

# 2024-25 First & Final Classroom Observation Summary

*#TEACH Observation Data: Fall 2024 and Spring 2025 Cycles*

## Executive Summary

Across the 2024–25 observation cycles, #TEACH candidates demonstrated strong growth from First to Final Assessments. Overall proficiency improved from 81.3% to 92.0% in Fall 2024 and from 82.3% to 93.5% in Spring 2025.

Female candidates entered both cycles slightly stronger than male candidates on First Assessments, particularly in Spring 2025 (84.0% versus 77.9%). By the Final Assessments, performance converged at high levels for both groups.

Elementary, K–12, and SPED-related tracks remained areas of strength. Secondary-track candidates showed meaningful growth but continued to start somewhat lower than Elementary and SPED peers, indicating an ongoing opportunity for program support.

State results remained strongest in North Carolina and Indiana on First Assessments, while Michigan, the program's largest state, showed solid gains and strong Final Assessment results. Final Spring 2025 subgroup results should be interpreted with caution because the overall sample size was small (N = 23).

## Overview

The #TEACH program evaluates residents' instructional prowess as they progress through the program. These evaluations take the form of the First and Final Classroom Observation Assessments, which occur biannually during the fall and spring semesters. Functioning as formative and summative assessments respectively, the first assessment sets the stage for growth, while the final assessment assumes the role of a comprehensive appraisal during the residents' culminating semester.

Encompassing data from both the initial and concluding stages of the residency experience, this report encapsulates the Fall 2024 and Spring 2025 data cycles, documenting resident assessments.

The primary objective of these assessments is to present the rubric data derived from scored observations, collaboratively engaging with teacher candidates during their residency. This review facilitates the identification of specific areas for growth and professional development. Moreover, this data serves as a cornerstone for the leadership team, empowering them to determine strategic program modifications.

To administer the assessments, Instructional Coaches undertake the responsibility of conducting two classroom observations per year for each candidate. These observations are complemented by a comprehensive feedback system, encompassing both narrative feedback and rubric-based scores. While the narrative feedback plays a pivotal role in enhancing residents' daily practice, it also serves as guidance for coaching conversations throughout the school year. However, it is the numerical, rubric-based scores that this report chiefly addresses, offering insight into candidates' instructional capabilities.

