



AAQEP Annual Report for 2022

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 2021-2022

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 06/22)	Number of Completers in most recently completed academic year (12 months ending 06/22)
<i>Programs that lead to initial teaching credentials</i>			
Teacher Licensure	Secondary English (6-12)	23	11
Teacher Licensure	Secondary Math (6-12)	11	2
Teacher Licensure	Secondary Science (6-12)	8	7
Teacher Licensure	TESOL (K-6, 6-12, K-12)	20	11

Total for programs that lead to initial credentials		62	31
<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		62	31
Unduplicated total of all program candidates and completers		62	31

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.)

We have an Elementary program under review by the Hawai'i Teacher Standards Board, but it is not yet approved. We have been approved to apply for Special Education and Early Childhood Education and plan to submit these applications in 2023.

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.	
62	
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.	

31

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

31

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.

92% of candidates completed in 2 years. 100% of candidates completed in 3 years.

While we require candidates to complete in 2 years from the start of their program, we are able to extend their program.

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%.

On the vast majority of exams, our candidates have a 100% pass rate, as outlined in the table below. Because we have cohorts that begin every two months, the candidates who submitted scores during SY 21-22 may not be candidates who completed the program during this time.

Test	# Taken	# Passed	%
5161 Mathematics: Content Knowledge	7	2	28.6
5362 English to Speakers of Other Languages	8	8	100.0
5038 English Language Arts: Content Knowledge	8	8	100.0
5442 Middle School Science	3	3	100.0
5169 Middle School Mathematics	1	1	100.0
5571 Earth and Space Sciences: Content Knowledge	1	1	100.0
5435 General Science: Content Knowledge	1	1	100.0
5245 Chemistry: Content Knowledge	1	1	100.0
5235 Biology: Content Knowledge	1	1	100.0

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 5 candidates, and two of those 5 candidates passed. The other three (some with multiple attempts) did

not pass. In one case, a candidate switched to and passed Middle School Math, and in the other two cases, the candidate is continuing to attempt, or switched content areas entirely.

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 challenges.	4.6	I feel confident in integrating literacy and/or other content areas into instruction.	4.5
I feel confident in collaborating with colleagues to plan and evaluate instruction.	4.5	I feel confident in modifying instructional strategies based on an analysis of student work.	4.5
I felt confident in collaborating with families, colleagues, and other professionals to support student growth.	4.4	I feel confident in participating in a collaborative decision-making culture.	4.5
I feel confident and prepared in designing assessments (e.g., pre, formative, summative) that match learning objectives.	4.6	I feel confident in planning instruction based on state-appropriate standards.	4.4
I feel confident and prepared in differentiating instruction to meet the needs of my students.	4.4	I feel confident in providing instruction that addresses students' cultural differences.	4.4
I feel confident in engaging students in critical thinking	4.5	I feel confident in providing instruction that addresses students' learning differences.	4.4
I feel confident in implementing activities and tasks that support students' ability to communicate.	4.5	I feel confident in providing instruction that uses language acquisition strategies to meet the needs of English language learners.	4.3
I feel confident in implementing new ideas to improve your instruction.	4.6	I feel confident in reflecting on personal and professional biases.	4.5
I feel confident in incorporating a variety of digital media and technology tools to extend the learning environment.	4.5	I feel confident in selecting assessments (e.g., pre, formative, summative) that match learning objectives.	4.5
		I feel confident in using a variety of classroom management strategies to create and maintain a positive learning environment.	4.4
		I feel confident in using data from assessments to provide feedback to my students.	4.4

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. Due to the difficulty of garnering responses from Employers, the n for this survey is 9.					
Teacher was prepared to actively reflect on the effectiveness of their instruction to identify areas of strength and challenges.	4.3	Teacher was prepared to implement new ideas to improve their instruction.	4.0		
Teacher was prepared to advocate for all students.	4.4	Teacher was prepared to incorporate a variety of digital media and technology tools to extend the learning environment.	3.8		
Teacher was prepared to collaborate with colleagues to plan and evaluate instruction.	4.2	Teacher was prepared to integrate literacy and/or other content areas into instruction.	4.0		
Teacher was prepared to collaborate with families, colleagues, and other professionals to support student growth.	4.2	Teacher was prepared to modify instructional strategies based on an analysis of student work.	3.9	Teacher was prepared to reflect on personal and professional biases.	3.9
Teacher was prepared to design assessments (e.g., pre, formative, summative) that match learning objectives.	4.1	Teacher was prepared to participate in a collaborative decision-making culture.	3.8	Teacher was prepared to select assessments (e.g., pre, formative, summative) that match learning objectives.	4.2
Teacher was prepared to differentiate instruction to meet the needs of students.	3.9	Teacher was prepared to plan instruction based on state-appropriate standards.	4.1	Teacher was prepared to use a variety of questioning strategies to promote engagement.	3.9
Teacher was prepared to engage in professional learning to strengthen their instructional practice.	4.1	Teacher was prepared to provide instruction that addresses students' cultural differences.	4.2	Teacher was prepared to use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners.	4.0
Teacher was prepared to engage students in applying methods of inquiry.	4.0	Teacher was prepared to provide instruction that uses language acquisition strategies to meet the needs of English language learners.	4.0	Teacher was prepared to use technology effectively to support and enhance instruction.	4.0
Teacher was prepared to implement activities and tasks that support students' ability to communicate.	4.1				

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. In addition to this survey data, we maintain a close relationship with the Hawai'i Department of Education. We measure employment with HIDOE on the fiscal year (rather than the academic year), so the data will span two academic years. In FY21, we had 21 completers employed in schools in Hawai'i, and in FY 22, there were 10 additional.
Additionally, we measure how many students remain in education

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 to 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.
Hawaiian History, Culture and Language	All candidates must successfully complete the unit on Hawai'an 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 pass 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 2021- 2022: -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. 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. 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.	All program completers met the requirements for professional competence based on formal observations by faculty prior to program completion.
Requirement of ePortfolio creation throughout core coursework	Certain submissions throughout the program must be uploaded to the ePortfolio in Canvas. These	All completers have completed every portfolio assignment and maintained a

	<p>submissions are handpicked to display the candidates' progress and abilities.</p> <p>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>	3.0 GPA in their overall academic course work.
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 program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

- Kesson Group Inc. was acquired by Pluribus Technologies this year. Pluribus Technologies is a publicly traded company on the TSX Venture exchange. There have been no additional changes to the operation of the EPP.
- After a thorough internal review, we have updated all Clinical Placement materials to reflect the revisions to Danielson's Framework for Teaching and have added two additional indicators to ensure that candidates are provided with a well-rounded review of their performance.
- We were thrilled to be granted full 7-year accreditation by AAQEP in Fall of 2021 and look forward to continued successful operation in the state. Additionally, we were excited to have Letters of Intent approved to submit programs for consideration in the areas of Elementary, Early Childhood Education, and Special Education. All completers recommended for licensure have proven themselves at or above our rigorous teaching standards, and we are proud of the work they are continuing to do in Hawai'i.
- Please see the [following profile on one of our Hawai'i educators](#).

- In general, despite some major personnel shifts, we have managed to maintain and improve a high-quality educator preparation program. We have many other states and entities interested in what TCP has to offer.