English

Section I—Context

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

Founded in 1928, Angelo State University is a public regional university with an enrollment of 6,155 students. Texas policies limit the English Major with Secondary Certification Program to a maximum of 24 hours of "education" courses. The program must be delivered through an English major of no more than 139 total semester credit hours (SCH), and education majors are not allowed at the secondary level. The student seeking secondary certification in English Language Arts 8-12 completes 36 hours of English classes, 18 of which must be advanced. Additionally, students must complete core requirements totaling 42 hours and a minor totaling 18 hours. Effective the 2008 Fall semester, Angelo State University has reduced, by State mandate, the hours necessary to meet graduation requirement for the English major with Secondary Certification from 130 hours to 120 hours. To meet this mandate, students have 0 elective hours. ELA teacher candidates must pass appropriate licensing examinations: the TExES English Language Arts and Reading, 8-12 (content examination) and the TExES Pedagogy and Professional Responsibilities (PPR). The university is organized by academic departments that report to their respective deans who, in turn, report to the Provost and Vice President for Academic and Student Affairs. The College of Education is the professional education unit at the university, and all licensure programs as well as the graduate program in education are the responsibility of the Department of Teacher Education and Department of Curriculum and Instruction housed in the college. Decisions about admission to the teacher education program, continuation in the program, and permission to student teach are made by the Department of Teacher Education while the Department of English approves students' application to take the content licensing examination. Both departments, although distinctly separate, together provide effective preparation of ELA teachers. Candidates take their professional education courses, including a State-mandated course in reading, from faculty assigned to the Department of Teacher Education. Content courses are provided by the Department of English, four of which are required of all ELA candidates. These courses (Adolescent Literature, Advanced Composition, English Grammar, and Discipline of English) provide training in the literature designed for secondary readers, grammar of the language, development of writing strategies, and instructional strategies for ELA (*Attachment C* provides a list of all the courses required for the English major with secondary certification).

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.

Candidates must complete a required clinical field experience (totaling 40 hours for 4 courses) for each of the professional education courses required for licensure prior to student teaching. With the exception of EDPSY 3311, which may be taken before admission to the Teacher Educator Preparation Program, candidates participating in field experiences attached

to their professional education courses have been admitted to the program. All field experiences are supervised by course faculty who consult with classroom teachers as appropriate. Candidates are placed in a variety of local schools to meet their course schedules and to provide exposure to various school settings. All field experiences require observation, participation, and reflective written assignments in a secondary school classroom. The professional education courses requiring field experience prior to student teaching are RDG 4320: Reading in Secondary School Content Areas (10 hours); ED 4321: Secondary School Organization and Curriculum (10 hours); ED 4322: Teaching Techniques in the Secondary School (10 hours); and EDPSY 3311: Adolescent Development (10 hours). All candidates planning to become secondary English teachers must complete a full semester (15 weeks, 8 hours/day) of student teaching with a licensed teacher and under the supervision of a clinical supervisor from the Teacher Education Preparation Program. The student teaching experience typically occurs during the last semester of the candidate's program of study. With assistance from the Coordinator of Field Experiences, candidates are placed in a school-based setting appropriate to their license and personal needs. Additionally, candidates spend all fifteen weeks completing guided work under the direction of a cooperating teacher and university supervisor, who require regular reflection by candidates and provide observation, feedback, and assessment throughout the student teaching experience. (Copies of the student teaching assessments from the Department of Teacher Education and Department of English are provided as part of Assessment 4 and as Assessment VI in Section IV of this report.)

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.

