Angelo State University
College of Education

Data Summary Report 2010-2011

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Part I: Certification Data

The following charts reflect information about Angelo State University students who were recommended for certification through the State Board for Education Certification (SBEC) during the period 9/1/10 through 8/31/2011.

Table 1: Certificates by Type

Type	2010-2011
Initial	78.6% (147)
Professional (Other School Personnel)	21.4% (40)
Total Initial	187
Probationary Initial	82.3% (14)
Professional (Other School Personnel) Probationary	17.6% (3)
Total Probationary	17

* Some candidates received multiple certificates during one year. Individuals receiving more than one certificate are included in each category.

Table 2: Certificates by Type and Level 2010-2011

Certificate Type Certification Level	Standard	Probationary
All Level (EC-12)	14.1% (28)	5.9% (1)
Elementary (EC-6	30.8% (61)	NA
Middle (4-8)	13.6% (27)	11.8% (2)
Secondary (8-12)	15.7% (31)	64.7% (11)
Professional (Other School Personnel)	20.2% (40)	17.6% (3)
Special Education (EC-12)	5.6% (11)	NA
Total	198	17

Table 3: Standard Certificates by Level and Degree 2010-2011

Certificate Type Certification Level	Bachelor	Post Baccalaureate	Total
All Level (EC-12)	23.2% (26)	5.7% (2)	11.3% (28)
Elementary (EC-6)	53.6% (60)	2.9% (1)	41.5% (61)
Middle (4-8)	7.1% (8)	54.3% (19)	18.4% (27)
Secondary (8-12)	16.1% (18)	37.1% (13)	21.1% (31)
Total	112	35	147

Table 4: Certificates by Gender, Ethnicity, and Degree 2010-2011

	Female	Male	Total
African American	NA	NA	NA
Asian	1.6% (2)	NA	1.4% (2)
Hispanic	8.7% (11)	28.6% (6)	11.6% (17)
Native American	0.8% (1)	NA	0.7% (1)
Other/unknown	NA	NA	NA
White	88.9% (112)	71.4% (15)	86.4% (127)
Total	126	21	147
Bachelor	76.2% (96)	81.0% (17)	76.9% (113)
Post Baccalaureate	23.8% (30)	19.0% (4)	23.1% (34)
Total	126	21	147

Table 5: Certificates by Gender and Ethnicity

	2010-2011	2011-2012
Female		
African American	NA	
Asian	1.6% (2)	
Hispanic	8.7% (11)	
Native American	0.8% (1)	
Other/unknown	NA	
White	88.9% (112)	
Total	126	
Male		
African American	NA	
Asian	NA	
Hispanic	28.6% (6)	
Native American	NA	
Other/unknown	NA	
White	71.4% (15)	
Total	21	

Table 6: Certificates Type and Level

	2010-2011	2011-2012
Probationary		
All Level	5.9% (1)	
Elementary	NA	
Middle	11.8% (2)	
Secondary	64.7% (11)	
Special Ed.	NA	
Professional	17.6% (3)	
Total	17	
Standard		
All Level	14.1% (28)	
Elementary	30.8% (61)	
Middle	13.6 % (27)	
Secondary	15.7% (31)	
Special Ed.	5.6% (11)	
Professional	20.2% (40)	
Total	198	
Undergraduates	76.2% (112)	
Post Bacs	23.8% (35)	
Total	147	

Table 7: Professional (Other School Personnel) Certificates

Certificate Type	2010-2011
School Counselor	25% (10)
Educational Diagnostician	5% (2)
Master Reading Teacher	NA
Master Technology Teacher	NA
Principal	45% (18)
Reading Specialist	NA
Superintendent	25% (10)
Total	40

Table 8: Certification Candidates by College

College	2010-2011
Arts and Sciences	21.9% (41)
Business	NA
Education	78.1% (146)
Graduate Studies	NA
Health and Human Services	NA
Total	187

Table 9: Recommended Certificates by Teaching or Professional Field

Certificate	2010-2011
Agriculture (6-12)	0.6% (1)
Art (EC-12)	4.0 % (7)
Chemistry (8-12)	NA
Educational Diagnostician	1.7% (3)
Elementary Generalist (EC-4 & EC-6)	30.1% (53)
English Language Arts & Reading (4-8)	1.7% (3)
English Language Arts & Reading (8-12)	4.5% (8)
French (EC-12)	NA
German (EC-12)	NA
History (8-12)	1.7% (3)
Journalism (8-12)	0.6% (1)
Life Sciences (8-12)	4.0% (7)
Master Reading Teacher	NA
Master Technology Teacher	NA
Mathematics (4-8)	1.1% (2)
Mathematics (8-12)	3.4% (6)
Middle School Generalist (4-8)	12.0% (21)
Music (EC-12)	1.1% (2)
Physical Education (EC-12)	5.7% (10)
Principal	7.4% (13)
Reading Specialist	NA
School Counselor	5.1% (9)
Science (4-8)	0.6% (1)
Social Studies (4-8)	NA
Social Studies (8-12)	NA
Spanish (6-12 & EC-12)	2.2% (4)
Special Education (EC-12)	4.5% (8)
Speech (7-12 & 8-12)	1.1% (2)
Superintendent	6.3% (11)
Theatre (EC-12)	0.6% (1)
Total	176

Part II: Program Finisher Data

Program "finishers" are persons who, during the academic year, finished meeting all requirements of a certification program excluding the tests (may or may not have passed some or all the tests). The following data reflects program finishers during 2010-2011, whether or not the candidates complete the certification requirements by passing the exams and applying for a teaching certificate.

