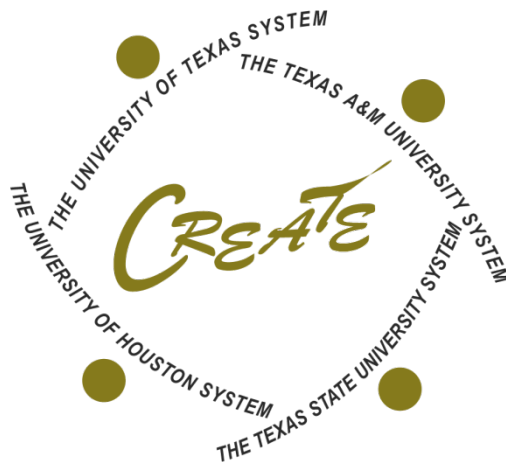


ScOPE Performance Analysis
Teacher Education Program
Angelo State University



Center for Research, Evaluation and Advancement
of Teacher Education

May 2010

3232 College Park Drive, Suite 303
The Woodlands, TX 77384

**ScOPE Performance Analysis
Angelo State University**

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MEMORANDUM

Transmission of ScOPE Performance Report and Related Findings

TO: Dr. John Miazga, Dean
College of Education

FROM: CREATE Consulting Team
Dr. Mona Wineburg
Dr. John Beck
Dr. Robert Cox

DATE: May 27, 2010

RE: Transmission of ScOPE Performance Report and Related Findings


On behalf of the Center for Research, Evaluation and Advancement of Teacher Education (CREATE), it is our pleasure to present this report of the ScOPE Performance Analysis for Angelo State University (ASU). ScOPE (School of Professional Education) is a management framework for leading and operating university-based teacher preparation programs that engages university faculty and school partners in a systematic effort to impact P-12 student learning. The ScOPE framework has been developed and refined in conjunction with members of the CREATE Leadership Academy. The framework is grounded in sound organizational research and best practices.

This report represents CREATE's continuing study of organizational performance review based on tenets of the ScOPE model. We commend the ASU's Leadership Team for its willingness to actively work along with us in submitting their teacher preparation program to objective review against ScOPE's progressive set of performance standards. Consistent with the type of proactive leadership espoused in the ScOPE Framework, ASU's College of Education department heads, program leaders and Dean's office have eagerly invested in this rigorous analysis of their programs as a means of assessing the ScOPE Framework's potential as a lever for improving ASU's professional programs, professional products and, ultimately, professional impact on student learning. ASU's leadership team is comprised of Drs. John Miazga, Dean, College of Education; Richard Evans, Teacher Education, ASU; Linda Lucksinger, Department Head, Teacher Education, ASU; Jim Summerlin, Department Head, Curriculum & Instruction, ASU; Ann Bullion-Mears, Teacher Education, ASU; Marcia Broughton, Teacher Education, ASU; Leeann More, Teacher Education, ASU; Kim Livengood, Teacher Education, ASU; and Mary McGlamery, Counseling, ASU.

This leadership team has modeled a willingness to consider an analysis of their current teacher preparation program and study the findings as related to program improvement.

The findings in this performance analysis should not be construed as an evaluation of ASU's implementation of the ScOPE framework. Instead, it is intended as an analysis of existing programs within the context of the ScOPE framework and serves as a decision-making tool for the administration and faculty to use as they consider implementation of the ScOPE tenets. We hope this report will, therefore, serve as an important planning tool that will enable the faculty to reflect on their current level of practice as they consider integrating the ScOPE management philosophy into present university operations.

It has been our privilege to work on this project with all of those involved at ASU. We hope that this will serve the interests of the college as they continue in their quest to provide the very best teacher preparation programs possible. We stand ready to provide continued assistance in any matter that will facilitate the work of the university and its faculty.

	<h2>Section 1: An Introduction to CREATE and the School of Professional Education Framework</h2>
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The Center for Research, Evaluation and Advancement of Teacher Education (CREATE) is a research and development consortium comprised of 43 state and independent universities. The consortium is cooperatively managed by Texas' four largest university systems, including The University of Houston System, The Texas A&M University System, The Texas State University System and The University of Texas System. CREATE's purpose is to improve university-based teacher production and preparation through collaborative research and evaluation initiatives.

As a guiding tool for enhancing quality and effectiveness of university-based teacher preparation programs, CREATE has developed a management framework for Schools of Professional Education (ScOPE). ScOPE is intended as a working model for reform and improvement of university programs. This framework is grounded in research and best practice, and represents a refined vision for university-based teacher education in Texas that focuses on deep and continuous partnerships with public schools and high levels of faculty engagement in these schools as a means to improve program effectiveness and ultimately effect K-12 student learning.

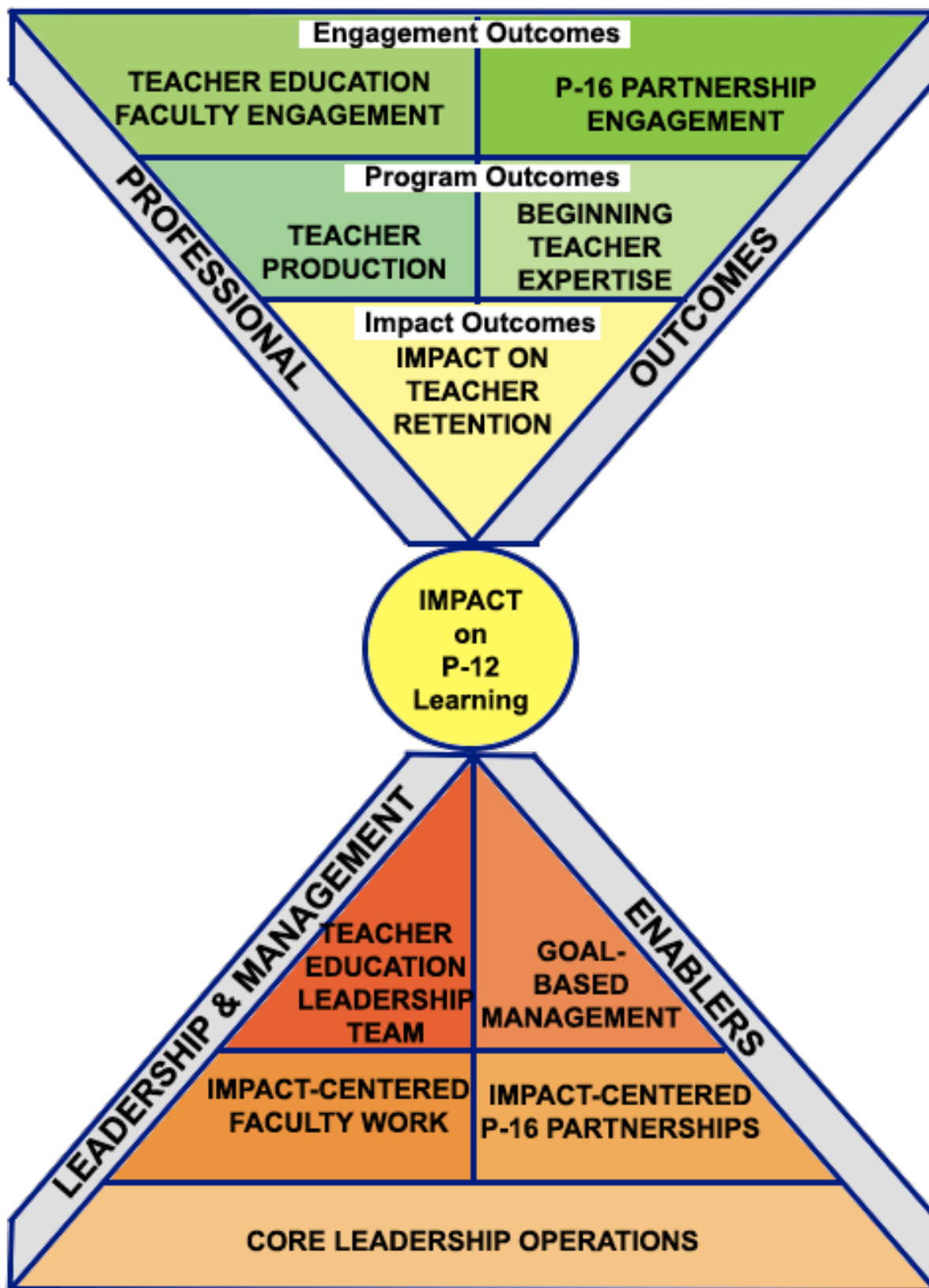
CREATE defines ScOPE as follows: A School Of Professional Education (ScOPE) is a management framework for leading and operating university-based teacher preparation programs that collaboratively engages university faculty and school partners in a systematic effort to impact¹ P-12 student learning and public-school district partnerships. The ScOPE management framework is a goal-oriented and outcomes-driven leadership approach that requires goal setting, managing the level and frequency of faculty engagement in programmatic impact functions, and aligning and continuously improving core operations in order to achieve pre-determined professional outcomes.

