NCATE
The Standard of Excellence
in Teacher Preparation

INSTITUTIONAL REPORT

ANGELO STATE UNIVERSITY
2601 West Avenue N
San Angelo, TX 76909
April 17-21, 2010

Type of Visit:
First visit - Initial Teacher Preparation
First visit - Advanced Preparation

Institutional Report

OVERVIEW

   This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

A. Institution

A.1. What is the institution's historical context?

Angelo State University was created as Angelo State College in 1965, but its origins can be traced to an unsuccessful 1923 bid to be selected as the home of Texas Technological College. When Lubbock was selected as the site for Texas Tech, the citizens of San Angelo decided they would create their own college, even if they had to pay for it themselves. Funded by local contributions and a self-imposed city tax rate, San Angelo Junior College opened its doors in 1928. ASU now has more than 31,000 alumni around the globe. Angelo State University is a dynamic institution of higher education long recognized for its strong academic programs, its technological sophistication and its nurturing environment, which helps all students - including many first-generation college attendees - attain their full potential. In 2007 ASU became the newest member of the Texas Tech University System. In 1967, the first baccalaureate degrees were awarded. The name of the institution was changed to Angelo State University in 1969. The College of Graduate Studies was authorized in 1970, and the first graduate students were enrolled in 1971. Academically, the university is organized with six colleges. Twenty-one departments offer 40 undergraduate programs, 23 graduate programs and one associate degree as well as nearly 100 majors. In addition to strong academic offerings, ASU is located on an ultramodern, 268-acre campus that provides an attractive and safe setting for a college education. ASU's campus facilities are valued at over $345 million.
Texas state approved educator preparation programs have always been a substantial part of the mission of ASU. The university's desirable location in west-central Texas makes it both a regional and statewide resource to meet teacher education needs in the state.
Through the Carr Academic Scholarship Program, ASU provides scholarships for one in every six ASU students. Annual Carr awards to ASU students total more than $3.3 million.

Historical Context: http://www.angelo.edu/dept/ceducation/ncateoverview.html

A.2. What is the institution's mission?

Action by the Texas Higher Education Coordinating Board (THECB) on Thursday, April 30, 2009 has confirmed ASU's new mission statement, making it the guiding principle for the university's future.

The mission statement reads: Angelo State University, a member of the Texas Tech University System, delivers undergraduate and graduate programs in the liberal arts, sciences, and professional disciplines. In a learning-centered environment distinguished by its integration of teaching,research, creative endeavor, service, and co-curricular experiences, ASU prepares students to be responsible citizens and to have productive careers.

The mission statement was developed after input from faculty, staff, students and alumni, then adopted in March 2009 by the Board of Regents of the Texas Tech University System. The new 53-word mission statement replaces a 675-word mission statement approved by the Texas Higher Education Coordinating Board (THECB) in 1998 when ASU was a member of another university system. To compliment the Mission Statement, the University has also adopted A Statement of Values.

Mission Statement: http://www.angelo.edu/dept/ceducation/ncateoverview.htmlundefined

A.3. What are the institution's characteristics [e.g., control (e.g., public or private) and type of institution such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?

Angelo State University, in the state of Texas, is a senior, public, 4-year comprehensive institution of higher education; a member of the Texas Tech University System. It is a rural and regional institution, located in the city of San Angelo (population 100,000) near the exact geographic center of the state of Texas. Some would say the city is the true heart of Texas; others describe the community as located in west central Texas.
Angelo State offers both undergraduate and graduate programs and has a student population of more than 6200, which includes both residential and commuting students.
Angelo State draws its students primarily from west central Texas, but almost all of the 254 counties in TX have sent students to study at ASU. The institution's location and rich history contribute to attracting a substantial number of first generation college students. Additionally, numerous students arrive to study at ASU having been non-native English speakers.
College student demographics at Angelo State denote approximately two thirds Caucasian population and one fourth Hispanic heritage. The institution has just this year met the eligibility requirements for designation as an Hispanic Serving Institution (HSI).
The College of Education serves approximately one fourth of the total enrollment in educator preparation. The college recommends between 20-25% of the campus population for graduation.
The student/faculty ratio at ASU is 20/1.

Links to Mini Fact Book: http://www.angelo.edu/publications/institutional_research/minifactbook.html

Path to University catalogs, Undergraduate and Graduate:
http://www.angelo.edu/dept/ceducation/ncateoverview.html

A.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the institutional context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

B. The unit

B.1. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?

The professional education unit at ASU is the College of Education. The Dean of the College has the administrative responsibility to oversee the educator preparation program. The Dean is also the Certification Officer of the University. The College of Education is one of six colleges on campus. In

addition to the state of Texas approved certification programs offered in departments in the College of Education, two others, the College of Liberal and Fine Arts and the College of Sciences, contribute approved majors leading to recommendation for certification. Pedagogy courses are delivered by the College of Education. Content majors and content courses in approved certification programs are delivered from the above named colleges.

A university wide Teacher Education Council, which acts as an important component of certification program governance, is chaired by the Dean of the College of Education. It is a university level council with members representing all programs and entities that contribute to the educator preparation program.

Supporting Exhibits: http://www.angelo.edu/dept/ceducation/ncateoverview.html#b

B.2. How many professional education faculty members support the professional education unit? Please complete Table 1 or upload your own table at Prompt B.7 below.

Table 1
Professional Education Faculty

Professional Education Faculty	Full-time in the Unit	Full-time in the Institution, but Part-time in the Unit	Part-time at the Institution & the Unit (e.g., adjunct faculty)	Graduate Teaching Assistants Teaching or Supervising Clinical Practice	Total # of Professional Education Faculty
Number of faculty					

B.3. What programs are offered at your institution to prepare candidates for their first license to teach? Please complete Table 2 or upload your own table at Prompt B.7 below.

Table 2
Initial Teacher Preparation Programs and Their Review Status

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE

B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals? Please complete Table 3 or upload your own table at Prompt B.7 below.

Table 3
Advanced Preparation Programs and Their Review Status

Program	Award Level (e.g., Master's or Doctorate)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE

B.5. Which of the above initial teacher preparation and advanced preparation programs are offered off-campus or via distance learning technologies? What alternate route programs are offered? [In addition to this response, please review the "Institutional Information" in AIMS and, if updating is needed, contact NCATE with details about these programs.]

The Guidance and Counseling master's level (advanced) program is offered both on and off campus, web based and web blended. At this time, both the on-campus and off-campus programs are treated academically and administratively as one program.
Additionally, the certification programs for Principals and Superintendents are also web based. If certification in either of these areas is also coupled with a master's level program, the experiences are web blended.
A new post-bac initial certification program has been developed and is being delivered both on and off campus, web blended. (This program meets the designation of allowing for a one-year delay in program report preparation to NCATE.)

B.6. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? [These changes could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.]

B.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Links to Tables 1, 2, 3

See **Attachments** panel below.

CONCEPTUAL FRAMEWORK

This section provides an overview of the unit's conceptual framework(s). The overview should include a brief description of the framework(s) and its development.

C.1. How does the unit's conceptual framework address the following structural elements? [Please provide a summary here. A more complete description of the conceptual framework should be available as an electronic exhibit.]

- **the vision and mission of the unit**
- **philosophy, purposes, goals, and institutional standards of the unit**
- **knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit**
- **candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards**
- **summarized description of the unit's assessment system**

In 2005, the commitment to seek and achieve accreditation by NCATE required the educator preparation program at ASU to study itself and to align its state approved programs with the national standards and expectations of accreditation. Additionally, the educator preparation unit committed itself to systematically assess its effectiveness at preparing candidates for practice.

The progression toward accreditation became the process by which the unit examined its operations and programs. Consequently, articulating the vision and mission of the unit were both the beginning and the foundation points. During this process, the institution has also made revisions and refinements to its mission to respond to the continuous challenge of providing education for the future. The mission and vision of the Educator Preparation Program emerges from the institution mission and correspondingly is supported by it.

From the vision and mission came the philosophy, purposes, goals, and institutional standards. Once again, it was both important and necessary to articulate these processes consistent with the educator preparation practices already in place. Experience, preparation, and tradition brought a diversity of thought to a focused and unified philosophy, purpose, and goals for educator preparation. Beliefs were easier stated than philosophical foundations. From a diversity of beliefs and practices came the articulation of philosophy, purpose, and goals consistent with Texas standards, the results of research, and best practices. The challenge was not to create or recreate the foundations, it was to delineate the foundation of Angelo State University's programs. We kept our own institution's mission and goals and population in the forefront as the particulars of the foundations were agreed upon.

While communicating the knowledge bases appeared a relatively simple task based on an amalgam of theories, research, best practices, and consideration of both tradition and innovation, the actual drafting and articulation of the uniqueness of the programs at ASU was challenging. The first efforts were criticized as both vague and brief with too many implied assumptions and too few statements of substance. The second drafting was elaborative but not yet specific in addressing candidate outcomes and proficiencies. Finally, the "whole" of educator preparation was broken into its "parts" and each candidate proficiency was associated with one of six category outcomes. Then, the parts were authenticated in the knowledge base drawn from the program outcomes. The six program outcomes are stated here: As reflective practitioners, candidates: know the content of their disciplines; have pedagogical skills so as to be able to develop effective instruction for all learners; have and demonstrate professional dispositions; demonstrate ability to implement appropriate instructional decisions and technology applications; embrace active, engaged student-centered learning; implement culturally relevant and responsive teaching to meet developmental and educational needs of diverse students, families, schools, and communities.