Table 10: Finishers by Gender, Ethnicity, and Level
2010-2011

Ethnicity and Degree	Female	Male	Total
African American	1.5% (3)	3.6% (2)	1.0% (5)
Asian	0.9% (2)	NA	0.7% (2)
Hispanic	14.6% (30)	17.8% (10)	15.3% (40)
Native American	0.5% (1)	NA	0.3% (1)
Other	0.5% (1)	3.6% (2)	1.1% (3)
White	82% (168)	75% (42)	81.6% (213)
Total	205	56	261
Bachelors	54.1% (111)	46.4% (26)	52.5% (137)
Post Bac	16.1% (33)	10.7% (6)	15.0% (39)
Professional	29.8% (61)	42.9% (24)	32.5% (85)
Total	205	56	261

*This data represents the total number of persons finishing programs of certification (all but testing).

Table 11: Program Finishers by Teaching or Professional Field

Certificate	2010-2011 Total (U, PB)
Agriculture (6-12)	1 (NA, 1)
Art (EC-12)	7 (5, 2)
Chemistry (8-12)	NA
Educational Diagnostician	4 (NA, 4)
Elementary Generalist (EC-4 & EC-6)	75 (74, 1)
English Language Arts & Reading (4-8)	4 (2, 2)
English Language Arts & Reading (8-12)	12 (9, 3)
French (EC-12)	1 (1, 0)
German (EC-12)	NA
History (8-12)	6 (6, NA)
Journalism (8-12)	1 (NA, 1)
Life Sciences (8-12)	7 (2, 5)
Master Reading Teacher	NA
Master Technology Teacher	NA
Mathematics (4-8)	3 (2, 1)
Mathematics (8-12)	9 (7, 2)
Middle School Generalist (4-8)	24 (NA, 24)
Music (EC-12)	2 (2, NA)
Physical Education (EC-12)	17 (16, 1)
Principal	36 (NA, 36)
Reading Specialist	1 (NA, 1)
School Counselor	29 (NA, 29)
Science (4-8)	1 (NA, 1)
Social Studies (4-8)	NA
Social Studies (8-12)	1 (1, NA)
Spanish (6-12 & EC-12)	3 (1, 2)
Special Education (EC-12)	19 (19, NA)
Speech (7-12 & 8-12)	2 (2, NA)
Superintendent	15 (NA, 15)
Theatre (EC-12)	NA
Total	280 (149, 131)

*The program finisher data includes undergraduate count (U), PostBac (PB), and Total number of finishers in each field.

*Some students finished the program with multiple certification areas.

Part III: Certification Test Data

Information provided includes the number of Angelo State University students who passed the state-required tests for certification during the period 9/1/10 through 8/21/11. The source of pass rates information is the State Board for Educator Certification (SBEC).

Table 12: Certification Tests Passed by Gender and Ethnicity

Ethnicity	2010-2011	2011-2012
African American	100% (2)	
Hispanic	80% (31)	
Other	100% (3)	
White	95% (184)	
Total	93% (220)	
Female	93% (178)	
Male	92% (42)	
Total	93% (220)	

Table 13a: Certification Test Pass Rates
2011 (9/1/2010-8/31/2011)

Period	All	Female	Male	African American	Hispanic	Other	White
2010-2011	93% (220)	93% (178)	92% (42)	100% (2)	80% (31)	100% (3)	95% (184)
2011-2012							

Table 13b: Certification Test Pass Rates

Year	Pass Rate	Number of Test Takers
2010-2011	93%	220

Table 13c: Pass Rate by Certification Field

Certificate	2010-2011 Pass Rate (# Taken)
Agriculture (6-12)	100% (1)
Art (EC-12)	100% (7)
Chemistry (8-12)	NA
Educational Diagnostician	100% (2)
Elementary Generalist (EC-4 & EC-6)	89% (73)
English Language Arts & Reading (4-8)	100% (3)
English Language Arts & Reading (8-12)	100% (10)
French (EC-12)	NA
German (EC-12)	NA
History (8-12)	60% (5)
Journalism (8-12)	100% (1)
Life Sciences (8-12)	100% (7)
Master Reading Teacher	NA
Master Technology Teacher	NA
Mathematics (4-8)	100% (2)
Mathematics (8-12)	100% (9)
Middle School Generalist (4-8)	100% (22)
Music (EC-12)	100% (2)
PPR (EC-6)	98.1% (54)
PPR (EC-12)	88.9% (36)
PPR (8-12)	97.6% (41)
PPR (4-8)	100% (28)
Pedagogy (PPR) Tests Total	96.2% (159)
Physical Education (EC-12)	100% (11)
Principal	84.6% (26)
Reading Specialist	NA
School Counselor	75% (16)
Science (4-8)	100% (1)
Social Studies (4-8)	NA
Social Studies (8-12)	100% (1)
Spanish (6-12 & EC-12)	100% (3)
Special Education (EC-12)	85.7% (14)
Speech (7-12 & 8-12)	100% (2)
Superintendent	100% (8)
Theatre (EC-12)	NA

*Initial pass rates of completers, percentage passed (number)

*The PPR exam is one of the required exams for every initial certification field.