## Assessment Snapshots

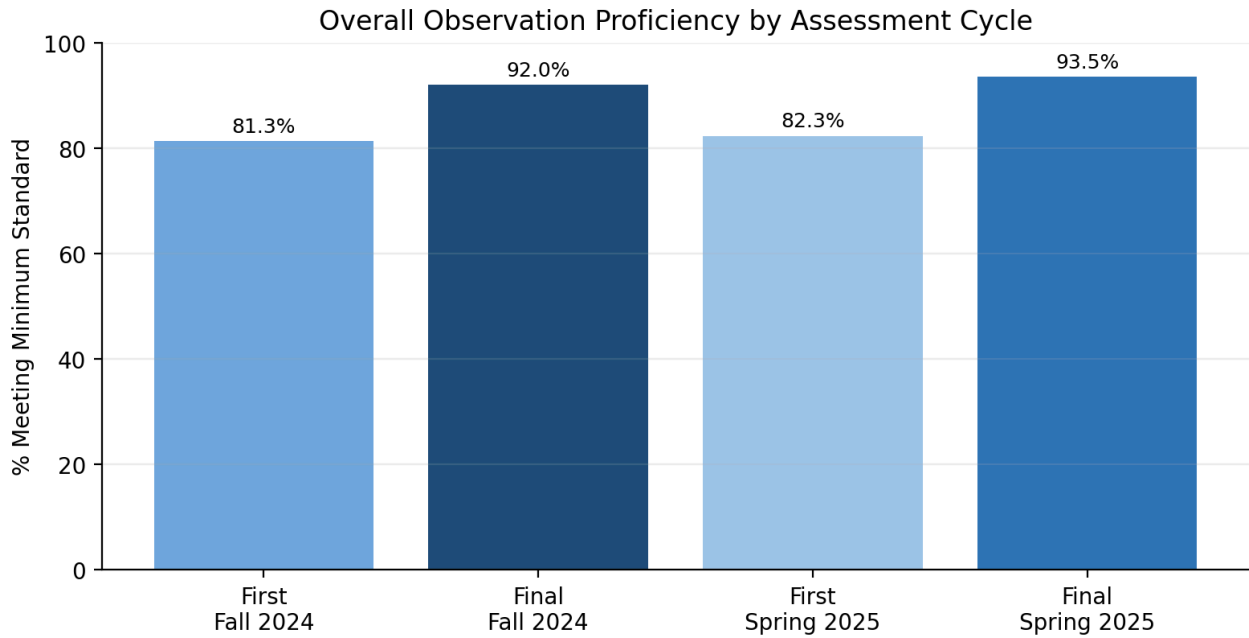


Figure 1. Overall percentage of rubric indicators meeting the minimum standard by assessment cycle.

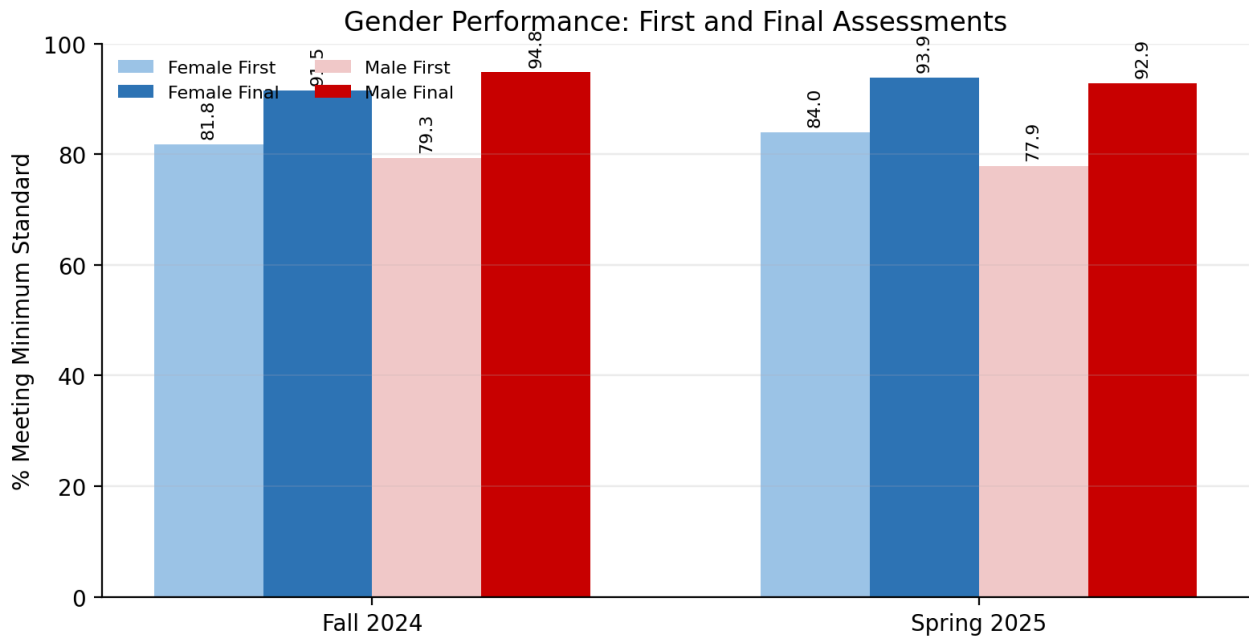


Figure 2. Gender performance comparison across first and final assessments.