ScOPE's fundamental theory of work requires university teacher preparation programs to (1) develop and empower a functional university leadership team that (2) set and articulate a set of targeted professional outcomes, (3) coordinate the work of university faculty, and (4) accept responsibility for evaluating the on-going management and operational leadership necessary to achieve desired professional outcomes.

A graphic representation of the framework is shown in Figure 1.

¹ Impact in the ScOPE Framework is determined by measuring, analyzing, and evaluating teacher preparation and related data within a university's Professional Zone of Proximal Impact (PZPI), defined to be all public schools within a 75-mile radius of the university.

Figure 1: A School of Professional Education (ScOPE) Framework



Background and Purpose of the Performance Analysis

CREATE's framework for a School of Professional Education (ScOPE) provided the context for the performance analysis of teacher education programs at ASU. This report provides the initial results of the ScOPE analysis, describing the status of the university's current teacher education programs with regard to the fundamental outcomes and operational components of the ScOPE framework. The ASU performance analysis process has enabled CREATE to refine the concepts and measures associated with the SCOPE Framework and, to this end, the work done with ASU has significantly advanced CREATE's efforts to promote databased improvements in university-based teacher preparation programs. This ASU analysis has been an important endeavor and a major contributor to the development of a functional improvement model for State universities' teacher education programs and will continue to benefit the entire consortium. The CREATE staff gratefully acknowledges the leadership of ASU in embracing the management constructs associated with the ScOPE Framework and submitting their institution for critical review within this context. We especially appreciate the enthusiasm shown and the cooperation given to this project by the Dean of the College of Education.

This analysis was conducted by the CREATE consulting team, working in collaboration with a ASU Leadership team appointed by the Dean of the College of Education

Design of the ASU Performance Analysis

This ScOPE performance analysis for the ASU was conducted in five operational phases that began in the fall of 2009 ended in the spring of 2010. A description of the work design follows:

1. Orientation and Work Planning

The CREATE consulting team conducted an orientation meeting with the ASU leadership team and faculty, presenting an overview of the ScOPE model as well as a proposed work plan and timeline for implementing the performance review.

2. Analysis of PACE and related CREATE data

The CREATE team examined the university's Professional Analysis for Colleges of Education System (PACE) report to determine ASU's overall production patterns, as well as to analyze specialized certificate production for the university. In addition, PACE data were analyzed to assess student enrollment, student achievement and teacher employment characteristics for ASU's school partners in the university's Proximal Zone of Professional Impact (PZPI).


3. Collection and Analysis of University Data

Four strategies were employed to attain information on the levels of faculty engagement as well as descriptive information regarding key functions and operations within the ASU programs: (1) CREATE staff developed and administered the Leadership Team Questionnaire, completed jointly by the Dean and members of her leadership team, that supplied more detailed program description information; (2) a Faculty Questionnaire solicited information regarding current levels of faculty engagement in critical impact functions; (3) the Dean's office provided additional program documentation through the Operations Artifact Checklist; and, (4) initial test performance of ASU program completers on the Texas Examination of Educator Standards (TExES).

4. Data Interpretation and Report Development

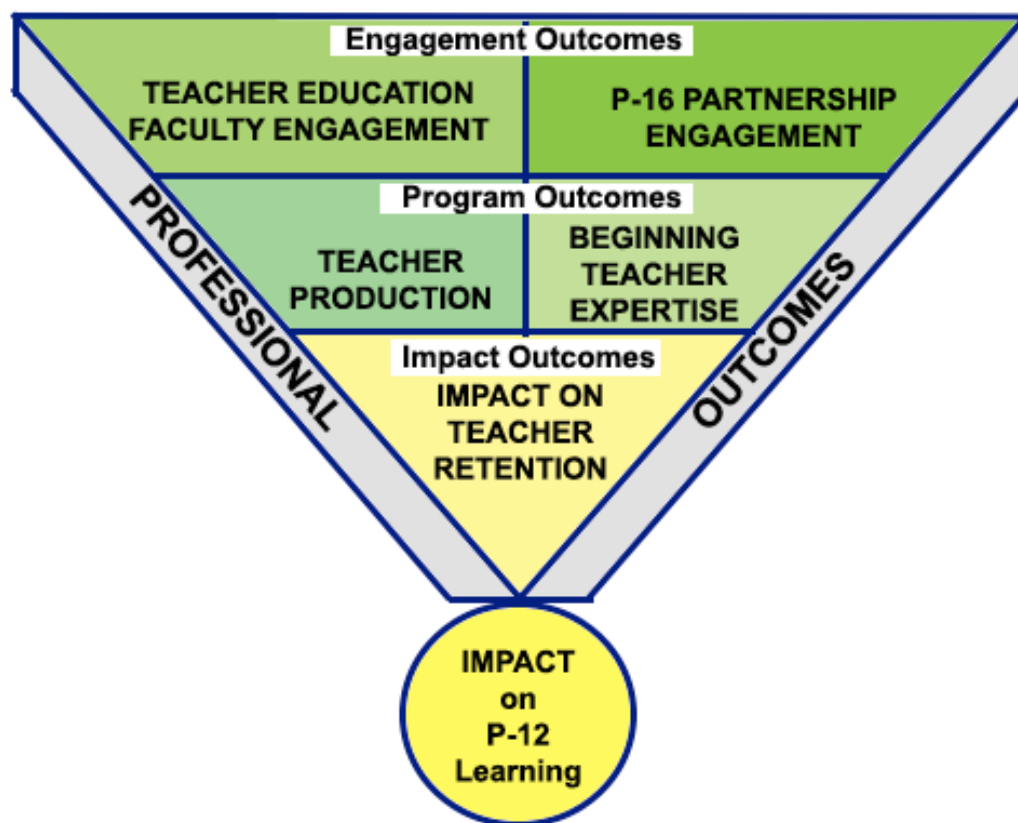
The CREATE staff considered all evidence gleaned from the above data sources in order to achieve a comprehensive view of ASU's performance related to key aspects of the ScOPE model. The team prepared this report based on objective analysis of recent ASU performance associated with the ScOPE framework.

This report represents the consulting team's best effort to provide an objective reading of the status of ASU's teacher education programs based on the initial data available to the team. The consulting team is confident that the trends reported herein are accurate. However, there is a need to verify and augment these original data and to extend the analysis in order to achieve a more complete assessment of the ASU program.

	<h2 style="text-align: center;">Section 2: Analysis of Data</h2>
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Data analysis is organized in accordance with the major components of the ScOPE Framework. This section of the report contains information on ASU's performance relative to the three classes of outcome measures included in this framework: (1) professional engagement outcomes; (2) program outcomes; and (3) impact outcomes.

Figure 3: Professional Outcomes For Schools of Professional Education



Engagement Outcomes

CREATE's Performance Analysis Model for Schools of Professional Education (ScOPE) assumes a set of professional engagement outcomes associated with each teacher preparation program. These professional engagement outcomes include measures for both faculty engagement and public school partner engagement in critical programmatic impact functions associated with goal attainment.

Faculty Engagement

Goal

Schools of Professional Education seek to optimize the frequency and depth of their faculty engagement in seven “impact functions” associated with the quality and effectiveness of university-based teacher preparation programs. These impact functions include faculty involvement in (1) on-campus, classroom-based instruction of teacher candidates, (2) field-based instruction and supervision of teacher candidates, (3) recruitment of prospective teacher candidates for the university’s teacher preparation program, (4) placement of university completers in partnering schools, (5) induction of novice teachers in their professional assignments in partnering schools, (6) professional development which supports continued, on-the-job learning of teachers in partnering schools, and (7) research in teacher preparation and effectiveness.

Data Analysis

The sources of information for the analysis of this area came from the Leadership Team Questionnaire, the Faculty Questionnaire, and the Core Leadership Artifacts. There were a total of twenty-one faculty responses: five professors, three associate professors, one assistant professor and twelve classified as other. Twelve of those responding to the questionnaire stated that they were in part-time positions. A total of eight of these responders are tenured.

Of the faculty responding to the questionnaire, sixty-six percent (14 of 21 faculty) indicated that they have a clear concept of the goals/vision of the university’s teacher preparation program. The remaining faculty (seven) stated that they had a partial understanding of the goals / vision of the preparation program.

All twenty-one of the faculty respondents stated that they taught teacher preparation courses. Twelve of these respondents taught at least two teacher preparation classes.

In the Fall semester of 2008, two-thirds (twenty-five) of the reported courses in teacher preparation required field-instruction and on-site supervision. In the Spring of 2009, three-fourths (twenty-seven) of the reported courses in teacher preparation included field-instruction and on-site supervision. Twelve faculty reported that they supervised student teachers during the Fall semester and thirteen faculty reported

supervising during the Spring semester. All supervising faculty reported utilizing a standard protocol for observations.