Table 14: Average Score per Domain of Content Tests Taken in 2010-2011

TExES	# of Tests Taken in 2010-2011	Overall	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
Ag Science & Tech	0	-	-	-	-	-	-	-	-
Art	5	266.0	267.6	264.4	272.8	257.6	-	-	-
Educational Diagnostician	5	243.2	239.6	252.4	244.6	234.0	-	-	-
ELAR 4-8	2	252.5	252.0	253.0	-	-	-	-	-
ELAR 8-12	8	265.6	256.1	263.6	268.3	266.7	-	-	-
Generalist 4-8	8	253.1	254.5	254.7	249.2	-	-	-	-
Generalist EC-6	88	248.2	248.5	252.5	241.0	249.35	246.2	-	-
History 8-12	5	248.0	243.2	250.6	245.2	-	-	-	-
Journalism 8-12	0	-	-	-	-	-	-	-	-
Life Science 8-12	5	251.6	231.6	246.4	257.4	251.6	248.4	231.4	-
LOTE: Spanish EC-12	3	231.0	237.3	229.3	230.0	221.3	224.3	239.3	256.3
Math 4-8	2	268.0	264.0	275.0	260.0	278.0	-	-	-
Math 8-12	5	274.4	273.6	276.2	260.6	267.0	264.0	256.4	-
Music EC-12	2	263.0	248.5	263.0	259.5	269.0	258.5	-	-
PPR 4-8	30	268.0	268.4	268.0	263.3	271.2	-	-	-
PPR 8-12	48	260.3	259.5	258.0	261.0	255.9	-	-	-
PPR EC-6	73	258.8	260.9	261.1	256.2	259.8	-	-	-
PPR EC-12	46	259.3	257.0	259.9	261.0	254.9	-	-	-
Physical Education EC-12	12	265.0	268.3	262.5	255.1	-	-	-	-
Principal	34	253.9	251.1	250.3	257.5	-	-	-	-
Reading Specialist	2	264.5	267.0	262.5	252.5	272.0	-	-	-
School Counselor	18	253.6	253.1	254.7	254.1	-	-	-	-
Science 4-8	0	-	-	-	-	-	-	-	-
Social Studies 8-12	1	249.0	256.0	225.0	256.0	256.0	254.0	234.0	234.0
Speech 8-12	2	263.0	256.5	265.0	267.0	-	-	-	-
Special Education	19	252.3	252.8	251.0	253.2	247.0	-	-	-
Superintendent	22	252.0	251.5	251.1	253.5	-	-	-	-

The educator standards being assessed within each domain are listed for reference at the beginning of each test framework on the following website:

http://www.texes.ets.org/texes/testframeworks

Table 15: Content Area Domain Scores
Addressing Pedagogical Content Knowledge

TExES Content Area Exam	Domain Description	2010-2011
Ag Sci & Tech 6-12 (172)	Domain 1: Foundation of Agricultural Education	NA
Art EC-12 (178)	Domain 4: Art Instruction and Assessment	257.6 (5)
Chemistry 8-12 (140)	Domain 4: Science Learning, Instruction and Assessment	
ELAR 4-8 (117)	Domain 2: Reading Comprehension, Written Language, Study and Inquiry	253.0 (2)
ELAR 8-12 (131)	Domain 1: Integrated Language and Arts, Diverse Learners, and the Study of English	256.1 (8)
History 8-12 (133)	Domain 3: Foundations, Skills, Research, and Instruction	245.2 (5)
Journalism 8-12 (156)	Domain 4: Journalism in the School Community	NA
LOTE: French (610)	Domain 1: Instruction and Assessment	NA
LOTE: German (611)	Domain 1: Instruction and Assessment	NA
LOTE: Spanish (613)	Domain 1: Instruction and Assessment	240.1 (4)
Life Science 8-12 (138)	Domain 6: Science Learning, Instruction, and Assessment	231.4 (5)
Math 4-8 (115)	Domain 6: Mathematical Learning, Instruction, and Assessment	247.0 (1)
Math 8-12 (135)	Domain 6: Mathematical Learning, Instruction, and Assessment	256.4 (5)
Music EC-12 (177)	Domain 5: Music Education	258.5 (2)
Physical Education EC-12 (158)	Domain 3: The Physical Education Program	255.1 (12)
Science 4-8 (116)	Domain 5: Science Learning, Instruction, and Assessment	NA
Social Studies 4-8 (118)	Domain 2: Social Studies Foundations, Skills, and Instruction	NA
Social Studies 8-12 (132)	Domain 6: Social Studies Foundations, Skills, Research, and Instruction	234.0 (1)
Speech 7-12 (120)	Domain 3: Speech Education	267.0 (2)
Theatre EC-12 (180)	Domain 5: Theatre Education	NA

Table 16: Effects On Student Learning Average (All Programs) – TxBess Standards

Standard	Fall 2010	Spring 2011
	N=61	N=76
Standard 1a: The candidate demonstrates knowledge of content and pedagogy.	3.68	3.61
Standard 1b: The candidate demonstrates knowledge of students.	3.69	3.62
Standard 1c: The candidate selects key knowledge and skills.	3.71	3.61
Standard 1d: The candidate has knowledge of and makes use of materials, resources, and technology.	3.72	3.65
Standard 1e: The candidate designs activities that promote student learning.	3.70	3.57
Standard 1f. The candidate plans to assess student learning	3.60	3.53
Standard 2a: The candidate creates an environment of rapport and respect	3.81	3.70
Standard 2b: The candidate establishes a culture for learning.	3.74	3.66
Standard 2c: The candidate manages classroom procedures.	3.75	3.56
Standard 2d: The candidate manages student behavior.	3.70	3.45
Standard 2e: The candidate organizes physical space	3.81	3.80
Standard 3a: The candidate communicates clearly and accurately.	3.64	3.60
Standard 3b: The candidate uses questioning and discussion techniques.	3.54	3.50
Standard 3c: The candidate engages students in learning.	3.77	3.60
Standard 3d: The candidate assesses student learning.	3.61	3.48
Standard 3e: The candidate demonstrates flexibility and responsiveness.	3.80	3.73
Standard 4a: The candidate reflects on teaching.	3.77	3.61
Standard 4b: The candidate maintains accurate records.	3.66	3.55
Standard 4c: The candidate communicates with families/ caregivers.	3.45	3.25
Standard 4d: The candidate contributes to the school.	3.68	3.48
Standard 4e: The candidate grows and develops professionally.	3.69	3.53
Standard 4f: The candidate serves as an advocate for students.	3.68	3.55

