 (26, 2)	61 (60, 1)	57 (56, 1)
English as a Second Language	46 (42, 4)	119 (97, 22)	154 (134, 20)	209 (188, 21)	229 (214, 15)
Language Other Than English	21 (8, 13)	15 (9, 6)	27 (17, 10)	36 (20, 16)	23 (13, 10)
French (Secondary)	2 (1, 1)	1 (0, 1)	1 (0, 1)	3 (3, 0)	2 (2, 0)
German (Secondary)	1 (0, 1)	0	3 (2, 1)	2 (1, 1)	0
Latin (Secondary)	0	0	1 (1, 0)	0	0
Spanish (Secondary)	18 (7, 11)	14 (9, 5)	22 (14, 8)	31 (16, 15)	21 (11, 10)
Mathematics	100 (71, 29)	97 (84, 13)	129 (114, 25)	148 (116, 32)	110 (98, 12)
Mathematics (Middle)*	13 (6, 7)	23 (19, 4)	25 (18, 7)	93 (81, 12)	68 (64, 4)
Mathematics (Secondary)	37 (22, 15)	30 (21, 9)	46 (38, 18)	53 (34, 19)	43 (35, 8)
Mathematics/Physics (Secondary) ⁴	1 (0, 1)	1 (1, 0)	2 (2, 0)	2 (1, 1)	3 (2, 1)
Math/Physical Science/Engineering)					1 (1, 0)
Mathematics/Science (Middle) ^{*4}	49 (43, 6)	43 (43, 0)	56 (56, 0)	65 (65, 0)	55 (55, 0)
Science	85 (60, 25)	81 (67, 14)	108 (86, 21)	111 (94, 17)	112 (95, 17)
Chemistry			8 (6, 2)	7 (5, 2)	6 (4, 2)
Life Sciences (Secondary)	8 (0, 8)	8 (0, 8)	7 (1, 6)	10 (6, 4)	9 (5, 4)
Physical Science (Secondary)	1 (0, 1)	1 (0, 1)	0	0	1 (1, 0)
Science (Middle)*	55 (48, 7)	51 (49, 2)	69 (66, 7)	76 (72, 4)	61 (59, 2)
Science Composite (Secondary)	20 (12, 8)	20 (17, 3)	22 (14, 6)	16 (10, 6)	32 (25, 7)
Mathematics/Physics (Secondary) ⁴	1 (0, 1)	1 (1, 0)	2 (2, 0)	2 (1, 1)	3 (2, 1)
Math/Physical Science/Engineering)					1 (1, 0)

Mathematics/Science (Middle)* ⁴	49 (43, 6)	43 (43, 0)	56(56, 0)	65 (65, 0)	55 (55, 0)
Special Education	194 (37, 157)	202(61, 141)	237 (63, 174)	252 (63, 189)	264 (76, 188)
Deaf Education	31 (0, 31)	23 (0, 23)	33 (0, 33)	28 (0, 28)	29 (0, 29)
Educational Diagnostician	35 (0, 35)	38 (0, 38)	39 (0, 39)	71 (0, 71)	85 (0, 85)
Orientation and Mobility (national cert)	17 (0, 17)	14 (0, 14)	11 (0, 11)	11 (0, 11)	11 (0, 11)
Special Education	55 (37, 18)	67 (61, 6)	85 (63, 22)	83 (63 , 20)	98 (85, 13)
Teacher of the Visually Impaired	56 (0, 56)	60 (0, 60)	69 (0, 69)	59 (0, 59)	52 (0, 52)

¹ Data from the Certification Office

² Note: Some candidates are active in more than one program

³ U: Undergraduate PB: Post-baccalaureate

⁴ Double counted as both mathematics and science

⁵ NA: Data Not Available

*Middle level math/science is counted as middle level math, middle level science, and middle level math/science

Part VI: Other State Reports

Table 21: Legislative Budget Board (LBB) Performance Measure

Educator preparation programs at public colleges and universities are required to report certification rates of teacher education graduates to the Legislative Budget Board (LBB). The certification rate required by the LBB is based upon the percentage of an institution's **undergraduate teacher education program graduates who become certified to teach no later than the end of the fiscal year following the year of graduation from the program**. This measure is used to provide an indicator of the effectiveness of an undergraduate teacher-education program's production of certified educators.