Admission to the Educator Preparation Program and to the Student Teaching Program is selective with requirements and procedures pertaining to all content areas programs at the university. Candidates must meet minimum criteria to be considered for formal admission to the Educator Preparation Program. Before applying, students must complete between 60 SCH and 75 SCH with a cumulative grade point average (GPA) of 2.50 on a 4.0 scale. As mandated by the State, they must demonstrate proficiency in reading, writing, mathematics, communication, and critical thinking through completion of specific core curriculum courses with a grade of C or better as mandated by the State (History 1301, 1302 or Government 2301, 2302; English 1301, 1302; Mathematics 1302 or an equivalent course; and Communication 2301 or 2331).
Additionally, because Angelo State University subscribes to acceptable teacher behavior, candidates will be evaluated on these behaviors through the assessment of teacher dispositions. At the point of admission to the Educator Preparation Program students are required to review the unit's disposition.
The qualification and progress of candidates receive increased scrutiny for gates associated with program continuation, admission to the Student Teaching Program, and exit from the program. For admission to the Student Teaching Program, candidates must have completed all criteria for admission to the Educator Preparation Program. They must also have a minimum of 95 SCH with a cumulative grade point average of 2.500. To address proficiency in the content area, candidates must have completed 30-42 semester hours in the major with a

2.500 (cumulative and in residence) with no grade lower than a C in all required courses completed and a minimum 24 semester hours (including 9 advanced hours) in order to be eligible to student teach. Candidates must also have completed all required advanced Pedagogy and Professional Responsibilities courses (ED 4321, ED 4322, EPSY 3311) and RDG 4320 with grade point averages of 2.500 (cumulative and in residence) with no grade lower than a C before being allowed to student teach.

The unit and Department of English monitor student progress throughout the program to aid retention. Academic advisors in the Department of English monitor the candidates' progress throughout the program, working with candidates to plan their course schedule and monitoring their academic progress. These academic advisors use Curriculum, Advising, and Program Planning System (CAPPS), a software program providing flexible student tracking toward degree or award completion, to ensure that students are taking the correct courses in the appropriate sequence. During the preregistration period (October for Spring registration and March for Summer and Fall registration), students must meet with their academic advisor to gain access to Web Registration. Students who have a grade lower than C in any professional education or content-area course are advised to retake that course, and those who have a cumulative GPA below 2.50 are urged to improve their grades if they wish to seek certification, or they are encouraged to pursue a major without certification. Candidates also receive guidance from the Department of Teacher Education through course instructors and at the time of admission to the Teacher Education Preparation Program if appropriate as well as the time of admission to the Student Teaching Program.

Candidates must satisfy specific requirements to exit from the program. As well as a minimum 2.50 cumulative GPA, candidates must have completed all required professional education and English courses with a 2.5 GPA. Grades of "D" are not acceptable in the professional education or English courses. Successful completion of student teaching and all other university requirements stipulated for the degree program must be met. To meet State requirements for licensure, candidates must pass the sate-approved examinations. Doing so, however, is not a requirement for permission to student teach nor a degree requirement.

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

The Department of English's conceptual framework is consistent with the unit's framework in that both are summarized by the theme, "A New Generation of Educators to Lead Others toward lifelong learning." The professional educators in the Department of English share knowledge, demonstrate skills, and model dispositions for candidates (consistent with the NCTE standards), preparing them for their professional life as English teachers in diverse school and community settings and preparing them to be professional leaders who are motivated through new experiences, reflective thought, and consummate dedication.

The conceptual framework theme is derived from the more complete description of the framework that applies to both the unit and to the Department of English Secondary Certification Program.

The Educator Preparation Program at Angelo State University, including the English Major with Secondary Certification Program, draws from two data sources in preparing candidates. The first is the comprehensive knowledge bases for individual candidates in each area of specialization informed by learning theory, research findings, sound professional practice, and Texas Essential Knowledge and Skills. The second is the societal context of the

professional educator, including the needs of diverse communities, schools, families, and students; accreditation standards; government initiatives; and guidelines from Specialized Professional Associations, including those from NCTE. Information from both areas help inform the development and continual revision of the vision and mission statements and are measured against, and made consistent with, beliefs, ethics, and values related to learners, schools, teaching, and scholarly inquiry. Reflections and actions with respect to the unit's vision, mission, philosophy, and purpose result in the formation of goals and objectives that undergird programs focused on current knowledge and effective practices. Programs subsequently prepare graduates who demonstrate appropriate knowledge, skills, and dispositions; integrate theory and practice; employ a social justice perspective; and remain life-long learners. The framework is founded on the continuous assessment of progress and proficiency demonstrated in a variety of ways and at various points in a program of study, allowing for informed decision making.

