



## AAQEP Annual Report for 2020

*For instructions on how to complete this report, who should complete which sections, and how to submit the final report, please refer to [this guidance document](#).*

Provider/Program Name: Teach Away Teacher Certification Program

End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited): February 28, 2022

### **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 encompassed in its AAQEP review.

**TCP Mission Statement:**

*Preparing globally competent teachers for a world in which they're needed, through the delivery of contemporary curriculum centered on practical, research-based pedagogy in a state-of-the-art blended platform.*

TCP is delivered through the contemporary curriculum centered on practical, research-based pedagogy in a state-of-the-art blended platform. TCP is a flexible learning experience that includes a core curriculum (TCP Core) and an intensive clinical placement, which may be completed within nine months (TCP Core + Clinical Placement). TCP is provided in small-size cohorts, offering sustained opportunities for interactions with mentors and peers. TCP cohort sizes accommodate approximately 15 candidates. Teach Away orchestrates admissions procedures throughout the year to provide flexibility for candidates. Teacher candidates have been placed in the earliest first-of-the-month start date requested as cohorts fill.

Current areas of licensure in Hawai'i:

- Secondary Education (6-12):
  - English Language Arts
  - Mathematics
  - Science
- Teaching English as a Second Language (K-12)

### Public Posting URL

If the provider is publicly posting data from this report, that information can be found at the following URL (web address):

<https://www.teachaway.com/courses/teacher-certification>

## 2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2019-2020**

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Completers in 2019-20
Teacher Licensure	Secondary English (6-12): 1 candidate	47 (June 2019-June 2020)	1
Teacher Licensure	Secondary Science (6-12): 4 candidates		4
TOTALS:		47	5

### 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.)

Teach Away submitted a letter of intent for the purpose of dual ECE and Elementary licensure.

### 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**

1. <b>Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
47
2. <b>Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
5
3. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
5
4. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program's expected timeframe <b>and</b> in 1.5 times the expected timeframe.
TCP candidates have the opportunity to complete all program requirements within a nine-month period, at minimum, with a maximum of two years to complete. 5 students completed the program, of 47 enrolled, from the time they enrolled to June 2020. The remaining 42 are on track to complete the program in 2021.
5. <b>Summary of state license examination results</b> , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.
5/5 completers passed their Praxis II subject knowledge assessment respective to their state license requirements in Hawai'i.

Assessment Pass Rates June 2019-June 2020:

Test Code	Test Name	Number of Tests Taken	Number of Tests Passed	%
5038	English Language Arts: Content Knowledge	6	6	100
5362	English to Speakers of Other Languages	4	4	100
5235	Biology: Content Knowledge	2	1	50*
5245	Chemistry: Content Knowledge	4	1	25*
5435	General Science: Content Knowledge	10	2	20*
5440	Middle School Science	3	0	0*
5051	Technology Education	1	1	100
5161	Mathematics: Content Knowledge	1	1	100
5169	Middle School Mathematics	1	1	100
5652	Computer Science	1	1	100

\*Tests 5245, 5435, 5440 - Each failed test for these test codes was failed by the same teacher candidate

**Note:** The data in this report is the cumulative attempts of Praxis examination by those enrolled from June 2019-June 2020.

- Only two candidates in total have not passed their Praxis II tests, resulting in a delay in beginning Clinical Placement until they pass in order to successfully recommend for licensure.

Summary Pass Rates June 2019-June 2020:

	Number taking one or more required tests	Number passing all tests taken	Pass rate %
All Program Completers 2019-2020	5	5	100

Note: The data in the above table is the number of completers who passed their required state test on their first attempt.

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

The Program Completer Survey has five sections. These sections include feedback on their experience with Teach Away's Preparation Coordinator and Online Mentors, general feedback and comments about meaningful aspects of Clinical Placement and continued growth areas for their teaching practice, and three sections where candidates rate components regarding their level of preparedness for Clinical Placement, the support they received from their Cooperative Teacher/School Mentor, and the support they received from their school community.