Two faculty reported that they were active in student recruitment. One faculty seemed to be involved more with recruiting in public schools and the other faculty more involved with the community college. Both of these faculty indicated they were involved with student recruitment activities on the ASU campus. Neither of these faculty indicated that they were recruiting students for a specific teacher certification area. No evidence was found regarding the existence of a systematic plan with recruiting targets for specific certification areas.

Eight faculty members reported involvement in teacher placement. Two of these faculty reported visiting public school campuses for the purpose of teacher candidate placement.

Seven of the faculty reported involvement in teacher induction activities. Most of these activities involved less than five public school teachers but one reported contact with more than twenty teachers. However, only three of the seven faculty reported visits to public schools for the purpose of teacher induction activities. No evidence was found of the existence of a coordinated induction program.

Nine of the twenty-one faculty respondents reported involvement in professional development activities designed to help classroom teachers in the public schools. The dominant reasons reported for engaging in professional development activities for teachers were: to improve the teacher education program; to provide service to the partner schools; and to satisfy requirements their job assignment. It was noted that another strong reason selected for faculty engagement in professional development was to gather data for responsive research. Most of the faculty responding to this question reported going to more than five campuses for these activities. No evidence was discovered regarding the existence of a systematic and purposeful professional development program with K-12 schools.

Four of the faculty reported that they were involved in responsive research with public schools related to teacher quality. The research is focused on three major topics: teacher induction, teacher retention, and P-12 student learning. This research seems to involve more than five independent school districts. Two faculty members reported that public school professionals are involved in their research as co-contributors. Only one faculty member reported publishing their teacher education research within the last five years.

Public School Partnership Engagement

Goal

ScOPE's professional engagement outcome measures also seek to document parallel levels of public school partnership engagement, by classifying the types and documenting the levels of faculty involvement in teacher preparation partnerships. Such teacher preparation partnerships may be categorized in a manner consistent with the impact functions referenced above. Thus, this analysis classifies teacher preparation partnerships in accordance with one or more of the impact functions, including (1) field-based preparation partnerships, (2) teacher recruitment partnerships, (3) placement partnerships, (4) teacher induction partnerships, (5) professional development partnerships, and (6) teacher quality research partnerships.

Data Analysis

Data utilized to describe ASU's current teacher preparation partnerships were derived from the documents provided: the Leadership Questionnaire; the Faculty Questionnaire; and the Core Leadership Operations Artifacts.

ASU's current school partnerships involve only the San Angelo Independent School District which includes two high schools, one freshman campus, three middle schools, and seventeen elementary schools. ASU's impact zone covers a seventy-five mile radius that includes forty independent school districts. These districts range in size from the smallest, Olfen ISD with a total enrollment of seventy-eight students to the largest, San Angelo ISD with an enrollment of 14,176 students. The next district with any size is Sweetwater ISD with an enrollment of 2,331. As reported by the dean, the distance between and among these school districts has been an economic hindrance in establishing cooperative involvement with a larger number of school districts.

Field-based teacher preparation partnerships are established with the twenty-three schools which are a part of the San Angelo ISD. These schools accommodated the fifty-two field-based teacher preparation courses during the 2008-2009 academic year.

Teacher induction partnerships and teacher placement partnerships also include these twenty-three schools within the San Angelo ISD. However, teacher placement is currently conducted through the university's career placement center.

Teacher recruitment partnerships and professional development partnerships were reported only with the Region 15 Education Service Center, none with the area school districts.

The faculty reported involvement in a number of impact activities that involved the San Angelo school district (recruitment, professional development, and responsive research), but these impact functions were not classified as partnerships by the Leadership Team.

Program Outcomes

Schools of Professional Education attend to two types of initial program outcomes, which serve as near-term indicators of the quality and effectiveness of their teacher preparation program. These include longitudinal measures of program production, and performance measures on certification examinations by cohorts of program completers. The ScOPE model assumes that this combination of production and candidate performance offers program leaders a useful surrogate by which to gauge quality and effectiveness of their initial teacher preparation efforts. It is also assumed that both production and performance outcomes must improve simultaneously in order to achieve the standards associated with Professional Schools of Education.

Teacher Production

Goals

Teacher production is a primary indicator of the professional viability and responsiveness of any university teacher preparation program. To determine the adequacy of an institution's teacher production, university production patterns must be assessed over a multi-year period, and these outcomes must be examined within the context of school district employment needs within the proximal zone of professional impact (PZPI) zone. Teacher production should also be assessed within the context of the university's total undergraduate degree production, i.e., a production ratio. Finally, university production may also be benchmarked against other comparable university-based teacher education programs in order to gauge teacher output relative to other similarly situated programs within the state.

Data Analysis

Based on the information in the PACE 2009 Report, the total number of teachers produced at Angelo State University, through both traditional and post-baccalaureate programs, has declined from a high of 236 teachers certified in FY 2004 to 174 teachers in FY 2008. This is a 26% decrease. Students certified through the traditional program during this 5-year period numbered 211 in FY 2004 and 164 in FY 2008. This is a 22% decrease for the traditional program.

As the university's enrollment has grown over the five-year period from 6,033 students in FY 2004 to 6,185 students in FY 2008, the number of teachers produced

has decreased. However, ASU is the major producer of certified teachers in its geographic area of the State.

Teacher Quality

Goal

Not only must universities provide an adequate supply of teachers to accommodate student growth and professional turnover, schools of professional education must also assure that program completers enter as well-trained and highly capable educators. To this end, professional schools of education may employ exit certification exams as reasonable surrogates for measuring *initial* levels of quality and potential for teaching effectiveness. ScOPE assumes that university faculties are continuously refining the instructional effectiveness of their teacher preparation programs so that successive cohorts are increasingly successful on their initial attempts at both the content and pedagogical examinations required for certification, i.e. a trend of increasing percentages of students scoring in the top two quartiles over time. By considering first-time test takers' scores, a better picture of initial student learning and understanding is obtained that will reflect the effectiveness of the initial instruction in the teacher preparation program.

Data Analysis

TEExES Pass Rate

Currently the overall indicator of teacher quality as determined by the University and the College of Education is student performance on the TEExES, the State-mandated certification exam. Over the last five reporting years (2005 to 2009), a total of 907 ASU's students have taken the required Pedagogy and Professional Responsibility exams (PPR) and 854 of these have scored 240 or better on their initial test attempt for a 94% passing rate. (A score of 240 is the minimal score necessary to pass the respective tests.)

The average percent pass rate (raw score of 240 or better) for initial takers on the PPR for six years.

	2005	2006	2007	2008	2009
PPR EC-12	91%	92%	95%	78%	84%
PPR EC-4	99%	97%	94%	97%	95%
PPR 4-8	92%	100%	100%	100%	100%
PPR 8-12	92%	91%	91%	97%	97%

The results of the initial teaching fields tests (Generalist EC-4, English Language Arts and Reading 8-12, Life Science 8-12, and Mathematics 8-12) present a similar picture similar (see chart below). Very few times during those six reporting years did

student test scores achieve less than a 100% pass rate (a score of 240 or above) for initial test takers.

The average percent pass rate (raw score of 240 or better) for initial test takers on the grouped academic fields for five years:

	2005	2006	2007	2008	2009
Generalist EC-4	98%	99%	93%	100%	99%
English Lang. Arts & Reading 8-12	100%	100%	100%	100%	100%
Life Science 8-12	100%	100%	100%	100%	100%
Mathematics 8-12	100%	100%	100%	100%	100%

During this five-year period the total number of students in each area passing the EXcET was: 471 (Generalist EC-4); 36 (English Language Arts and Reading 8-12); 21 (Life Science 8-12); and 46 (Mathematics 8-12).

Partner Feedback

Instruments utilized to secure feedback on student teachers and on teacher employees in the schools were provided. However, data and responses gathered from these instruments were not included in the materials provided.

Impact Outcomes

A distinguishing characteristic of the ScOPE model is the assumption that university teacher preparation programs must ultimately assess their own effectiveness based upon the long-term impact of their teacher products in the field. Schools of Professional Education must develop and provide teacher candidates who are prepared to stay in the profession and who are proficient in causing students assigned to them to attain high levels of success, as evidenced by student achievement on state assessment instruments.

Teacher Retention

Teacher retention is one indicator of university success in preparing and placing teachers with the skills, dispositions and professional tenacity to make lasting and long-term contributions to the profession and to the students whom they teach.

Data Analysis

The Performance Analysis for Colleges of Education (PACE) has been providing teacher retention information to its university membership for several years. After five years in the teaching profession, 77% of ASU's certified teachers are still in classrooms. The retention rate for high school teachers' after five years is 80%; for the middle school teachers the retention rate after five years is 86%; and for teachers

at the elementary level, their retention rate after five years is 74%. Over the last three years, 2007 – 2009, 54% of the certified teachers graduating from ASU have stayed in ASU's PZPI.