	2006	2007	2008	2009	2010	2011
Number of Teacher Education Graduates	365	339	416	434	395	405
Number of Graduates Certified At the End of the Next Fiscal Year	314	296	369	389	353	353
LBB Certification Rate	86.0%	87.3%	88.7%	89.6%	89.4%	87.2%
Not certified, but recommended:	11 (3%)	9 (2.7%)	9 (2.2%)	6 (1.4%)	2 (0.5%)	4 (1.0%)
Not recommended, but tested	24 (6.6%)	22 (6.5%)	28 (6.7%)	30 (6.9%)	25 (6.3%)	39 (9.6%)
Not recommended or tested	16 (4.4%)	12 (3.5%)	10 (2.4%)	9 (2.1%)	15 (3.8%)	9 (2.2%)

**Table 22: Effects of Privatization of Teacher Education in Texas
2005 - 2010**

Route to Certification	Number certified 2005	Number certified 2010	% Change
Total certified	25,091	24,344	97.02% (-2.98%)
Pure ACP	9,041	11,584	128.13% (+28.13%)
University-Based programs (may include their ACP)	16,057	12,762	79.48% (-20.52%)
Texas Tech	618	490	79.29% (-20.7%)

**Table 23: ASEP Principal Survey of Beginning Teachers
May, 2010**

	TTU	Results	Statewide	Results
Question	Good/Acc	Inadequate	Good/Acc	Inadequate
Classroom Environment TTU Avg 91.0% State Avg. 88.9%				
6	86	12		
	87.8%	12.2%	83.9	15.8
7	88	10		
	89.8%	10.2%	84.8	15.1
8	89	10		
	90.8%	10.2%	90.2	14.1
9	89	9		
	90.8%	9.2%	88.4	11.4
10	93	5		
	94.9%	5.1%	91.8	8
11	90	9		
	91.8%	9.2%	94.3	11.4

Students with Disabilities TTU Avg 79.9% State Avg. 77.1%				
13	82	16		

	83.7%	16.3%	77.8	18.9
14	83	15		
	84.7%	15.3%	77	19
15	79	19		
	80.6%	19.4%	79.9	21.4
16	78	20		
	79.6%	20.4%	78.3	17.6
17	76	22		
	77.6%	22.4%	73.5	21.9
18	69	29		
	70.4%	29.6%	70.5	23.9
19	81	17		
	82.7%	17.3%	82.4	13.7

LEP Students TTU Avg. 77.7% State avg. 70.3%				
21	75	23		
	76.5%	23.5%	69.3	18.1
22	77	21		
	78.6%	21.4%	69.4	17.9
23	72	26		
	73.5%	26.5%	69.1	18.2
24	79	19		
	80.6%	19.4%	72.8	14.8
25	76	22		
	77.6%	22.4%	67.5	19.2
26	78	20		
	79.6%	20.4%	73.9	14.7

Technology Integration TTU Avg 90.0% State Avg 86.6%				
28	89	9		
	90.8%	9.2%	87.8	10.7
29	91	7		
	92.9%	7.1%	88.3	10.6
30	86	12		
	87.8%	12.2%	84.3	13.5

31	87	11		
	88.8%	11.2%	85.7	12.1
32	88	10		
	89.8%	10.2%	86.7	12.2

Using Technology with Data TTU Avg. 77.6% State Avg. 80.4%				
34	81	17		
	82.7%	17.3%	85.1	13
35	76	22		
	77.6%	22.4%	81.7	16.1
36	77	21		
	78.6%	21.4%	80.4	16.9
37	75	23		
	76.5%	23.5%	79.5	18.1
38	76	22		
	77.6%	22.4%	79.9	17.7

Overall Performance				
40	79	18		
	80.6%	18.4%	76	21.9

Table 24. AACTE Professional Education Data SystemPEDS Table **B-2B** Undergraduate Candidates – Non-Education Degrees – Full Time

Description	Fall 2008	Fall 2009*	Fall 2010	Fall 2011
Men				
Nonresident Alien	0	0	0	0
Black, Non-Hispanic	10	5	4	5
American Indian or Alaskan Native	2	1	0	1
Asian or Pacific Islander	0	0	1	4
Hispanic	28	21	25	27
White, non-Hispanic	1	136	144	133
Race/ethnicity unknown	110	0	2	4
Men total	151	163	176	174
Women				
Nonresident Alien	1	0	0	0
Black, Non-Hispanic	7	8	7	3
American Indian or Alaskan Native	6	5	6	3
Asian or Pacific Islander	4	4	3	3
Hispanic	37	37	50	52
White, non-Hispanic	325	398	416	396
Race/ethnicity unknown	0	0	4	6
Women total	380	452	486	463

*The Fall 2009 File Index was not saved; this data reflects the February 2010 File Index