Section 1 has been included below for summary purposes. The scale is between 1 - 5 with 5 representing strongly agree and 1 representing strongly disagree. The data below represents a small sample size and has been skewed by one individual response. In the absence of that response, mean responses were all between 4-5 strongly agreeing with their preparedness. The program completer who did not feel adequately prepared stated that she felt prepared going into her Clinical Placement before the district went to virtual learning, but once everything moved to online learning during her 12 weeks, she did not feel prepared.

	Mean	Std Dev	N
I felt confident and prepared in planning effectively for lessons and activities.	3.6	1.52	5
I felt confident in engaging with the school community (students, staff, families).	3.6	1.67	5
I felt confident in using various classroom management strategies to support behaviors and maximize instructional time.	3.6	1.67	5
I felt confident in implementing the effective use of tools and technology in learning.	3.6	1.52	5
I felt confident in providing students with effective feedback.	4.2	0.45	5
I felt confident in organizing and documenting assessment results (formative and summative) and analyzing the data to inform instruction.	3.8	1.64	5
I felt confident in using questioning techniques to promote higher-order thinking.	4.2	0.45	5
I felt confident and prepared in using a variety of instructional practices to engage and reach all students.	3.4	1.52	5
I felt confident and prepared in differentiating instruction (accommodations/extensions for certain learners).	3.4	1.52	5
I felt confident in using multiple methods of assessment to monitor progress (formative and summative).	3.4	1.82	5

These findings suggest candidates may need additional resources throughout their placement. We began offering online/virtual learning support and a resource “bank” broken down into sections, i.e., differentiation, management, family engagement. For any candidates struggling to show improvements or wanting additional support, we have requested they observe another teacher candidate’s online lessons with Teach Away’s Online Mentor to discuss new ideas, how they can implement some of those strategies with their students, etc.

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

The Employers of Program Completers Survey has three sections. Section One refers to Professionalism & Professional Responsibility, Section Two refers to Instructional & Assessment Practices., and Section Three refers to Content & Subject Matter Knowledge. The scale is from 1-5 for each question with 1 representing strongly disagree and 5 representing strongly agree. Overall employers felt that all program completers performed at a level closely correlated to the expectations. That being said, the sample size for this first year of the program is extremely small.

	Mean	Std Dev	N
The teacher candidate displays effective dispositions and behaviors of a teacher.	4.3	0.6	3
The teacher candidate engages in personal/professional development through self-reflection, collaboration, and professional development opportunities.	4.7	0.6	3
The teacher candidate shows growth mindset and is open to feedback.	4.7	0.6	3
The teacher candidate participates and works effectively with the school community.	4.3	0.6	3
The teacher candidate demonstrates flexibility and responsiveness when adjustments are needed.	4.7	0.6	3
The teacher candidate promotes and fosters engagement/communication with student families with great professional and cultural sensitivity.	4.7	0.6	3
The teacher candidate is organized in documentation of grade books, assessment, planning, etc.	4.3	0.6	3
The teacher candidate prepares and plans effectively for the classroom and school activities.	4.7	0.6	3
The teacher candidate implements the effective use of tools and technology in learning.	5.0	0.0	3
The teacher candidate uses a variety of instructional practices to engage and reach all students.	5.0	0.0	3
The teacher candidate uses multiple methods of assessment to monitor progress and check for understanding (formative and summative).	4.7	0.6	3