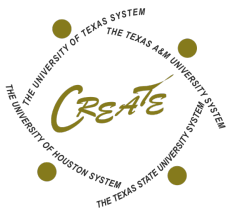
P-12 Student Learning

One of the most challenging outcomes for universities to determine is that of the long-term instructional effectiveness of the teachers whom they produce.

Addressing these questions requires universities to follow the work of their teacher completers over a sustained period of time to assess the effects that these teachers have upon student learning (i.e., achievement) in their own classrooms. Not only does this research take time and resources, but it also requires specialized access to identifiable student and teacher performance information in order to assess the value-added contributions of the university's teacher products. Gaining consistent access to such information over time has proven to be a challenge for most Texas universities.

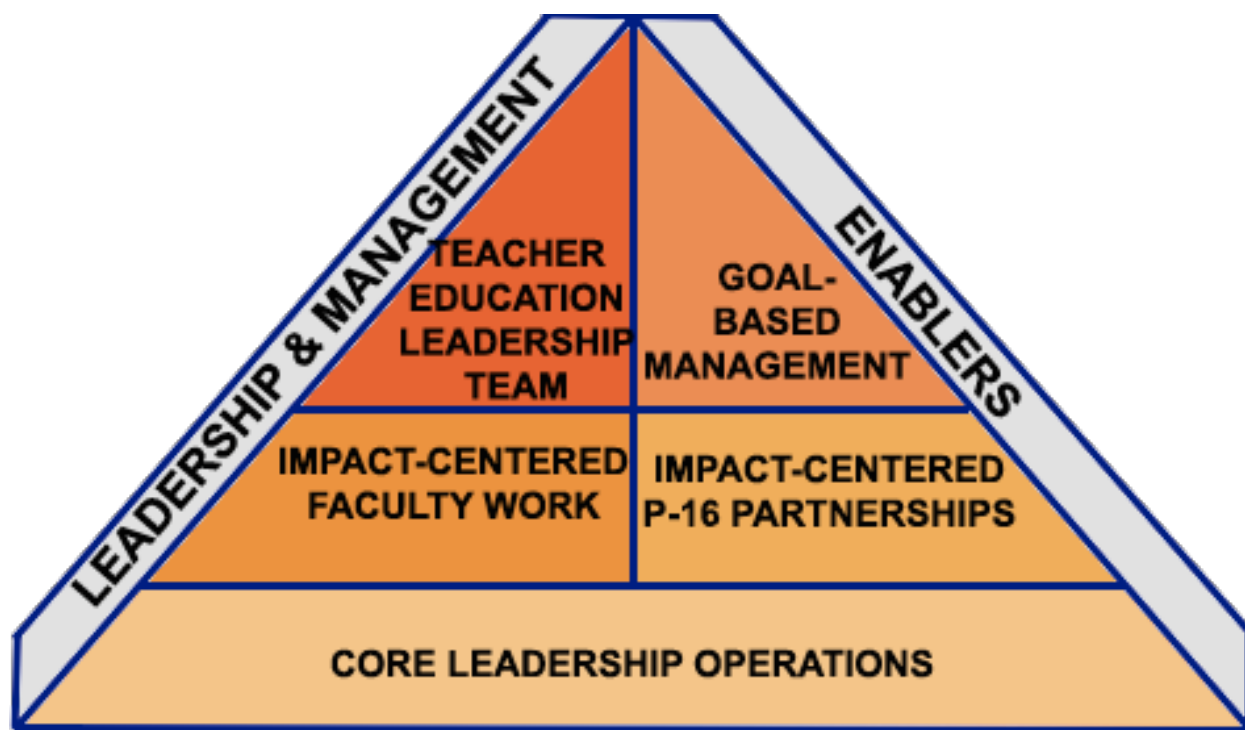
Data Analysis

As reported to the CREATE team, most of the university's efforts to determine the effectiveness of ASU's teacher certification graduates' effects on student learning is provided through informal input. Coordination and alignment of course content in the teacher preparation program with the course content of the public school TAKS is established through the Educator Preparation Advisory Committee and content surveys by academic departments. This alignment is to enable the ASU teacher graduates to improve their students' performance on the TAKS at all levels specifically in the higher-order thinking skills. The CREATE team could find no efforts currently underway to connect public school student performance on the TAKS with the teaching skills of the ASU graduates.

	<h2>Section 3: Analysis of Leadership and Management Enablers</h2>
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The Leadership and Management Enablers are those leadership activities that are necessary to optimize achievement of Professional Outcomes. These enablers are systematic in nature, and are, therefore, closely interrelated. The Leadership Management Team is the primary body charged with responsibility for ensuring a systematic approach to Goal-Based Management and Core Leadership Operations.

Figure 5: Leadership and Management Enablers



Teacher Education Leadership Team

Criteria:

Optimally, a Teacher Education Leadership Team is comprised of a group of people involved in teacher education decision-making, with representation from within the

university and from the teacher preparation partner schools. This team meets regularly to facilitate setting performance goals for the engagement, program, and impact outcomes. It analyzes, evaluates, and recommends goal-centered changes to teacher education program operations and assists in implementing these decisions. The team assigns supervisory responsibility to team members for monitoring and reporting on goals set for each outcome.

Data Analysis

The current Teacher Education Leadership Team is comprised of nine members. All members are from the College of Education. There are no members representing other academic departments in the university, and no members representing the independent school district partnerships, nor are there any community college representatives as members. As reported, this Leadership Team has one to three meetings per year as needed. No minutes from meetings were provided. Specific program goals or objectives addressed by the Leadership Team also could not be determined. As was stated earlier, there are three reported partnerships with public schools, but the relationship between these partnerships and the Teacher Education Leadership Team could not be determined.

It was reported that there is also an Educator Preparation Advisory Committee that meets at ASU in September of 2009 with the expressed purpose to discuss (1) district needs in teacher candidates, characteristics needed in teachers, and to consider certification programs across the campus. Present at this meeting are five ASU College of Education representatives; one Education Service Center representative; three area superintendents and three area school principals. No evidence of additional meetings was provided.

The partnership schools' needs seem to be generated on an individual case-by-case basis. It does not seem that the Leadership Team nor the Educator Preparation Advisory Committee assist in the identification of these needs, nor are they the promoter of solutions. No evidence could be determined that either of these two groups coordinates or monitors the variety of efforts promoted through the various "partnerships".

Goal-Based Management

Optimally, a Leadership Team facilitates setting performance goals and monitors and reports progress for six professional outcomes: 1) Faculty engagement levels for *Classroom Instruction, Field-Based Instruction, Recruitment, Placement, Teacher Induction, Professional Development, Responsive Research on Teacher Quality*; 2) Public school partnership engagement levels for *Field-Based Instruction, Recruitment, Placement, Teacher Induction, Professional Development, Responsive Research on Teacher Quality*; 3) Teacher Production by Certification Area; 4) Beginning Teacher Quality Indicators; 5) Teacher retention; and 6) P-12 Student Learning

The Leadership Team is charged with conducting meaningful work to insure that goal accomplishment is measured and reported regularly to key stakeholders, that regular meetings are conducted with local Human Resources personnel to confirm and project teacher needs in the districts; that annual production and performance data are compared to performance goals and reported to key stakeholders; and that data from goal analysis are used for continuous improvement.

Data Analysis:

Documentation was difficult to find that determined who establishes goals for faculty engagement in any of the program impact functions (classroom based instruction; field-based instruction; recruitment of prospective teacher candidates; placement of university completers; induction of novice teachers; professional development; and research in teacher preparation). Current program needs were identified in the September 23, 2010 Agenda of the Educator Preparation Advisory Committee in the areas of: school district needs; teacher characteristics; teacher preparation program; and classroom teaching skills. It could not be determined to what extent these needs were addressed or implemented within the teacher preparation program.

The following itemization of practitioner skills appears on the university's web site for the education department under the headings of: 4.1 Vision and Mission Statements; and 4.2 Philosophy, Purpose, and Goals.

The program believes that candidates develop as reflective practitioners through opportunities to reflect on their actions and to complete a progression of learning experiences which include:

- Developing content knowledge, pedagogical skills, and professional dispositions which lead to effective teaching.
- Implementing defensible instructional decisions and technology applications.
- Embracing active, engaged student-centered learning.
- Teaching that is culturally relevant and responsive to the ever-changing developmental and education needs of diverse students, families, and society in partnership with schools and communities.

The CREATE team could not discover the entity responsible for monitoring, evaluating or reporting as to accomplishment of these goals.

Impact-Centered Faculty Work.

Optimally, a Leadership Team insures: that assigned faculty responsibilities are aligned with goal statements; that faculty engagement in the Programmatic Impact Functions is measured and reported; that new faculty positions are announced and filled based on Programmatic Impact Function needs; that written tenure and promotion policies are aligned with stated faculty roles and responsibilities; and that a significant number of the

faculty are deeply engaged in one or more of the Programmatic Impact Functions with specified responsibilities and quantifiable expectations.