The ASU knowledge base draws from ancient history and philosophy and is influenced by both traditional educational practice and innovation which has led our program to this place in time. Citizens in the United States have long embraced free and public education for themselves and their children. Qualified and prepared teachers have always been at the heart of educational programming. The preparation of teachers has a long tradition. Just as educational thought and practice have shifted over time, the preparation of teachers has also changed. A continuous shift is seen in "nature v. nurture" influences in development and learning, teaching as an art v. science, teacher development models v. learner-centered models and the teacher as a reflective practitioner, a decision-maker, and/or an action researcher.

Contributing to, or sometimes, interfering with, educational practice are events of history and politics. Educational views both respond and are responsive to practices in research and teaching. Public and professional criticism of teaching and learning in schools is rampant. Criticism ranges from a breach of the public trust to outright challenge of school success. This fluid movement of thought and practice makes a singular knowledge base a challenge. However, Angelo State has drawn from history, philosophy, research, innovation, and practice to determine both the foundations and the guiding principles of its Educator Preparation Program.

That the candidates know the content of their disciplines is a priority of Angelo State's program. Texas has, as in other states, developed standards by which the certification of educators is realized.

Frameworks developed from professional organizations and national groups identify content for curriculum and levels in schools. Every school community wants a teacher who has knowledge generally and specific to his or her area of teaching.

A more challenging outcome, that of pedagogical skills, is often debated. One arena of practice minimizes skills over content and then the spectrum moves all the way to the assertion of the predominance of skills above all else. The answer may not always be at midpoint. Teachers need to have skills and they need to be skilled. They need to think about teaching and learning in ways that guide effective planning of instruction and success in learning.

The dispositions of educators represent the beliefs and practices of the profession. They emerge from the collective commitment to professionalism. What it means to be an educator is shared by the absolute majority of those who call themselves teachers, or administrators, or other school personnel. Writing down the beliefs and practices in ways that are measured is the challenge. However, this component remains a prominent element of the knowledge base and of program outcomes. Communicating, embracing, and demonstrating dispositions grounded in professional practice is a strong commitment of ASU's program.

Knowing content, having skills, and practicing dispositions also lead the Educator Preparation Program to its next outcome, that of making defendable instructional decisions. Candidates' abilities to develop instructional strategies and decisions make this preparation program effective. Course and class experiences coupled with field observation and experiences help candidates make decisions for differentiated instruction in the learning context.

Educational thought and practice has produced yet another shift from teacher development models to learner-centered models of teaching and learning. While assertions related to accountability in schools may have been the impetus for the initial shift in practice, the need for differentiated instructional strategies to meet the diverse learning modes of students has perpetuated the shift. Effective teachers know their learners and their styles of learning.

The last of the six outcomes, but infused in each of the outcomes, is that of candidates embracing culturally relevant and responsive teaching. This is both an attitude and a practice. It is from this base that effective teachers make instructional decisions focused on individual learners. This is where the belief system of educators is realized. This is where content knowledge is merged with pedagogical skills.

In the diverse demographic setting of Angelo State University, candidates have real life experiences embracing culture and heritage in real and relevant ways.

Candidate outcomes and proficiencies connected to the knowledge base from theory, history, research, and best practices are both derived from and aligned with expectations of professional organizations, state, and institutional standards. Specifically, the standards of the Texas State Board for Educator Certification (SBEC) are the basis for approved programs in educator preparation. Content standards from the disciplines have driven much of this work and are evident at all levels of certification. Additionally, continuous direction and support from the state assists institutions with such frameworks as the Texas Beginning Educator Support System (TxBESS).

After the foundations and knowledge base of the ASU Educator Preparation Program were developed it was logical to continue to develop the questions about an ASU Candidate. The outcomes and proficiencies answered the question of, "What do 'Completers' look like?" The next question was, "How do they get there and how do we know? What is the evidence that tells the program it is preparing effective educators?" The emergence of a system of progressive assessment came next. The keys to this practice are in the terms, "system" and "progressive." Initially it was clear that there was a progression through the program from beginning to end, but it was then necessary to both codify and systematize the assessment of candidates as they moved through the program.

The system of assessment is partly assigned to individual programs and partly administered by the Unit. Regardless, candidates go through the progression as they complete the elements of their program coursework and experiences.

Step One Toward Admission to the Educator Preparation Program (Initial, Elementary, and Secondary).
1. Demonstrate basic skills in reading, mathematics, oral and written communication by completing a state of Texas approved test.
2. Complete between 60-75 semester credit hours with an overall GPA of 2.5 out of 4.0.
3. Declare an academic major and a certification level (complete a degree plan).
4. Demonstrate abilities in critical thinking by completing a state of Texas approved test for this component.
5. Read and sign the Educator Preparation Program Commitment to Dispositions Statement.
6. Complete online application to the Educator Preparation Program.
Decision is either admit or deny based on above requirements.

Step Two Toward Certification.
1. Complete progression of content courses, all pedagogy courses, and all other coursework with a GPA>2.50.

Step Three Toward Certification
1. Complete Candidate self-evaluation checklist.
2. Participate in classroom teacher and professor evaluation of field experiences.
3. Complete classes and field practica or internships.
4. Candidates encouraged to take state content test (TExES).

Step Four Toward Certification
1. Complete application for student teaching.
2. Complete assigned student teaching including all observations, evaluations, conferences, journals, portfolios, and any other assigned work.
3. Candidates encouraged to take state Pedagogy and Professional Responsibilities test (PPR).

Step Five Toward Certification
1. Meet all institutional and program requirements for graduation.
2. Graduate.
3. Apply for certification.

Refer to the exhibit containing the complete Conceptual Framework for the systematic discussion of the influences of writers, researchers, and schools of thought and practice which make up the knowledge base at Angelo State.

http://www.angelo.edu/dept/ceducation/concfrmwkpc4.html

C.2. (Continuing Visits Only) What changes have been made to the conceptual framework since the last visit?

C.3. (First Visits Only) How was the conceptual framework developed and who was involved in its development?

ASU's first commitment to seeking accreditation was realized in 2005. We educated ourselves to accreditation requirements and constituted a committee representative of all stake holders. Our first submissions of the document were returned. Elaboration of the foundations of our program with precise alignments between program outcomes and standards was needed. Additionally, we were too modest in

communicating the substance and uniqueness of our programs.

Finally, a cohesive and comprehensive document articulating the Program's Conceptual Framework was developed. This framework accurately portrays the theoretical, foundational and practical applications of the program and its component parts. Measurable and progressive program outcomes and candidate proficiencies are assessed and tied to the preparation of competent program completers.

Since its approval, additions have already been identified and implemented. This living document will grow and change with program needs.

C.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the conceptual framework may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

STANDARDS

This section is the focus of the institutional report. A description of how the unit meets each standard element must be presented. Significant differences among programs should be described as the response is written for each element under subheadings of initial teacher preparation, advanced teacher preparation, and other school professionals. Significant differences among programs on the main campus, in off-campus programs, in distance learning programs, and in alternate route programs should be identified. Links to key exhibits to support the descriptions may be attached to the last prompt of each element.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Directions When Programs Have Been Reviewed Nationally or by a Similar State Review

To reduce burden and duplication, units have fewer reporting requirements for Standard1 when programs have been submitted for national review or similar state review. These review processes cover many of the elements in Standard 1. For programs that have been submitted for national review or similar state review, units are asked to report in the IR only the following information:

- **State licensing test data for Element 1a (content knowledge for teacher candidates) and Element 1e (knowledge and skills for other school professionals)**
- **Assessment Data for Element 1c (professional and pedagogical knowledge and skills)**
- **Assessment data for Element 1g (dispositions)**
- **Results of follow-up studies of graduates and employers (all standards elements)**

Because program standards do not generally cover general professional knowledge and skills

nor professional dispositions, the unit must respond to all of the prompts in Elements 1c (Professional and Pedagogical Knowledge and Skills for Teacher Candidates) and 1g (Professional Dispositions for All Candidates) regardless of whether programs have been submitted for national or state review.

The prompts for each element in the IR include reminders of when data for these programs need not be included. The term "similar state review" refers to state review processes that require institutions to submit assessments and assessment data for evaluation and/or approval. For more information on "similar state review," click on the HELP button at the top right corner of your screen.

1a. Content Knowledge for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1a.1. What are the pass rates of teacher candidates in initial teacher preparation programs on state tests of content knowledge for each program and across all programs (i.e., overall pass rate)? Please complete Table 4 or upload your own table at Prompt 1a.5 below. [This information could be compiled from Title II data submitted to the state or from program reports prepared for national review.]

Table 4
Pass Rates on Content Licensure Tests for Initial Teacher Preparation

For Period:

Program	Name of Content Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all initial teacher preparation programs)			

1a.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

Six initial certification programs were not nationally reviewed, but are state approved and have followed both state and professional association standards for program development. There are a variety of content measures employed by these programs in addition to their candidates meeting the individual and collective requirements of the appropriate level and content area of the Texas Examinations of Educator Standards (TExES) and the TExES Pedagogy and Professional Responsibilities (PPR) tests for certification.

