

**Program Report for the
Preparation of Elementary School Teachers**
Association for Childhood Education International (ACEI) [2007
Standards]

**Note: This form uses the ACEI standards approved by NCATE in 2007.
Programs have the option to use either the 2001 or the 2007 standards
through end of 2008. After 2008, programs must respond to the 2007
ACEI standards.**

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER
EDUCATION**

C O V E R S H E E T

Institution Angelo State University
State Texas

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Program documented in this report:

Name of institution's program (s) Interdisciplinary Child Development and Learning

Grade levels for which candidates are being prepared Elementary (EC-6)

Degree or award level Bachelor of Science

Is this program offered at more than one site? ☐ Yes ☒ No

If yes, list the sites at which the program is offered _____

Title of the state license for which candidates are prepared

Elementary (Early Childhood to Grade 6 Generalist)

Program report status:

☒ **Initial Review**

☐ **Response to a Not Recognized Decision**

☐ **Response to National Recognition With Conditions**

☐ **Response to a Deferred Decision**

State licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

☒ **Yes** ☐ **No**

SECTION I – CONTEXT

1. Description of any state or institutional policies that may influence the application of ACEI standards.

Located in the heart of West Texas, Angelo State University, a member of the Texas Tech University system, serves approximately 6,000 students, undergraduate and graduate, in a city of 100,000 surrounded by a large rural area. The elementary education professional preparation program is designed to prepare candidates to meet the requirements for Texas elementary teacher licensure. Candidates for certification follow the Texas Examination of Educator Standards (TExES).

At Angelo State University, the Department of Teacher Education has adopted the Association of Childhood Educators International (ACEI) Standards. The majority of candidates are earning their Bachelor of Science degree; however, some already have baccalaureate degrees and are seeking only teacher certification. Regardless of degree status, all candidates must follow the same course of study while pursuing initial certification.

The vision of the College of Education is to prepare individuals who change the world by educating children. In keeping with this vision, the mission of the Educator Preparation Program is to develop effective, reflective candidates who embrace student-centered learning in successful partnerships with diverse families, schools, and communities.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Field experiences occur continuously throughout the program, bridging content and theory with practice through candidate development from observer to practitioner. The clinical experiences begin early in the program and include diverse students and settings. The first early childhood sophomore level course (ECH 2305) requires observations in local daycare settings, such as Head Start, for one hour per week over a ten-week period. The senior level early childhood course (ECH 4410) requires two hours per week for ten weeks in a public school setting. A senior level reading course (RDG 4301) requires candidates to develop, implement, and evaluate a child's performance on a series of assessment procedures. Senior level coursework includes Internship I for four methodology practicum courses (ED 4309-Math, ED 4311-Social Studies, ED 4314-Science, and RDG 4602-Reading), and Internship II for student teaching (ED 4315 and ED 4971). The Reading Practicum (RDG 4602) integrates with the Social Studies Practicum (ED 4311) involving twelve weeks and thirty-six hours in a public

school classroom throughout the semester, providing pairs of candidates with opportunities to design, develop, and implement lessons with a small group of children. The Math and Science Practica (ED 4309 and ED 4314) classes include twenty-four hours of fieldwork over the course of a semester. Two hours per week for six weeks are provided for candidates in the public schools for teaching both math and science. These practica also enable students to design, develop, and implement lessons with children. Internship II, or student teaching, includes fourteen weeks over the course of one semester. Student Teaching experiences allow for a gradual release of responsibility until teacher candidates assume full control over a classroom for a minimum of two weeks.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

Candidates desiring elementary teacher certification are required to complete the following procedures toward teacher licensure: (1) admission to the Teacher Education Program, (2) completion of certification program, (3) approval to take appropriate TExES tests, and (4) recommendation for certification. To apply for admission to the Educator Preparation Program (EPP), applicants must have completed between 60 and 75 semester credit hours (SCH), with a minimum cumulative grade point average of 2.50. Furthermore, they must have completed course work demonstrating proficiency in reading, writing, mathematics, communication, and critical thinking. All course work used to demonstrate proficiency requires a grade of C or better. All applicants must have sound physical health, sound mental health, and acceptable moral character. The Admission Committee may require students to undergo physical and/or psychiatric evaluation.

Students must complete a Student Teaching Application and a degree plan or post-baccalaureate certification plan during the long-term semester prior to student teaching and meet the deadline date. At the time of application, all applicants must have completed: (1) All criteria for admission to the Education Preparation Program, and (2) A minimum of 95 SCH with a minimum cumulative grade point average of 2.50. Before student teaching, the candidate must complete all courses in the Interdisciplinary major, as well as Internship I (the block of methodology practicum courses). The candidate must also complete the required Pedagogy and Professional Responsibility courses and all advanced Education courses with minimum grade point averages of 2.50 and with no grade lower than a C to establish eligibility for student teaching. Any deficiencies in the candidate's major or pedagogy and professional responsibility courses must be corrected by the end of the second summer term for fall student teaching and the end of the fall semester for spring student teaching.

Candidates must report to the Teacher Education Department to determine eligibility for the Elementary Texas Examination of Educator Standards (TExES) certification exams: (1) Generalist for Content and (2) Pedagogy and Professional Responsibilities. They must have completed the approved certification program requirements for each exam. Eligible candidates will be issued a TExES Registration Bulletin by the certification secretary in the Department of Teacher Education.

The Certification Officer will recommend candidates for certification if they have earned a 2.50 overall grade point average and completed all the required course work in the teacher certification areas with a grade point average of 2.50 and no grade lower than a C. In addition, the candidate must have earned a 2.50 grade point average in all advanced education and reading courses. All other university requirements must be completed. The candidate must also demonstrate sound physical health, sound mental health, and acceptable moral character. It is the candidate's responsibility to inform the Department of Teacher Education that all certification requirements have been met and to ensure that all appropriate forms and fees have been submitted. The candidate must also present satisfactory scores on all required Texas Examination of Educator Standards (TExES) certification exams in order to be recommended for certification.