PEDS Table B-4A Undergraduate COMPLETERS – Non-Education Degrees

Description	2008-2009	2009-2010	2010-2011
Men			
Nonresident Alien			
Black, Non-Hispanic		8	1
American Indian or Alaskan Native		3	
Asian or Pacific Islander			
Hispanic		22	8
White, non-Hispanic		66	81
Race/ethnicity unknown		2	
Men total		99	90
Women			
Nonresident Alien			

Black, Non-Hispanic		2	4
American Indian or Alaskan Native		1	3
Asian or Pacific Islander		2	2
Hispanic		16	16
White, non-Hispanic		222	198
Race/ethnicity unknown		1	
Women total		246	223

PEDS Table **B-2D** – PostBac Candidates (Non-Education Degrees – Part Time)

Description	Fall 2008	Fall 2009*	Fall 2010	Fall 2011
Men	Data not			
Nonresident Alien	Reported	6	5	3
Black, Non-Hispanic		9	6	4
American Indian or Alaskan Native		1	0	0
Asian or Pacific Islander		0	2	1
Hispanic		19	18	14
White, non-Hispanic		48	51	26
Race/ethnicity unknown		2	2	1
Men total		87	84	49
Women				
Nonresident Alien		4	3	2
Black, Non-Hispanic		16	13	7
American Indian or Alaskan Native		1	0	0
Asian or Pacific Islander		3	7	4
Hispanic		28	33	28
White, non-Hispanic		153	166	131
Race/ethnicity unknown		3	2	
Women total		208	224	172

*The Fall 2009 File Index was not saved; this data reflects the February 2010 File Index

PEDS Table **B-3A** Undergraduate Candidates –Education Degrees – 2010-11

Section 1

Description	Elementary Generalist (all EC-6)	Math (Middle math/science, Math/other)	Science (Secondary MSci, Middle Science/other)	English (Middle ELA/R/other)	Totals
Men					
Nonresident Alien					
Black, Non-Hispanic	3			1	4
American Indian or Alaskan Native					
Asian or Pacific Islander	2				2
Hispanic	9	7	5	1	17
White, non-Hispanic	4	7	18	5	27
Race/ethnicity unknown	2	1	2		4
Men total	20	15	25	7	54
Women					
Nonresident Alien					
Black, Non-Hispanic	8	3	4	7	12
American Indian or Alaskan Native	1				1
Asian or Pacific Islander			1	1	2
Hispanic	91	5	5	5	103
White, non-Hispanic	204	42	51	29	288
Race/ethnicity unknown	8	1	1		9
Women total	312	51	62	42	416

Section 2

Description	Bilingual	Special Education	ESL	Social Studies (middle)
Men				
Nonresident Alien				
Black, Non-Hispanic	1		2	1
American Indian or Alaskan Native				
Asian or Pacific Islander				
Hispanic	6		3	3
White, non-Hispanic		2	2	6
Race/ethnicity unknown			1	
Men total	7	2	8	10
Women				
Nonresident Alien				
Black, Non-Hispanic	1	1	6	
American Indian or Alaskan Native			1	

Asian or Pacific Islander				1
Hispanic	42	9	38	7
White, non-Hispanic	1	63	124	34
Race/ethnicity unknown	3		5	
Women total	47	73	174	42

PEDS Table **B-4A** Undergraduate Completers –Non-Education Degrees – 2010-11

Description	Special Education	Elementary Generalist	Art	ELA	Foreign Language
Men					
Nonresident Alien					
Black, Non-Hispanic					
American Indian or Alaskan Native					
Asian or Pacific Islander				1	
Hispanic		1		1	1
White, non-Hispanic		6		6	2
Race/ethnicity unknown				1	
Men total	0	7	0	9	3
Women					
Nonresident Alien					
Black, Non-Hispanic		2			
American Indian or Alaskan Native		2			
Asian or Pacific Islander		2			
Hispanic	1	28	2	5	5
White, non-Hispanic	7	241	13	12	5
Race/ethnicity unknown		2	1	1	
Women total	8	277	16	18	10

PEDS B-4a Continued

Description	Math	Music	PE	Science	Social Studies
Men					
Nonresident Alien					1
Black, Non-Hispanic			3		
American Indian or Alaskan Native		1			
Asian or Pacific Islander			1		
Hispanic	2	8	7		1

White, non-Hispanic	13	18	37	5	2
Race/ethnicity unknown			3		
Men total	15	27	51	5	4
Women					
Nonresident Alien					
Black, Non-Hispanic					
American Indian or Alaskan Native	1				
Asian or Pacific Islander		1			
Hispanic	2		2		
White, non-Hispanic	15	27	13	4	4
Race/ethnicity unknown					
Women total	18	28	15	4	4

