AAQEP Annual Report for 2025

Provider/Program Name:	Texas Tech University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	Fall 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.

Established in 1923, Texas Tech University is a Carnegie R1 (Very high research activity) Doctoral/Research-Extensive, Hispanic Serving, and state-assisted institution. Located on a beautiful 1,850-acre campus in Lubbock, a city in West Texas with a growing metropolitan-area over 300,000, the university enrolls over 40,000 students with 33,000 undergraduate and 7,000 graduate students. As the primary research institution in the western two-thirds of the state, Texas Tech University is home to 10 colleges, the School of Law and Veterinary Medicine, and the graduate school. The flagship of the Texas Tech University System, Texas Tech is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. It is committed to enhancing the cultural and economic development of the state, nation and world.

Referred to as the "Hub City" because it serves as the educational, cultural, economic, and health care hub of the South Plains region, Lubbock boasts a diverse population and a strong connection to community, history, and land. With a mild climate, highly rated public school, and a low cost of living, Lubbock is a family-friendly community that is ranked as one of the best places to live in Texas. Lubbock is

home to a celebrated and ever-evolving music scene, a vibrant arts community, and is within driving distance of Dallas, Austin, Santa Fe, and other major metropolitan cities. Lubbock's Convention and Visitors Bureau provide a comprehensive overview of the Lubbock community and its resources, programs, events, and histories.

The Texas Tech University College of Education, with over 2,000 students, offers a nationally recognized undergraduate teacher preparation program and 21 graduate degrees that prepare students for professional or academic positions in education. We are a diverse community of scholars, researchers, and educators with a commitment to excellence in teaching and serving ED-12 public schools and beyond. We collaborate with local, regional, state, national and global partners to address complex problems facing individuals and communities. In recognition of its extraordinary community outreach efforts, the college received a 2018 W.K. Kellogg Foundation Community Engagement Scholarship Award from the Association of Public and Land-grant Universities (APLU).

The College of Education prepares future educators and leaders through four departments: Teacher Education (undergraduate), Curriculum & Instruction, Educational Psychology, Leadership & Counseling, and Special Education. The college also supports RAIDER Teach; an innovative teacher preparation program housed within the Dean's office. Texas Tech University (TTU) acknowledges that the preparation of quality PK-12 educators is the responsibility of the entire university. This is evidenced by several contributing factors. First, general education courses are delivered across the university. Second, education certification candidates are enrolled in majors offered in six of the nine academic colleges within the university. Lastly, assorted certification content portions of the educator preparation program are also housed in other colleges.

The College of Education at Texas Tech University provides Tech Teach, a nationally recognized teacher preparation program founded in the Fall of 2011. TechTeach is an innovative educator certification program. It is clinically intensive and competency-based aimed at improving K-12 student achievement. It is designed to increase Teacher Candidates' qualifications upon entry into their careers, and to foster within them the dispositions important for helping them remain and thrive in the teaching profession. Candidates are placed in yearlong residencies in school districts where they co-teach alongside skilled mentor teachers and use state of the art digital technology to record, review and improve instruction.

In January 2014 Tech Teach initiated two sister platforms- Tech Teach Across Texas (TTAT) and TechTeach Across Rural Texas (TTART). TTAT and TTART are both 2+1 fast track one -year teacher preparation programs and are extensions of the campus program that helps such students earn their degrees. While the College of Education produces education majors, it also supports students that minor in education and pursue majors through other colleges. (i.e. the College of Agriculture Sciences and Natural Resources, the College of Arts and Sciences, the College of Human Sciences, the College of Media and Communication, and the J.T. and Margeret Talkington College of Visual and Performing Arts).

The College of Education at Texas Tech University is a place "Where Research Leads, Policy Moves, and Practice Transforms." Our mission here at the College of Education is to invest in a diverse student body and promote excellence in educator and professional preparation to meet the real- world challenges of the community we serve. We disseminate research focused on improving educational outcomes. We are committed to engagement with partners through mutual collaboration, innovation, and improvement. Put simply, we strive daily to prepare passionate educators who are ready to lead and innovate.

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.depts.ttu.edu/education/institutional-research/index.php

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	**Certificate, License, Endorsement, or Other Credential** granted by the state	**Number of Candidates Enrolled** in most recently completed academic year (12 months ending 08/25)	**Number of Completers** in most recently completed academic year (12 months ending 08/25)
Programs that lead to initial teaching credentials			
Education BS	Core Subjects	331	190
	English Middle Level (4-8)	13	9
	English Secondary (7-12)	14	5
	History Secondary (7-12)	9	5
	Math Middle Level (4-8)	10	15
	Math Secondary (7-12)	12	11
	Science Middle Level (4-8)	8	4
	Science Secondary (7-12)	6	2
	Social Studies Middle Level (4-8)	6	6
	Social Studies Secondary (7-12)	0	1
	Spanish	1	1
Total for programs that lead to initial credentials		410	249

Programs that lead to additional or advanced credentials for already-licensed educators		
Total for programs that lead to additional/advanced credentials		
Programs that lead to P-12 leader credentials		
Total for programs that lead to P-12 leader credentials		
Programs that lead to credentials for specialized professionals or to no specific credential		
Total for programs that lead to specialized professional or no specific credentials		
TOTAL enrollment and productivity for all programs	410	249
Unduplicated total of all program candidates and completers	410	249

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.)