For example, candidate content and skills proficiency data are collected from results on the Major Fields Achievement Test (MFAT) in the Sciences programs. Candidates in Art certification programs are

assessed at the sophomore level with a skills test of Foundational Fine Arts Content Knowledge. Three programs housed in one department, Speech, Journalism, and Theater (Drama) assess their individual candidates' content knowledge appropriate to the specified certification area with evaluation of Senior Seminar Portfolios.

Exhibits for 1a: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1a

1a.3. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

Two advanced programs were not nationally reviewed, Guidance and Counseling and Reading Specialist. In addition to the assessment of content knowledge at the appropriate specialization of the Texas Examination of Educator Standards (TExES), programs employ a variety of experiences and measured assessments to determine candidate content knowledge.
The Guidance and Counseling program utilizes a Comprehensive oral examination and reflective portfolio presentation (CPR) as a second measure of content knowledge. A rubric developed from the domains of state standards for Counselors is used to assess candidates. Data indicate that... Additionally, application of content knowledge and skills is measured from a video critique of small group processes and a demonstration of whole group techniques, both processes use uniform rubrics for self, peer, and professor evaluation.
The Reading Specialist program assesses candidates' content knowledge and application at the completion of an oral presentation of their e-folios at the completion of the program. A uniform rubric is used. Data indicate that... Additionally, content knowledge is assessed from the results of an issues paper, evaluated by rubric and a Reflection from an Environmental Scan related to the needs of readers, also evaluated uniformly with a scoring rubric.

Refer to a demonstration of the Educator Preparation Program's use of TaskStream, the candidate/program electronic data management system. Advanced certification candidates' work samples, including the Comprehensive Program Review, are managed and evaluated in this repository.

Exhibits for 1a: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1a

1a.4. What do follow-up studies of graduates and employers indicate about graduates' preparation in the content area? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to content knowledge could be attached at Prompt 1a.5 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

Currently, there are two systematic means of follow-up of graduates' content knowledge competence and employer feedback. There is an annual Teacher Job Fair on the ASU campus drawing representatives from school districts in TX and from surrounding states. These participants are asked to complete the Statewide Employer's Feedback Survey and reflect on the competence of their recent hires who are ASU graduates, comparing their preparation with hires from other programs both in-state and out-of-state. Reporting of four years of data shows a majority of positive responses favoring ASU graduates as compared to graduate-hires from other institutions.
Additionally, an exit survey to be given at the end of the program (at the end of student teaching) has been developed requesting information from graduates about their confidence of preparation as a result

of completing the Educator Preparation Program. This new procedure has only produced one year of data. Results indicate candidates are both confident in their preparation and successful in securing employment.

Two surveys seeking additional feedback, have recently been developed and distributed, one for graduates and one for employers. Spring, 2010 will produce the first data set.

Exhibits for 1a: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1a

1a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the content knowledge of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Link to Table 4. Pass Rates

See **Attachments** panel below.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1b.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the pedagogical content knowledge and skills delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

For certification, the state of Texas requires two examinations, one of which is the Pedagogy Professional Responsibilities (PPR) Exam. For initial certification, candidates complete the PPR at the appropriate level: elementary, middle, secondary, or all-level. The PPR assesses candidate competence in:

Domain I Designing instruction and assessments to promote student learning. Domain I is approximately 31% of the test.

Domain II Creating a positive, productive classroom environment. Domain II is approximately 15% of the test.

Domain III Implementing effective, responsive instruction and assessment (including the assessment of Technology Applications Standards, I-V) Domain III is approximately 31% of the test.

Domain IV Fulfilling professional roles and responsibilities. Domain IV is approximately 23% of the test.

The PPR measures candidates' pedagogical content knowledge, student learning, assessment and professional responsibilities.

EVIDENCE: Aggregated results of the PPR for all initial certification candidates are reported in 1a.1 and/or Table 4.

Additionally, for non-spa programs at the secondary and all-level, pedagogical content knowledge is measured at Unit assessments #3, Candidate ability to plan instruction and #4, evaluation of student teaching.

These assessments are the same as for those articulated in SPA reports. They are unit assessments.

Exhibits for 1b: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1b

1b.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices they make in their practice. [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

The advanced program, Guidance and Counseling, assesses candidates' Pedagogical Content Knowledge utilizing a "Construction of Personal Counseling Theory" assignment. Additionally, observation and evaluation produce evidence during the Supervised Practicum.
The advanced program, Reading Specialist, assesses candidates' PCK utilizing a series of planned and developed lesson assignments. A rubric is used to evaluate candidates.

Refer to a demonstration of the Educator Preparation Program's use of TaskStream, the candidate/program electronic data management system. Advanced certification candidates' work samples, including the Comprehensive Program Review, are managed and evaluated in this repository.

Exhibits for 1b: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1b

1b.3. What do follow-up studies of graduates and employers indicate about graduates' preparation in pedagogical content knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to pedagogical content knowledge and skills could be attached at Prompt 1b.4 below.]

Follow-up surveys have been discussed in section 1a4.

Exhibits for 1b: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1b

1b.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the pedagogical content knowledge of teacher candidates may be attached here. (Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.)

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1c.1. What data from key assessments indicate that candidates in initial teacher preparation and advanced teacher preparation programs demonstrate the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning? [A table summarizing these data could be attached at Prompt 1c.5 below.]

All levels of certification programs are approved by the state of Texas and are aligned with the state standards developed for each area and level. All candidates at the initial certification level complete the TExES Pedagogy and Professional Responsibilities (PPR) examination. Results aggregated by certification level.
Additional evidence is reported in the candidate planning instruction and in the evaluation of student teachers, Assessments #3 and #5.

Refer to a demonstration of the Educator Preparation Program's use of TaskStream, the candidate/program electronic data management system. Initial and advanced certification candidates' work samples are managed and evaluated in this repository.

Exhibits for 1c: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1c

1c.2. What data from key assessments indicate that candidates in initial teacher preparation programs consider the school, family, and community contexts and the prior experiences of students; reflect on their own practice; know major schools of thought about schooling, teaching, and learning; and can analyze educational research findings? If a licensure test is required in this area, how are candidates performing on it? [A table summarizing these data could be attached at Prompt 1c.5 below.]

The reader is referred to the identification of the Pedagogy Professional Responsibilities (PPR) domains from section 1b.1.
During Clinical Practice, candidates complete a Classroom Background Study, consisting of several parts: School and Community Demographics, Knowledge of Learners, and Reflective planning and teaching and assessment. These data are obtained in 3 benchmark conferences during clinical practice and during a final evaluation. The reader is referred to Assessments 4 and 5 data, sections 1d and Standard Three.

Refer to a demonstration of the Educator Preparation Program's use of TaskStream, the candidate/program electronic data management system. Initial certification candidates' work samples are managed and evaluated in this repository.

Exhibits for 1c: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1c

1c.3. What data from key assessments indicate that advanced teacher candidates reflect on their practice; engage in professional activities; have a thorough understanding of the school, family, and community contexts in which they work; collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Candidates in advanced certification programs, Guidance & Counseling, Reading Specialist, and Educational Diagnostician, complete a Comprehensive Program Review (CPR) at the end of their programs. This consists of both a written compilation, using the technology platform, TaskStream, and an oral presentation of evidence aligned with the TExES Domains for each program. The programs for Principal and Superintendent certification have evaluations from internship experiences and synthesis papers which illustrate candidate competence.

Refer to a demonstration of the Educator Preparation Program's use of TaskStream, the candidate/program electronic data management system. Advanced certification candidates' work samples, including the Comprehensive Program Review, are managed and evaluated in this repository.

1c.4. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the

results of follow-up studies related to professional and pedagogical knowledge and skills could be attached at Prompt 1c.5 below.]

See 1a.4 descriptions of follow-up survey data.

Exhibits for 1c: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1c

1c.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the professional and pedagogical knowledge and skills of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1d. Student Learning for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1d.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

Unit Assessments 3, 4, and 5 address these competencies for all candidates in initial certification programs. Planning for instruction data addresses these elements. Evaluation of Clinical Practice also measures these elements. Additionally, the revised Unit Assessment 5 embraces candidate effects on student learning with progressive and comprehensive components as evidenced in electronic portfolio compilations.
A shift has been made away from assessment using the INTASC Principles to the Texas Beginning Educator Support System (TxBESS). Data for all of these measures are available in the exhibits area.

Refer to a demonstration of the Educator Preparation Program's use of TaskStream, the candidate/program electronic data management system. Initial certification candidates' work samples are managed and evaluated in this repository.

Exhibits for 1d: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1d

1d.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning; regularly apply them in their practice; analyze student, classroom, and school performance data; make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

All advanced certification programs have been approved by the Texas Education Agency (TEA) and the Texas State Board for Educator Certification (SBEC). The advanced programs of Guidance and Counseling and Reading Specialist have individually aligned their courses, content, and experiences with the TExES competencies. Candidates must pass end of program TExES exams.

A Comprehensive Program Review (CPR), an oral and electronic summative presentation, is completed by each candidate. It is designed from and aligned with the domains of the specialized certification area. Candidates demonstrate an integrated personal and professional perspective drawing on their cumulative program experiences. This culminating event addresses content, learning environment, instructional planning and decision-making, analysis of effect on student learning, specialized skills, professional dispositions and field practica.

Refer to a demonstration of the Educator Preparation Program's use of TaskStream, the candidate/program electronic data management system. Advanced certification candidates' work samples, including the Comprehensive Program Review, are managed and evaluated in this repository.