PEDS B-4a Continued

Description	Biology	Chemistry	History	Physics	Other (Ag, dance, FACS, Journalism, Speech, ThArts)	Total
Men						
Nonresident Alien						
Black, Non-Hispanic			1			5
American Indian or Alaskan Native						1
Asian or Pacific Islander			1		1	4
Hispanic			6			27
White, non-Hispanic	1	3		1	8	133
Race/ethnicity unknown			38			3
Men total	1	3	46	1	9	174
Women						
Nonresident Alien						
Black, Non-Hispanic					1	3
American Indian or Alaskan Native						3
Asian or Pacific Islander						3
Hispanic			4		6	52
White, non-Hispanic	3	1	18		42	396
Race/ethnicity unknown			1		1	6
Women total	3	1	23	0	50	463

PEDS Table B-4B PostBac Initial Completers –Non-Education Degrees – 2010-11

Description	Special Education	Elementary Generalist	Art	ELA	Foreign Language
Men					
Nonresident Alien					
Black, Non-Hispanic					
American Indian or Alaskan Native					
Asian or Pacific Islander					
Hispanic			1		
White, non-Hispanic			1	6	1
Race/ethnicity unknown					
Men total	0	0	2	6	1
Women					
Nonresident Alien					
Black, Non-Hispanic				2	
American Indian or Alaskan Native					
Asian or Pacific Islander		1			
Hispanic		4		3	3
White, non-Hispanic		105	11	24	5
Race/ethnicity unknown					
Women total	0	110	11	29	8

PEDS B-4B Continued

Description	Math	Music	PE	Science	Social Studies
Men					
Nonresident Alien					
Black, Non-Hispanic		1			1
American Indian or Alaskan Native	1			1	
Asian or Pacific Islander					
Hispanic	2	1	5		
White, non-Hispanic	2	7			2
Race/ethnicity unknown			17		
Men total	5	9	22	1	3

Women					
Nonresident Alien					
Black, Non-Hispanic					
American Indian or Alaskan Native					
Asian or Pacific Islander					
Hispanic	1		1		
White, non-Hispanic	7	12	11		1
Race/ethnicity unknown					
Women total	8	12	12	0	1

PEDS B-4B Continued

Description	Biology	Chem- istry	History	Physics	Other	Total
Men						
Nonresident Alien						
Black, Non-Hispanic			2			4
American Indian or Alaskan Native				1		1
Asian or Pacific Islander						
Hispanic			4			13
White, non-Hispanic			14		16	68
Race/ethnicity unknown						
Men total	0	0	20	1	16	86
Women						
Nonresident Alien						3
Black, Non-Hispanic			1			
American Indian or Alaskan Native					1	2
Asian or Pacific Islander						1
Hispanic			1		2	16
White, non-Hispanic			16		42	237
Race/ethnicity unknown						
Women total	0	0	18	0	45	259

Table 25. Data Required for Title II Report (due March)

Section 1b: Enrollment			
Item	Traditional (Undergraduate), Alternative (PostBac) 2009-2010	Traditional (Undergraduate), Alternative (PostBac) 2010-2011	Traditional (Undergraduate), Alternative (PostBac) 2011-2012
Total candidates enrolled	986, 295	1123, 308	1112 , 221
Males	206, 87	226, 84	228, 49
Females	780, 208	897, 224	884, 172
Hispanic	135, 47	199, 51	200, 42
Am Indian /Alaska Native	8, 2	8, 0	5, 2
Asian	4, 5	5, 9	11, 5
Black	17, 25	22, 19	24 , 11
Nat Hawaiian/Pac Islander			
White	815, 201	855, 217	849, 157
Two or more races	7, 15	34, 12	4, 0
Other/unknown			17, 6

Section 1d: Teachers Prepared by Academic Major		
Item	2009-2010	2010-2011
Agricultural Education, Ag Science and Natural Resources		15
Biology		5
Chemistry		1
Dance, Visual and Performing Arts	3	8
Early Childhood, Human Sciences	54	110
English, Arts and Sciences	18	49
Exercise and Sports Sciences, Arts and Sciences	16	40
Family and Consumer Sciences Applied and Professional Studies, Human Sciences	4	78
French, Arts and Sciences		1
German, Arts and Sciences	1	3
Health, Arts and Sciences	2	2
History, Arts and Sciences	23	44
Journalism, Mass Communications	1	1
Mathematics, Arts and Sciences	6	27
Multidisciplinary Sciences, Education	9	8
Multidisciplinary Studies, Education	93	229
Music, Visual and Performing Arts	8	21
Spanish, Arts and Sciences	2	14
Theatre Arts, Visual and Performing Arts	3	6
Visual Studies, Visual and Performing Arts	7	2
Total	272	