The teacher candidate uses classroom management strategies that support behaviors and maximize instructional time.	4.3	0.6	3
The teacher candidate differentiates instruction by implementing developmentally appropriate and challenging learning experiences.	4.7	0.6	3
The teacher candidate uses higher order questioning and shifts the academic struggle to students by using wait time.	4.3	0.6	3
The teacher candidate demonstrates cultural responsiveness.	4.7	0.6	3
The teacher candidate takes responsibility for students' overall growth.	4.7	0.6	3
The teacher candidate displays knowledge and understanding of their discipline.	5.0	0.0	3
The teacher candidate uses a variety of explanations and examples that are relevant to the course content and students' backgrounds.	4.7	0.6	3
The teacher candidate incorporates and aligns their lessons with relevant standards.	4.7	0.6	3
The teacher candidate connects concepts to deliver material that engages students in collaboration, creativity, and inquiry.	4.7	0.6	3
Please rate the teacher candidate on a Scale of 1-10 based on their overall growth from Week 1 to Week 12 of the placement:	9.0	0.0	3

These findings suggest that our program's coursework and Clinical Placement aspects are providing content, assignments, reflections, and experiences needed to fully prepare our candidates for licensure. As this was a small sample of employers, we look forward to more completers this year to reflect on the data and make appropriate modifications based on the feedback received.

**8. Employment (and/or more schooling) rates** for the immediate prior year's completers, if known.

100%- Four employed by HIDEOE. One candidate employed at an International School overseas.

#### 4. Candidate Academic Performance Indicators

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

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

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Official Transcript(s) - GPA Verification	Prospective teacher candidates are to submit unofficial and official transcripts that display a 3.0 GPA overall or in the final year of undergraduate study or significant commitment to education.	The admissions committee collects all degree transcripts (including post-graduate) at the basic admissions stage (unofficial transcripts) and advanced admissions stage (official transcripts) to verify the minimum requirement of a 3.0 GPA for every teacher candidate applying to the program or significant commitment to teaching and education. All candidates must have completed a bachelor's degree prior to admission.
Resume	TCP looks for education and education-related experience, both formal and informal such as teaching, coaching, training, tutoring, etc. We also review the traditional chronological listing of their employment history, educational history, academic endeavors, and other significant activities.	The admissions committee has successfully received up-to-date resumes that include education and education-related experience for every teacher candidate that has applied to the program. As with every other document submitted for admissions, they have been assessed using the <i>Admissions Rubric</i> which measures the expectation of the item on an insufficient, satisfactory, good and excellent level.
3.0 GPA through all program requirements, including completion of coursework	Candidates are required to maintain 3.0 throughout the program's entirety. All completers met the 3.0 standard for course work throughout the program.	Candidates are required to maintain 3.0 throughout the program's entirety. All completers maintained a 3.0 GPA through the course work.
Field Experiences	<p>Teacher Candidates are required to complete 10 Field Experiences prior to completing their Clinical Placement.</p> <p>For each field experience, candidates must submit an assignment for grading.</p>	All completers completed the field experiences with at least a 3.0 GPA.
Clinical Placement	Candidates must complete 450 hours of clinical placement with a cooperative teacher/mentor teacher, during which there are three formal observations with the Teach Away faculty, four informal observations with the Cooperative Teacher/School Mentor, and weekly logbook requirements (lesson plans, reflections, observations of highly effective teachers, etc).	Completers must complete the required hours of clinical placement, and be recommended for licensure based on their formal observations (40% of grade), informal observations (30% of grade), weekly logbook requirements (30% of grade), and maintaining a 3.0 GPA.



Hawaiian History Culture and Language	All candidates must complete a unit on Hawaiian History, Culture and Language.	All completers completed the HHCL course work.
Praxis II Subject Knowledge Exam	Candidates are required to pass their Praxis exam prior to beginning their clinical placement.	All licensed candidates have successfully passed their subject knowledge exam.