Exhibits for 1d: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1d

1d.3. What do follow-up studies of graduates and employers indicate about graduates' ability to help all students learn? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to help all students learn could be attached at Prompt 1d.4 below.]

The TExES specialized certification examinations address these competencies. Results have been discussed in section 1b 1.
Graduates' follow up and employer feedback surveys have been discussed in Section 1b 3. Informal program feedback also supports positive effect of advanced certification graduates on student learning.

Exhibits for 1d: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1d

1d.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1e. Knowledge and Skills for Other School Professionals

1e.1. What are the pass rates of other school professionals on licensure tests by program and across all programs (i.e., overall pass rate)? Please complete Table 5 or upload your own table at Prompt 1e.4 below.

Table 5
Pass Rates on Licensure Tests for Other School Professionals

For Period:

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all programs for the preparation of other school professionals)			

1e.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that

other school professionals demonstrate the knowledge and skills delineated in professional, state, and institutional standards? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1e.4 below.]

All certification programs for Other School Professionals are approved by the state of Texas and meet the specific standards delineated for each category of certification. Both Reading Specialist and Guidance and Counseling have a 100% pass rate on state exams.

Refer to a demonstration of the Educator Preparation Program's use of TaskStream, the candidate/program electronic data management system. Advanced certification candidates' work samples, including the Comprehensive Program Review, are managed and evaluated in this repository.

Exhibits for 1e: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1e

1e.3. What do follow-up studies of graduates and employers indicate about the knowledge and skills of other school professionals? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to knowledge and skills could be attached at Prompt 1e.4 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

General feedback from employers is available from the Statewide Employer's Feedback Survey. Specific data relating to other school professionals is not identified. In the past, informal feedback has been received that is program specific. Beginning Spring, 2010, a new survey of graduates and a survey of employers is being implemented. Data are not yet available.

Exhibits for 1e: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1e

1e.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the knowledge and skills of other school professionals may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Link to Tabel 5. Pass Rates Other Professionals

See **Attachments** panel below.

1f. Student Learning for Other School Professionals

1f.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1f.3 below.]

The discussion related to certification examinations and the Comprehensive Program Reviews is discussed
in section 1d 2.

Refer to a demonstration of the Educator Preparation Program's use of TaskStream, the candidate/program electronic data management system. Advanced certification candidates' work samples, including the Comprehensive Program Review, are managed and evaluated in this repository.

Exhibit for 1f: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1f

1f.2. What do follow-up studies of graduates and employers indicate about graduates' ability to create positive environments for student learning? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to create positive environments for student leaning could be attached at Prompt 1f.3 below.]

Refer to the Statewide Employer's Feedback Survey in the Exhibits.

Exhibit for 1f: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1f

1f.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to other school professionals' creation of positive environments for student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1g. Professional Dispositions for All Candidates. [Indicate when the responses refer to the preparation of initial teacher candidates, advanced teacher candidates, and other school professionals, noting differences when they occur.]

1g.1. What professional dispositions are candidates expected to demonstrate by completion of programs?

Timeliness: consistent in class, clinicals, appointments, assignments.
Attendance: consistent in all areas and engagements.
Appearance and dress: matches schools' dress standards and expectations when candidate are present in the schools.
Poise/attitude: reflects proactive planning, preparation, and engagement in classes and in the schools.
Initiative: offering ideas and suggestions to others, setting goals for self-improvement, seeking advice and feedback, and independently searching for, creating, or modifying plans and materials.
Ethics: maintaining confidentiality about EC-12 students and families, following the Code of Ethics for Texas Educators: disclosing any unlawful activity upon application to and during the teacher education program that might adversely affect ability to obtain a teaching license, passing criminal background checks and drug screening required by the school systems.
Demonstrates organization: through student-centered planning, selection/preparation of materials, time management.
Demonstrates flexibility: modifying ideas, materials, plans, lesson implementation, course assignments.
Values diversity: choosing and creating inclusive materials, lessons, assessments, and creating classroom environments that are inviting for diverse students' participation and learning; and that provide equitable access to instruction.
Cooperates: with instructors/school personnel; resolves differences or misunderstandings respectfully and reflectively.
Responds productively and respectfully: to feedback from professionals.
Establishes rapport: with EC-12 students and families.
Collaborates: with peers, instructors, schools personnel and parents; shares responsibilities, ideas,

materials.
Provides leadership: to peers, instructors, school personnel and parents; initiates, suggests, contributes.
Affirms perspective and contributions: of diverse students, teachers, families, instructors, and peers.
Engages in reflection: by using various forms of feedback about candidates' teaching effectiveness, including assessment data showing impact on EC-12 students' learning.
Engages in life-long learning: through reading, observing, assessing, and participating in organizations.
Promotes success for all students: through best practices, informative assessments, and inclusive environments.
Demonstrates involvement: with parents, families, school personnel, and community agencies.

1g.2. How do candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Initial - elementary: Introduced in first education course; candidate signs that professional dispositions are important.
Then at EPP program entrance, candidate must sign commitment to dispositions
Then, evaluation by cooperating teachers in ECH 4450 field experience
Then, in each practicum by supervisors (elementary level candidates) or from school-based faculty observations for secondary
Then, evaluation during student teaching from cooperating teacher and university supervisor

Exhibits for 1g: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1g

1g.3. What data from key assessments indicate that candidates demonstrate the professional dispositions listed in 1.g.1 as they work with students, families, colleagues, and communities? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Data from Assessments #3, 4, and 5 for the initial preparation programs address these dispositions.

Exhibits for 1g: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1g

1g.4. What do follow-up studies of graduates and employers indicate about graduates' demonstration of professional dispositions? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional dispositions could be attached at Prompt 1g.5 below.]

Summary data from the Statewide Employer's Feedback Survey and the Summary Data from the End of Student Teaching Survey address candidate dispositions for initial certification.

Exhibits for 1g: http://www.angelo.edu/dept/ceducation/ncatestd1.html#1g

1g.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to professional dispositions may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 1?

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2. What research related to Standard 1 is being conducted by the unit or its faculty?

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STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

2a. Assessment System

2a.1. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

The following entities are involved in the approval of educator preparation programs in the state of Texas:

-The Texas Higher Education Coordinating Board approves all degrees, with a unique process for degrees leading to educator certification. This process has been mandated by the Texas legislature and limits the number of hours of professional education courses allowed in a candidate's program of study. It also prescribes the allowed combination of courses as well as limiting the total number of hours for a degree. In the state of Texas there are no majors or baccalaureate degrees in education.

-The Texas Education Agency oversees the work of the State Board for Educator Certification (SBEC). SBEC develops the standards and the certification examinations that all candidates complete. All certification programs are approved by the SBEC, which determines if a program has appropriate admission requirements, aligned standards, appropriate delivery, established benchmarks, and uses assessment results for program improvement. It also bases accreditation of programs on the aggregated performance of identified demographic groups.

At Angelo State University, the Educator Preparation Program outcomes and proficiencies are aligned with Texas Standards for Educator Certification, the Texas Beginning Educator Support System (TxBESS), and with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards.

Angelo State University has been offering state approved programs for educator preparation from its earliest days as a college/university. After approval, the Unit has always met state requirements regarding progression through the preparation programs. State regulations require that institutions identify pre-requisites, entry requirements, progression requirements, requirements for admission to student teaching, assessment of student teaching, and completion of state certification tests.

From that state level assessment platform, ASU examined the need for the development of a more systematic and progressive program of assessment of candidates in educator preparation. Beginning with data and data points already in place, the Unit examined the expectations for accreditation and the standards of national professional associations. Collectively on this campus, all programs examined expectations for their certification candidates and developed additional assessment measures and data

collection points to comply with and contribute to the Assessment System.
Currently the Unit has data collection and management responsibility for NCATE Assessments 1,3,4, and 5. All of these candidate data are gathered, held, and analyzed in the College of Education. Individual programs develop a variety of measures to address content, pedagogy, skills related to professional standards and consistent with candidate proficiencies required for NCATE Assessments 2 and 6, with optional development of 7 and 8 in accordance with professional association standards. Individual programs collect this data and will forward it to the College of Education. The College of Education has a data system for management of candidate data and has a professional in the role of Director of Educator Preparation, Accountability, and Certification.
The Certification Officer, however, is the Dean of the College of Education. This role fills and meets state requirements for collection, management, monitoring, and disseminating of candidate data.
The Educator Preparation Program has identified six outcomes embracing professional competencies for educators. These outcomes delineate specific proficiencies to be acquired, demonstrated, and practiced by candidates progressing through the program. Data is publically provided on the College of Education Web Page.
ASU NCATE Data Dissemination Page: http://www.angelo.edu/dept/ceducation/data.html

2a.2. What are the key assessments used by the unit and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6? Please complete Table 6 or upload your own table at Prompt 2a.6 below.

Table 6
Unit Assessment System: Transition Point Assessments

Program	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program completion

2a.3. How is the unit assessment system evaluated? Who is involved and how?