Discontinued Math Middle Level (4-8)- completed current candidates in program (10 candidates)
Reapplication for Math Middle Level (4-8) was submitted on December 15, 2025.

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.

410

B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.

249

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.

249

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%.

Content Exam- 93%; Pedagogy Exams- 97%

	Female	Male	African American	Hispanic	Other	White	Pass Rate	State Standard
Pedagogy State Exams	97% (319)	96% (55)	100% (12)	95% (134)	100% (18)	98% (210)	97% (374)	85%
Content Certification Exams	93% (524)	97% (74)	83% (22)	92% (194)	97% (26)	94% (356)	93% (598)	75%

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

The Texas Education Agency (TEA) administers a New Teacher Satisfaction Survey to first year teachers to determine their satisfaction with their preparation. The following data represents the survey administered by TEA to program completers for 2024-2025. Each question contained four response options: 0- not prepared, 1- not sufficiently prepared, 2-Adequately prepared, 3-Well prepared. The results of the survey are included in the EPP annual accreditation report.
There are 49 items assessing six categories: Planning, Instruction, Learning Environment, Pedagogy and Professional Responsibilities, Students with Disabilities and Emerging Bilinguals. They are also asked to indicate their overall satisfaction with their preparation. The table below indicates the percentage of teachers who rate TTU as well prepared.

	All	Female	Male	African American	Hispanic	Other	White	State Requirement
Evaluation of EPP by Teachers	84%	85%	82%	89%	87%	81%	85%	70%

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

The Texas Education Agency administers a Principal Survey to determine their ratings for First- Year Teachers hired after completion of the education preparation program. The data presented represents the survey administered to principals of teachers completing their first year in 2024-2025. All questions contain four response options: 0-Not prepared, 1-not adequately prepared, 2- Adequately prepared, 3-Well prepared. The results are one component of the annual Educator Preparation Program accreditation. These are 52 items assessing six categories: Planning, Instruction, Learning Environment, Pedagogy and Professional Responsibilities, Students with Disabilities and Emergent Bilinguals. The final question asks for an overall rating. The following table represents principal responses for the 2024-2025 first year teacher for Texas Tech University.

	All	Female	Male	African American	Hispanic	Other	White	State Requirement
Evaluation of EPP by Principals	88%	88%	88%	77%	85%	94%	88%	70%

H. 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 program utilizes an employment report developed by the Texas Education Agency. The report indicates the district of employment and the years of retention. The 2024-2025 group will not be reported until the following year. The information below shows the employment rates for the 2023-2024 completers.

Of the 280 completers, 31 did not seek employment in Texas. Over 81 districts in Texas hired completers from the Texas Tech University program. The top hiring districts are listed below:

Districts	2023-2024 Year
Lubbock	17
Lubbock Cooper	10
Ft. Worth	11
Frisco	9
Northside	7

Based on Insight to Impact Data Dashboard provided by Texas Education Agency (TEA), Texas Tech has 91% of candidates completing in 2024-2025 as being hired by Districts in Texas. Retention rates for teachers hired by Texas districts graduating from Texas Tech University are indicated in the table below:

Standard	1316	608	391	231
2020-2021	319	279	249	231
2021-2022	187	159	143	
2022-2023	198	171		
2023-2024	317			
2024-2025	296			
Total	1329	609	391	231

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

During the reporting year, the staffing capacity for program delivery, administration, and quality assurance monitoring has experienced significant changes that have enhanced our operational effectiveness. As we have experienced lower enrolment numbers in our students, 5 faculty resigned for another position, and 2 faculty's contracts were not renewed. In general, we remain at 1:17 faculty: student ratio. (Note: District based Site Coordinator's load is governed by the M.O.U. between the school partner and TTU and they typically have an average of 3 teacher candidates to supervise.)

One of the most pivotal initiatives undertaken was the chair's comprehensive audit of faculty workload. This audit was centered on equity, aiming to align faculty assignments with program size and capacity. As a direct result of this evaluation, faculty members located at campus sites with lower enrollments of teacher candidates have been strategically reassigned to teach courses for which they are well-qualified. This reassignment not only maximizes the use of our existing resources but also allows us to bolster the support available to the expanded delivery teams at our broader sites, ensuring that we can address the individual needs of our students more effectively.

In the administrative domain, enhancements also occurred. Our initial administrative team faced considerable challenges in managing logistics and fostering effective communication with our 30 or so school partners. These challenges sometimes resulted in inefficiencies within the program's overall operational framework. To address these issues, the College of Education strategically created the position of Assistant Dean of Teacher Education, an individual with specialized expertise in school partnership management and project implementation. This expansion of our administrative team has led to a more streamlined approach to program management, enabling us to respond swiftly to both internal and external inquiries. As a result, stakeholder satisfaction has markedly improved, reflecting our commitment to maintaining strong and productive relationships with all parties involved.

During academic year 2024-2025, we began a partnership with a rural school district located in our region and onboarded one district-based site coordinator. With this addition, we were able to provide teacher preparation for 2 rural teacher candidates. Due to low

enrollment, we paused partnership with two other rural district partners that historically supported 1-2 teacher candidates a year. We plan to continue the partnership once enrollment numbers increase. In our local program, three site coordinators retired or resigned last year and due to low enrollment numbers only two of the positions were filled.