To accomplish these purposes, candidates pursuing licensure in English Language Arts and Reading 8-12 are prepared according to the unit's program learning outcomes, including specific candidate proficiencies, that provide the basis for the assessments described below. As reflective practitioners, candidates will

a) demonstrate their knowledge of the content of disciplines, appropriately applied to the age and level of the students they teach, to ensure the implementation of effective instruction and successful development of all students;

b) demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students;

c) demonstrate commitment to and performance of professional dispositions, appropriately applied in personal and educational endeavors;

d) demonstrate their ability to implement defendable instructional decisions and technology applications leading to effective teaching and learning;

e) embrace active, engaged, student-centered learning; and

f) implement culturally relevant and responsive teaching, addressing the ever-changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.

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.

The unit has developed a system for the continuous assessment of its candidates and the measurement of the effectiveness of its educator preparation programs. This commitment to continuous assessment of progress and proficiency is demonstrated in a variety of ways and at various points in a candidate's program of study during which stakeholders can provide continuous guidance, mediation, and intervention for candidates by measuring knowledge, skills, and dispositions. Candidates must meet Educator Preparation Program entrance measures to be admitted to the professional education coursework and experiences. These data identify that a candidate has met the cumulative grade requirement, has completed background coursework, and is ready to proceed in pedagogical training and field experiences. Although traditional course grades of a C or better mark the progress of a candidate through the program, performance assessment within the course measures progress toward meeting state and national standards. The Texas State Board for Educator

Certification (SBEC) has two documents that the unit has used to determine that the curriculum is appropriate for the preparation of educators. These documents determine the content, pedagogy and professional responsibilities that all candidates must meet to become a certified teacher in Texas. The first document lists the Educator Standards. Each standard, whether it is content or pedagogy, is defined by the knowledge and skills that the candidate must meet in order to be certified. These standards are content and level specific. The basis for these standards is the Texas Essential Knowledge and Skills (TEKS) that every public school student must learn and the pedagogy and professional responsibilities that are appropriate for instruction. The second document is the test framework for the licensure examinations that candidates take. The unit has aligned all standards with the professional education course work required of the candidate. In each of these courses, performance assessment is used to measure if the candidate has met the knowledge and skills defined for that standard. Successful completion of the course is predicated upon successful completion of the performance assessment associated with that course. The unit uses a commercial electronic product (TaskStream) throughout the Educator Preparation Program. This allows the candidates to begin assembling artifacts early in the program on a common platform and to demonstrate that they are making progress to meeting standards by the submission and evaluation of those artifacts. Candidates' artifacts are evaluated using common planning rubrics prior to core subject pedagogy courses. During the core subject pedagogy courses, candidates are evaluated with regard to planning, delivery of instruction, and effect on student learning in a public school environment when working with students. Benchmark experiences occur throughout the program to enable and assess an individual's progress. The program and unit assessments are tied together by an assessment system based on the outcomes identified in the conceptual framework. Both the Department of Teacher Education and the Department of English Secondary Certification Program have responsibility for measuring selected program outcomes through assignments and assessments. Candidates, therefore, are assessed multiple times on all outcomes by different faculty employing various assessment measures. Additionally, candidates are evaluated by faculty members and classroom teachers during those field experiences before student teaching and by licensed cooperating teachers and university supervisors during student teaching using evaluations designed to reflect the unit outcomes. Despite the segregated nature of the system imposed by the State, the efforts of both the professional and content areas provide candidates with significant, comprehensive preparation for teaching ELA.
The Department of English uses six assessments to measure all aspects of its English Major with Secondary Certification Program. Of these, four are common to both the unit and the Department. The remaining three, while unique to the English Major with Secondary Certification Program, are aligned with the unit's system of assessment and augment the data already available for the continuous improvement of the preparation programs in teacher education. Multiple measures, therefore, ensure a comprehensive assessment of what candidates know and how the program contributes to their classroom performance.
The four assessments unique to the Department of English are the 1) Texas Examination of Educator Standards (TExES) English Language Arts and Reading 8-12; 2) Senior Portfolio for Secondary Certification Students; 3) Cooperating Teacher Survey; and 4) English 4320 Unit Plan.