Title II Annual Goals (in High Needs Areas)

Traditional, Undergraduate Program (Based on Fall Program Enrollment, Table 20, page 28)

Teacher Shortage Area	2008-2009	2009-2010	2010-2011
Math	Goal: 10% increase (77) Goal Met: Y 18% increase (84)	Goal: 10% increase (92) Goal Met: Y 35% increase (114)	Goal: 10% increase (125) Goal Met: n 2% increase (116)
Science	Goal: 10% increase (66) Goal Met: Y 12% increase (67)	Goal: 10% increase (74) Goal Met: Y 28% increase (86)	Goal: 10% increase (94) Goal Met: Y 10% increase (94)
Special Education	Goal: 10% increase (41) Goal Met: Y 65% increase (61)	Goal: 10% increase (73) Goal Met: N 3% increase (63) *Note the 65% increase for 2008	Goal: 10% increase (69) Goal Met: y 0% increase (63)
Instruction of limited English proficient students (Bilingual and ESL)	Goal: 10% increase (63) Goal Met: Y 88% increase (111)	Goal: 10% increase (122) Goal Met: Y 44% increase (160)	Goal: 10% increase (176) Goal Met: y 55% increase (248)
LOTE	Goal: 10% increase (9) Goal Met: Y 12% increase (9)	Goal: 10% increase (10) Goal Met: Y 70% increase (17)	Goal: 10% increase (19) Goal Met: Y 18% increase (20)

Alternative, PostBac Program (Based on Fall Program Enrollment, Table 20)

Teacher Shortage Area	2008-2009	2009-2010	2010-2011
Math	Goal: 10% increase (16) Goal Met: Y 20% increase (18)	Goal: 10% increase (14) Goal Met: Y 92% increase (25)	Goal: 10% increase (28) Goal Met: Y 28% increase (32)
Science	Goal: 10% increase (27) Goal Met: n	Goal: 10% increase (16) Goal Met: Y 50% increase (21)	Goal: 10% increase (23) Goal Met: n 20% decrease (17)
Special Education	Goal: 10% increase (141) Goal Met: Y 11% increase (174)	Goal: 10% increase (155) Goal Met: y 16% increase (174)	Goal: 10% increase (191) Goal Met: n 20% increase (139)
Instruction of limited English proficient students (Bilingual and ESL)	Goal: 10% increase (13) Goal Met: Y 92% increase (23)	Goal: 10% increase (24) Goal Met: n decrease of 1 candidate (22) **Note last year's increase of 92%	Goal: 10% increase (24) Goal Met: n 0% increase (22)
LOTE	Goal: 10% increase (14) Goal Met: N	Goal: 10% increase (7) Goal Met: Y 66% increase (10)	Goal: 10% increase (11) Goal Met: Y 60% increase (16)

Key Strategies (Math and Science):

1. New certification specialties in elementary Math/Science and secondary Mathematics,

Physical Science, and Engineering.

2. Offering more options for the middle level certificate in math and science areas.
3. Continued and new scholarships through the Howard Hughes science education scholar program and the Texas Tech Noyce Scholars Program.
4. Advertising and promoting the federal funded TEACH grant and signing bonuses offered by school districts for teachers of math and science.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Lessons learned: Scholarships are critical to increasing enrollment in this high need area. Collaboration with the content-area faculty across the university is important.

Key Strategies (ESL/Bilingual):

- 1) Initiated certification programs in the Hill Country and Dallas (effective Fall 2009)
- 2) Established close partnerships with community college transfer
- 3) TTU faculty have developed content-specific strategies to work with ESL students, grounded in discipline.
- 4) Advertising and promoting the federal funded TEACH grant and signing bonuses offered by school districts.

Lessons learned:

Scholarships are critical to increasing enrollment in this high need area. Collaboration with the content-area faculty across the university is important.

Appropriate advisement about the high-needs teaching fields makes a difference. Many districts are requiring ESL certification of their teachers.