Table 17: Effects On Student Learning Assessment Summary - TxBESS Standards

Subject/Certification	Student Teaching Semester	Total # Student Teachers	Developing (Avg=.5-1.5)	Beginning Competent (Avg=1.6-2.5)	Advanced Competent (Avg=2.6-3.5)	Proficient (Avg=3.6-4)
Art EC-12	Fall 10	4	0	0	2	2
	Spring 11	1	0	0	0	1
ELAR 4-8	Fall 10	0	n/a	n/a	n/a	n/a
	Spring 11	2	0	0	0	2
English 8-12	Fall 10	6	0	1	3	2
	Spring 11	3	0	0	1	2
French 6-12	Fall 10	0	n/a	n/a	n/a	n/a
	Spring 11	1	0	0	0	1
Generalist EC-4/EC-6	Fall 10	29	0	0	9	20
(Includes Gen w/SPED)	Spring 11	40	0	0	13	27
Generalist EC-6 w/SPED	Fall 10	8	0	0	4	4
	Spring 11	11	0	0	4	7
Generalist 4-8	Fall 10	4	0	0	2	2
	Spring 11	5	0	0	1	4
History 8-12	Fall 10	3	0	0	0	3
	Spring 11	4	0	0	1	3
Life Science 8-12	Fall 10	2	0	0	0	2
	Spring 11	2	0	0	1	1
Math 4-8	Fall 10	0	n/a	n/a	n/a	n/a
	Spring 11	2	0	0	1	1
Math 8-12	Fall 10	3	0	0	0	3
	Spring 11	4	0	0	2	2
Music EC-12	Fall 10	0	n/a	n/a	n/a	n/a
	Spring 11	2	0	0	0	2
PE EC-12	Fall 10	7	0	0	2	5
	Spring 11	10	0	0	4	6
Spanish 6-12	Fall 10	1	0	0	0	1
	Spring 11	0	n/a	n/a	n/a	n/a
SPED EC-12	Fall 10	8	0	0	4	4
(Also included in EC6)	Spring 11	11	0	0	4	7
Speech 8-12	Fall 10	2	0	0	0	2
	Spring 11	0	n/a	n/a	n/a	n/a

Part IV: Admission and Active Data

SB 174 and the new Accountability System for Educator Preparation programs require that programs report the GPA (cumulative and content area) basic skills test results of candidates admitted to the initial teaching program (at the time of admission). Attached is the report compiled for our 10-11 admitted candidates. This data will be summarized for the TEA consumer website.

Table 18: Admission Data
GPA & Test ASEP Report Summary 2010-2011

Level	Overall GPA	Content GPA
Elementary (including SPED)	3.12	3.12
Math	-	2.96
Science	-	2.80
Social Studies	-	2.87
English	-	3.20
PE	-	3.80
Music	-	3.36
Art	-	3.58
Middle School	3.11	3.01
Secondary	3.16	3.17
All Level	3.17	3.40
Professional	3.15	-

Test	Overall Average	Reading	Writing	Math
ACT	20	NA	NA	NA
GRE	NA	NA	NA	NA
SAT	1025	NA	NA	NA
THEA	240	259	240	220

Table 19: Candidates Admitted to Educator Preparation Program 2010-2011

Demo	Applied	Admitted	Retained	Finished
Female	79.8% (301)	80.0% (260)	80.9% (411)	78.5% (205)
Male	20.2% (76)	20.0% (65)	19.1% (97)	21.5% (56)
Total	377	325	508	261
African American	4.2% (16)	2.8% (9)	2.6% (13)	1.9% (5)
Hispanic	17.8% (67)	17.8% (58)	19.3% (98)	14.9% (39)
Other	2.4% (9)	2.2% (7)	1.7% (9)	2.3% (6)
White	75.6% (285)	77.2% (251)	76.4% (388)	80.9% (211)
Total	377	325	508	261

Table 20: Candidates in Educator Preparation Program by Teaching or Professional Field

Certificate	Fall 2011 Total (U, PB)
Agriculture (6-12)	6 (5, 1)
Art (EC-12)	4 (3, 1)
Chemistry (8-12)	4 (4, NA)
Educational Diagnostician	18 (NA, 18)
Elementary Generalist (EC-4 & EC-6)	178 (172, 6)
English Language Arts & Reading (4-8)	3 (3, NA)
English Language Arts & Reading (8-12)	24 (22, 2)
French (EC-12)	1 (1, NA)
German (EC-12)	1 (1, NA)
History (8-12)	24 (23, 1)
Journalism (8-12)	1 (1, NA)
Life Sciences (8-12)	6 (5, 1)
Master Reading Teacher	NA
Master Technology Teacher	NA
Mathematics (4-8)	6 (5, 1)
Mathematics (8-12)	22 (22, NA)
Math/Physics (8-12)	1 (NA, 1)
Middle School Generalist (4-8)	31 (13, 18)
Music (EC-12)	12 (12, NA)
Physical Education (EC-12)	11 (9, 2)
Principal	52 (NA, 52)
Reading Specialist	1 (NA, 1)
School Counselor	94 (NA, 94)
Science (4-8)	1 (NA, 1)
Social Studies (4-8)	NA
Social Studies (8-12)	1 (NA, 1)
Spanish (6-12 & EC-12)	8 (6, 2)
Special Education (EC-12)	68 (64, 4)
Speech (7-12 & 8-12)	4 (3, 1)
Superintendent	12 (NA, 12)
Theatre (EC-12)	6 (6, NA)
Total	600 (380, 220)