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

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Disposition Surveys (3x) & Professional Involvement and Disposition Rating	<p>Candidates utilize a survey (ungraded) that draws from InTASC's Critical Dispositions.</p> <p>In addition to the self-surveys, TCs are required to submit a Professional Involvement and Disposition Rating form in Weeks 1, 2, 4, 6, 8, 10, and 12 of Clinical Placement which is signed by their cooperative teacher (1.0 - Unmet, 2.0 - Making Progress, 3.0 - Met, 4.0. - Exceeded Expectations).</p>	<p>Candidates submit surveys as required in core modules.</p> <p>-100% completion of survey by program completers</p> <p>Formal data is summarized below for all Clinical Teaching Dispositions completed during 2019-2020:</p> <p>-100% passing -Scores in 3.0 - 4.0 range</p>
Formal Observations	<p>All candidates are expected to be formally observed by TCP faculty at least 3 times. Candidates are reviewed using the Formal Observation Form which is based on a 100-point rating that includes points for their lesson plan, pre-conference form, 15 Danielson Components, post conference form, and Danielson Reflective Inquiry. They are required to average at least a 3.0 out of a 4.0 GPA scale.</p> <p>Teacher candidates require a recommendation by a TCP faculty member after these formal observations to be put forward for licensure.</p>	All program completers met the requirements for professional competence based on formal observations by faculty prior to program completion.
Requirement of Portfolio creation throughout core coursework	Certain submissions throughout the program must be uploaded to the ePortfolio in Canvas. These submissions are handpicked to display the candidates' progress and abilities.	All completers have completed every portfolio assignment and maintained a 3.0 GPA in their overall academic course work.

	Candidates exit the program with a portfolio showcasing their level of pedagogical and subject knowledge and awareness. Candidates may utilize this readily-available ePortfolio to aid in their employment.	
Field Experiences	Field Experiences are used to give candidates a breadth of experience that allows a strong foundation for professional competence and growth. All must be completed with a 3.0 average on the related submissions.	All completers have completed field experiences with a 3.0 GPA.

## 5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

At the time of our AAQEP reviews, we were still working on delivering on local Hawai'i partnerships to address the current teacher shortage. We have outlined our accomplishments since being approved, below:

Accomplishments:

- HTSB State Approval for Secondary English (6-12), Secondary Science (6-12), Secondary Mathematics (6-12) and K-12 TESOL licensure areas
- HIDOE Affiliation Agreement signed in order for Teach Away to place teacher candidates in Hawai'i Department of Education (HIDOE) schools
- Partnership with HIDOE for statewide recruitment services contract extended until December 2021
- Partnerships for recruitment services and TCP teacher candidate placement with several Charter Schools
- Partnership with HTSB for Option B Project (currently on hold due to funding from HTSB)
- Partnership with local Chaminade University to provide a pathway to a Masters degree where our completers will have 12 credits waived
- Development and implementation of a local TCP Hawai'i Scholarship reward for 3 teacher candidates to receive \$1000 toward our January 2021 Cohort
- Employment for each of the 5 completers
- State approval in Arizona (Elementary and Secondary licensure)
- HTSB accepted Letter of Intent for a dual Elementary and Early Childhood Education Program

Innovation:

- Our ability to provide readily available training to all our candidates via TCP LMS - candidates can review and access all material and training for two years from start date

- The TCP team was easily able to adjust to the circumstances during the COVID-19 pandemic. Clinical Placement observations went ahead for candidates as normal. Observations of their online teaching instead took place.
- TCP Additional Resources Module - providing candidates with current resources and continuously updating to support the new digital landscape of virtual teaching. Sections in Additional Resources module open to all, past and present candidates: Strategies for Teaching Online, Questioning Techniques, Classroom Management, Assessment, Praise & Positive Feedback and more

Current Priorities:

- Hawai'i Pilot Scholarship for residents of Hawai'i to meaningfully impact the teacher shortage by receiving \$1000 towards enrollment with our January 2021 cohort
- Continued review and QA of our program for improvement, refining processes and policies and ensuring a continued and supported learning environment
- Continued outreach to expand on our existing and growing network of partnerships locally in Hawaii
- Building out TCP faculty capacity

## Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Sarah Kett, Senior Curriculum & Learning Experience Design Manager	Rene Frey, President & Dean

Date sent to AAQEP:

December 30<sup>th</sup>, 2020