TEXAS TECH UNIVERSITY

Office for Educator Certification™

Implications of PACE 2011 Report for TechTeach

Summary of Trends

- The population of students in PZPI schools has increased about 1% over the last five years
- Historically, TTU supplies about 70% of teachers in the PZPI
- About 60% of TTU certification graduates teach outside of the PZPI
- Many of TTU certification graduates teach in schools:
 - That are predominantly Hispanic, while an overwhelming percentage of graduates are White
 - Where a majority of students are classified as economically disadvantaged
 - Where 5 to 10% of the students have language and learning needs, while our proportion of graduates prepared to meet those needs is low
 - Where achievement in math and ELAR is consistently below the state average. Any areas where growth is evident, this change is modest, at best
- ACPs produce about 12 times more certified teachers than does TTU
- Attrition rates of TTU graduates is higher than comparable institutions, and only slightly lower than ACPs

Broad Program Implications

- TTU-COE is largely accountable for the performance of students in the PZPI
- We need to know information about the district to which our graduates go upon completion of their program at TTU
- For our graduates who remain in the PZPI, they must be prepared to work with students who are largely from ethnic/racial groups, and economic circumstances that are different from their own
- Although a variety of reasons exist for attrition, TTU should take steps to increase the rates at which certification graduates are able to remain in the teaching field

**Part VII: Relevant Statistics from PACE 2011 Report
Summarized by Doug Hammon, Ph.D.**

Demographics

- Within the Proximal Zone of Professional Impact (75-mile radius around TTU), there are 61 traditional school districts, and 2 charter districts totaling 80K students (2009-2010)
- Student demographics of PZPI include
 - 66% minority (57% Hispanic; 9% African-American)
 - 62% economically disadvantaged
 - At the elementary level, 69% are economically disadvantaged
 - At middle level and secondary, about 57% are economically disadvantaged
 - 10% receive special education services across all levels
 - 5% are classified as LEP, about the same (5%) in Bilingual
 - At secondary level, this figure drops to 3% either due to transitions out of programs ... or drop out
- Within the PZPI, overall student growth within the region was 1.5% from 2007 to 2010
- The groups exhibiting the greatest increase in numbers include:
 - Asian students (increased 12%)
 - Students in Bilingual programs (increased 7.7%)
 - Students who are economically disadvantaged (increased 5.7%)
 - Hispanic students (increased 5.1%)
- The groups exhibiting the least growth in numbers (or decline) include:
 - Students receiving SPED services (decreased by 14%)
 - White students (decreased 4%)
 - Native-American students (decreased 2%)

Achievement Trends

- From 2007 to 2010, changes in achievement in **Mathematics** among students in the TTU PZPI were:
 - Greatest among African-American students (passing rates on TAKS) at all levels (elementary = 4.6%; middle-level = 8%; secondary = 13.3%)
 - Below state averages for all sub-populations
- From 2007 to 2010, changes in achievement in **ELAR** among students in the TTU PZPI were:
 - Greatest among all sub-populations of students at the secondary level
 - Also well below state averages
 - Negative among most sub-populations of students at the elementary and middle level
 - Hispanic students exhibited the least amount growth at all levels
- From 2007 to 2010, rates of “commended” performance in **Mathematics**
 - Remained near steady across all levels for all ethnic/racial subgroups
 - Was greatest among White students at all levels
 - Was least among African-American students at all levels
- From 2007 to 2010, rates of “commended” performance in **ELAR**
 - Remained mostly steady from 2008 to 2010
- From 2007 to 2010, **gaps in student “commended” performance**
 - In Mathematics, hovered between 15% and 22% between White and African-American students, with the largest gaps occurring in 2009, but only slightly less in 2010.
 - In ELAR, hovered between 15% and 24% between White and African-American students, with the largest gaps occurring in 2008.
- In 2010, the highest and lowest achieving schools in **Mathematics** were:
 - Secondary: Sundown HS (94%) / PEP Alternative School (Sudan ISD) (0%)
 - Middle: School for Young Women Leaders (Lubbock ISD) (98%) / Dunbar MS (Lubbock ISD) (58%)
 - Elementary: Sundown Elementary (100%) / Lorenzo Elementary (55%)
- In 2010, the highest and lowest achieving schools in **ELAR** were:

- Secondary: Choices Alternative HS (Seagraves ISD) (100%) / PEP Alternative HS (Sundown ISD) (40%)
- Middle: School for Young Women Leaders (99%) / Dunbar MS (72%)
- Elementary: Crestview Elementary (Frenship ISD) (100%) / Parkway Elementary (Lubbock ISD) (70%)