In summary, the changes implemented in staffing and administration during the reporting year have created a more agile, responsive, and effective program delivery system. We remain dedicated to continuous improvement in this area. Equity issues in faculty workload will continue to be reviewed annually during faculty and administrative staff annual reviews, ensuring that our faculty and administrative teams are equipped to meet the evolving needs of our students and partners.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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 (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Content pass rates- State Administered Exams	Minimum of 85% pass rate on the TExES certification exam within the first two attempts.	<table><tr><td>Exam</td><td>Pass Rate</td><td>State Standard</td></tr><tr><td>Pedagogy</td><td>97%</td><td>85%</td></tr><tr><td>Content</td><td>93%</td><td>75%</td></tr></table>
Designing Assessments for General and Special Populations EC-12 Assignment 1 (EDTP3305, CAA 1 Case Study and Grading Rubric)	Teacher Candidates demonstrate proficiency by earning ≥ 85%, minimum which requires: • Accurate identification of legally sound pre-referral steps • Clear explanation of IDEA procedural safeguards and evaluation requirements	Across cohorts, 85-95% of teacher candidates meet or exceed proficiency and consistently demonstrate correct application of IDEA requirements, strong understanding of MTSS pre-referral processes, and accurate use of culturally responsive assessment language. This performance indicates high readiness for ethical decision-making during clinical practice.

	• Insightful analysis of cultural/linguistic responsiveness for bilingual students • Clear writing, APA citations, and adherence to assignment format	
Designing Assessments for General and Special Populations EC-12 Assignment 2 (EDTP3305, CAA 2 Case Study and Grading Rubric)	Teacher candidates must score ≥ 85%, which includes: • Accurate identification of academic, behavioral, and linguistic needs • Development of an evidence-based, feasible Tier 1-3 MTSS plan • Proper selection of progress-monitoring tools • A reflective analysis demonstrating integration of norm-referenced and curriculum-based assessments and equity-oriented decision-making. • Professional writing and APA citation accuracy	Approximately 80-90% of teacher candidates achieve proficiency or higher, demonstrating strength in designing MTSS-aligned interventions and integrating CBM, CBA, and standardized assessment data. Reflection scores show consistent growth in understanding equitable assessment practices for bilingual learners. Results demonstrate solid preparation for data-informed instructional planning.

EDTP 3305- Designing Assessments for General and Special Populations EC-12 Assignment 3 (EDTP3305 DJA 3 Instructions and Grading Rubric)	Teacher candidates must earn ≥ 85%, by: • Producing a complete, accurate comparison chart • Selecting and justifying academic and behavioral assessment tools appropriate for the case • Explaining how data guides instruction and intervention • Accurately describing FBA processes and purposes • Recommending evidence-based strategies • Meeting APA and formatting expectations	Across semesters, 85-95% of teacher candidates meet or exceed expectations and consistently demonstrate proficiency in differentiating academic and behavioral assessments, explaining data use, and linking assessment findings to instructional and behavioral supports. Performance validates strong readiness to apply assessment concepts in clinical teaching.
English as a Second Language (ESL) pass rates- State Administered Exams	Minimum of 85% pass rate on content exam	

Exam	Pass Rate	State
ESL	98.3% (60)	85%

EPP Candidate Exit Survey- State Administered Survey

African American	Hispanic	Other	White	Overall	State
87.5%	99.1%	100%	99.1%	98.91%	98.2%

Informal Observations (3)	Minimum of 4x per semester,	Coaching is provided with feedback, and data is collected on coteaching strategies observed, reinforcement areas and refinement areas
Mentor Teacher Feedback	Mentors are to provide feedback on teacher candidates during Blocks 1-4 and data is shared with teacher candidates and site coordinators for coaching purposes.	Coaching is provided to teacher candidates based off the data that is shared from this survey through Site Coordinators.
National Institute for Excellence in Teaching (NIET)- Teacher Advancement Programs (TAP), Performance Assessment (PA)	**NIET**- is utilized as the assessment tool with benchmarks set for a minimum expectation of 2s in each indicator by PA 2 and 3s obtained in each indicator by PA4. Feedback is provided to teacher candidates with clear next steps **TAP**- is used to clearly define effective instructional behaviors and provide concrete ways for teacher's candidates to improve **PA**- conducted 4 times per during residency	Tech Teach requires that all teacher candidates earn proficient ratings (3s) on all Top 10 indicators of the NIET rubric as a condition of graduation, demonstrating readiness for the classroom on Day 1.

| New Teacher Satisfaction Survey- State Administered Survey | Survey is administered by the state to first year teachers to determine their satisfaction with their preparation.

Each question contained four response options: 0- not prepared, 1 – not sufficiently prepared, 2- Adequately prepared, 3 – well prepared.

Each survey contains 49 items assessing six categories: Planning, Instruction, Learning Environment, Pedagogy and Professional Responsibilities, Students with Disabilities and Emerging Bilinguals.

