

NATIONAL RECOGNITION REPORT

Initial Preparation of Elementary Education Teachers

2007 Standards

NCATE recognition of this program is dependent on the review of the program by representatives of the Association for Childhood Education International (ACEI).

COVER PAGE

Name of Institution

Angelo State University, TX

Date of Review

MM DD YYYY

07 / 02 / 2009

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Elementary Education

Program Type

First Teaching License

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- jn Yes
- jn No
- jn Not applicable
- jn Not able to determine

Comment:

Ninety-four percent of Angelo State University candidates scored above the pass score for the four years of data collected. The TExES criterion-referenced tests are designed to measure knowledge and skills. Angelo State University reported that the tests covered all ACEI standards; however, major content domains of the test and specific content competencies were not provided.

Summary of Strengths:

The program is well designed with clearly identified times for candidates to enter and exit the program.

Faculty appear to be highly qualified for their respective teaching roles. They represent a broad range of teaching experiences, professional experiences in schools, leadership roles, and service in their profession.

The ongoing practicum experiences strengthen candidates' knowledge and skills.

PART B - STATUS OF MEETING SPA STANDARDS

DEVELOPMENT, LEARNING AND MOTIVATION

Standard 1.0. Development, Learning and Motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

CURRICULUM

Standard 2.1. Reading, Writing, and Oral Language. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Standard 2.2. Science. Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Standard 2.3. Mathematics. Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Standard 2.4. Social studies. Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Standard 2.5. The arts. Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Although included in unit plan lessons, there were no references in candidates' programs to indicate there was specific instruction in major subject area concepts and application of knowledge in planning lessons for elementary students.

Standard 2.6. Health education. Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Although included in unit plan lessons, there were no references in candidates' programs to indicate there was specific instruction in major subject area concepts and application of knowledge in planning lessons for elementary students.

Standard 2.7. Physical education. Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Although included in unit plan lessons, there were no references in candidates' programs to indicate there was specific instruction in major subject area concepts and application of knowledge in planning lessons for elementary students.

INSTRUCTION

Standard 3.1. Integrating and applying knowledge for instruction. Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Standard 3.2. Adaptation to diverse students. Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

Standard 3.3. Development of critical thinking and problem solving. Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

Met	Met with Conditions	Not Met
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jñ

jñ

jñ

Comment:

Standard 3.4. Active engagement in learning. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

Met

Met with Conditions

Not Met

jñ

jñ

jñ

Comment:

Standard 3.5. Communication to foster collaboration. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Met

Met with Conditions

Not Met

jñ

jñ

jñ

Comment:

ASSESSMENT

Standard 4.0. Assessment for instruction. Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Met

Met with Conditions

Not Met

jñ

jñ

jñ

Comment:

PROFESSIONALISM

Standard 5.1. Professional growth, reflection, and evaluation. Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Met

Met with Conditions

Not Met

jñ

jñ

jñ

Comment:

Standard 5.2. Collaboration with families, colleagues, and community agencies. Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Assessment 1 (State Licensure Tests): Knowledge of content was measured in several assessments. The Texas Examinations of Educator Standards (TExES) assess candidates' knowledge of content, pedagogy and professional responsibilities. Candidates met or exceeded the 80% pass rate on state licensure exams.

Assessment 2 (Content Area Practicum Grades): Candidates must achieve a grade of 2.0 on a 4.0 scale in content area practicum courses (Reading and Language Arts, Science, Mathematics, and Social Studies). Each course evaluates candidates' content knowledge through testing as well as planning and teaching these subjects in elementary classrooms. The majority of practicum candidates scored at 3.0 or above for content knowledge. Candidates scored lower in mathematics. More information on the specific content covered in the four courses and the relationship of course content to ACEI standards, as well as the practicum evaluation or other scoring guides would be helpful.

Assessment 3 (Unit Plan): Candidates are required to design an interdisciplinary unit plan for an elementary classroom. Content area lesson plans include language arts, math, science, social studies, music, art, health, and physical education (movement). Data support that ACEI Standards 2.1-2.4 are met.

Assessment 6 (Case Study): The passing or acceptable score needed in the case study was not given, however, data indicated that a majority of candidates received high ratings in the area of knowledge of child development and active engagement in learning.

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Assessment 1 (State Licensure Tests): The TExES Pedagogy and Professional Responsibilities exam targets candidates' knowledge of pedagogy and professional responsibilities for specific grade level certifications. Over a four-year period, candidates' passing scores were at or exceeded 94 percent.

Assessment 3 (Unit Plan): Candidates develop a five-day interdisciplinary unit which is evaluated by a four point rubric assessing candidates' planning, organization and planned lessons/activities. Data indicated that candidates had a high level of competency for planning instruction and met ACEI standards for understanding and applying pedagogical and professional content knowledge and skills.

Evidence of meeting dispositions was not reported in this assessment.

Assessment 4 (Performance-Based Assessment with Rubrics): The student teaching evaluation is based on the Interstate New Teacher Assessment and Support Consortium (INTASC). INTASC standards describe what every beginning education professional should know and be able to do and are aligned to ACEI standards. Data from the student teaching evaluations indicated candidates have the ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions. All ACEI standards were covered. Over a three-year period all candidates were recommended for certification.

Assessment 7 (Classroom Observation Evaluation): This assessment covers Professionalism, Teaching Qualities, and Relationships with Others. All candidates ranked in the highest two categories (proficient and competent), indicating classroom teachers found candidates' performance was above average.

Assessment 8 (Reading Practicum Evaluations): This assessment addresses ACEI Standards 2.1, 3.2, 3.4, 3.5, and 5.1. Data indicated candidates demonstrated reading content knowledge, adaptation to diverse students, active engagement in learning, communication to foster collaboration, and professional growth, reflection and evaluation.

C.3. Candidate effects on P-12 student learning

Assessment 5 (Teaching Work Sample): Specific INTASC standards were used to measure candidates' impact on student learning, collecting data at four decision points during student teaching. Evaluating work samples of planning, teaching, and decision-making during student teaching measured impact on student learning. Results indicated candidates' scores fell in the proficient range in the ability to affect student learning.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

As a result of data collected, the Department of Teacher Education faculty have reviewed the following areas of concern:

Results from Assessment 2 (Content Area Practicum Grades) indicated candidates scored lower in the content area of math. The Department plans to confer with faculty in the Mathematics Department and a new professor has replaced a retired math practicum instructor.

Dispositions will be closely monitored and will be included in professional course work, beginning at the sophomore level. Greater input from elementary school personnel will also be expected in this area.

Faculty are redesigning the Teaching Work Sample to better target candidates' impact on student learning.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Reviewers would like the program to give consideration to the following when preparing documentation for the next NCATE review cycle:

Practicum hours were not clearly explained. It was unclear as to the total practicum hours needed in the program. The scope and levels of the field experience sites for the EC-6 candidates would have provided a more comprehensive understanding of the practicum experiences.

Description of the expectations of the benchmark conferences would have been helpful.

When grades are used to show standards are met, the program report should describe how the content that candidates study align with SPA standards. Also, the level of proficiency in those standards the grades represent should be provided.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

The faculty in the elementary program are to be commended for their collaborative work to create and implement assessments for program approval process. The level of faculty work is recognized and honored by ACEI.

F.2. Concerns for possible follow-up by the Board of Examiners:

PART G -DECISIONS

Decision:

- jn **Program is nationally recognized.** The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

This is the end of the report. Please click "Next" to proceed.