Angelo State University has offered state approved programs for educator preparation since its beginnings and has met all state and institutional assessment requirements up to and including this time. Since 2005, however, when the Educator Preparation Program and the institution committed to seeking national accreditation, the Unit has studied and evaluated the progression of candidates through the program, the evidence of candidate progress, and the efficacy of data sources. Consequently, the Unit is at the initial stage of implementing a comprehensive and cohesive SYSTEM for assessing candidate progress and competence.
Under the direction of the Dean of the College of Education, with collaboration from the NCATE Coordinator, the Director of Assessment and Accountability, and individual department heads responsible for certification programs and advice and consent of the Teacher Education Council, the institutional governance body the system of assessment has been developed and is continuously evaluated.
In that regard, however, the system is continuously evolving. Both the Unit and its individual programs have engaged in critique and evaluation to measure the effectiveness of individual components of the assessment system. Changes have already been implemented as the system has emerged. For example, the Unit has already made revisions in the assessment of and evaluation of candidates during student teaching, shifting from the observational teacher development model using INTASC Principles to a performance-based student learning model employing the Texas Beginning Educator Support System (TxBESS). Correspondingly, TxBESS frameworks have become a part of the measures developed for Assessment 5. Additionally, individual programs are in the process of developing content specific

evaluation measures during student teaching.

Much of the assessment system is required by statute. Tittle II data, SACS data, and TExES data drive the system. This information is evaluated externally. The collection of other data is overseen by Unit's Department Heads and Program Directors with input from the Teacher Education Council.

A diagram showing the linkages between data and stakeholders can be viewed at the following link: http://www.angelo.edu/dept/ceducation/ncatestd2.html#2a

2a.4. How does the unit ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

Texas state certification tests for program completion, the TExES content examinations and level appropriate Pedagogy and Professional Responsibilities (PPR) have been developed and tested by Educational Testing Service (ETS). State law requires that educator preparation programs meet the competencies measured by these exams. Institutional and statewide reporting allows for comparisons.

All candidates are required to complete unit and program assessments as they progress through the program. The system of multiple assessment points is relatively new. State assessments, for example, have been in place for decades. The results of state examinations and other unit or program assessments are examined carefully by stake holders at any appropriate level, unit or program. Monitoring may be at a program level, unit level, institutional level, or state level to ensure fair, accurate, consistency, and bias free measures.

Analysis of demographics related to data results are both aggregated and disaggregated. Some analyses are state mandated, some are institution required, some are unit and/or program required. All elements are continuously under scrutiny and will continue to be monitored and changed as indicated.

One example of using a model of continuous improvement is related to the evaluation of student teaching. Prior evaluations employed the frameworks and rubrics of the Ball State University developed, INTASC Principles. It was then determined that this system of evaluation had limitations in that it focused more on a teacher development model. The unit and programs determined that a Texas developed framework more closely represented a learner-centered model. A transition was initiated, including training of supervisors and the Texas Beginning Educator Support System (TxBESS) was implemented. At this point, the unit is receiving more comprehensive data and information from the student teaching experience using the TxBESS framework. The TxBESS program was chosen for its research base. The system was developed and used with great success while under a federal grant. The system is still the preferred tool of the Texas State Board for Educator Certification. Multiple evaluators are used with this system. Questions of reliability of results would include a third evaluator.

In assessing Dispositions, multiple assessments are conducted. Candidates are aware of the Dispositions from before entrance into the Educator Preparation Program.

Changes and adjustments in assessments continue to be on-going.

2a.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the unit?

All educator preparation programs offered by Angelo State University have been approved by the State Board for Educator Certification (SBEC) and by the Texas Education Agency (TEA) in accordance with

principles, practices, legislative mandates, and standards put forth as requirements for program approval. In this context, the ASU Educator Preparation Program is required to be in compliance with all state mandates related to teacher certification. Additionally, the institution has requirements for candidate assessment and accountability of programs coupled with a cyclical program review. The governance structure of the educator preparation program, the Teacher Education Council also manages and monitor's candidate progress and achievement. The Unit and the Teacher Education Council have adopted both an attitude and a procedure of continuous improvement through monitoring and managing changes for improvement as they emerge.

The program is evaluated and assessed in multiple ways. To be approved to recommend candidates for certification by the TEA the program is evaluated every 5 years. The Unit was evaluated and approved in October 2009. The report can be found at the following link under supplemental exhibits Texas Education Agency Site Visit Report 2009: http://www.angelo.edu/dept/ceducation/ncatestd2.html

The program must also meet the standards for initial (70%) and final pass rates (80%) for the state certification examinations in all test takers, males, females, Hispanic, African Americans, Other, and White. These are reviewed annually with information disseminated to stakeholders. All disaggregated test data is shared with stakeholders after each administration of the TExES. This data is used for program improvement.

The program is also subject to Title II reporting. Past Title II reports were essentially constructed by the SBEC. Current Title II data is being assembled and will be reported by April 30. The 2009 state report can be viewed at: https://title2.ed.gov/Title2DR/StateHome.asp. The Unit was not a low performing school.

Each year the Texas Legisltive Budget Board (LBB) ask for data on completer pass rates. The LBB calculates pass rates differently from the SBEC. ASU pass rate was 93%.

The Unit also participates in the annual AACTE data collection.

The Unit participates in a consortium of schools under the name CREATE (Center for Research, Evaluation, and Advancement of Teacher Education. This data is a compilation of multiple data sources about the Unit. It combine public school data with
production data. It is comparitive data with consortium schools and aggregated statewide data. The report can be viewed at the URL presented at the end of this section.

Each element of data collection is made available to the administrators program directors, department heads, and other stakeholders for program improvement.

All data that is pubically available for program improvement can be seen at: http://www.angelo.edu/dept/ceducation/data.html

2a.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's assessment system may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Link to Tabel 6. Assessment System

See **Attachments** panel below.

2b. Data Collection, Analysis, and Evaluation

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

- **How are the data collected?**
- **From whom (e.g., applicants, candidates, graduates, faculty) are data collected?**
- **How often are the data summarized and analyzed?**
- **Whose responsibility is it to summarize and analyze the data? (dean, assistant dean, data**

- **coordinator, etc.)**
  - **In what formats are the data summarized and analyzed? (reports, tables, charts, graphs, etc.)**
  - **What information technologies are used to maintain the unit's assessment system?**

Data are collected continuously throughout the year. Data are disseminated to appropriate stakeholders throughout the year as they become available. The University uses a data system, Banner, that contains university level data. This data can be accessed in two ways: using a Webfocus report or using CAP, a software add on to Banner. Webfocus reports can be used to generate class enrollment, majors, minors, and various other data maintained by the university. The CAP program is an online system that allow faculty and candidates to generate degree plans, unofficial transcripts, counseling reports, place or remove advising holds to name a few features. This information is continuous and available to faculty, staff, and students that have appropriate permissions.

The different types of data that will be described here may be viewed at:

http://www.angelo.edu/dept/ceducation/data.html

Admission to the Educator Preparation program is an online application. The candidate provides identifying information and in the background the data are checked against admission criteria. The candidate receives almost immediately a response that identifies admission status. If not admitted, contact information is provided to assist the candidate. This information is maintained by the Director of Field Experiences (DOFE). After being admitted to the Educator Preparation Program the candidate can enroll in professional education courses. These courses require field experiences. A table showing hours required can be viewed at: http://www.angelo.edu/dept/ceducation/teawebproghours.html. The DOFE places candidates in field assignments and maintains a database of all field expereinces. This is to ensure that a diversity of expereinces is obtained by each candidate. This same Filemaker Pro database is used to assign candidates to student teaching. The DOFE screens all applicants for student teaching and places all of the eligible candidates, continuing to assure maximum diversity of placement for each candidate. The DOFE also maintains a database of all public school teachers who wish to supervise candidates. The database assures the Unit that the mimimum standards are maintained.

The Unit has adopted an electronic data management system (TaskStream) for candidate artifacts, and assessment rubrics. This system allows for archiving artifacts, providing formative feedback by peers and faculty, and summative evaluation by faculty. The system is used at both the initial and advanced level of performance. The content of the system belongs to the student.

The system is used throughout the undergraduate program and the advanced programs. The advanced programs align the artifact collection to the TExES standards and the summative evaluation is a presentation using TaskStream called the Comprehensive Program Review. This lends itself to a standardization of performance by advanced candidates.

Initial Preparation Example: http://folio.taskstream.com/Folio/preview.asp?qyz=RffvH8KnngJS1Xehbn2&sc=pcfcfkzpzhzuhm&dir=1&folder_id=pezvcy00pycnhhzpzqhkzyca

Advanced Preparation Example: http://folio.taskstream.com/Folio/preview.asp?qyz=RffvH8KnngJS1Xehbn2&sc=kcfwckz0hwckzz&dir=1&folder_id=pgzqhnzkfdfaf7ercp

The data for student teaching is collected in the same way. Three formative assessments and one summative assessment are based upon the candidate's ability to impact student learning. Besides providing feedback to the candidate, the system will generate a report of the aggregated performance data. The data generated each semester is provided to the appropriate program director for program improvement. The most recent data can be viewed at: http://www.angelo.edu/dept/ceducation/data.html.

Another source of data is performance on state certification examinations. Candidates are permitted to register for assessments when they have completed any appropriate portions of their program. The permission to test resides with the Program Directors. Candidates register to test and the Director of

Certification approves the candidate to take the TExES tests. This is done using a state database that maintains records on applicants for certification and data used to assess programs. An inhouse Filemaker Pro data base is kept on each candidate with the appropriate information including test permissions and results. Results of the tests are distributed to the appropriate program directors as soon as the data becomes available. These data are disaggregated by candidate and are used for program improvement. The most recent data can be viewed at: http://www.angelo.edu/dept/ceducation/data.html. Continuous data are provided as tests are taken.