*Some candidates are active in more than one program.
*T: Total, U: Undergraduate, PB: post-baccalaureate

Table 21: Student Teaching Report

Semester	Applied	Undergrad	Graduate	Approved	Denied	Withdrew
Fall 2010	73	73	0	66	4	3
Spring 2011	102	88	14	95	3	4

Table 22: Field Experience Report

Semester	Students Requesting Placement
Fall 2010	188
Spring 2011	220

Part V: State and National Reports

Educator preparation programs at public colleges and universities are required to report certification rates of teacher education graduates to the Legislative Budget Board (LBB). The certification rate required by the LBB is based upon the percentage of an institution's **undergraduate teacher education programs graduates who become certified to teach no later than the end of the fiscal year following the year of graduation from the programs.** This measure is used to provide an indicator of the effectiveness of an undergraduate teacher-education program's production of certified educators.

Table 23: Legislative Budget Board (LBB) Performance Measure

	2011
Number of 2009-2010 Teacher Education Graduates	137
Number of 2009-2010 Graduates Certified by 8-31-11	128
FY 11 Certification Rate	93.4%
Not Certified, but Recommended	1.5% (2)
Not Recommended, but Tested	3.6% (5)
Not Recommended or Tested	1.5% (2)

Table 24: 2009-2010 Title II Report (Traditional)
Note: Title II pass rate includes test data from 9/1/2009-8/31/2010. Low numbers in a field are not included

Title II / Higher Education Act Report 2009-2010

Angelo State University
Traditional Program
2009-10

Program Information

Name of Institution:	Angelo State University
Institution/Program Type:	Traditional
Academic Year:	2009-10
State:	Texas
Address:	ASU Station #10914 San Angelo, TX, 76909
Contact Name:	Dr. John Miazga
Phone:	325-942-2212
Email:	jmiazga@angelo.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: Yes

TQE partnership name or grant number, if applicable: Through the Texas Higher Education Coordinating Board- #464 and #483

Program Enrollment

Total number of students enrolled in 2009-10:	450
Unduplicated number of males enrolled in 2009-10:	299
Unduplicated number of females enrolled in 2008-09:	151

2009-10	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	85
Race	
American Indian or Alaska Native:	0
Asian:	3
Black or African American:	9
Native Hawaiian or Other Pacific Islander:	0
White:	353
Two or more races:	0

Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	90
Average number of clock hours required for student teaching	550
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	7
Number of students in supervised clinical experience during this academic year	123

Teacher Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic Major	Number Prepared
Biology	6
Communications	2
English	5
History	6
Interdisciplinary Studies	83
Kinesiology	11
Mass Media	1
Mathematics	6
Music	4
Spanish	1
Theater	2
Total	127

Subject Area	Number Prepared
English Language Arts & Reading 4-8	1
English Language Arts & Reading 8-12	5
Generalist 4-8	3
Generalist EC-4	45
Generalist EC-6	29
History 8-12	5
Journalism 8-12	1
Life Science 8-12	6
Math 4-8	2
Math 8-12	6
Math/Science 4-8	3
Music EC-12	4
Physical Education EC-12	11

Science 4-8	1
Social Studies 8-12	1
Spanish 6-12	1
Special Education EC-12	16
Speech 6-12	2
Theater EC-12	2
Total	144

Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2009-10: 127

2008-09: 152

2007-08: 167

2006-07: 170

Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
Art EC-12	3				100	270
Chemistry 8-12	1				93	258
English Language Arts and Reading 4-8	1				98	262
English Language Arts and Reading 8-12	8				98	264
Generalist 4-8	10	269	10	100	99	264
Generalist EC-4	40	260	39	98	98	264
Generalist EC-6	2				82	251
History 8-12	5				93	255
Life Science 8-12	6				96	258
Math/Science 4-8	3				95	258
Mathematics 4-8	2				98	263
Mathematics 8-12	4				94	259
Music EC-12	4				97	256
Pedagogy and Prof Resp 4-8	19	273	19	100	98	268
Pedagogy and Prof Resp 8-12	30	262	29	97	97	264
Pedagogy and Prof Resp EC-12	15	260	15	100	96	263
Pedagogy and Prof Resp EC-4	40	261	40	100	97	263
Pedagogy and Prof Resp EC-4	26	258	26	100	96	260
Physical Education EC-12	9				98	264
Reading Specialist	2				99	271
Science 4-8	2				90	257
Social Studies 4-8	1				90	259
Social Studies 8-12	3				89	253
Special Education EC-12	4				97	260
Speech 8-12	4				100	268
Theatre EC-12	2				96	262

Summary Rates

Academic Year	Number taking tests	Number passing tests	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2009-10	133	128	96	93
All program completers, 2008-09	153	110	72	63
All program completers, 2007-08	169	150	89	73

Table 25: 2009-2010 Title II Report (Alternative, IHE-based)