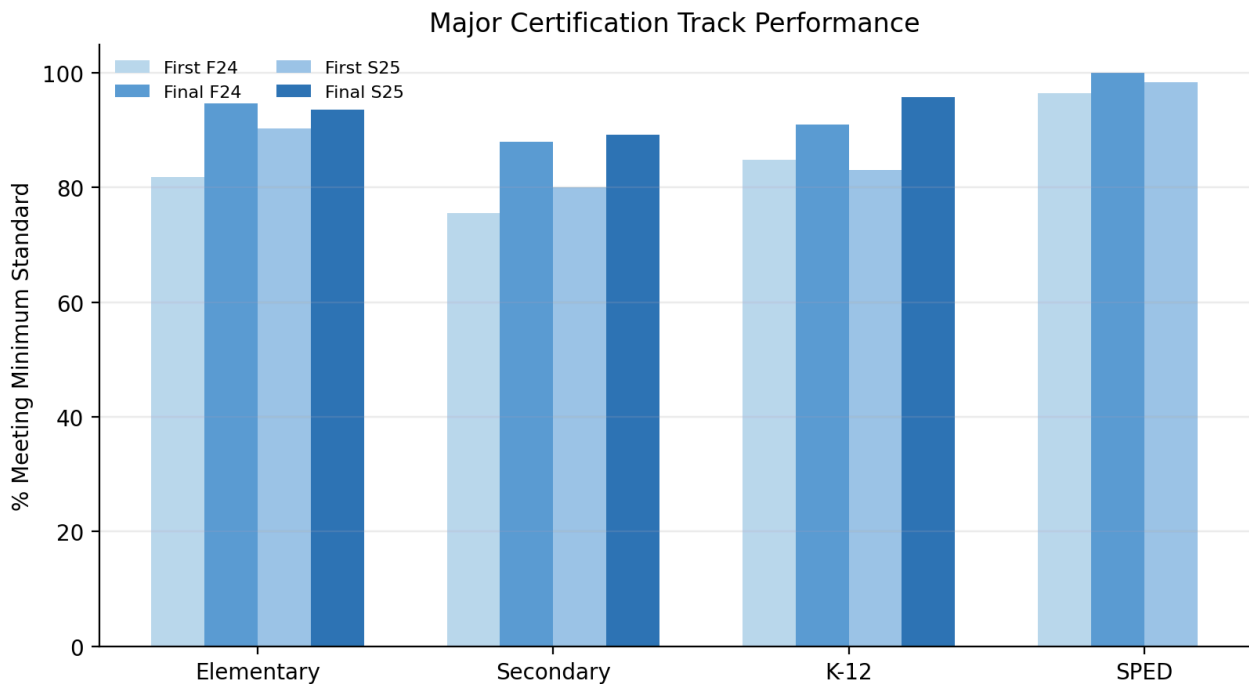


Figure 3. Performance across major certification tracks.

## Summary of Findings

### 1. Gender Distribution and Performance

Across the Fall 2024 and Spring 2025 cycles, female candidates entered both observation windows with slightly stronger First Assessment results than male candidates. In Fall 2024, female candidates averaged 81.8% of indicators meeting the minimum standard, compared with 79.3% for male candidates. In Spring 2025, the gap widened somewhat, with females averaging 84.0% and males averaging 77.9%.

By the Final Assessments, however, performance for both groups converged at high levels. In Fall 2024, male candidates slightly outperformed female candidates at the Final Assessment (94.8% versus 91.5%), while in Spring 2025 female candidates held a narrow advantage (93.9% versus 92.9%). These results suggest that both groups demonstrate strong end-of-cycle growth, even when their entry points differ.

Summary: Female candidates generally began the cycle with somewhat stronger performance, particularly in Spring 2025, but both female and male candidates reached strong Final Assessment levels. The overall pattern indicates effective growth for both groups rather than a persistent end-of-cycle gap.

### 2. Race/Ethnicity Representation and Performance

White candidates continued to comprise the largest racial/ethnic subgroup in both cycles and performed strongly throughout the year. Their average First Assessment proficiency was 82.2% in Fall 2024 and 83.9% in Spring 2025, rising to 91.9% and 92.1% respectively on the Final Assessments.

Black/African American candidates also demonstrated strong growth. In Fall 2024, they improved from 79.1% at the First Assessment to 94.9% at the Final Assessment. In Spring 2025, they began at 77.2%

and reached 100.0% at the Final Assessment; however, that Spring 2025 Final subgroup included only one candidate and should therefore be interpreted cautiously.

Hispanic/Latino candidates followed a similar pattern, improving from 73.8% to 100.0% in Fall 2024 and from 72.3% to 100.0% in Spring 2025, again with very small Final Assessment samples. Asian candidates showed solid First Assessment performance (80.6% in Fall 2024 and 78.1% in Spring 2025) and exceptionally strong Final performance where sample sizes allowed.

Summary: The 2024–25 observation data reflect continued racial diversity and broadly positive growth across racial and ethnic groups. While White candidates remained the largest subgroup and performed strongly throughout, Black/African American and Hispanic/Latino candidates showed meaningful improvement from First to Final Assessments. Small subgroup sizes at the Final Assessment level limit some comparisons, but the overall trend remains positive.

