

**Angelo State University Assessment Comparisons**  
**TEA – NCATE – CREATE**

This is a quick summary of the areas to be considered for improvement as reported by TEA, NCATE and CREATE concerning Angelo State's teacher preparation program – 2009-2010. This is meant to aide in the College of Education's selection of items on which to focus in the further development of their program. (These are not arranged in any priority or rank order.) *Right column symbols: N: item reported by NCATE; T: item reported by TEA; C: item reported by CREATE.*

**A. Vision, Mission and Goals:**

Clearly stated Vision, Mission and Goals statements for the initial teacher preparation program that are reflected in the evaluation and program accountability system.	N T C
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**B. Assessment and Accountability:**

A systematic, program-wide process for assessment and evaluation of the initial teacher preparation program and measurable program goals.	N C
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**C. Recruitment of Students:**

Establishment of a targeted process for recruitment of new students that includes school districts' and community colleges' specific participation.	N T
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**D. Partnerships:**

Expansion of and effective utilization of significant "partners" to assist in the further development of the initial teacher preparation program. (Teacher Education Council; Education Preparation Advisory Committee; Superintendent Advisory Committee)	N T C
Creation of a systematic process / procedure to receive feedback from partnerships for program improvements.	N T C

Other General Statements / Recommendation

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| 1. Insufficient training of cooperating / mentor teachers.  | T   |
| 2. Insufficient education of the Educator Preparation Advisory Committee. Preparation of Handbook.  | N T |
| 3. Unsure that candidates are familiar with the dispositions for which they are responsible as teacher education students. Which dispositions are to be measured? Relation to Code of Ethics? | N   |
| 4. Fairness, accuracy and consistency in assessment of candidate performance.   | N   |
| 5. Link proficiencies of candidate performance in field experience and clinical practice to proficiencies in conceptual framework.  | N   |