Title II / Higher Education Act Report 2009-2010

Angelo State University
Alternative, IHE-based Program
2009-10

Program Information

Name of Institution: Angelo State University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2009-10
State: Texas

Address: ASU Station #10914
San Angelo, TX, 76909
Contact Name: Dr. John Miazga
Phone: 325-942-2212
Email: jmiazga@angelo.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: Yes

TQE partnership name or grant number, if applicable: Through the Texas Higher Education Coordinating Board- #464 and #483

Program Enrollment

Total number of students enrolled in 2009-10:	92
Unduplicated number of males enrolled in 2009-10:	24
Unduplicated number of females enrolled in 2008-09:	68

2009-10	Number enrolled
Ethnicity	

Hispanic/Latino of any race:	15
Race	
American Indian or Alaska Native:	0
Asian:	3
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	73
Two or more races:	0

Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	30
Average number of clock hours required for student teaching	550
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	9

Teacher Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic Major	Number Prepared
Curriculum & Instruction Graduate Level	16
Post-Bac Undergraduate Level	10
Total	26

Subject Area	Number Prepared
Chemistry	1
English Language Arts & Reading 8-12	3
Generalist 4-8	8
Generalist EC-4	1
Generalist EC-6	1
History 8-12	1
Math 4-8	1
Physical Education EC-12	2
Science 4-8	1
Social Studies 8-12	2
Spanish 6-12	2
Special Education Supplement	1
Speech 6-12	5
Total	29

Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2009-10: 26

2008-09: 17

2007-08: 12

Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
Pedagogy and Prof Resp EC-12	1				98	269

Summary Rates

Academic Year	Number taking tests	Number passing tests	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2009-10	1			95

Part VI: Surveys and Follow-Up Data

Table 26: EPP Completion Survey Spring 2011

Based upon your student teaching experience, how prepared were you in the following areas: (1 = Very prepared to 5 = Not prepared)							
Answer Options	**1**	**2**	**3**	**4**	**5**	**Rating Average**	**Response Count**
Teaching Content/Subject Matter	31	20	8	4	3	1.91	66
Lesson Planning	38	11	9	4	4	1.86	66
Maintaining Discipline	18	17	17	7	7	2.52	66
Organizing Classrooms	21	22	15	3	5	2.23	66
Managing Classrooms	21	27	10	4	4	2.14	66
Using Learning Theories in Instruction	28	22	9	4	3	1.97	66
Motivating Students	30	23	6	2	5	1.92	66
Teaching Special Populations	20	16	18	6	6	2.42	66
Working with other school personnel	20	21	14	4	7	2.35	66
Differentiating Instruction	27	20	10	7	2	2.05	66
Teaching with Technology	31	16	10	4	5	2.03	66
Parent Conferences/Communication skills	14	22	19	8	3	2.45	66
Assessing Learning	25	26	4	8	2	2.02	65
Teaching English Language Learners	14	17	22	7	6	2.61	66
Addressing multicultural issues in instruction	20	23	12	7	4	2.27	66
Addressing socioeconomic issues in instruction	20	24	13	5	4	2.23	66
Establishing equity in the classroom	26	24	7	3	5	2.03	65
						answered question	66
						skipped question	0