Candidates are asked to indicate their overall satisfaction with their preparation. | **Evaluation of EPP by Teachers**

| All | 84% |
\| Female \| 85% \|
\| Male \| 82% \|
\| African American \| 89% \|
\| Hispanic \| 87% \|
\| Other \| 81% \|
\| White \| 85% \|
\| State Requirement \| 70% \| |

Evaluation of EPP by Teachers

All	84%
Female	85%
Male	82%
African American	89%
Hispanic	87%
Other	81%
White	85%
State Requirement	70%

Pedagogy and Professional Responsibilities (PPR) exam pass rates- State Administered Exams	Must meet the minimum requirement of 75% pass rate	

Pedagogy and Professional Responsibilities Exam Rates

	Pedagogy State Exams	# of Candidates
Female	97%	319
Male	96%	55
African American	100%	12
Hispanic	95%	134

Other	100%	18	
White	98%	210	
Pass Rate	97%	374	
State Standard	85%		

Principal Satisfaction Survey-State Administered Survey	Survey is administered by the state to first year teachers to determine their satisfaction with their preparation. Each question contained four response options: 0- not prepared, 1 – not sufficiently prepared, 2- Adequately prepared, 3 – well prepared. Each survey contains 49 items assessing six categories: Planning, Instruction, Learning Environment, Pedagogy and Professional Responsibilities, Students with Disabilities and Emerging Bilinguals. Candidates are asked to indicate their overall satisfaction with their preparation.	**Evaluation of EPP by Principals**	
		All	88%
		Female	88%
		Male	88%
		African American	77%
		Hispanic	85%
		Other	94%
		White	88%
		State Requirement	70%

Professional Development Assignment (EDXX4000)	The student teaching course (EDXX), taught by the site coordinator, will be devoted to improving teacher candidates' instructional practice, and professionalism. To achieve this, the SC will provide learning experiences addressing a number of topics including: • Examining contextual factors in school/classroom • Looking at student data and assessment • Classroom Management • Providing effective academic feedback • Co-teaching • Parent-Teacher Conferences	Across the semesters, above 90% of teacher candidates meet or exceed expectations and consistently demonstrate proficiency in professional development assignments such as disaggregating student data, differentiating classroom Management and Co-teaching properties to finding instructional supports. Candidates who do not meet the criteria and who fall below expectations will be placed on a remediated plan with Site Coordinator. Performance validates strong readiness to apply assessment concepts in clinical teaching.
Professionalism Rubric (EDXX4000)	Candidates are assessed on their professionalism for a minimum of 6 times in the program. Feedback is provided so candidates can grow in this area. Data is included in Performance Assessment Data	Current semester data, ≥ 95% of teacher candidates meet or exceed expectations and consistently demonstrate proficiency. Candidates are expected to be at the "Applying" level for categories; Showing Professionalism, Growing and Developing Professionally, Maintain Accurate Records and Home-School Communication. During second half of residency candidates are expected to achieve the level of "Emerging" rating in categories Showing Professionalism, Growing and Developing Professionally, and Maintain Accurate Records with the Home- School Communication section being kept at "Applying".

Science of Teaching Reading pass rates- State Administered Exams	No minimum requirement	Current candidates have a pass rate of 97.6% with no minimum pass rate requirement from the state.
Student Perception Survey (SPS)	The administration of the SPS survey will provide Mentor Teacher, Teacher Candidate, and Site Coordinator with the opportunity to analyze K-12 grade student perceptions and attitudes about their Teacher Candidate's instruction.	Teacher Candidates will use the student responses on the SPS to correlate with the K-12 benchmarks scores. Using this data, Teacher candidates will develop intervention plans to improve student engagement and ultimately, student achievement, of the lowest performing student.
The Lesson Plan Rubric	Teacher Candidates will internalize a selected HQIM lesson and then put it into the Tech Teach lesson plan template. This will prepare them for doing this same process again in additional blocks with the Pre Performance Assessment and then for each Performance Assessment during residency.	Minimum of 80% of students enrolled in Block 1, Introduction to Teaching in Tech Teach, can demonstrate the ability to fully internalize a high-quality instructional materials (HQIM) lesson while making data-informed instructional adjustments by scoring at least 90% on the lesson plan assignment.

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Designing Assessments for General and Special Populations EC-12 Assignment 1 (EDTP3305 CAA 1 Case Study and Grading Rubric)	Teacher candidates are expected to demonstrate the foundational competencies needed to carry out ethical, nondiscriminatory assessment practices in PK-12 settings, including:	Across cohorts, 85-95% of teacher candidates consistently meet or exceed expectations on this measure. Their performance indicates that teacher candidates enter the profession with strong ethical and legal grounding, the ability to analyze real-world

	• Applying IDEA mandates and procedural safeguards during referrals and evaluations • Demonstrating cultural and linguistic responsiveness, particularly for bilingual learners • Using accurate professional vocabulary and assessment reasoning. • Showing readiness to engage with school-based teams and families in equitable ways A score of 85% indicates that teacher candidates possess the professional knowledge and dispositions needed to safely and effectively support diverse learners during the evaluation process.	assessment scenarios, and the reflective capacity needed for continued professional growth. High pass rates and qualitative instructor feedback suggest that teacher candidates leave the course with increasing confidence in their ability to respond to complex, culturally diverse assessment situations.
Designing Assessments for General and Special Populations for EC-12 Assignment 2 (EDTP3305 CAA 2 Case Study and Grading Rubric)	Teacher candidates are expected to demonstrate the ability to: Interpret screening, CBA/CBM, and observational data to identify learner needs Design developmentally appropriate, culturally responsive MTSS interventions Use assessment data to adjust supports and document learner progress Integrate standardized assessments with classroom-based data to strengthen instructional decisions	Across recent cohorts, 80-90% of teacher candidates successfully meet or exceed expectations. Performance trends indicate that teacher candidates demonstrate professional competence in using assessment to drive instruction, support multilingual learners, and document evidence-based interventions. This level of success indicates strong professional readiness for data-driven instructional planning and reflective growth in assessment literacy.