Annually the University is accredited by the TEA/SBEC. This is based upon achieveing at least a 70% first time pass rate or an 80% final pass rate on the performance of all test takers, males, females, Hispanics, African Americans, Other, and White categories. The University is accredited. Data can be viewed by using the above link. Each program must also maintain a passing 70% pass rate in order to offer the specific certification. All programs have acceptable levels of candidate performance.

Every 5 years a program is monitored for compliance with state certification rules. Angelo State University was visited in October 2009 and was found to be in compliance with many citations for excellence. The report is available in the supplemental exhibits which can be viewed at: http://www.angelo.edu/dept/ceducation/ncatestd2.html

The Unit must also collect and disseminate data for Title II. ASU is not a low performing school. The Unit must also report its data to the Texas Legislative Budget Board(LBB). The LBB uses it own unique calculations to determine pass rate for the Unit. This past year's pass rate was 84%. The Unit also participates in the annual data collection by AACTE. All of these efforts provides a different look at the the Unit and what may be strengths and weaknesses.

A public data page is available and has many of the items listed above: http://www.angelo.edu/dept/ceducation/data.html

The data used to support the Unit in the TEA/SBEC monitoring visit can be viewed at: http://www.angelo.edu/dept/ceducation/teaweb.html

The Unit has collected data from and about its completers. Each year at the annual job fair, representatives from school districts from across Texas are asked to rate the individuals that are employed by their districts. In addtion, right before graduation, completers are asked to evaluate their programs of preparation. A new survey to alumni and their employers has been conducted on completers as of December 2009. These surveys are all annual.

The Unit is a member of CREATE (Center for Research, Evaluation, and Advancement of Teacher Education). Each year CREATE produces a lengthy analysis of data associated with teacher preparation programs. The PACE (Performance Analysis for Colleges of Education) Data provides an analysis of program performance. This data is shared with Department Heads. One unique feature is the production of the university vs. the need in the university's zone of proximal development (75 mile radius). This data can be used to shape programs to uniquely meet the needs of the area. The data is available on the DATA Page.

The Unit has also engaged with CRTEAT to perform an analysis of its program. The SCOPE program enables the Unit to receive assistance from CREATE consultants for program improvement.

Summary
The institution monitors pre-requisite qualifications of students prior to application to the EPP. The unit then collects data at admission to the EPP. This is an online application process. Individual programs collect data relative to program level assessments and forward that information to the Unit.
Faculty report data from individual assessments at various course levels.
Data flow is continuous.
Data are summarized and analyzed at the end of each academic semester. Some data are reported

annually.
The Director of Accountability and Certification, the Dean of the College of Education, and the NCATE Coordinator summarize and analyze unit data. Department heads and faculty, as appropriate, summarize, analyze, and manage, and report individual program data.

Most data are generated and stored electronically. Some are entered into databases for management and analysis. Tables are utilized to report data generated from rubrics or other scoring tools.

Filemaker Pro is one software tool utilized to house and manage data. TaskStream is another repository of data from which summary reports can be generated. This is particular to lesson planning, field experiences evaluations, and the evaluation of student teachers.

2b.2. How does the unit disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs?

The unit currently has two programs off-campus and several programs delivered in part or in total, on-line. Currently, candidate data from these programs are not treated and reported separately from on campus programs and are not separated by program name and/or location. One new post-bac program for initial certification has a one-year exemption from NCATE review but is collecting initial data in preparation for the development of its first program report.

Off-campus and distance sites are new to Angelo State University's EP Program. As these programs develop, data will be disaggregated to allow for continuous comparison, analysis, and improvement.

Annualy data is reported to program directors by TExES domains for program improvement. Some programs have taken advantage of the Unit's offer to allow them access to the TEA/SBEC data base for their own analysis for programs improvement.

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?

Records of candidate formal complaints and their resolutions are held in the departmental offices. If a resolution cannot be attained at the departmental level, the candidate presents the issues to the Dean of the College of Education. As the Unit head of the Educator Preparation Program, the Dean makes a final determination.
Candidate issues related to denial of admission to the Educator Preparation Program are presented to the Director of Field Experiences and then, if necessary, the Dean of the College of Education for resolution.
If a candidate has issues, the discussion and resolution process begins with the individual faculty. The next level is the department head of the involved department, either the Department of Teacher Education or the Department of Curriculum & Instruction. If no resolution can be reached, the matter is forwarded to the Head of the Unit, the Dean of the College of Education. If a candidate is denied admission to student teaching, the first point for clarification is the Director of Field Experiences. If necessary, the appeal is brought to a Teacher Education Council sub-Committee for consideration. If a resolution is not reached, the candidate presents the issue to a Teacher Education Council faculty sub-committee for review and resolution. Once again, the final determination may need to be at the Unit Head level, the Dean of the College of Education. The procedure for appeal of actions or decisions during student teaching is similar, but involves input from school-based clinical faculty, building level administrator, and clinical faculty as well as the Director of Field Experiences, the committee, and the Dean.These procedures are specifically delineated for Candidates in the Certification Handbook and the Handbook for Student Teaching, and the University Student Handbook. These documents are available at: http://www.angelo.edu/dept/ceducation/ncatestd2.html#2b

2b.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's data collection, analysis, and evaluation may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

2c. Use of Data for Program Improvement

2c.1. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?

Some changes in programs are state mandated, such as the recent requirements related to addressing the learning needs of English Language Learners (ELL) in certification program experiences, new data reporting requirements (SB 174) and some are federal, such as new Title II requirements.

Some changes occur as a result of program review, either local, institutional or national. Program omissions, inadequacies or redundancies identified by any external entities may report necessary and desirable changes. For example, the elementary program report submitted to the Association for Childhood Education International (ACEI) identified that the certification program did not include preparation and experiences in the subject matter areas of physical education and health and safety eduction. A reexamination of content experiences followed and changes are being proposed to address these areas. Additionally, the SPA report from the National Council for the Social Studies reported that one of the NCSS standards was not evidently addressed in the secondary program. This omission is also now under review.

A system and database for tracking candidate placement in early, progressive, and student teaching field experiences has been implemented by the Office of Field Experiences to ensure that candidates have diverse placements both demographically and between levels. Because of this system, candidates may not complete all of their field experiences and observations and clinical teaching in one school at one level.

Another change as a result of assessment has been in the system for evaluation of clinical teaching. The framework and rubrics from INTASC has now been abandoned in favor of the Texas Beginning Educator Support System (TxBESS). This shift responded to the need to change from a teacher development model of clinical teaching and evaluation to a learner-centered model. The TxBESS framework and rubrics now provide more valuable data about candidate experiences and competence.

Another change has been a gradual adoption of content specific evaluations of clinical teaching. Individual programs are being encouraged to develop and adopt instruments that will provide them with additional information about candidate content knowledge.

In the past, ASU has not focused systematically on the followup of its graduates or solicited feedback from employers of completers. While program and unit faculty have informal anecdotal information from former candidates, there has not been a prior commitment to this area. Currently, the College of Education (Unit) is systematizing these efforts to solicit feedback from both graduates and employers. This data will provide additional evidence of program effectiveness and candidate competence and will inform the overall program.

2c.2. What data-driven changes have occurred over the past three years?

At the beginning of the self-study process for accreditation, the Unit conducted a scan of what was

already in place for educator preparation. An analysis of the scan produced a baseline from which to respond. Early on, a review of candidate assessments identified those named as either unit or program assessments. It became evident that the evaluation of student teaching did not reflect the focus of the EPP. A gradual shift including overlap and training as well as transition, moved the program from the use of INTASC principles rubrics and evaluations to the adoption of the Texas Beginning Educator Support System (TxBESS) framework. This was not only a systems shift, it was a more precise alignment with the program's model of learner-centered instruction rather than a traditional and limited teacher development model.

Additionally, programs were encouraged to develop and implement discipline specific evaluation of student teaching to assess candidate content knowledge in the certification area. The secondary certification programs of Biology, Communication, Drama & Journalism, Kinesiology, Mathematics, Modern Languages, and English have developed content evaluations of their candidates in student teaching. The evaluations are collected by the Director of Field Experiences and forwarded to the individual departments. As the present time, the Unit does not retain data from these sources.

For the Unit Assessment #5 the Teacher Work Sampling System (TWSS) was considered. After review and deliberation, the Unit chose to develop a teaching work sample using components, perspectives, and rubrics from the TxBESS framework. In this program's view, the amalgam of measures more authentically reflects a candidate's effect on student learning.

The EPP investigated electronic systems for candidate work and candidate evaluation. The product chosen for electronic data management and evaluation was TaskStream. A demonstration of Candidate work samples and evaluation reporting is available.

In the developmental stages of self-study, the Educator Preparation Program communicated the need for all approved certification programs to conduct progressive, systematic, and authentic assessments of its candidates as they move through any program.

It was necessary for procedural changes in the preparation program. The Unit worked with the institution's system of course registration to limit random registration in favor of pre-requisite limitations and blocks to enrollment when individuals had not applied to the EPP.

The Director of Field Experiences under the guidance and direction of the Dean of Education developed two candidate databases, one for individual candidate information and progression and another format for evaluation. A portion of data collection has been the development of tracking candidate field experiences to ensure diverse placements.

Additional required field experiences earlier in the programs were developed to coincide with course experiences at all levels.

Changes in state requirements necessitated the development of course experiences at the elementary level addressing linguistic diversity.