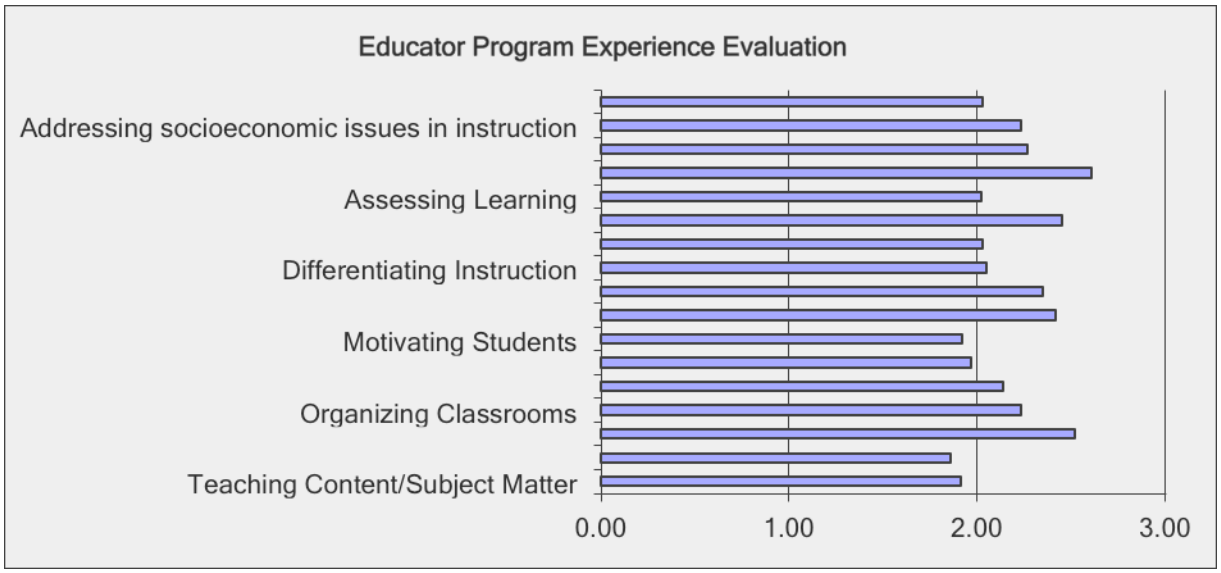


Table 27: EPP Completion Survey Fall 2010

Based upon your student teaching experience, how prepared were you in the following areas: (1 = Very prepared to 5 = Not prepared)							
Answer Options	1	2	3	4	5	Rating Average	Response Count
Teaching Content/Subject Matter	41	18	10	5	4	1.88	78
Lesson Planning	38	19	9	9	3	1.97	78
Maintaining Discipline	17	27	19	11	4	2.46	78
Organizing Classrooms	25	23	16	11	3	2.28	78
Managing Classrooms	24	33	13	4	4	2.12	78
Using Learning Theories in Instruction	22	36	11	8	1	2.10	78
Motivating Students	33	27	8	6	4	1.99	78
Teaching Special Populations	27	18	20	9	3	2.26	77
Working with other school personnel	26	24	16	8	3	2.19	77
Differentiating Instruction	25	32	14	4	3	2.08	78
Teaching with Technology	34	22	9	7	6	2.09	78
Parent Conferences/Communication skills	21	22	22	9	4	2.40	78
Assessing Learning	31	23	17	6	1	2.01	78
Teaching English Language Learners	21	22	26	8	1	2.31	78
Addressing multicultural issues in instruction	27	25	15	10	1	2.14	78
Addressing socioeconomic issues in instruction	23	27	20	7	1	2.18	78
Establishing equity in the classroom	34	23	11	6	4	2.01	78
						answered question	78
						skipped question	8

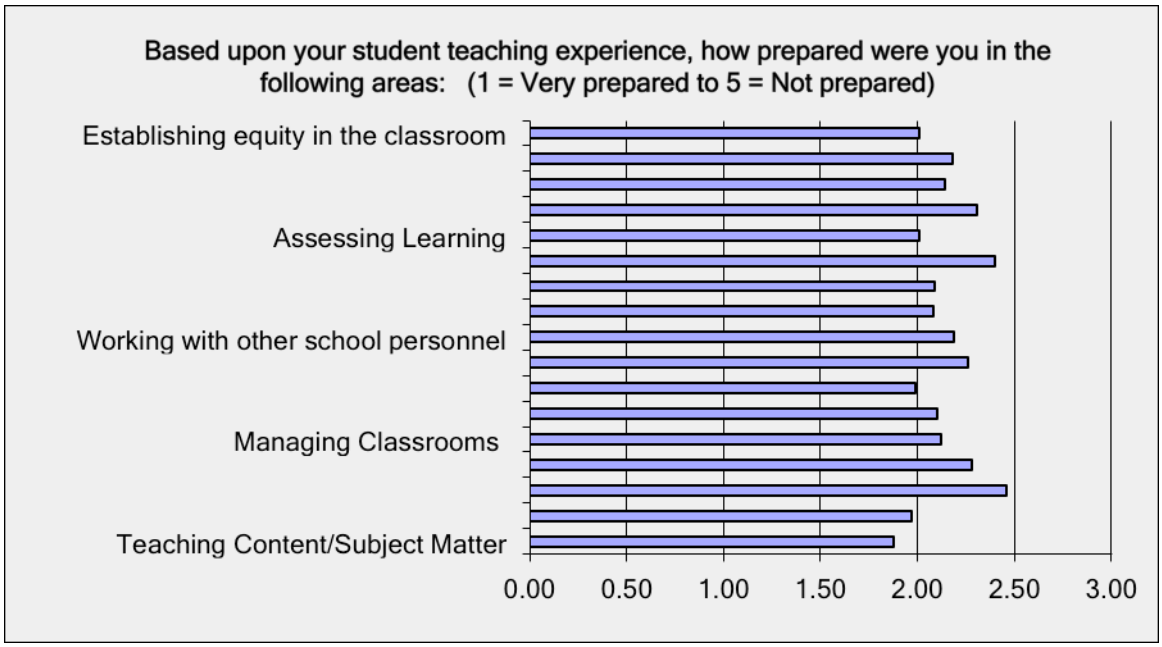


Table 28: Graduate Survey 2011

How well prepared were you to engage students in each of the following areas? 1=Very Well Prepared, 2=Well Prepared, 3= Prepared, 4= Somewhat Prepared, 5= Unprepared							
Answer Options	**1**	**2**	**3**	**4**	**5**	**Rating Average**	**Response Count**
Reading instructions	2	3	6	0	0	2.36	11
Differentiated instruction	1	5	5	0	0	2.36	11
Pedagogy/instructional strategies	2	6	3	0	0	2.09	11
Instructional technology	3	4	3	0	1	2.27	11
Parent conferences/communication skills	1	2	3	3	2	3.27	11
Special populations	3	1	3	3	1	2.82	11
Classroom management/developing a positive learning environment	2	4	3	2	0	2.45	11
Classroom assessment for instructional/diagnosing learning needs	3	2	5	1	0	2.36	11
Curriculum development and lesson planning	5	3	3	0	0	1.82	11
State assessments of students	1	6	3	1	0	2.36	11
TEKS in the content areas	3	5	2	1	0	2.09	11
TEKS organization, structure, and skills	2	6	2	1	0	2.18	11
Learning theories	3	4	3	1	0	2.18	11
Motivation	2	6	3	0	0	2.09	11
Child development	2	5	4	0	0	2.18	11
The code of ethics and standards practices for Texas educators	3	6	2	0	0	1.91	11
						answered question	11
						skipped question	0