Data Analysis:

It seems that faculty assignments are the responsibility of designated college administrators. There seems to be no data that identifies faculty roles with quantifiable expectations. It also could not be determined to what extent any designated group has responsibility or input into filling faculty vacancies. All faculty activities seem to be based on standard faculty roles that maintain the existing teacher preparation program. Tenure and promotion decisions follow traditional university procedures.

Impact-Centered Partnerships

Optimally, the Leadership Team monitors the development and implementation of agreements with public schools for field-based instruction (pre-student teaching and/or student teaching) and with community colleges for teacher candidate recruitment and transfer articulation. Public school and community college partners in the teacher education program's service area are perceived as collaborative partners, and regular meetings are held with them to identify needs and to develop cooperative intervention plans and strategies that are implemented, measured, and report back.

Data Analysis:

Partnership agreements do exist with public schools for field-based activities and student teaching assignments. Agreements also exist with the community college regarding transfer matters. However, it could not be determined who had the final responsibility or oversight for these agreements with public schools or the community college.

Core Leadership Operations

Core leadership operations are those important functions that must be routinely managed. These include stakeholder participation, program-centered faculty development, and curriculum evaluation.

Stakeholder Participation

Optimally, the Leadership Team insures that collaborative agreements are made with public schools for field-based instruction (pre-student teaching and/or student teaching) and with community colleges for teacher education articulation. The team knows its public school and community college stakeholder partners in its area and meets with them regularly to identify needs, develop cooperative intervention plans and strategies, and to implement, measure, and report on interventions.

Data Analysis:

The agenda of the Educator Preparation Advisory Committee that was provided in the Artifacts, indicates that the needs of the participants were discussed. The agenda items focused on the needs of: the districts; the teacher preparation students; and the university's program. It could not be determined who has the responsibility to develop strategies to meet those needs, evaluate the success of the efforts and to report results. It was reported that this committee meets one to three times a year.

Program-Centered Faculty Development

Optimally, a Leadership Team facilitates faculty growth by encouraging that faculty to engage in rich and focused discussions centered on the Programmatic Impact Function goals of teacher retention and P-12 student learning. Furthermore, the Leadership Team organizes frequent faculty professional development opportunities that are attended and actively participated in by a high percentage of the faculty, that are highly correlated with their specific assigned responsibilities, that are aligned with public school needs, and that are aggregated and reported to key stakeholders.

Data Analysis:

Nine of the responding faculty in the teacher preparation program reported that they are actively engaged in professional development activities for the public school teachers. The dominant reasons reported for engaging in professional development activities were (1) to improve the teacher education program and (2) to provide service to the public schools. It could not be determined who was involved in the identification or promotion of these professional development activities. It was reported that there was not a systematic process for delivering professional development activities specifically for public school teachers. However, it was reported that there is an annual Literacy Conference cooperatively sponsored by the university and the Region XV Service Center.


Curriculum Evaluation

Optimally, a Leadership Team works with the teacher education faculty to insure that the curriculum is continuously evaluated and updated. Teacher candidate certification test scores are analyzed and used for curriculum modifications; a teacher education curriculum evaluation plan, developed with input from participating authoritative public school representatives, is used; teacher education student performance data, e.g., work samples and tests, are collected systematically, routinely aggregated, analyzed, and reported; analyses of teacher education student performance data are applied in the curriculum change process; curriculum evaluation meetings are held routinely with participating authoritative public school representatives to review the teacher preparation program, to address coherence,

e.g., the relationship between classroom instruction and field-based instruction, to address appropriate alignment of teacher education instructional goals. P-12 student performance data are used in the curriculum change process, novice teacher performance evaluation trends are collected and used, and all teacher education curriculum changes are considered and approved by the Leadership Team that includes public school representatives.

Data Analysis:

It was not totally clear who was involved in the analysis and evaluation of the teacher preparation program. The current process for evaluating the teacher preparation program is the responsibility of: the Teacher Education Council, the Departmental Curriculum Committees, and the University Curriculum Committees. The public schools provide input into the evaluation of the teacher preparation curriculum through the Educator Preparation Committee, the Job Fair Survey and an Employer Survey. The identification of public school needs is obtained through the Educator Preparation Advisory Committee and the Superintendents' annual meeting. It was not determined to what extent any of these annual evaluations and needs identification are documented, evaluated and reported to those involved in teacher preparation program evaluation.

	<h2>Section 4: Program Highlights and General Observations</h2>
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This summary of the major findings of the CREATE Consulting Team regarding the performance analysis of the ASU teacher education programs is presented in two parts. First is a summary of our perceptions of the major program highlights. Second is a synthesis of our general observations, which are offered to ASU as points of possible discussion. These observations are categorized into a set of observations about program vision and goals and a set about accountability and assessment.

PROGRAM HIGHLIGHTS

The CREATE Consulting Team observed the following strengths in the ASU teacher preparation program that support key principles of program effectiveness:

- ASU has long-standing partnerships with the San Angelo ISD.
- ASU has a long history of commitment to supply teachers to the surrounding areas.
- Graduates of the teacher certification program tend to demonstrate a high commitment to the profession as evidenced by their tendency to remain in the profession for an extended time.
- ASU candidates have high initial passing rates on the state certification examinations.
- ASU faculty and staff expressed a high level of commitment to work with CREATE to objectively view their teacher preparation program.

OBSERVATIONS

Program Vision and Goals

- A process was not found that describes who sets goals for the teacher education programs and how these goals are set.
- No evaluation activities were apparent oriented to the stated goals and the current program.

Assessment and Accountability

- No evidence of systematic program-wide responsibility for assessment and accountability was found.
- Only limited evidence was found of actions taken based on data gathered to improve teacher education programs and school partners.

As explained in Section I of this report, this performance analysis was a joint effort of the ASU leadership team and the CREATE consulting team. ASU agreed to participate in this analysis without complete prior knowledge of the criteria and the consulting team re-emphasized throughout the analysis process that the purpose of the analysis was to enlighten and not to evaluate.

Appendix A: Angelo State *School District List*

Ballinger ISD
Bangs ISD
Blackwell ISD
Brady ISD
Bronte ISD
Christoval ISD
Coleman ISD
Colorado ISD
Crockett County Consolidated ISD
Eden ISD
Forsan ISD
Glasscock County ISD
Grape Creek ISD
Highland ISD
Irion County ISD
Jim Ned Consolidated ISD
Lohn ISD
Loraine ISD
Menard ISD
Miles ISD
Novice ISD
Olfen ISD
Paint Rock ISD
Panther Creek ISD
Reagan County ISD
Robert Lee ISD
Roscoe ISD
San Angelo ISD
Santa Anna ISD
Schleicher ISD
Sonora ISD
Sterling ISD
Sweetwater ISD
Trent ISD
Veribest ISD
Wall ISD
Water Valley ISD
Westbrook ISD
Winters ISD
Wylie ISD

Appendix B: ScOPE Framework Operational Definitions

I. PROFESSIONAL OUTCOMES

a. Impact Outcomes

- i. Impact on P-12 Learning – Impact on P-12 Learning is the contribution and/or influence that a teacher has on the learning demonstrated by the P-12 students as a result of the teacher's interactions with the students.
- ii. Impact on Teacher Retention – Teacher Retention is a measure of whether or not a teacher remains employed subsequent to the initial year of employment.

b. Program Outcomes

- i. Beginning Teacher Expertise – Beginning Teacher Expertise is a measure that represents the extent to which a newly certified teacher is able to demonstrate the knowledge, skills, and dispositions necessary to succeed as a new professional educator.
- ii. Teacher Production – Teacher Production is simply a count of the number of beginning teachers in each area of certification (teaching field) recommended for certification by a preparation entity in a specified year that begins on September 1, and ends on August 31 of the following year

c. Engagement Outcomes

- i. P-16 Partnership Engagement Level – P-16 Partnership Engagement Level is a measure of the depth and breadth of purposeful and systematic activities in one or more Programmatic Impact Functions that are collaboratively planned and implemented by a university's teacher preparation program and one or more P-12 school partners. The Programmatic Impact Functions for which partnerships may be developed and implemented are: Field-Based Instruction, Teacher Placement, Teacher Induction, Teacher Professional Development, and Responsive Research on Teacher Quality.
- ii. Teacher Education Faculty Engagement Level – Teacher Education Faculty Engagement Level is a measure of the frequency and depth of purposeful and systematic activities in one or more Programmatic Impact Functions that are collaboratively planned and implemented by a university's teacher preparation program and one or more P-12 school partners. The Programmatic Impact

Functions in which faculty may be engaged are: On-Campus Instruction, Field-Based Instruction, Teacher Placement, Teacher Induction, Teacher Professional Development, and Responsive Research on Teacher Quality.