	Collaborate with school teams to support varied learning and behavioral needs An 85% or higher score demonstrates readiness to use assessment data as a core professional practice and to engage in continuous improvement aligned with MTSS frameworks.	
Designing Assessments for General and Special Populations EC-12 Assignment 3 (EDTP3305 DJA 3 Instructions and Grading Rubric)	Teacher candidates are expected to: • Differentiate between academic and behavioral assessment tools • Interpret data to guide instructional and behavioral strategies • Understand the FBA process and its professional application • Propose evidence-based interventions aligned to student needs • Demonstrate culturally responsive and developmentally appropriate decision-making Achievement of ≥ 85% reflects readiness to address both academic and behavioral needs through assessment-informed professional practice.	Across semesters, 85–95% of teacher candidates achieve proficiency or higher. Performance artifacts demonstrate strong growth in data interpretation, behavioral assessment knowledge, and the ability to link assessment findings to evidence-based strategies. This consistently high performance illustrates that teacher candidates possess the competence, reflective capacity, and ethical grounding needed for effective professional growth in EC–12 settings.
English as a Second Language (ESL) pass rates- State Administered Exams	Candidates receive testing permission after completing 18 hours of coursework related to ESL standards.	<table><tr><td>Exam</td><td>Pass Rate</td><td>State</td></tr><tr><td>ESL</td><td>98.3% (60)</td><td>85%</td></tr></table>

Mentor Teacher Feedback	Mentor Teachers are requested to provide feedback on how teacher candidates are progressing each semester of the student teaching	Each teacher candidate and site coordinator is given feedback for coaching purposes.
National Institute for Excellence in Teaching (NIET)- Teacher Advancement Program (TAP) Performance Assessments (PA) Teaching Standards Rubric	**NIET**- is utilized as the assessment tool with benchmarks set for a minimum expectation of 2s in each indicator by PA 2 and 3s obtained in each indicator by PA4. Feedback is provided to teacher candidates with clear next steps **TAP**- is used to clearly define effective instructional behaviors and provide concrete ways for teacher's candidates to improve **PA**- conducted 4 times per during residency	Tech Teach requires that all teacher candidates earn proficient ratings (3s) on all Top 10 indicators of the NIET rubric as a condition of graduation, demonstrating readiness for the classroom on Day 1.
Pedagogy and Professional Responsibilities (PPR) exam pass rates- State Administered Exams	97% - Students receive permission to test after completing a minimum of 45 hours of methods and pedagogy coursework. Students must receive grades of C or above to be promoted in the sequence of courses.	(see table below)

Pedagogy and Professional Responsibilities Exam Rates

	Pedagogy State Exams	# of Candidates
Female	97%	319
Male	96%	55
African American	100%	12
Hispanic	95%	134
Other	100%	18
White	98%	210
Pass Rate	97%	374
State Standard	85%	

Preparation Data Dashboards- New Teacher Satisfaction	The dashboards are public information and can be accessed at https://tea4avcastro.tea.state.tx.us/ELQ/educatorprepdatadashboard/Dashboards.html	The chart below indicates how TTU is rated in the "New Teacher Satisfaction Survey" under the Evaluation of EPPs by teachers on the tea website.

The chart below indicates how TTU is rated in the "New Teacher Satisfaction Survey" under the Evaluation of EPPs by teachers on the tea website.

Areas of Evaluation	Percentage
Planning	97%
Instruction	95%
Learning Environment	94%
Professional Practices and Responsibilities	94%
Students with Disabilities	71%
Emergent Bilingual	76%

Principal Satisfaction Survey- State Administered Survey	Survey is administered by the state to first year teachers to determine their satisfaction with their preparation. Each question contained four response options: 0- not prepared, 1 –	

Evaluation of EPP by Principals	
All	88%
Female	88%
Male	88%
African American	77%

	not sufficiently prepared, 2-Adequately prepared, 3 – well prepared.	Hispanic	85%
		Other	94%
		White	88%
		State Requirement	70%

Each survey contains 49 items assessing six categories: Planning, Instruction, Learning Environment, Pedagogy and Professional Responsibilities, Students with Disabilities and Emerging Bilinguals.

Candidates are asked to indicate their overall satisfaction with their preparation.

| Professional Development Assignment (EDXX4000 syllabus and Assignment) | The student teaching course (EDXX), taught by the site coordinator, will be devoted to improving teacher candidates' instructional practice, and professionalism.
To achieve this, the SC will provide learning experiences addressing a number of topics including:
• Examining contextual factors in school/classroom
• Looking at student data and assessment
• Classroom Management
• Providing effective academic feedback
• Co-teaching
• Parent-Teacher Conferences | Current semesters have yielded results at or ≥90% of teacher candidates who meet or exceed expectations and consistently demonstrate proficiency in professional development assignments such as disaggregating student data, differentiating classroom management and Co-teaching properties to finding instructional supports. Candidates who do not meet the criteria and who fall below expectations will be placed on a remediated plan with Site Coordinator. Performance validates strong readiness to apply assessment concepts in clinical teaching. |