In the initial certification programs standardized lesson plan evaluations at the elementary and secondary level were developed.

Standardized field observations for secondary programs were implemented.

Overall, the self-study process has engendered critical reflection and evaluation across the institution regarding educator preparation.

2c.3. What access do faculty members have to candidate assessment data and/or data systems?

Faculty have desktop access to candidate data, academic records, and unofficial transcripts. The registration process imposes holds when prerequisites have not been met. In addition to courses or GPA, full admission to Educator Preparation is also a gateway.

The results of all state mandated tests for candidates and for certification in Texas are received, reported and distributed at the end of each long semester. These data are available to program faculty, department heads and unit faculty.

Additionally, any Unit, institutional, or state mandated assessments are either housed or reported from the Office of Institutional Research and Effectiveness. For example, if a custom report of candidate grades in Educational Psychology for the past three years organized by certification level or program is necessary, this office provides it.

The Unit and its Office of Field Experiences maintains candidate data bases containing descriptive, demographic, and assessment data. It also maintains data on field observations placements and clinical teaching placements to ensure diversity in learners and levels.

The Unit's Director of Certification and Accountability both generates necessary data reports and receives data sets related to educator preparation.

The faculty can access much of the data at http://www.angelo.edu/dept/ceducation/data.html

2c.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?

Candidates: The first data the candidates receive is their degree plan. This is always available through the CAP and provides the guidance to faculty and the candidate for future enrollment. The CAP system will show hours completed, GPA, and other information. The candidate can even perform a "what if" investigation if wanting to choose another degree plan. The candidate can access all program materials describing the different programs via the web. When applying for the Educator preparation program, the candidate receives feedback with regard to meeting entrance requirements. Of primary importance to the candidate is the GPA in a number of different areas since both admission, graduation, and certification is dependent upon this performance. This can be accessed through the CAP program. Candidates are advised each semester, receive instructions concern program requirements each semester, and directions applying to the program and student teaching. Seperate meetings are held each semseter to address the needs of candidates for student teaching. Requirements are emphasized with the Director of Field Experiences and the Director of Certification attending classes and making presentations. Prior to student teaching the candidates have extensive observation and feedback on their performance in a classroom setting. The Unit monitors placements so that the candidate has a variety of diverse experiences. Practicum experiences orient the candidate to teaching and provide feedback from clinical faculty and faculty. In all courses, continuous feedback is a standard. In student teaching, not only is their daily feedback from the teacher of record but also there are three formative benchmark conferences with one summative conference which the candidate takes the responsibilty of demonstrating how student learning has been impacted through instruction. Dispositions are assessed formally throughout the program by facutly and by public school personnel. Feedback is provide from more than one source and over time in more than one course. At the end of the program the candidate takes the TExES examinations. These show that the candidate meets minimum content and pedagogy requirements. Faculty conduct teaching evaluations annually using the IDEA nationally normed system. This information provides the faculty with essential data about what is going well and what needs improvement in instruction. Faculty have aligned the TExES comptencies with the course content and publish them within the syllabus. The data are made available to program directors to share among the faculty. The candidate assessment in each course provides the faculty with data aligned with state standards. Annually the faculty is evaluated by peers, department head, and dean. Improvement plans are manditory where performance is not satisfactory.
Deprtmental committees anlyze student performance data and look for areas of improvement. Data are used to note compliance with state, regional, and national accreditation.

Other Stake-holders: Clinical faculty communicate and collaborate with school-based clinical faculty

and schools to determine areas for program improvement. Area superintendents meet once annually on this campus to keep informed. Assessment reports are shared, not necessarily numerical data. The members of the Teacher Education Council are provided data on a regular basis with regard to their programs. The Educator Preparation Program Advisory Committee works with the Unit to identify areas of improvement, discuss new programs with regard to need, and to be a sounding board about teacher needs.

The Office of Institutional Research and Effectiveness is the more comprehensive unit for institutional assessment and accountability

The Texas Accountability System for Educator Preparation (ASEP) is the statewide repository for all schools data:

1. Certification programs approved by the Texas Higher Education Board and TEA/SBEC
2. Each certification program is aligned with state standards which prescribe what a teacher should know and be able to do.
3. TExES results are used to review content taught.
4. All new programs and substantive program changes are approved by the Teacher Education Council, College and University Curriculum Committees, Board of Regents of the Texas Tech University System, The Texas Higher Education Board, and the TEA/SBEC.
5. Annual program review is based upon ASEP results.
6. Reports for the Performance Analysis System for Colleges of Education (PACE) in Texas offer a useful prototype of a reporting system for universities and their Colleges of Education centered on public schools. PACE is offered in support of the teacher preparation programs associated with the CREATE Consortium (Center for Research, Evaluation and Advancement of Teacher Education).

2c.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the use of data for program improvement may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 2?

2. What research related to Standard 2 is being conducted by the unit or its faculty?

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

[In this section the unit must include (1) initial and advanced programs for teachers, (2)

programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

3a. Collaboration between Unit and School Partners

3a.1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

Under the direction of the Dean of the College of Education, the Educator Preparation Program designs, delivers, and evaluates the unit's field and clinical experiences with critical and continuous input from:

Professional Education Faculty in the Departments of Teacher Education and Curriculum and Instruction;
Professional Education Faculty in Arts and Sciences programs;
The Teacher Education Council, the university-wide educator preparation program governance structure;
The Director of Field Experiences;
The Director of Accountability and Certification;
Educator Preparation Program Advisory Committee;
Clinical faculty (University Supervisors); and
School-Based Clinical Faculty(P-12 School Personnel).

Each level or area, including initial certification, advanced certification, and other school personnel programs, develops and monitors the candidate experiences throughout a program. Changes may be made as a result of state policy requirements, program level curriculum adjustments, and/or revisions initiated by faculty groups in individual programs.

Recent changes in field experiences have been implemented:

Addition of field observation/participation in professional education courses in secondary programs.

Addition of field observation in the Special Education course required for initial certification.

Addition of field observation/participation in the Reading/Writing Assessment course for initial elementary certification.

Exhibits for 3a: http://www.angelo.edu/dept/ceducation/ncatestd3.html#3a

3a.2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

School partners contribute to decisions about all aspects of the program through frequent communication as they deliberate about issues related to field experiences. Discussions often focus on key issues such as the selection of placement sites and the determination of tasks or assignments to be completed during field experiences. Tasks or assignments may be designing assessments for the progress of candidates and/or the analysis of program evaluation data. Partners are vital contributors in reviewing the circumstances of candidates who experience difficulty in field placements.

Discussions occur one-on-one as well as electronically. School-based Clinical Faculty are also very significant in overall evaluation of the candidates and in the continuous evaluation of field placements.

In these evaluations, the partners direct candidate experiences, observe candidate work in classrooms, evaluate candidate instructional effectiveness, and conduct on-going conferences both separate from and together with Clinical Faculty and the University Supervisors.

Anecdotal feedback is solicited from school partners related to the effectiveness of field and clinical experiences. Additionally, candidates complete an End of Student Teaching Survey to reflect on the effectiveness of their preparation program. Content area programs have school partners evaluate the preparedness of the candidate in the content area. Classroom teacher evaluations are used in reading, science, mathematics, and early childhood in Teacher Education. In Curriculum and Instruciton, classroom teachers evaluate candidates in three different field experiences. Classroom teachers contributed to the construction of these evaluations.

In all cases the partnership process is to ensure that candidates have many opportunities through field experiences to meet the program goals described in the conceptual framework as well as the standards set by professional organizations and the TExES competencies monitored by the State Board for Educator Certification.

As described in the Certification Handbook, selection criteria for partnerships include commitment to collaboration and program improvement.

Exhibits for 3a: http://www.angelo.edu/dept/ceducation/ncatestd3.html#3a

3a.3. What are the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

The Director of Field Experiences within the College of Education has the overall responsibility of seeking partner schools' agreements, making level and experience-appropriate placements of candidates, and tracking candidate accumulated placement history to ensure diverse program experiences.

Angelo State University(ASU) is committed to developing field experiences and clinical practice experiences that enrich and enhance candidates' knowledge, skills, and dispositions to ensure that all students learn. This commitment is deeply rooted in past and present and is a major component in the Unit's Conceptual Framework. To achieve candidate outcomes and to prepare teachers, administrators, counselors, diagnosticians, specialists, and superintendents and other school professionals, a strong partnership and effective relationships with colleagues across campus and with public school partners is essential.

ASU places a strong weight on factors pertaining to candidates having diverse experiences over a spectrum of demographics. Numerous factors are strongly considered in the selection of placements to ensure that candidates have opportunities to work with diverse groups of students. All candidates have field experiences in diverse settings; therefore placement decisions are based on careful examination of cumulative previous placements. The Director of Field Experiences maintains the placement database including demographic reports. This procedure ensures that over the course of a candidate's program, a variety of placement experiences occur.

A copy of the placement procedure can be found in the Certification Handbook. The table showing the demographic diversity of candidate's placements is available in the exhibits. A database is maintained in the office of the Director of Field Experiences. This database tracks candidate placements throughout the program.

The Director of Field Experiences serves as the central point for most clinical and field placements. Each semester 150-250 field experience placements and 90-120 student teaching placements are made. In addition, some field experiences, such as EC-6 Practicum placements, are made in selected partner schools and clustered for supervision by trained clinical faculty.