1. On-Campus Instruction – On-Campus Instruction is credit-generating teacher preparation instruction that occurs on a university campus.
2. Field-Based Instruction – Field-Based Instruction is teacher preparation instruction that occurs primarily on a P-12 campus and may be one of three types: Delivery of credit-generating teacher preparation instruction on a P-12 campus, supervision of student teaching, or supervision of pre-student teaching activities.
3. Teacher Candidate Recruitment – Teacher Candidate Recruitment is the systematic process of bringing new students into the teacher preparation program for the purpose of increasing production of new teachers in specified areas of certification.
4. Teacher Placement – Teacher Placement is the systematic process of guiding new teachers into public school teaching assignments that will maximize the new teacher's opportunity to succeed.
5. Teacher Professional Development – Teacher Professional Development is the planned and systematic set of activities delivered to teachers in service for the purpose of improving teacher effectiveness.
6. Responsive Research on Teacher Quality – Responsive Research on Teacher Quality is research that is designed and implemented in association with P-12 schools that strives to answer research questions of mutual importance to the university's teacher education faculty and to the P-12 schools.

II. LEADERSHIP AND MANAGEMENT ENABLERS

- a. Teacher Education Leadership Team – The Teacher Education Leadership Team is a specified group of educational leaders that includes university-wide and external representation that sets performance goals for each Professional Outcome, meets regularly to analyze and evaluate

Core Operations, assists in implementing goal-oriented decisions, and monitors and reports goal accomplishment.

- b. Goal-Based Management – Goal-Based Management is the continuous improvement process used by the Teacher Education Leadership Team to set, monitor, and evaluate the Professional Outcomes.
- c. Impact-Centered Faculty Work – Impact-Centered Faculty Work is the set of processes used by teacher education faculty and facilitated by the Teacher Education Leadership Team in order to accomplish Programmatic Impact Function goals.
- d. Impact-Centered P-16 Partnerships – Impact-Centered P-16 Partnerships are the processes used by the Teacher Education Leadership Team and its P-12 partners in order to accomplish partnership goals in the Programmatic Impact Functions.
- e. Core Leadership Operations – Core Leadership Operations are the processes and tasks that facilitate aligning and improving public school stakeholder involvement, community college stakeholder involvement, program-centered university faculty development, and teacher education curriculum

Appendix C: Faculty Engagement Questionnaire

Faculty Engagement Questionnaire

Introduction

This questionnaire is administered to all university faculty involved with teacher preparation as a part of the ScOPE Performance Analysis Process. It is intended to collect information on faculty engagement patterns and processes in seven major functions related to teacher preparation. Your responses will be reported confidentially to CREATE research consultants and results will not be identified by name in the reporting of the data. Thank you in advance for your time and attention to this survey.

Background Information

1. Name:

2. College:

3. Department:

4. Certification Program:

5. Faculty Position:

- ☐ Professor
- ☐ Associate Professor
- ☐ Assistant Professor
- ☐ Clinical Faculty
- ☐ Instructor
- ☐ Adjunct Faculty
- ☐ Lecturer
- ☐ Other (please specify)

6. Faculty Status

- ☐ Tenured
- ☐ Non-Tenured
- ☐ Non-tenure Track

Faculty Engagement Questionnaire

7. Full/Part-Time Status

- ☐ Full-Time
☐ Part-Time

8. To what extent do you feel you that you have a clear concept of the goals/vision of your university's teacher preparation program?

- ☐ Total
☐ Partial
☐ None

On-Campus Instruction

On-Campus Instruction is credit-generating teacher preparation instruction that occurs on a university campus. Please provide data separately for each semester.

9. Fall, 2008: I taught the following courses for teacher preparation candidates:

Course Number #1 and
Title:
Course Number #2 and
Title:
Course Number #3 and
Title:
Course Number #4 and
Title:
Course Number #5 and
Title:

10. Did the courses you listed include field instruction?

	Yes	No
Course # 1	<input type="checkbox"/>	<input type="checkbox"/>
Course # 2	<input type="checkbox"/>	<input type="checkbox"/>
Course # 3	<input type="checkbox"/>	<input type="checkbox"/>
Course # 4	<input type="checkbox"/>	<input type="checkbox"/>
Course # 5	<input type="checkbox"/>	<input type="checkbox"/>

Faculty Engagement Questionnaire

11. Did the courses you listed include on-site supervision?

	Yes	No
Course # 1	<input type="checkbox"/>	<input type="checkbox"/>
Course # 2	<input type="checkbox"/>	<input type="checkbox"/>
Course # 3	<input type="checkbox"/>	<input type="checkbox"/>
Course # 4	<input type="checkbox"/>	<input type="checkbox"/>
Course # 5	<input type="checkbox"/>	<input type="checkbox"/>

On-Campus Instruction

12. Spring, 2009: I taught the following courses for teacher preparation candidates:

Course Number and Title:	<input type="text"/>
Course Number and Title:	<input type="text"/>
Course Number and Title:	<input type="text"/>
Course Number and Title:	<input type="text"/>
Course Number and Title:	<input type="text"/>

13. Did the courses you listed include field instruction?

	Yes	No
Course # 1	<input type="checkbox"/>	<input type="checkbox"/>
Course # 2	<input type="checkbox"/>	<input type="checkbox"/>
Course # 3	<input type="checkbox"/>	<input type="checkbox"/>
Course # 4	<input type="checkbox"/>	<input type="checkbox"/>
Course # 5	<input type="checkbox"/>	<input type="checkbox"/>

14. Did the courses you listed include on-site supervision?

	Yes	No
Course # 1	<input type="checkbox"/>	<input type="checkbox"/>
Course # 2	<input type="checkbox"/>	<input type="checkbox"/>
Course # 3	<input type="checkbox"/>	<input type="checkbox"/>
Course # 4	<input type="checkbox"/>	<input type="checkbox"/>
Course # 5	<input type="checkbox"/>	<input type="checkbox"/>

Field-Based Instruction (Fall 2008)

Field-Based Instruction is teacher preparation instruction that occurs primarily on a P-12 campus and may be one of three types: Delivery of credit-generating teacher preparation instruction on a P-12

Faculty Engagement Questionnaire

campus, supervision of student teaching, or supervision of pre-student teaching activities. Please provide data separately for each semester.

15. Fall, 2008: I worked in the field supervising student teachers or teaching interns:

☐ Yes

☐ No

Field-Based Instruction (Fall 2008)

16. Number of students supervised

17. Estimated time for supervision of these students:

☐ Between 1% - 25%

☐ Between 26% - 50%

☐ Between 51% - 75%

☐ Between 75% - 100%

18. Please list the assigned school sites for the student teachers or teaching interns whom you supervised:

District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>

Faculty Engagement Questionnaire

19. On average, how often did you observe each student teacher?

- ☐ Once a week
- ☐ Once every two weeks
- ☐ Once every three weeks
- ☐ Once every month
- ☐ Other (please specify)

20. Did you have a standard protocol for observation? (e.g., pre-observation conference, observation, post-observation conference)

- ☐ Yes
- ☐ No

Field-Based Instruction (Spring 2009)

21. Spring, 2009: I worked in the field supervising student teachers or teaching interns:

- ☐ Yes
- ☐ No

Field-Based Instruction (Spring 2009)

22. Number of students supervised

23. Estimated time for supervision of these students:

- ☐ Between 1% - 25%
- ☐ Between 26% - 50%
- ☐ Between 51% - 75%
- ☐ Between 75% - 100%

Faculty Engagement Questionnaire

24. Please list the assigned school sites for the student teachers or teaching interns whom you supervised:

District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>

25. On average, how often did you observe each student teacher?

- ☐ Once a week
- ☐ Once every two weeks
- ☐ Once every three weeks
- ☐ Once every month
- ☐ Other (please specify)

26. Did you have a standard protocol for observation? (e.g., pre-observation conference, observation, post-observation conference)

- ☐ Yes
- ☐ No

Teacher Candidate Recruitment

Teacher Candidate Recruitment is the systematic process of bringing new students into the teacher preparation program for the purpose of increasing production of new teachers in specified areas of certification.

27. During the 2008-2009 school year, did you participate in a systematic teacher candidate recruitment process?

- ☐ Yes
- ☐ No

Teacher Candidate Recruitment

Faculty Engagement Questionnaire

28. During the 2008-2009 school year, approximately how many prospective students did you contact?

- ☐ Fewer than 10
- ☐ 11-20
- ☐ 21-50
- ☐ More than 50

29. During the 2008-2009 school year, approximately how many students did you recruit into the teacher preparation program?

- ☐ Fewer than 10
- ☐ 11-20
- ☐ 21-50
- ☐ More than 50

30. During the 2008-2009 school year, approximately what percent of your time was spent in recruiting activities:

- ☐ Between 1% - 25%
- ☐ Between 26% - 50%
- ☐ Between 51% - 75%
- ☐ Between 75% - 100%

31. During the 2008-2009 school year, did you visit public school campuses specifically for the purposes of teacher candidate recruitment?

- ☐ Yes
- ☐ No

Teacher Candidate Recruitment

32. During the 2008-2009 school year, did you visit community college campuses specifically for the purposes of teacher candidate recruitment?