Professionalism Rubric (EDXX4000)	Candidates are assessed on their professionalism for a minimum of 6 times in the program. Feedback is provided so candidates can grow in this area. Data is included in Performance Assessment Data	Current semester data, ≥ 95% of teacher candidates meet or exceed expectations and consistently demonstrate proficiency. Candidates are expected to be at the "Applying" level for categories; Showing Professionalism, Growing and Developing Professionally, Maintain Accurate Records and Home-School Communication. During second half of residency candidates are expected to achieve the level of "Emerging" rating in categories Showing Professionalism, Growing and Developing Professionally, and Maintain Accurate Records with the Home- School Communication section being kept at "Applying".
Science of Teaching Reading pass rates- State Administered Exams	No minimum requirement	Texas Tech University currently sustains a pass rate of 97.6%.
Student Perception Survey (SPS)	The administration of the SPS survey will provide Mentor Teacher, Teacher Candidate, and Site Coordinator with the opportunity to analyze K-12 grade student perceptions and attitudes about their Teacher Candidate's instruction.	Teacher Candidates will use the student responses on the SPS to correlate with the K-12 benchmarks scores. Using this data, Teacher candidates will develop intervention plans to improve student engagement and ultimately, student achievement, of the lowest performing students.
The Lesson Plan Rubric	Teacher Candidates will internalize a selected HQIM lesson and then put it into the Tech Teach lesson plan template. This will prepare them for doing this same process again in additional blocks with the Pre Performance Assessment and then for each Performance Assessment during residency.	Minimum of 80% of students enrolled in Block 1, Introduction to Teaching in Tech Teach, can demonstrate the ability to fully internalize a high-quality instructional materials (HQIM) lesson while making data-informed instructional adjustments by scoring at least 90% on the lesson plan assignment.

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.

Accomplishments:

Vetted Teacher Residency Program- Approved in 2025
In 2014 Texas Tech began a residency model that guided the state in changing state guidelines for all Educator Preparation Programs to gain achievement measures for K-12 students. Our program applied and received the Texas Teacher Residency Pathway Route in Spring 2024. The application outlined key components of our program that ensure teacher candidates receive high quality teacher preparation including, but not limited to, a minimum of one full school year of clinical experience in a classroom supported by a highly qualified mentor teacher. In 2025, we were notified that we received the **Texas Vetted Teacher Residency Program at Texas Tech University**. This milestone represents more than just acceptance- it's the continuation of a transformative journey for educator preparation. Being vetted means we've met the rigorous standards set by the state of Texas, demonstrating both commitment to education and readiness to serve students with excellence.

Innovations:

Co- Host of Charles Butt Learning Tour- AI
Our program partnered with The Charles Butt Foundation to co-host an AI conference in Spring 2025 as part of their Charles Butt Foundation (CBF) Connect Live Series across the state of Texas. Teacher candidates, district partners and in-service teachers were all invited to attend at no cost. Participants were able to select sessions in either a teacher or administration track on how AI is impacting education.

Donuts with the Dean
An event that allows for multiple level interaction between students, faculty, staff and college leadership. This event provides time for students to come and embrace leadership with questions concerning their program of study, areas of interest or simply to catch up. Conducted in both the Fall and Spring semesters this event is one where both students, leadership and staff look forward to. This event has an attendance rate of 15 staff, 25 faculty and 150-200 students.

Fueling Education-
Fueling Education supported student connection and well-being through six college-wide events focused on encouragement, appreciation, and access. Activities included providing breakfast and lunch to block 3 and 4 students during their orientation, delivering Teacher Treats on Wheels mid-semester to various Pre-Tech Teach classes, and hosting community-building events such as a faculty and staff meet-and-greet and Donuts with the Dean. Throughout the fall semester, Fueling Education served approximately 485 students, strengthening the community throughout the college and reinforcing our commitment to student support.

Get on the Bus Initiative

Get on the Bus connected the College of Education with regional school partners through on-site listening sessions to 7 rural districts and 4 Lubbock ISD campuses this fall. A total of 22 individual faculty members and 9 staff members participated in open conversations with district leaders focusing on a variety of topics, including teacher workforce concerns, instruction and programs, funding and resources, and district structures and changes. These visits strengthened relationships with these rural communities, created opportunities for future collaborations, reinforcing the college's role as a responsive partner. As part of this initiative, the college delivered supply boxes to 102 COE graduates on these trips, recognizing their continued impact in their classrooms.
A way to elevate the colleges of Education visibility, highlight our strengths, and strengthen statewide partnerships.
New conversations lead to new meaningful engagement and robust activity surrounding education and our students

"Get Your Teach On"- Outreach and Engagement

Last summer, the College of Education hosted the nationally recognized professional development conference "Get Your Teach On" at Texas Tech. This one-day event welcomed over 500 educators from 45 different districts and over 90 individual schools. The conference combined high-energy, practical strategies with intentional educator appreciation, which emphasized both professional and personal growth. A key highlight was the on-site Teacher Shop, where educators received over $10,000 in school supplies, making the experience both impactful and tangible.

Challenges:

Key obstacles include a decline in student enrollment, the necessity for adjustments to our course study and curriculum in response to evolving federal and state legislation, and the complications arising from the implementation of a new data system for program evaluation.