Table 29: Teacher Job Fair Survey 2011

Number of Districts: 38	District Representatives: 67	Attendees: 170			
Answer Options	**Excellent**	**Satisfactory**	**Neutral**	**Fair**	**Poor**
Registration Process	31	1	0	0	0
Planning/Coordination	31	1	0	0	0
Staff Attentativeness	31	1	0	0	0
Quality of Attendees	27	5	0	0	0
Attendees Appearance	27	5	0	0	0
Number of Attendees	22	9	1	0	0
Table Traffic	24	7	0	0	0
Overall Event	28	3	0	0	0

Table 30: Employer Survey 2010

Based upon your knowledge of the Angelo State University graduate, please rate the employee in the following areas. 1= Very Well Prepared, 2= Well Prepared, 3= Prepared, 4= Somewhat Prepared, 5= Unprepared							
Answer Options	**1**	**2**	**3**	**4**	**5**	**Rating Average**	**Response Count**
Reading instructions	9	6	6	2	0	2.04	23
Differentiated instruction	7	5	7	2	2	2.43	23
Pedagogy/instructional strategies	8	6	7	2	0	2.13	23
Instructional technology	5	7	7	3	1	2.48	23
Parent conferences/communication skills	3	7	7	5	1	2.74	23
Special populations	5	4	8	5	1	2.70	23
Classroom management/developing a positive learning environment	4	8	6	4	1	2.57	23
Classroom assessment for instructional/diagnosing learning needs	5	3	10	4	1	2.70	23
Curriculum development and lesson planning	6	6	9	1	1	2.35	23
State assessments of students	4	7	6	5	1	2.65	23
TEKS in the content areas	7	8	5	3	0	2.17	23
TEKS organization, structure, and skills	7	6	6	4	0	2.30	23
Learning theories	4	12	5	2	0	2.22	23
Motivation	11	7	4	1	0	1.78	23
Child development	7	7	6	3	0	2.22	23
The code of ethics and standards practices for Texas educators	7	8	6	1	1	2.17	23
						answered question	**23**
						skipped question	**0**

Table 31: Participant Pilot Survey 2011 (TEA)
http://www.angelo.edu/content/files/14871-participant-pilot-survey-2011-tea-rev

Table 32: Principal Pilot Survey 2010 (TEA)
http://www.angelo.edu/content/files/14867-principal-pilot-survey-2010-tea

Part VII: Glossary of Terms

Accreditation: Official recognition that an entity or institution meets required standards. Angelo State University's teacher preparation program is accredited by both the Texas State Board for Educator Certification (SBEC) and the National Council for Accreditation of Teacher Education (NCATE).

ASEP: Texas has a legislated Accountability System for Educator Preparation (ASEP) system that rates educator preparation programs as Accredited, Accredited-Not Rated, Accredited- Warned, Accredited-Probation, and Not Accredited-Revoked, revised in 2010 in response to SB 174 and HEA, under Texas Administrative Code 229. The ASEP ratings are based on how program completers in seven demographic groups (All Students, Female, Male, African American, Hispanic, Other and White), with small group exception (<10), perform on four standards. The four standards are (1) the Pass Rate on certification exams, (2) the results of appraisals of beginning teachers by school administrators, (3) the improvement in student achievement of students taught by beginning teachers for the first three years (expected in 2013), and (4) the results of data collected on the frequency, duration and quality of field supervision of beginning teachers during their first year in the classroom.

Basic Skills: "the ability to read, write, and speak in English, and to use mathematics at a level necessary to function at work and in society in general." – *The Basic Skills Agency*

Candidate: A participant in an educator preparation program.

Cohort: A group of candidates with the expectation of beginning and completing their program on the same timeline.

Critical Shortage Area: Certification fields that are difficult to fill including Math, Science, Bilingual, Special Education, English as a Second Language, Foreign Language and Technology (as defined by TEA).

EPP: Educator Preparation Program

Field-based Experience: Experiences in which the primary activity of a candidate for certification is the performance of professional educator activities while interacting with pre-kindergarten – grade 12 students and teachers and university faculty/staff members in a school related setting. The professional activities include more than observation within a classroom. The interaction with students, teachers, and university personnel must be ongoing and relevant.

Intern: A candidate with a bachelor's degree, formally accepted into an educator preparation program that is employed in a supervised educational experience leading to standard certification.

Pedagogy: The art and science of teaching; especially the conscious use of particular instructional methods.

Post Baccalaureate (Post Bac): Individuals with a bachelor's degree who are taking additional hours for teacher certification but not enrolled in a degree seeking program.

Probationary Certificate: A type of credential, valid for one calendar year, issued to an individual who is enrolled in an educator preparation program, employed as an educator, and is serving in a supervised internship to satisfy the field experience requirement of the certificate. The holder of a Probationary Certificate must be employed by an accredited Texas public or private school in a position appropriate for the certificate sought.

Professional: A certification program that requires or leads to a master's degree; e.g., superintendent, principal, school counselor, educational diagnostician, or reading specialist.

Standard Certificate: The official educator license issued by the Texas State Board for Educator Certification (SBEC); must be renewed every five years to remain valid. The Standard Certificate replaced the lifetime Provisional and Professional Certificates in 1999.

SCH: University semester credit hour; 1 semester hour = 15 clock hours.

TEKS: Texas Essential Knowledge and Skills; the state curriculum in Texas.

TExES: Texas Examination of Educator Standards. TAC 230.5(b) requires every person seeking educator certification in Texas to perform satisfactory on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools.

THEA: Texas Higher Education Assessment, used to assess basic skills in Math, Reading, and Writing.

Undergraduate: A student enrolled in a college or university seeking a baccalaureate degree.