- ☐ Yes
- ☐ No

Faculty Engagement Questionnaire

33. During the 2008-2009 school year, did you participate in teacher candidate recruitment activities on your campus?

☐ Yes

☐ No

34. During the 2008-2009 school year, did you recruit candidates for specific teacher certification areas?

☐ No

☐ Yes. (If yes, please check the appropriate areas below.)

☐ Mathematics

☐ Science

☐ Bilingual/ESL

☐ Foreign Languages

☐ Special Education

☐ Other (please specify)

Teacher Placement

Teacher Placement is the systematic process of guiding new teachers into teaching assignments that will maximize the new teacher's opportunity to succeed.

35. During the 2008-2009 school year, I was involved in teacher placement activities:

☐ Yes

☐ No

Teacher Placement

Faculty Engagement Questionnaire

36. During the 2008-2009 school year, approximately how many students did you place or assist in placing in schools?

- ☐ Fewer than 10
- ☐ 11-20
- ☐ 21-50
- ☐ More than 50

37. During the 2008-2009 school year, approximately what percent of your time was spent in teacher placement activities:

- ☐ Between 1% - 25%
- ☐ Between 26% - 50%
- ☐ Between 51% - 75%
- ☐ Between 75% - 100%

38. During the 2008-2009 school year, did you visit public school campuses specifically for the purposes of teacher candidate placement?

- ☐ Yes
- ☐ No

Teacher Induction

Teacher Induction is the process of providing support to beginning teachers through effective university mentoring and professional development activities.

39. During the 2008-2009 school year, I was involved in teacher induction activities:

- ☐ Yes
- ☐ No

Teacher Induction

Faculty Engagement Questionnaire

40. During the 2008-2009 school year, approximately how many teachers did you contact through induction activities?

- ☐ Fewer than 5
- ☐ 5-10
- ☐ 11-20
- ☐ More than 20

41. During the 2008-2009 school year, approximately what percent of your time was spent in teacher induction activities:

- ☐ Between 1% - 25%
- ☐ Between 26% - 50%
- ☐ Between 51% - 75%
- ☐ Between 75% - 100%

42. During the 2008-2009 school year, did you visit public school campuses specifically for the purposes of teacher induction activities?

- ☐ Yes
- ☐ No

Teacher Professional Development

Teacher Professional Development is the planned and systematic set of activities delivered to teachers in-service for the purpose of improving teacher effectiveness.

43. During the 2008-2009 school year, I was involved in teacher professional development activities designed specifically to help classroom teachers in the public schools.

- ☐ Yes
- ☐ No

Teacher Professional Development

Faculty Engagement Questionnaire

44. What were your major reasons for engaging in professional development activities for teachers?

	1st Choice	2nd Choice	3rd Choice
to improve our teacher education program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to provide service to our partner schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to improve my teaching skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to satisfy requirements of my job assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to gather data for responsive research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)			
<input type="text"/>			

Teacher Professional Development

45. During the 2008-2009 school year, approximately how many teachers participated in your professional development activities?

- ☐ Fewer than 10
- ☐ 11-25
- ☐ 26-50
- ☐ More than 100

46. During the 2008-2009 school year, what percent of your time was spent in professional development activities:

- ☐ Between 1% - 25%
- ☐ Between 26% - 50%
- ☐ Between 51% - 75%
- ☐ Between 75% - 100%

Faculty Engagement Questionnaire

47. During the 2008-2009 school year, for how many public school campuses did you provide professional development activities?

- ☐ 1
☐ 2-3
☐ 4-5
☐ More than 5

Responsive Research on Teacher Quality

Responsive Research on Teacher Quality is research that is designed and implemented in association with P-12 schools that strives to answer research questions of mutual importance to the university's teacher education faculty and to the P-12 schools.

48. Are you currently engaged in a responsive research project that requires data collection in the public schools related to teacher quality?

- ☐ Yes
☐ No

Responsive Research on Teacher Quality

49. What is the focus of your responsive research? Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> faculty engagement levels | <input type="checkbox"/> beginning teacher placement |
| <input type="checkbox"/> partnership engagement levels | <input type="checkbox"/> teacher induction |
| <input type="checkbox"/> teacher production | <input type="checkbox"/> teacher retention |
| <input type="checkbox"/> beginning teacher expertise | <input type="checkbox"/> P-12 student learning |
| <input type="checkbox"/> teacher candidate recruitment | <input type="checkbox"/> other |

50. How many school districts have been involved in your research?

- ☐ 1
☐ 2-3
☐ 4-5
☐ More than 5

Faculty Engagement Questionnaire

51. Are public school professionals involved in your teacher preparation research as co-contributors?

☐ Yes

☐ No

Responsive Research on Teacher Quality

52. Have you published results of your teacher education research endeavors during the past five years?

☐ Yes

☐ No

53. If yes, please list each title(s), publication(s), and date(s):

Thank you for completing our survey!

Appendix D: Leadership Team Questionnaire

Leadership Team Questionnaire- Angelo

Introduction

This questionnaire is administered to the Leadership Team that guides the University's teacher preparation program. It is intended to collect information regarding levels of engagement of the various parties that have a stake in the teacher preparation program of the university. The questionnaire is designed to identify patterns and processes in the functions that relate to teacher preparation. Your responses will be reported confidentially to CREATE's research consultants and responses will not be identified by name in the reporting of the data. Thank you in advance for your time and attention to this survey.

Leadership Team

Please list the current members of the Leadership Team that are charged with the oversight of the university's teacher preparation program.
Provide the following information for each member:

1. Member #1 (Person completing this survey)

Name:
Affiliation:
Position/Assignment:

2. Member #2

Name:
Affiliation:
Position/Assignment:

3. Member #3

Name:
Affiliation:
Position/Assignment:

4. Member #4

Name:
Affiliation:
Position/Assignment:

5. Member #5

Name:
Affiliation:
Position/Assignment:

6. Member #6

Name:
Affiliation:
Position/Assignment:

Leadership Team Questionnaire- Angelo

7. Member #7

Name:
Affiliation:
Position/Assignment:

8. Member #8

Name:
Affiliation:
Position/Assignment:

9. Member #9

Name:
Affiliation:
Position/Assignment:

10. Member #10

Name:
Affiliation:
Position/Assignment:

11. Member #11

Name:
Affiliation:
Position/Assignment:

12. Member #12

Name:
Affiliation:
Position/Assignment:

13. Member #13

Name:
Affiliation:
Position/Assignment:

14. Member #14

Name:
Affiliation:
Position/Assignment:

15. Member #15

Name:
Affiliation:
Position/Assignment:

Leadership Team Questionnaire- Angelo

Leadership Team

16. How often does the Leadership Team meet during the year?

- ☐ None
- ☐ 1-3 times a year
- ☐ 4-6 times a year
- ☐ More than 6 times a year

Partnerships

Identify the existing University Teacher Preparation Program Partnerships with districts and/or campuses in the impact areas listed below.

17. Field-based Teacher Preparation partnerships:

District/Campus	
District/Campus	
District/Campus	
District/Campus	
District/Campus	
District/Campus	
District/Campus	
District/Campus	
District/Campus	
District/Campus	
District/Campus	
District/Campus	

18. Teacher Induction Partnerships:

District/Campus	
District/Campus	
District/Campus	
District/Campus	
District/Campus	
District/Campus	
District/Campus	
District/Campus	
District/Campus	
District/Campus	
District/Campus	
District/Campus	

Leadership Team Questionnaire- Angelo

Partnerships (Continued)

19. Teacher Recruitment Partnerships- School Districts:

District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>

20. Teacher Recruitment Partnerships- Community Colleges:

College Campus	<input type="text"/>
College Campus	<input type="text"/>
College Campus	<input type="text"/>
College Campus	<input type="text"/>
College Campus	<input type="text"/>

21. Teacher Recruitment Partnerships- Education Service Centers:

Region #	<input type="text"/>
Region #	<input type="text"/>
Region #	<input type="text"/>
Region #	<input type="text"/>
Region #	<input type="text"/>

Partnerships (Continued)

Leadership Team Questionnaire- Angelo

22. Teacher Placement Partnerships- School Districts:

District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>

23. Teacher Placement Partnerships- Education Service Centers:

Region #	<input type="text"/>
Region #	<input type="text"/>
Region #	<input type="text"/>
Region #	<input type="text"/>
Region #	<input type="text"/>

24. Teacher Recruitment Partnerships- Community Organizations:

Name of Organization	<input type="text"/>
Name of Organization	<input type="text"/>
Name of Organization	<input type="text"/>
Name of Organization	<input type="text"/>
Name of Organization	<input type="text"/>

Partnerships (Continued)

Leadership Team Questionnaire- Angelo

25. Professional Development Partnerships- School Districts:

District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>

26. Professional Development Partnerships- Education Service Centers:

Region #	<input type="text"/>
Region #	<input type="text"/>
Region #	<input type="text"/>
Region #	<input type="text"/>
Region #	<input type="text"/>

Partnerships (Continued)

27. Responsive Research on Teacher Quality Partnerships- School Districts:

District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>

Leadership Team Questionnaire- Angelo

28. Responsive Research on Teacher Quality Partnerships- Education Service Centers:

Region #	<input type="text"/>
Region #	<input type="text"/>
Region #	<input type="text"/>
Region #	<input type="text"/>
Region #	<input type="text"/>

29. Responsive Research on Teacher Quality Partnerships- Community Colleges:

College Campus	<input type="text"/>
College Campus	<input type="text"/>
College Campus	<input type="text"/>
College Campus	<input type="text"/>
College Campus	<input type="text"/>

Program Goals

Please list the program's written goals for faculty engagement in the following programmatic impact functions. If the program has no written goals, please indicate "None."