Teacher Production

- About 8% of TTU graduates become certified as public-school teachers (approximately 500 each year)
- Frequency of post-bac certification decreased by 40% from 2006 to 2010
- Frequency of undergraduate certification increased by 14% from 2006 to 2010
- Between 2006 and 2010, few teachers from “minority” groups were graduated (White = 83%; Hispanic = 12%; African-American = 2%) despite racial/ethnic composition of the PZPI
- Consistent with 5-year trends, in 2010, the greatest number of teachers who graduated from TTU were Elementary Level – Generalists (n = 206).
- From 2000 to 2010, Texas Tech graduated 73% (n = 5,649) of the certified teachers in the PZPI
- During SY2010, the percentage of TTU certification graduates hired in PZPI districts was approximately
 - Secondary = 28% (highest in English and Science)
 - Middle-level = 27% (highest in English and Mathematics)
 - Elementary = 26% (highest in “generalist” category)
- Approximately 60% of TTU graduates with teacher certification are hired OUTSIDE of the PZPI. This ratio has remained steady since 2009.
- For SY2010, approximately 40% of new hires in Lubbock ISD were from TTU
- This trend is consistent since 1995

Production by Level and Content

- At the K-12 and secondary level, TTU graduated more Fine Arts (36) and P.E. (46) teachers than
 - English (35),
 - Social Studies (34),
 - Special Education (33),
 - Science (19),
 - Mathematics (18).
- On average (2001 to 2010), TTU graduates (Secondary and K-12 certification students):
 - 12 teachers who earn an ESL supplemental certification;
 - .20 teachers who earn a Special Education supplemental certification; and
 - .40 who earn a Bilingual supplemental certification
 - Yes, the decimal point is in the right place
- On average (2001 to 2010), TTU graduates (Elementary)
 - 237 Generalists
 - Counts of ESL and SPED supplements are problematic to track
- On average (2001 to 2010), TTU graduates (Middle-level)
 - 60 teachers evenly split between English & Science
 - Counts of secondary areas (SocSt & Math) are also difficult to count

Teachers Hired by Lubbock ISD

- Although 60% of our graduates leave the Lubbock area, approximately 40% of the teacher work-force in the Lubbock ISD graduates from Texas Tech
- In the Lubbock ISD high schools (2009-2010), between 19% (Estacado) and 38% (Coronado) of staff are TTU graduates. Rates of Economically Disadvantaged students ranges from 87% (Estacado) to 30% (Coronado)
- In the Lubbock ISD middle schools (2009-2010), between 34% (O.L. Slaton) and 57% (SFYWL) of staff are TTU graduates. Rates of Economically Disadvantaged students ranges from 92% (Alderson) to 18% (Irons)
- In the Lubbock ISD elementary schools (2009-2010), between 35% (Parkway) to 52% (Arnett) of staff are TTU graduates. Rates of Economically Disadvantaged Students ranges from 98% (Bozeman Elementary) to 55% (Williams Elementary).

Teacher Attrition Rates

- Overall, from 2007, Texas Tech prepared teachers exhibit a higher attrition rate (24%) compared with UTEP (12%) and UNT (19%)
- For teachers certified in 2006, by 2011, attrition rates of TTU certification graduates in PZPI schools (24%) is greater than comparison CREATE public universities in Texas (19%), and only slightly lower than for-profit and non-profit ACPs (28%)
- Attrition rates of teachers in secondary and middle level were higher among ACP-prepared than TTU prepared (23% vs. 30%)
- Attrition rates of teachers in elementary level were highest among TTU-prepared compared with ACP-prepared (26% vs. 24%)
- ACPs in Texas prepare about 12 times the number of teachers than does Texas Tech University
- Across the 43 CREATE-consortium universities, proportion of teacher production (certifications / baccalaureate degrees) is declining at 86% of these institutions. Texas Tech is among those declining in production.

Part VIII: Historical Overview

• Texas Technological College created by legislation (Education coursework was housed in Liberal Arts)	1923
• Teacher education program initiated	1958
• NCATE accreditation received	1963
• College of Education formed	1967
• Education restructured as a college as Texas Tech becomes a university	1969
• GPA for program admission raised from 2.25 to 2.50	1980
• State basic skills examination required	1981
• State certification examination required	1985
• Alternative certification initiated (Individuals allowed to be certified outside a university-based program.)	1986
• GPA for program admission raised from 2.50 To 2.70 for elementary and early childhood programs	1990
• House Bill 2185 in effect (Allowed certified individuals to add endorsements, teaching fields, specializations, or change levels without going through a university.)	1990
• Undergraduate enrollment management initiated	1992
• District Permits Authorized	1995
• Revised Rules Authorizing Candidates to take Examinations	2001 ¹
• Educator preparation standards changed by the state	1955 1972 1984 1987 1995 2000 2002 ² 2007 ³ 2009
• Largest Number Recommended for Certification (1972-73)	1467
• Smallest Number Recommended for Certification (1987-88)	538
• Current Year Recommended for Certification (2010-2011)	606

¹ SBEC TAC 230.5c specifying that program “completers” must be authorized by their program to take the certification test(s). Rule into effect 9/1/01. Teacher preparation programs were then held accountable (through the ASEP report) for certification results of their program completers.

