



AAQEP Annual Report for 2024

Provider/Program Name:	Teach Away Teacher Certification Program
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	12/31/2028

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

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 a 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 in as little as 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 are 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-6, 6-12, K-12)

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.teachaway.com/courses/teacher-certification>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 06/24)	Number of Completers in most recently completed academic year (12 months ending 06/24)
<i>Programs that lead to initial teaching credentials</i>			
Teaching Licensure	Secondary English (6-12)	5	7
Teaching Licensure	Secondary Math (6-12)	2	2

Teaching Licensure	Secondary Science (6-12)	2	1
Teaching Licensure	TESOL (K-6. 6-12. K-12)	6	9
Total for programs that lead to initial credentials		15	19
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
n/a	n/a	0	0
Total for programs that lead to additional/advanced credentials		0	0
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
n/a	n/a	0	0
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		15	19
Unduplicated total of all program candidates and completers		15	19

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.)

There are no additional programs that have been added or discontinued.

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.
15

<p>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.</p>
19
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
19
<p>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.</p>
<p>From July 1, 2023, to June 30, 2024, HI TCP had 16 candidates who completed their programs within 2 years, 2 completed within 3 years, and 5 withdrew (dropping out or being forced to withdraw altogether).</p>
<p>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%.</p>
<p>On TESOL (Exam 5362), English Language Arts(5038), and General Science(5436), most of our candidates have a 100% pass rate, as outlined in the table below. Exam 5038 was below 80% mainly because there were only 4 test takers during this year. One of the candidates was very close on their first try and passed the second time. Please note that because we have cohorts that begin every two months, the candidates who submitted scores during SY 23-24 may not be candidates who completed the program during this time.</p> <p>The pass rate on exam 5161 (Mathematics: Content Knowledge) was below 80% this year. This exam, one that is notoriously quite difficult, was attempted by 4 candidates for a total of 8 attempts, and only one of them passed on their first try. Two other candidates tried 3+ times and did not pass. The fourth candidate took and passed Exam 5038 after failing their first attempt on Math but planning to continue trying.</p> <p>The two attempts for Exam 5162 Algebra I were from the same candidate, who couldn't pass Mathematics after a couple of tries and switched to the subtest Algebra I.</p>

Test	#Taken	#Passed	%
5038 English Language Arts: Content Knowledge	4	3	75%
5436 General Science	2	2	100
5362 English to Speakers of Other Languages	13	13	100%
5165 Mathematics	8	1	12.50%
5162 Algebra I	2	1	50%

F. 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.

Selected response items have been included below for summary purposes. The scale is between 1 - 5 with 5 representing strongly agree and 1 representing strongly disagree.

I feel confident and prepared in actively reflecting on the effectiveness of my instruction to identify areas of strength and weakness	4.4
I feel confident in collaborating with colleagues to plan and evaluate instruction.	4.8
I felt confident in collaborating with families, colleagues, and other professionals to support student growth.	4.6
I feel confident and prepared in designing assessments (e.g., pre, formative, summative) that match learning objectives.	4.4
I feel confident and prepared in differentiating instruction to meet the needs of my students.	4.0
I feel confident in engaging students in critical thinking	4.2
I feel confident in implementing activities and tasks that support students' ability to communicate.	4.6
I feel confident in implementing new ideas to improve your instruction.	4.5
I feel confident in incorporating a variety of digital media and technology tools to extend the learning environment.	4.4

I feel confident in integrating literacy and/or other content areas into instruction.	4.5
I feel confident in modifying instructional strategies based on an analysis of student work.	4.4
I feel confident in participating in a collaborative decision-making culture.	4.2
I feel confident in planning instruction based on state-appropriate standards.	4.5
I feel confident in providing instruction that addresses students' cultural differences.	4.2
I feel confident in providing instruction that addresses students' learning differences.	4.2
I feel confident in providing instruction that uses language acquisition strategies to meet the needs of English language learners.	4.1
I feel confident in reflecting on personal and professional biases.	4.2
I feel confident in selecting assessments (e.g., pre, formative, summative) that match learning objectives.	4.3
I feel confident in using a variety of classroom management strategies to create and maintain a positive learning environment.	4.5
I feel confident in using technology effectively to support and enhance my instruction.	4.5
I feel confident in using technology effectively to support and enhance my students' learning.	4.5
I feel confident in using students' assessment/performance results to guide my instruction.	4.6