30. On-campus Instruction:

31. Field-based instruction:

32. Teacher Candidate Recruitment:

33. Teacher Placement:

Program Goals (Continued)

34. Teacher Induction:

Leadership Team Questionnaire- Angelo

35. Teacher Retention:

36. Professional Development:

37. Responsive Research:

Evaluation of Professional Outcomes

38. How often does the Leadership Team meet to analyze and evaluate the teacher preparation program outcomes?

- ☐ None
- ☐ 1-3 times a year
- ☐ 4-6 times a year
- ☐ More than 6 times a year

Evaluation of Professional Outcomes (Continued)

39. Does your program's leadership team evaluate the outcomes of the following?

	Yes	No
P-16 Partnerships	<input type="radio"/>	<input type="radio"/>
Faculty Engagement	<input type="radio"/>	<input type="radio"/>
Beginning Teacher Expertise	<input type="radio"/>	<input type="radio"/>
Teacher Production	<input type="radio"/>	<input type="radio"/>
Teacher Retention	<input type="radio"/>	<input type="radio"/>

40. How do you evaluate your P-16 partnerships?

41. How do you evaluate the effectiveness of your faculty's engagement in teacher preparation program functions?

Leadership Team Questionnaire- Angelo

42. How do you evaluate the expertise of your beginning teachers?

43. How do you evaluate the production outcomes of your teacher education program?

44. How do you evaluate the retention rates of your certified teachers in public schools?

Recruitment

45. Does your teacher preparation program have a systematic process for recruiting candidates into the teacher preparation program?

☐ Yes

☐ No

Recruitment (Continued)

46. Please describe your recruitment process with independent school districts:

47. Please describe your recruitment process with community colleges:

48. Please describe your recruitment process with the community-at-large:

Inuduction

Leadership Team Questionnaire- Angelo

49. Does your teacher preparation program provide a formal induction program for your beginning teachers?

☐ Yes

☐ No

Induction (Continued)

50. Please provide the following information about your teacher induction program.

Number of beginning teachers involved this year:

Number of university faculty involved this year:

51. Please list the districts and campuses involved in your teacher induction program this year (for each district list all campuses involved):

District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
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District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>
District/Campus	<input type="text"/>

Placement

52. Does your teacher preparation program have a formal Career Placement program for completers of your program?

☐ Yes

☐ No

Placement (Continued)

Leadership Team Questionnaire- Angelo

53. Please describe the involvement/responsibility of the university in the career placement program:

54. Please describe the involvement/responsibility of the school district(s) in the career placement program:

55. Please describe the involvement/responsibility of the university faculty in the career placement program:

56. Please describe the involvement/responsibility of the Education Service Center(s) in the career placement program:

Professional Development

57. Does your teacher preparation program have a systematic process for delivering professional development activities specifically for public school teachers and their instructional needs?

- ☐ Yes
☐ No

58. In the past academic school year, how many professional development activities did your teacher education program provide for public school teachers?

- ☐ None
☐ 1-3
☐ 4-6
☐ 6 or more

Professional Development (Continued)

Please provide up to 5 examples of types of professional development activities your program provided.

Leadership Team Questionnaire- Angelo

59. Professional Development Activity #1:

Topic:
District/Campus
involved:
Number of teachers
involved:
Number of university
faculty involved:

60. Professional Development Activity #2:

Topic:
District/Campus
involved:
Number of teachers
involved:
Number of university
faculty involved:

61. Professional Development Activity #3:

Topic:
District/Campus
involved:
Number of teachers
involved:
Number of university
faculty involved:

62. Professional Development Activity #4:

Topic:
District/Campus
involved:
Number of teachers
involved:
Number of university
faculty involved:

63. Professional Development Activity #5:

Topic:
District/Campus
involved:
Number of teachers
involved:
Number of university
faculty involved:

Responsive Research

Leadership Team Questionnaire- Angelo

64. Is your teacher preparation program currently participating in responsive research activities in partnership schools?

☐ Yes

☐ No

65. Does your college collect information concerning faculty engagement in responsive research activities in partnership schools?

☐ Yes

☐ No

Responsive Research (Continued)

66. How many faculty are involved in Responsive Research activities?

67. How many of these research efforts involve public school teachers as co-contributors?

Responsive Research (Continued)

Please provide information on up to 5 campuses involved in responsive research activities sponsored by your program.

68. Campus #1

District/Campus:

Topic:

69. Campus #2

District/Campus:

Topic:

70. Campus #3

District/Campus:

Topic:

71. Campus #4

District/Campus:

Topic:

Leadership Team Questionnaire- Angelo

72. Campus #5

District/Campus:

Topic:

Stakeholder Participation

73. Does your college have a process in place to ensure stakeholder input into your teacher preparation program?

☐ Yes

☐ No

74. If yes, please describe the process in which stakeholder input is collected and adopted into your teacher preparation program:

Reporting

75. Does your college annually collect and report evaluation data related to your teacher preparation program goals?

☐ Yes

☐ No

76. With whom is this evaluation report on your teacher preparation program shared?

☐ University Administration

☐ University Faculty

☐ Public Schools

☐ Community/ Surrounding Areas

☐ Community Colleges

☐ Education Service Centers

Other (please specify)

Reporting (Continued)

Leadership Team Questionnaire- Angelo

77. Please summarize the major points/findings of this evaluation report:

Thank you for completing our survey!

Appendix E: Core Leadership Operations Artifacts Questionnaire

Core Leadership Operations Artifacts (Add pages as necessary)

In order to complete a thorough analysis of the Teacher Preparation Program, additional information is needed that is not provided in the questionnaires completed by the faculty and the leadership team. The artifacts requested on this page are correlated with the ScOPE Framework. These will assist in providing a more detailed analysis of your teacher preparation program. Where available, please provide existing program artifacts and written descriptions of those artifacts.

University:

Person gathering information:

Date:

A. Teacher Preparation Vision / Goals Statements

1. Please provide existing Goal and/or Vision statements for the Teacher Preparation Program. (If these are not available, proceed to item B.)

2. What strategy is utilized to communicate these goals / vision to your constituents?

3. To what extent are these goals / vision statements reviewed and reaffirmed to your teacher preparation faculty?

B. Teacher Preparation Faculty Roles and Responsibilities

1. Do documents exist that differentiate roles and responsibilities of faculty within the teacher preparation program? If yes, please provide copies.

2. If documents do not exist that establish or differentiate these roles, please describe how this is accomplished.

3. Please provide the Tenure & Promotion Policy utilized for teacher preparation faculty.

4. Are the Tenure & Promotion requirements for teacher preparation faculty different from other faculty within the university? If yes, please explain.

5. Please provide a copy of the faculty-load policy for the university. If exceptions exist for teacher preparation faculty, please explain.

6. Please provide a copy of the policies / guidelines that are utilized in the placement of Field-Based experiences / activities. If these do not exist, how is the placement of students accomplished for field-experiences?

7. How is the recruitment of new students into your teacher preparation accomplished? Please provide copies of any recruitment brochures / literature.

C. School Partnerships

1. Please provide copies of Minutes of Meetings with public school partners (include P-16 Partnership meetings)

2. To what extent are these minutes shared with the teacher preparation faculty? The university administration?

3. Please provide copies of any documents that guide in teacher placement activities (assisting newly certified teachers to find a job).

4. Please provide copies of any documents / brochures that promote teacher induction opportunities provided by your program.

5. Please provide copies of documents / brochures / announcements that relate to public school teacher professional development activities.

How were these professional development opportunities determined?

D. Evaluating Teacher Preparation Curriculum

1. Is there a mechanism in place for reviewing and evaluating the teacher preparation curriculum? If yes, please describe:
2. Is there a mechanism for the public schools to provide input into the evaluation of the teacher preparation curriculum? If yes, please describe:
3. Is there a mechanism in place to ensure that the teacher preparation curriculum is aligned with the public school TAKS and the SBEC and Coordinating Board requirements? If yes, please describe:
4. Is there a mechanism in place to ensure sensitivity to public school needs and expectations? If yes, please describe:

E. Certification Candidates TExES First-Time test scores

1. Please provide the First-Time test scores of all your candidates on the TExES for the most recent academic year.