English Major with Secondary Certification Degree Plan

CONTENT AREA—36 HOURS

1. ____ENG 1301—English Composition
2. ____ENG 1202—Writing Across the Curriculum
3. ____ENG 23__--Sophomore Literature   4. ____ ENG 2329—Introduction to Literary Studies
       Prerequisite: Satisfactory completion of ENG 1301 and 1302 or equivalent credits

TWO elective courses from among ENG 3000 and 4000 levels, excluding 3336, 3351, and 3352 and those courses selected to fulfill the American Literature and British Literature Before 1800 requirements

Prerequisite: 6 hours of 2000-level English courses
_____ENG _____   _____ ENG _____

3309—Victorian Literature	4336—Mexican American Literature
3313—British Romantic Literature	4337—Women's Literature
3333—British Literature to 1800	4341—Fiction and Fiction Writing
3334—British Literature after 1800	4343—Poetry and Poetry Writing
3341—Contemporary Literature	4353—Literary Criticism
4309—Shakespeare	4355—Film Criticism
4310—Studies in the British Novel	4363—History of the English Language
4311—Topics in British Literature	4329—Studies in Short Fiction
4329—Studies in Short Fiction	4381—Special Topic
4335—Comparative Literature	

ONE course in American Literature from among ENG 3000 and 4000 levels

Prerequisite: 6 hours of 2000-level English courses

____ENG 3331—American Literature to 1870   ____ENG 4332—Studies in the American Novel
____ENG 3332—American Literature after 1870   ____ENG 4344—Topics in American Literature
____ENG 3339—Ethnic American Literature

ONE course from British Literature Before 1800

Prerequisite: 6 hours of 2000-level English courses
____ENG 3301—Medieval English Literature
____ENG 3311—English Renaissance Literature
____ENG 3311—English Literature of the Restoration and Enlightenment

ONE course in Young Adult Literature

Prerequisite: 6 hours of 2000-level English courses
_____ENG 3350—Young Adult Literature

ONE course in Teaching Secondary English

Prerequisite: 6 hours of 2000-level English courses; 90 semester credit hours, including 21 hours of English; 2.50 GPA cumulative and in residence, with no grade lower than C in all completed required English courses.
_____ENG 4320—The Discipline of English

ONE course in Composition

Prerequisite: 6 hours of 2000-level English courses
_____ENG 4358—Advanced Composition

ONE course in Language

Prerequisite: 6 hours of 2000-level English courses
_____ ENG 4361—English Grammar

PROFESSIONAL EDUCATION COURSES—24 hours

1. ____ED 4321—Secondary School Organization and Curriculum
2. ____ED 4322—Teaching Techniques in Secondary School
3. ____EPSY 3311—Adolescent Development
4. ____RDG 4320
5. ____ED 4323*—Teaching Techniques in the Secondary School
    AND ED 4973—Supervised Teaching in the High School
*ED 4323 must be taken concurrently with student teaching (ED 4973)

OTHER REQUIREMENTS—42-48 hours

____Communication 2301 or 2331—3 hours
____Computer Literacy—3 hours
    (Animal Science 1351, Communication 2345, Computer Science 1331, 131, 1351, 1361,
    Education 2323, Business Computer Information Systems 1305, Journalism 2345,
    Music 2352, Nursing 2338, University Studies 2323)
____Government 2301 and 2302—6 hours
____History 1301 and 1302—6 hours
____Mathematics—3 hours
    (Mathematics 1302, 1303, 1311, 1312, 1321, 1332, 1361, 1362, 2331, 2332)
____Natural Science—8 hours
    (Two lab sciences: biology, chemistry, geology, physical science, physics)
____Physical Activity—1 hour
____Social Science—3 hours
    (Economics 2300, 2301, 2302, Geography 2301, Psychology 1303, 2301, 2304,
    2305, Sociology 1303, 2301, 2305, 2307)
____Visual and Performing Arts—3 hours
    (Art 1301, 1302, 2301, 2301, Drama 1311, 1321, 1351, 2331, 2334, Music 1310,
    1341, 1342, 1351, 1361, 1375, 1376)
____Modern Language—6-12 hours
    (2310 or 2311 and 2312; also 1301, 1302 if necessary)

MINOR—18 hours

_____Minor—18 hours
A baccalaureate minor must contain an approved cluster of at least 18 hours of which a minimum
of six must be advanced (3000 or 4000 level courses) and taken in residence.