G. 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 exceeding expectations of a first-year teacher.

Candidate was prepared to actively reflect on the effectiveness of their instruction to identify areas of strength and challenges.	4.3
Candidate was prepared to advocate for all students.	4.1
Candidate was prepared to collaborate with colleagues to plan and evaluate instruction.	4.5
Candidate was prepared to collaborate with families, colleagues, and other professionals to support student growth.	4.3
Candidate was prepared to design assessments (e.g., pre, formative, summative) that match learning objectives	4.3
Candidate was prepared to differentiate instruction to meet the needs of students.	4.2
Candidate was prepared to engage in professional learning to strengthen their instructional practice.	4.5
Candidate was prepared to engage students in applying methods of inquiry.	4.1
Candidate was prepared to implement activities and tasks that support students' ability to communicate.	4.3
Candidate was prepared to implement new ideas to improve their instruction.	4.4
The Candidate was prepared to incorporate a variety of digital media and technology tools to extend the learning environment.	4.4
The Candidate was prepared to integrate literacy and/or other content areas into instruction.	4.2
The Candidate was prepared to modify instructional strategies based on an analysis of student work.	4.2
The Candidate was prepared to participate in a collaborative decision-making culture.	4.3
The Candidate was prepared to plan instruction based on state-appropriate standards.	4.5
The Candidate was prepared to provide instruction that addresses students' cultural differences.	4.1

The Candidate was prepared to provide instruction that uses language acquisition strategies to meet the needs of English language learners.	4.0
The Candidate was prepared to reflect on personal and professional biases.	4.1
The Candidate was prepared to select assessments (e.g., pre, formative, summative) that match learning objectives.	4.1
The Candidate was prepared to use a variety of classroom management strategies to create and maintain a positive learning environment.	4.1
The Candidate was prepared to use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners.	4.3
The Candidate was prepared to use students' assessment/performance results to guide instruction.	4.4
Please rate the teacher candidate on a Scale of 1-10 based on their overall growth during their Clinical Placement (1: Very little Growth - 10: Exceptional Growth):	8.4

We also ask our Clinical Placement Cooperative Teachers to rate candidates as they finish their clinical placement. This data is aggregated here in some cases but want to specifically draw attention to the final question, which asks them to “Please rate the teacher candidate on a scale of 1-10 based on their overall growth during their Clinical Placement (1: Very Little Growth – 10: Exceptional Growth), where our candidates are rated an average of 8.4!

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.

We ask candidates to complete surveys after 1, 3, and 5 years. To date, we have only had enough completers to survey in the one year following completion of the Teacher Certification Program—our first round of three-year completer surveys went out in April of 2024. Unfortunately, we had only 3 responders.

Additionally, we measure how many students remain in education-related roles (classroom teaching or otherwise). As of our last data collection point, 92.9% of completers are still in education-related roles one year after completing our program.