Adjusting Course Study and Curriculum:

Our department must adapt our course study, curriculum, and course materials in response to recent federal and state legislation. Legislative changes often mandate adjustments that can be both resources-intensive and time-consuming. For instance, new educational initiatives aimed at increasing offering opportunity for Teacher Residency also require university course inclusion of Reading Academy, Math Academy, and other curriculum. Similarly, compliance with emerging regulations surrounding diversity necessities a critical examination of our content. While these adjustments are necessary to remain complaint and relevant, they also present challenges in terms of faculty training, resource allocation, and the potential alienation of faculty or students who may be resistant to change.

Decrease in Student Enrollment:

One of the most pressing challenges our department faces is the noticeable decrease in student enrollment. This downturn can be attributed to a multitude of factors, including demographic shifts, increased competition from other institutions, and changing perceptions of the value of certain academic programs. A decrease in enrollment not only jeopardizes funding and resource allocation but also impacts the vibrancy of the academic community. Fewer students mean less diversity of thought and a diminished collaborative environment. This trend raises concerns about our ability to maintain faculty positions as well.

Working Data System
While the university is eager to adopt innovative technological solutions, the chosen system has proven not to be as effective as we would like to met the specific needs of our department. Thus, it hinders our ability to make significant progress in conducting comprehensive evaluations of our programs, analyzing student performance data and assessing overall learning outcomes. Our department has had to put additional effort into demonstrate compliance with accreditation standards, making it challenging to identify areas needing improvement or to celebrate successes.

Efforts: Addition of additional leadership positions within the College of Education:

Assistant Dean for Educator Preparation
The decision to hire an **Assistant Dean for Educator Preparation** has yielded significant benefits for our program and its stakeholders. This leadership role has provided focused oversight, strategic direction, and enhanced coordination across all facets of educator preparation.
Key outcomes include:
- **Strengthened program alignment:** The Assistant Dean has ensured that curriculum, clinical experiences, and assessment practices are consistently aligned with state standards and AAQEP expectations.

- **Improved support for candidates:** By serving as a central point of contact, Assistant Dean has streamlined advising, mentoring, and professional development opportunities for teacher candidates.

- **Enhanced partnerships with districts:** The role has facilitated stronger collaboration with local schools, ensuring residency placements are high-quality and mutually beneficial.

- **Data-informed decision making:** The Assistant Dean has led efforts to collect, analyze, and apply program data, resulting in more responsive improvements and evidence-based reporting.

- **Capacity building:** Faculty and staff have benefited from clearer communication channels and distributed leadership, allowing them to focus more effectively on teaching and research.

Addition of Associate Dean for Enrollment Management

The addition of an **Associate Dean for Enrollment Management** has had a transformative impact on our educator preparation program. This strategic leadership role has provided focused expertise in recruitment, admissions, and retention, resulting in measurable improvements across key areas of enrollment management.

Key outcomes include:

- **Targeted recruitment strategies**: The Associate Dean has developed data-driven outreach initiatives that have expanded our applicant pool and increased diversity among candidates.

- **Streamlined admissions processes**: By refining policies and procedures, the Associate Dean has improved efficiency, reduced processing times, and enhanced the applicant experience.

- **Retention and student success**: Coordinated support services and proactive advising have led to higher persistence rates and stronger program completion outcomes.

- **Data-informed planning**: The Associate Dean has implemented robust tracking systems that allow for continuous monitoring of enrollment trends, enabling responsive adjustments to meet program goals.

- **Strengthened collaboration**: Partnerships with academic departments, financial aid, and student services have been enhanced, ensuring that candidates receive comprehensive support from admission through graduation.

Overall, the hiring of an Associate Dean for Enrollment Management has strengthened the program's capacity to attract, support, and graduate high-quality teacher candidates. This investment in leadership has directly contributed to program stability, improved candidate outcomes, and alignment with AAQEP standards for continuous improvement.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Goals for the 2025-26 year	Increase Efforts to Understand and Increase Global Competencies
Actions	Implement EDTP2301 as a required course in student's degree plan
Expected outcomes	Students will be evaluated by the following criteria, and expected outcome is that over 75% of the students taking this class will achieve a score of 2 or more. <table><tr><td></td><td>Comprehensive Demonstration: 4</td><td>Adequate Demonstration: 3</td><td>Basic Demonstration: 2</td><td>Inadequate Demonstration: 1</td></tr><tr><td>Cultural and Intercultural awareness and engagement</td><td>Articulates insights into own and other cultures, and makes connections between own worldview and civic engagement.</td><td>Compares and contrasts own culture with other cultures, and identifies possible connections between own worldview and civic engagement.</td><td>Recognizes some components of own and other cultures, and understands what civic engagement means.</td><td>Does not show understanding of own or other cultures, and is not able to describe civic engagement.</td></tr></table>
Reflections or comments	Incorporating EDTP2301- The Educative Effects a required course is poised to significantly enhance student's understanding of global perspectives in education. By studying various education systems and teacher preparation programs from various countries such as Finland and Korea, students will gain valuable insights into the challenges and successes found in different cultural contexts. This exposure will not only foster a deeper appreciation for educational diversity but also encourage critical thinking about their own educational practices and policies. Furthermore, students will be better equipped to engage in meaningful dialogues about educational reform and innovation, as they will have a broader understanding of how global influences shape educational outcomes. Ultimately, this initiative aims to cultivate a generation of educators who are not only aware of the complexities within their own systems but also capable of implementing best practices from around the world, thus enriching the educational landscape for future students.
Standard 2	
Goals for the 2025-26 year	Increase recruitment effort for diverse backgrounds of teacher candidates
Actions	Intentionally reach out to community colleges where many students of lower social economic status attend
Expected outcomes	This makes important contributions by preparing a diverse student body to pursue careers in the education profession.
Reflections or comments	The deliberate outreach to community colleges represents not just a strategy, but a commitment to inclusivity and diversity within the education profession. This action plan acknowledges the vital role that community colleges play in shaping the future workforce of educators as well.

