



ACCREDITATION ACTION REPORT

An official record of actions taken by the AAQEP Accreditation Commission

Teachers of Tomorrow
Teacher Certification Programs in Texas
Houston, TX
January 2021 (report updated May 2023)

ACTION

Based on examination of the case record, including the Quality Assurance Report and the Quality Review Team Report, the AAQEP Accreditation Commission makes the following determination regarding the Teachers of Tomorrow teacher certification programs in Texas:

	ACCREDIT - The Accreditation Commission finds that the provider/program meets all AAQEP standards and is accredited for a full term of seven years.	
X	ACCREDIT WITH NOTE - The Accreditation Commission finds that the AAQEP standards are met to accredit with the concerns and/or conditions specified below.	May 2023 Update: The identified concern has been resolved.
	PROBATIONARY ACCREDITATION - The Accreditation Commission finds that the AAQEP standards are met but that, for reasons specified below, risk failing to be met.	
	DO NOT ACCREDIT - The Accreditation Commission finds that the provider/program does not meet AAQEP standards and does not qualify for accreditation for reasons specified below.	

TERM

The accreditation term takes effect immediately and lasts through **December 31, 2027**, or until Teachers of Tomorrow ceases to be a member in good standing of AAQEP, whichever is earlier.

RATIONALE

The program presented compelling evidence that it meets all AAQEP standards. The evidence showed that program completers are prepared to work effectively as professional educators and

that they are able to adapt to different contexts and to grow professionally. Program capacity to analyze and provide evidence for sustained actions and revisions on behalf of candidates was evident and sufficient to meet AAQEP standards. The program engages with stakeholders and partners to strengthen the P-20 education system across Texas.

STANDARDS REPORT

Standard	Met	Not Met
1. Candidate/Completer Performance - Program completers perform as professional educators with the capacity to support success for all students.	X	
2. Completer Professional Competence and Growth - Program completers adapt to working in a variety of contexts and grow as professionals.	X	
3. Quality Program Practices - The program has the capacity to ensure that its completers meet Standards 1 and 2.	X	
4. Program Engagement in System Improvement - Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	X	

CONCERNS AND CONDITIONS

Concerns are minor problems or shortcomings related to one or more aspects of a standard and must be addressed in the provider's next annual report(s). *Conditions* are more significant problems that undermine one or more of the standards and may result in a shorter accreditation term or require resolution before accreditation takes effect.

Standard	Concern	Remedy and timeline
1, 2	The Accreditation Commission notes a concern around elements of the current curriculum that relate to AAQEP Aspects 1c (culturally responsive practice), 1d (assessment practice), and 2d (international and global perspectives). The Commission affirms the ongoing revision and implementation of course offerings addressing these areas.	The program's AAQEP liaison will maintain contact with the program as it addresses the identified concern; ongoing rollout of the new curriculum and evidence of its effectiveness will be documented in annual reports. This program's first such report is due December 31, 2022.

		May 2023 Update: The identified concern has been resolved.
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SCOPE OF ACCREDITATION

This action for the Teacher Certification Programs in Texas includes the following:

Non-Degree Programs Leading to a Texas Standard Certificate
<ul style="list-style-type: none"> • Agriculture, Food & Natural Resources (Grades 6-12) • American Sign Language (Grades EC-12) • Art (Grades EC-12) • Bilingual Education Supplemental-Mandarin Chinese (Grades NA) • Bilingual Education Supplemental-Spanish (Grades NA) • Bilingual Education Supplemental-Vietnamese (Grades NA) • Business and Finance (Grades 6-12) • Chemistry (Grades 7-12) • Computer Science (Grades 8-12) • Core Subjects (Grades EC-6) • Core Subjects (Grades 4-8) • Dance (Grades 6-12) • English as a Second Language Supplemental (Grades NA) • English Language Arts and Reading (Grades 4-8) • English Language Arts and Reading (Grades 7-12) • English Language Arts and Reading/Social Studies (Grades 4-8) • Family and Consumer Sciences (Grades 6-12) • Health (Grades EC-12) • Health Science (Grades 6-12) • History (Grades 7-12) • Journalism (Grades 7-12) • Languages Other Than English - Arabic (Grades EC-12) • Languages Other Than English - French (Grades EC-12) • Languages Other Than English - German (Grades EC-12) • Languages Other Than English - Japanese (Grades EC-12) • Languages Other Than English - Latin (Grades EC-12) • Languages Other Than English - Mandarin Chinese (Grades EC-12) • Languages Other Than English - Russian (Grades EC-12) • Languages Other Than English - Spanish (Grades EC-12) • Languages Other Than English - Vietnamese (Grades EC-12) • Life Science (Grades 7-12) • Marketing (Grades 6-12) • Mathematics (Grades 4-8) • Mathematics (Grades 7-12)

- Mathematics/Physical Science/Engineering (Grades 6-12)
- Mathematics/Science (Grades 4-8)
- Music (Grades EC-12)
- Physical Education (Grades EC-12)
- Physical Science (Grades 6-12)
- Physics/Mathematics (Grades 7-12)
- Reserve Officer Training Corps (ROTC) (Grades 6-12)
- Science (Grades 4-8)
- Science (Grades 7-12)
- Social Studies (Grades 4-8)
- Social Studies (Grades 7-12)
- Special Education (Grades EC-12)
- Special Education Supplemental (Grades NA)
- Speech (Grades 7-12)
- Technology Applications: (Grades EC-12)
- Technology Education (Grades 6-12)
- Theatre (Grades EC-12)
- Trade and Industrial Education (Grades 6-12)

NOTE: Accreditation actions are based on examination of the case record, including the provider's Quality Assurance Report (self-study) and the Quality Review Team Report. Decisions are the sole responsibility of the AAQEP Accreditation Commission and may not be modified by staff or quality assurance reviewers.