4. Description of the relationship of the program to the unit's conceptual framework.

The elementary teacher preparation program shares a conceptual framework with all the other education programs in the College of Education. Our unit's goal is to prepare professional education leaders with the knowledge, skills, and dispositions to meet changing societal needs in diverse school and community settings. Our candidates embrace student-centered learning in successful partnerships with diverse families, schools, and communities.

Throughout their program, candidates are constantly immersed in the study of content knowledge, practical and theoretical. The Texas Essential Knowledge and Skills (TEKS) standards and professional organization standards are studied and implemented in each subject area of the education, reading, and early childhood course work. Pedagogical study includes an introductory early childhood course (ECH 2305) in socio-cultural development. It includes field observation in a variety of daycare settings, including Head Start and low socio-economic status areas. This course also includes information on communicating with diverse families and communities. Candidates create a sample newsletter to send home to parents regarding their child's progress. Throughout the remaining courses in the program, diversity of students and communication with families is continuously a topic of study.

In addition, developmentally appropriate practices are emphasized throughout the early childhood courses. A course in educational psychology (EPSY 3303) includes overall child development. Technology knowledge and skills are introduced in a sophomore level course (ED 2323) and applied in other classes emphasizing technology integration. During student teaching, candidates return to campus or do an online course (ED 4315) that includes a concentrated study of classroom management, professionalism, and legal/ethical issues.

Candidates apply their knowledge by designing, developing, and implementing lessons in practicum courses in the major content areas of reading, math, science, and social studies. In this way, candidates have the opportunity to implement techniques with students in classroom settings for each content area before attempting to “put it all together” in student teaching. The practicum courses, called Internship I, contribute greatly to the successful performance of our candidates as future educators.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program’s assessments to the unit’s assessment system.

Program assessments consist of ones that are both program specific and ones that are employed by the entire unit. The unit’s assessment system provides key information on how student teachers in the Department of Teacher Education as well as other departments impact student knowledge during student teaching; involve family and community in their teaching experience; and plan and implement lessons during field experiences. Through our program assessments, we are able to see where we need improvement in terms of courses, advising, and curriculum cohesiveness. Faculty conduct a cyclical process of data gathering, data compilation, data assessment, and implementation of changes to the program.

Common unit assessments include the state certification exams and the student teaching evaluation. The required first assessment for content, or the state licensure test, is actually taken during the final year of coursework. Candidates must pass the Texas Examination of Educator Standards (TExES), which is divided into two parts: (1) Content Area and (2) Pedagogy and Professional Responsibilities. The required assessment of student teaching is based on the Ball State model for an evaluation system based on the Interstate New Teacher Assessment and Support Consortium (INTASC) standards through a performance based assessment with rubrics and benchmark conferences with supervisors. Another component of the student teaching semester is the Teaching Work Sample, demonstrating impact on student learning.

The elementary teacher preparation program has a unique set of assessments as candidates proceed through this course sequence. All assessments are tied to ACEI Standards. Other assessments include a case study and a thematic unit plan, both scored with rubrics. Evaluation of public school classroom observation and teaching performance is done by classroom teachers, supervisors, and professors during the field observations, practica, and student teaching semesters.

ATTACHMENT A Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Elementary Teacher Preparation		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers¹
2007-2008	231	87
2006-2007	209	94
2005-2006	229	68
2004-2005	243	122

FACULTY

¹ NCATE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

Program of Study – Angelo State University
Elementary Teacher Preparation Program
 EC-6 Generalist Certification

CORE university requirements:

Art 1302 OR	Primary Art OR
Music 1361	Fundamentals of Music
Biology 1410	Human Biology
Biology 1411	Man and the Environment
Communication 2301	Public Speaking
Geography 3305	Geography for Educators
Education 2323	Introduction to Computer Technology
English 1301	English Composition
English 1302	Writing Across the Curriculum
English 23xx	Any Sophomore Literature
Government 2301	Federal and State Government
Government 2302	Federal and State Government
History 1301	History of the United States to 1865
History 1302	History of the United States, 1865 to Present
Mathematics 1302	College Algebra
Physical Activity 11xx	Any Physical Activity

Interdisciplinary Major

Reading 2306	The Role of Affect and Literature in Reading
Reading 3332	Components of the Reading Process
Reading 3333	Reading: The Reading and Writing Process
Reading 3336	Teaching Reading in the Language Arts Classroom
Reading 4301	Reading Diagnosis and Remediation
Special Education 2361	A Survey of Exceptionalities
Early Childhood 2305	Socio-Cultural Relations in Early Childhood
Early Childhood 3320	Learning Environments and Curriculum in the EC-6 Classroom
Early Childhood 4410	Instructional Strategies in EC-6 Classrooms
Physical Science 3311	Physical Science Concepts
Physical Science 3312	Physical Science Concepts
Education 2202	Teaching Education and Practice
Education 3314	Teaching the Language Diverse Learner
Elective	3 hours

Internship I

Education 4309	Mathematics: Instructional Strategies for the Elementary and Middle School Teacher
Education 4311	The Elementary School: Instructional Strategies in
Language Arts and	Social Studies
Education 4314	Science: Instructional Strategies for the Elementary and Middle School Teacher

Reading 4602

Language Arts and Reading: Instructional Strategies for
the Elementary and Middle School Teacher

Internship II (Student Teaching)

Education 4315

The Elementary School: Organization and Management

Education 4971

Supervised Teaching All Levels