4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Official Transcripts (GPA Verification)	Prospective candidates submit official transcripts that display a 3.0 GPA overall or in the final year of undergraduate study. GPA requirements may be reduced if the candidate has shown a significant commitment to education.	The admissions committee collects all degree transcripts (including any post-graduate degrees) at the basic admissions stage to verify the minimum GPA of 3.0 for every candidate. If a candidate has shown a significant commitment to education, a GPA of lower than 3.0 may be accepted. 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 a traditional listing of employment history, educational history, academic endeavors and other significant experience.	The admissions committee receives a current resume from each teacher candidate who applies to the program. As with all submitted documents, they are assessed using the Admissions Rubric, which measures whether the items align to organization standards.
3.0 GPA through all program requirements, including completion of TCP Core Coursework	Candidates are required to maintain 3.0 throughout the program’s entirety. All completers met the 3.0 standard for coursework throughout the program.	Candidates are required t maintain 3.0 throughout the program’s entirety. All completers maintained a 3.0 GPA through the coursework.
Field Experiences	Teacher Candidates are required to complete a variety of online and in-person field experiences prior to licensure. Candidates are scored on the robustness of their reflection related to their Field Experiences.	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 Teach Away faculty, four informal observations with the Cooperative Teacher/School Mentor, and weekly requirements for submission (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 requirements (30% of grade), and maintaining a 3.0 GPA.
Hawai’ian History, Culture and Language	All candidates must successfully complete the unit on Hawaiian History, Culture and Language.	All completers completed the required course with a 3.0 GPA or higher.
Praxis II Subject Knowledge Exam	Candidates are required to pass the Praxis exam in the subject area of their choice prior to beginning Clinical Placement. We use this subject exam to verify a candidate’s content knowledge.	All candidates have successfully passed their subject knowledge exam prior to beginning their Clinical Placement hours.

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Bi-weekly Professional Involvement and Disposition Rating	TCs are required to submit a Professional Involvement and Disposition Rating form in Weeks 1, 3, 5, 7, 9, and 11 of Clinical Placement which is signed by their cooperative teacher (1.0 - Unmet, 2.0 - Making Progress, 3.0 - Met, 4.0. - Exceeded Expectations).	Formal data is summarized below for all Clinical Teaching Dispositions completed during 2022- 2023: -100% passing -Scores in 3.0 - 4.0 range
Formal Observations	All candidates are expected to be formally observed by TCP faculty at least 3 times.	All program completers met the requirements for professional competence

	<p>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, Danielson Components, post-conference form, and Danielson Reflective Inquiry.</p> <p>They are required to average at least a 3.0 out of a 4.0 GPA scale. Teacher candidates require a recommendation by a TCP faculty member after these formal observations to be put forward for licensure.</p>	<p>based on formal observations by faculty prior to program completion.</p>
Requirement of ePortfolio creation throughout core coursework	<p>Certain submissions throughout the program must be uploaded to the ePortfolio in Canvas. These submissions are handpicked to display the candidates' progress and abilities. 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.</p>	<p>All completers have completed every portfolio assignment and maintained a 3.0 GPA in their overall academic course work.</p>
Field Experiences	<p>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.</p>	<p>All completers have completed field experiences with a 3.0 GPA.</p>

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

- We are, as we know many of our colleagues in teacher preparation are, experiencing challenges in recruiting new teachers to the profession. Our recruitment and admissions team have worked to creatively address these challenges in a difficult market by offering additional payment plans and recruiting teachers from new pools (i.e. refer-a-friend programs).
- We continue to hone our curriculum to maintain alignment with program, state and national standards.

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. Note that providers may focus their work 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 2024-25 year	Main goal is that 100% of TCP Program Completers meet the program standards,
Actions	This was also our #1 goal for last year and we are currently in maintenance mode.
Expected outcomes	To maintain a high level of both participant and employer engagement.
Reflections or comments	Continue to work towards this.
	Standard 2
Goals for the 2024-25 year	Increase our pool of Cooperative Teachers/School Mentors and provide additional training for them in how best to support our teacher candidates.
Actions	<ul style="list-style-type: none"> • Reaching out to schools to find qualified CTs/SMs • Developing a structured training webinar that CTs/SMs must attend.
Expected outcomes	<ul style="list-style-type: none"> • Successful mentoring relationships which will result in more successful teacher candidates.
Reflections or comments	In progress
	Standard 3

Goals for the 2024-25 year	Maintenance
Actions	
Expected outcomes	
Reflections or comments	
	Standard 4
Goals for the 2024-25 year	Maintenance
Actions	
Expected outcomes	
Reflections or comments	

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). Note that where 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.

n/a

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 biggest challenge we face is that more and more teachers are leaving the classroom and there is not a huge desire across the US to become a teacher in the first place.

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).

n/a

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Lin Wang, HI Program Coordinator	Catherine M. Freericks, Ed.D., Director

Date sent to AAQEP:	11/11/2024
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