² SBEC implemented standards-based certification programs in lieu of credit-hour based programs; TExES exams replaced ExCET exams (phased in over several years)

³ EC-4 program changed to EC-6

Part IX: Glossary of Terms

Accreditation: Official recognition that an entity or institution meets required standards. Texas Tech University's teacher preparation program is accredited by both the Texas State Board for Educator Certification (SBEC) and the National Council for Accreditation of Teacher Education (NCATE).

ASEP: Texas has a legislated Accountability System for Educator Preparation (ASEP) system that rates educator preparation programs as Accredited, Accredited-Not Rated, Accredited-Warning, Accredited-Probation, and Not Accredited-Revoked, revised in 2010 in response to SB174 and HEA, under Texas Administrative Code 229. The ASEP ratings are based on how program completers in seven demographic groups (All students, Female, Male, African American, Hispanic, Other and White), with small group exception (<10), perform on four standards. The four standards are (1) the Pass Rate on certification exams, (2) the results of appraisals of beginning teachers by school administrations, (3) the improvement in student achievement of students taught by beginning teachers for the first three years (expected in 2013), and (4) the results of data collections on the frequency, duration and quality of field supervision of beginning teachers during the first year in the classroom.

Basic Skills: "the ability to read, write and speak in English, and to use mathematics at a level necessary to function at work and in society in general" -- *The Basic Skills Agency*

Bilingual Education: The use of two or more languages for instruction. In the United States, students in most bilingual classes or programs are those who have not acquired full use of the English language, so they are taught academic content in their native language (usually Spanish) while continuing to learn English.

Candidate: a participant in an educator preparation program

Cohort: a group of candidates with the expectation of beginning and completing their program on the same timeline

Critical Shortage Areas: Certification fields that are difficult to fill including math, science, bilingual, special education, English as a Second Language, foreign languages and technology (as defined by TEA)

EPP: Educator Preparation Programs

English as a Second Language (ESL): Teaching English to non-English-speaking or limited-English-proficient (LEP) students to help them learn and succeed in Schools. ESOL (English for Speakers of Other Languages) has generally the same meaning as ESL

Field-based experiences: experiences in which the primary activity of a candidate for certification is the performance of professional educator activities while interacting with pre-kindergarten-Grade 12 students and teachers and university faculty/staff members in a school-related setting. The professional activities include more than observation within a classroom. The interaction with students, teachers, and university personnel must be ongoing and relevant.

Intern: a candidate with a bachelor's degree, formally accepted into an educator preparation program that is employed in a supervised educational experience leading to standard certification. At Texas Tech, the intern must have completed all courses except for Internship and Capstone and have passed the content area certification exam.

Pedagogy: The art and science of teaching; especially the conscious use of particular instructional methods.

Post baccalaureate (Post Bac): Individuals with a bachelor's degree who are taking additional hours for teacher certification but not enrolled in a degree seeking program

Probationary Certificate: a type of credential, valid for one calendar year, issued to an individual who is enrolled in an educator preparation program, employed as an educator, and is serving in a supervised internship to satisfy the field experience requirements of the certificate. The holder of a Probationary Certificate must be employed by an accredited Texas public or private school in a position appropriate for the certificate sought.

Professional: A certification program that requires or leads to a master's degree; e.g., superintendent, principal, school counselor, educational diagnostician, reading specialist

Standard Certificate: The official educator license issued by the Texas State Board for Educator Certification (SBEC); must be renewed every five years to remain valid. The Standard Certificate replaced the lifetime Provisional and Professional Certificates in 1999.

SCH: University semester credit hour; 1 semester hour = 15 clock hours

TEKS: Texas Essential Knowledge and Skills; the state curriculum in Texas

TExES: Texas Examination of Educator Standards. TAC 230.5(b) requires every person seeking educator certification in Texas to perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools

THEA: Texas Higher Education Assessment, used to assess basic skills in math, reading and writing

Undergraduate: a student enrolled in a college or university seeking a baccalaureate degree