First and foremost, community colleges serve as accessible gateways to higher education for many students from various backgrounds- including those from underrepresented groups, first - generation college attendees, and non-=traditional learners. By fostering these relationships, we are not only tapping into a rich reservoir of talents but are also affirming the importance of equitable access to educational opportunities. This outreach symbolizes a recognition of the challenges many students face and a proactive approach to dismantling barriers that often hinder their academic and professional aspirations.

Moreover, the contributions of diverse educators cannot be overstated. Research consistently shows that students benefit from learning in environments where they can see themselves reflected among their educators. This diversity enriches the classroom experience, promotes cultural understanding, and addresses the needs of all students more effectively. By reaching out to community colleges, we actively work toward creating a pipeline of professionals who can bring unique perspectives and experiences into the teaching landscape, ultimately benefiting the entire education system.

In summary, increasing our efforts with community colleges is not merely an operational goal. It is a pillar of our mission to cultivate an education system that is representative of the diverse society in which we live. By preparing a diverse student body to pursue careers in education, we take significant strides toward ensuring that future generations of learners receive the best possible guidance and support from educators who truly understand the myriads of experiences that shape their lives. This outreach embodies a forward-thinking approach to education that prioritizes inclusivity, equity, and excellence in teaching.

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

The College of Education has used Tk20 and Student Learning and Licensure (SLL), both Watermark products, to capture data for our teacher education department. Both are currently being used to complete data migration and exploit enhancements within the platforms. This action is necessary as the challenges created by changes to the university LMS platform have impacted timely capture of student assessment data necessary for reports used to complete requirements by Texas Education Agency (TEA)and Texas Tech University.   Data integration issues within the platform(s) include slow uploads, PII challenges, routing workflows and document storage. To overcome some of these pertinent issues, the college is currently working with the Office of Planning and Assessment (OPA) at Texas Tech University. OPA manages Digital Measures (DM), a Watermark software platform for TTU's documentation of faculty credentialing, faculty evaluative procedures and the Annual Faculty Report (AFR). Currently OPA is implementing a new Watermark platform, Planning and Self – Study, as it houses the standards and requirements data of all programs and certificates offered within the College of Education. This platform takes the place of Nuventive and will become fully operational in June of 2026.

Departmental changes within the College of Education have been communicated and updated with OPA to present a seamless reporting environment that includes the Teacher Education department. This includes the reassignment of faculty "yearly data" in DM to represent any restructuring changes. When an institutional change is requested, OPA vets the changes with other colleges who participate in the teacher education certification process, implements these changes, and confers with college leadership where there may be a contradiction in procedure. These improvements and continued maintenance are the responsibility and oversight of OPA leadership, which falls under the Office of the Provost. Institutional data governance changes are being implemented university-wide through multiple committee efforts such as data stewards and data governance committees.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate "n/a" if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

In addition to the current enrollment issues, our department must adapt our course study, curriculum, and course materials in response to recent federal and state legislation. Legislative changes often mandate adjustments that can be both resource-intensive and time-consuming. For instance, new educational initiatives aimed at increasing teacher candidacy may require us to rethink our existing course offering, field experience set up and instructional methodologies. Similarly, compliance with emerging regulations surrounding diversity issues such as gender and the definition of diversity necessitates a critical examination of our content. These present challenges in terms of faculty training, resource allocation, and the potential alienation of faculty and students who may be resistant to change.

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

The College of Education is working towards full accreditation for the Teacher Education Department in 2028. Additionally, we are working to onboard other teacher certification programs housed within other colleges and Advanced certification(s) programs into the initial accreditation process. More than 200 initial and advanced certification professionals will be impacted.

In June 2024 we implemented a new data collection system, Student Learning and Licensure, that was to replace TK20. We worked to build into the program so it could properly capture and analyze data. We experienced setbacks during the building that required the reversal switch of returning to TK20 for the remainder of the year. We are continuing ahead with building items into the program and working to eliminate the bugs. This setback was coupled with the university's switching from Blackboard to Canvas LMS systems. The transition is cumbersome and requires many months of work to complete. To date we are still waiting to be completely connected to Canvas. Another challenge was the university's desire to upgrade the program platform for

accreditation and assessment from Nuventive to Planning and Self -Study, a Watermark product. This move requires additional faculty and staff hours to complete. The College of Education is in continued conversations with the Office of Planning and Assessment (OPA) as we work on workflow improvements that will facilitate the data collection and reporting processes.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

The regulatory changes are the federal and state legislative targeting of policy which will directly impact our programs reporting to AAQEP.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Sherry Robertson, Lead Analyst	Dr. Fanni Coward, Department Chair for TechTeach

Date sent to AAQEP:	December 23, 2025