ELECTIVES—0 hours

TESTS REQUIRED TO BECOME CERTIFIED: TExES code: 130   TExES code: 131

**TExES ELIGIBILITY: Students must satisfy the applicable State and University minimum
requirements as well as the following departmental requirements. Students must have completed
English 4320 with a grade of C or better, must have satisfactorily completed the TExES
Preparation Workshop provided by the department, and must receive departmental approval.**

- The State of Texas does criminal background checks on all applicants for Teacher Certification.
- The undergraduate requirements and/or the certification requirements may change according to state regulations

Attachment A, Candidates and Completers
English Major with Secondary Certification
National Council of Teachers of English (NCTE)
(Revised 9/02/08)

Educator Preparation Program Candidates
English (8-12)

Candidates is defined as the number of students enrolled in the ASU Educator Preparation Program for a given academic year.

Admission Year	# of Candidates
2007-2008	24
2006-2007	23
2005-2006	25
2004-2005	22

Sources of data for # of Candidates:
2004-2005 and 2005-2006 data reflect degree plans of students >60 SCH from institutional data.
2006-2007 data is from the Educator Preparation Program database.
2007-2008 data is from WebFocus Report EDU0023_PTP_EPP_Active

Educator Preparation Program Completers
English 8-12

Completers as defined by the Accountability System for Educator Preparation (ASEP) are those candidates who have completed an Educator Preparation Program. Completers include undergraduates who have received degrees in the completion year as well as post-baccalaureates who have completed the certification program requirements.

Completer Year	Undergraduate	Post-Baccalaureate	Total
2007-2008	5	2	7
2006-2007	9	0	9
2005-2006	3	1	4
2004-2005	7	0	7

Faculty information is contained in the AIMS system.

Section II: List of Assessments

Assessment #1: Licensure assessment, or other content-based assessment (required)	Texas Examination of Educator Standards (TExES) English Language Arts and Reading 8-12	Standardized Test	5 times a year Completed toward the end of the program, usually in the candidate's senior year, after meeting department requirements for approval to submit registration for test.
Assessment #2: Content knowledge in English (required)	Department Senior Portfolio	Candidate Work Samples in Portfolio	Toward the completion of the program, usually during the candidate's semester of graduation.
Assessment #3: Candidate ability to plan instruction (required)	Lesson Plan and Teaching Demonstration	Candidate Work Samples	Completed in ED 4322: Teaching Techniques in the Secondary School taken after admission to the Teacher Education Program.
Assessment #4: Student teacher or internship (required)	Evaluation of Student Teaching	Performance Assessment	Completed in of ED 4323: Teaching Techniques in the Secondary School and ED 4973: Supervised Teaching in the High School, which are taken concurrently.
Assessment #5: Candidate effect on student learning (required)	Effects on Student Learning Activities	Performance Assessment	Completed in of ED 4323: Teaching Techniques in the Secondary School and ED 4973: Supervised Teaching in the High School, which are taken concurrently.
Assessment #6: Additional assessment that addresses NCTE standards (required)	Department Cooperating Teacher Survey	Survey/Performance Assessment	Completed at the conclusion of ED 4323: Teaching Techniques in the Secondary School and ED 4973: Supervised Teaching in the High School, which are taken concurrently.
Assessment #7: Additional assessment that addresses NCTE standards (required)	Thematic Language Arts Unit Plan	Candidate Work Sample	Completed in ENG 4320: The Discipline of English, a required course for completion of the degree.
Assessment #8: Additional assessment that addresses NCTE standards (optional)			