### **3. Subject Area Distribution and Performance**

Elementary Education remained one of the strongest and most stable subject areas across both cycles. In Fall 2024, Elementary candidates improved from 87.3% meeting minimum standards at the First Assessment to 94.6% at the Final Assessment. In Spring 2025, they began even stronger at 89.1% and finished at 93.6%.

Several smaller subject areas also posted strong results. ESL/Foreign Language candidates averaged 90.4% on the Fall 2024 First Assessment and reached 100.0% on the Final Assessment. Special Education candidates posted Final Assessment results of 100.0% in Fall 2024 and 94.1% in Spring 2025, though those subgroups were small. Art and CTE also demonstrated strong overall performance where sample sizes permitted.

Math and Science candidates showed more variability. Math candidates entered both cycles below some of the other major subject groups, averaging 65.8% in Fall 2024 and 70.1% in Spring 2025 on the First Assessments. Science candidates averaged 75.3% in Fall 2024 and 79.6% in Spring 2025 on the First Assessments, but their Final Assessment results were more uneven, particularly in Spring 2025, where the Science subgroup included only two candidates.

Summary: Elementary Education continues to represent a clear area of strength for the program. Smaller content areas such as ESL/Foreign Language, Art, CTE, and Special Education also performed well, though small sample sizes call for cautious interpretation. Math and Science remain important areas for continued instructional support.

### **4. Certification Track Analysis**

Elementary Track candidates continued to perform strongly across both cycles. In Fall 2024, they improved from 81.8% at the First Assessment to 94.7% at the Final Assessment. In Spring 2025, they began at 90.4% and finished at 93.6%, indicating both strong preparation and sustained performance.

Secondary Track candidates began at lower levels than Elementary in both cycles, averaging 75.6% in Fall 2024 and 80.1% in Spring 2025 on the First Assessments. Nonetheless, they showed meaningful growth, improving to 88.0% and 89.2% respectively on the Final Assessments.

SPED-related tracks were among the strongest-performing groups in the dataset. The standalone SPED track averaged 96.5% on the Fall 2024 First Assessment and 98.3% on the Spring 2025 First Assessment. K–12/SPED and Secondary/SPED groups also posted strong results where represented. Final Assessment SPED-related results were similarly strong, though often based on small sample sizes.

Summary: Elementary and SPED-related tracks remain consistent strengths for #TEACH. Secondary candidates demonstrate growth but continue to begin slightly lower than other major tracks, suggesting a continued opportunity to strengthen early-cycle support in the secondary pathway.

### Overall Narrative Summary

Across the 2024–25 school year, #TEACH candidates consistently demonstrated improvement from First to Final Assessments. Overall proficiency increased from 81.3% to 92.0% in Fall 2024 and from 82.3% to 93.5% in Spring 2025, reflecting strong growth across observation cycles.

Female candidates generally entered the process slightly stronger than male candidates, particularly in Spring 2025, but both groups reached similarly high Final Assessment levels. Racial and ethnic subgroup results showed positive improvement overall, with especially notable growth among Black/African American and Hispanic/Latino candidates where sample sizes allowed. White candidates remained the largest subgroup and performed strongly across both cycles.

By subject area and certification track, Elementary and SPED-related pathways remained particular strengths for the program. Secondary candidates improved meaningfully, though they continued to enter observations at somewhat lower levels than Elementary peers. Michigan remained the largest state represented in the data, while North Carolina and Indiana also posted strong results in several cycles.

Taken together, the 2024–25 data point to a highly positive overall trend. #TEACH continues to prepare a diverse, capable, and steadily improving pool of future educators, while also identifying clear opportunities to strengthen support in selected content areas and tracks.

### Appendix: Selected Reference Tables

Cycle	Overall First	Overall Final	Key State Note	Sample Note
Fall 2024	81.3%	92.0%	MI 78.9% first → 91.9% final; NC 86.1% first → 93.5% final	Final Assessment N = 108
Spring 2025	82.3%	93.5%	MI 80.8% first → 92.9% final; NC 84.2% first → 97.7% final	Final Assessment N = 23

*Note: Spring 2025 Final subgroup analyses should be interpreted with caution due to a smaller sample size.*