Because of the historically strong partnerships and geographic location of San Angelo Independent School District (SAISD), 90% of all field placements and 80-90% of clinical placements are made in SAISD. Geographically ASU is located in West Central Texas with vast distances between population areas. Commuting candidates may request field placement, particularly for student teaching, back in schools or districts near their residences.

As described in the Certification Handbook, selection criteria include compatibility between the school and the Conceptual Framework for the unit's goals and program goals, such as candidate responsiveness to cultural diversity and commitment to student achievement. Care is taken to meet all Texas certification requirements.

Exhibits for 3a.: http://www.angelo.edu/dept/ceducation/ncatestd3.html#3a

3a.4. How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

The Director of Field Experiences makes contacts with individual partner schools to ascertain the district's interest in partnering with the Educator Preparation Program. Agreements and commitments are signed by individual building level administrators who are then able to make decisions about eligible school-based clinical faculty (cooperating teachers). An application for the Educator Preparation Program is completed by each school-based clinical faculty member. The application states the philosophy and the minimum requirements to be a school-based faculty member.

Once a candidate is placed, a Clinical Faculty member (University Supervisor) is assigned and is primarily responsible for planning, observing, and the ongoing assessment of the candidate's clinical experience in conjunction with the school-based clinical faculty member.

Much of the interaction between school-based clinical faculty and university supervisors comes one-on-one. This allows for personal relationships to develop as well as for sharing of resources and expertise to support candidates' learning. Electronic communication and assessment augments communication between school-based faculty and clinical faculty (University Supervisors) on behalf of the candidates. School based faculty are generous in giving of their time and resourses to the candidate. The formal benchmark conference, four times during the student teaching semester, allows for the university supervisor and the school-based teacher to provide formative evaluation and suggested improvements based on the expertise of the school and university supervisors.

The Unit Head, the Dean of the College of Education, supervises the Director of Field Experiences. The Director of Field Experiences initiates, prepares and trains the Clinical Faculty (University Supervisors). Clinical faculty then conduct orientation and training for school-based clinical faculty related to clinical practice procedures, processes, technology, observation, evaluation, conferencing, and support of candidates. An example of this progression is the recent shift in evaluation procedures for clinical practice. The Educator Preparation Program moved away from evaluation using the INTASC Principles and adopted a Texas developed evaluation framework, entitled, Texas Beginning Educator Support System (TxBESS). The Clinical Faculty werte thoroughly trained in the new procedure and they then

were able to train the school-based faculty. The transition process encompassed two semesters.

Exhibits for 3a: http://www.angelo.edu/dept/ceducation/ncatestd3.html#3a

3a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to collaboration between unit and school partners may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3b.1. What are the entry and exit requirements for clinical practice?

Instructions for applying to the Educator Preparation Program (EPP) are available at

www.angelo.edu/dept/ceducation/onlineapplications.html

For admission to the Educator Preparation Program, candidates must have:
1. Completed 60 SCH with a cumulative GPA of 2.50.
2. Completed at least 12 SCH in the teaching field with no grade lower than a C and a GPA greater than 2.50.
3. Completed the coursework to demonstrate proficiency in reading, writing, mathematics, and communication with a grade of C or better in:
a. Reading - History 1301 and 1302, OR Government 2301 and 2302
b. Writing - English 1301 and 1302
c. Mathematics - Mathematics 1302 or equivalent course
d. Oral Communication - Communication 2301 or 2331
4. Have met the requirements of the Texas Success Initiative (TSI). The TSI skill requirements are normally met at the time of admission to the university or through remedial coursework.
5. Demonstrate professional teacher behaviors. At admission to the Educator Preparation Program, candidates are required to review and accept the Unit's dispositions.
6. Complete an online application to the EPP.

Candidates applying for the Student Teaching Program must complete the following steps:
1. Attend a mandatory Student Teaching Application Meeting.
2. Submit the completed application to the Office of Field Experiences.
3. Submit a general degree evaluation available electronically.
4. Provide Biographical Data / Philosophy of Teaching.
5. Complete Criminal Background Check.
6. Email confirmation of application to the Student Teaching Program.
7. If previously employed by a school, submit an official copy of a service record to prove at least one year of service to substitute for 9 hours of student teaching.

Requirements for successful completion of clinical practice:
1. Attend student teaching orientation sessions.
2. Complete 14 weeks of supervised clinical practice.
3. Complete an electronic developmental portfolio containing evidence of candidate impact on student learning.
4. Electronically submit lesson plans.
5. Complete daily and weekly evaluations.
6. Prepare for and participate in a minimum of four evaluation assessments and their corresponding

debriefing conferences.
7. Complete all requirements for the required student teaching seminar experiences.

Requirements for advanced certification and/or other school professionals are program specific and are delineated in individual practicum and/or internship courses associated with a graduate program. Practicum applications are course specific and are obtained from the program adviser prior to the semester in which the field experience occurs.

Exhibits for 3b: http://www.angelo.edu/dept/ceducation/ncatestd3.html#3b

3b.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7 or upload your own table at Prompt 3b.9 below.

Table 7
Field Experiences and Clinical Practice by Program

Program	Field Experiences	Clinical Practice (Student Teaching or Internship)	Total Number of Hours

3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

Educator Preparation Program outcomes and proficiencies have been developed reflective of and in consort with the TExES competencies articulated by the State Board for Educator Certification (SBEC). Each program assessment contains components of the outcomes: candidate knowledge, skills, and dispositions, the ability to make instructional decisions, focus on student-centered learning and to apply principles and practices of culturally relevant and responsive teaching.

As a candidate proceeds through a program, knowledge and general skills are measured. In a candidate's major field, content specific skills are measured in individual programs and are identified in Assessment Two in program reports. After admission to the EPP, pedagogy experiences are measured. Dispositions are introduced, practiced, and applied throughout the programs at a minimum of three benchmarks. Instructional decision-making is first introduced as elements of planning lessons, proceeds to practice in mini-teaching and then applied in practica experiences and clinical teaching.

Student-centered learning is both a disposition and a professional activity. In course experiences prior to clinical practice, candidates make connections between student assessments and instructional planning. These experiences are also substantially emphasized in supervised clinical practice.

Practicing culturally relevant and responsive teaching is also a disposition and a professional activity. Candidates are measured at all unit assessment points for their emerging competence in this area.

Additionally, during practica experiences, the content tests of the Texas Examination of Educator Standards (TExES) examinations are completed. Since programs are state approved, built upon and

aligned with state standards, there is no disconnect, no surprise in being measured by these state developed examinations. The level-specific Pedagogy Professional Responsibilities (PPR) portion of the TExES examinations is usually completed during or shortly after the completion of clinical practice. Once again, the alignment of program to standards makes this experience authentic.

Programs that have embraced national professional organization standards are challenged to address standards of a particular discipline.

Advanced preparation programs in Texas are also subject to state approval according to state standards in each certification field. These standards are those upon which academic preparation programs are developed. The state requires alignment of standards with academic preparation and experiences.

Exhibits for 3b: http://www.angelo.edu/dept/ceducation/ncatestd3.html#3b

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

ASU has an institutional skills requirement in the area of technology literacy. The Educator Preparation Program identifies specific competencies and applications suitable for teacher education. Additionally, almost every academic experience utilizes the components of Blackboard as the portal for instruction and technology. In Educator Preparation, this is an expectation in all arenas.

During the first courses in professional education, candidates are introduced to TaskStream, a platform and repository for cumulative professional experiences in education. Early on, candidates use components of TaskStream to develop and practice elements of instructional planning.

An increasing amount of instruction is now becoming available on line or web blended. These choices for candidates can be positive. The expectation is that all candidates utilize technology in academic pursuits. Faculty use the Blackboard platform to deliver instruction. Students are required to use this tool daily, often for the submission of assignments, assessment, and collaboration.

All members of the campus community rely on electronic communications and data submission. Academic progress is available to candidates and to faculty advisors electronically.

All admission/application forms for Educator Preparation are accessed and completed on line. Candidates are notified instantaneously when an application has been approved.

The technology of TaskStream allows candidates to plan and develop instruction, to share resources, to receive feedback, and to showcase progress. Clinical practice is also evaluated using rubrics and evaluation tools available on TaskStream.

Real and relevant technology experiences are a part of most course experiences. A variety of representations is expected.

Exhibits for 3b: http://www.angelo.edu/dept/ceducation/ncatestd3.html#3b

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

School-based clinical faculty are viewed as the content and the context experts. They provide the day-to-

day structure and support for candidates once they are in clinical practice. These professionals are highly qualified and committed to the extra responsibilities and the complex work of preparing future educators. The unit has specific criteria in conjunction with school partners for those who serve as school-based clinical faculty (cooperating teachers).

In order to have candidates working with strong, experienced, and effective mentors, a cooperating teacher must have a minimum of three years teaching experience, a minimum of one year in the particular district, be certificated for the content or level, be recommended by the school administrator, and be willing to observe, guide, support, and assess the candidate's progress through clinical practice.

Advanced program candidates are supervised by certified diagnosticians, counselors, school principals, or superintendents. The majority of internship and practicum experiences are self-selected site placements at a candidate's base school. The candidate must obtain permission to do the practicum from the personnel and administrators with whom they will work. Experiences are approved by the Program Coordinator prior to the experience. Practicum and internships are ultimately evaluated by graduate education faculty.

Supervision of a candidate in the School Counselor program is completed on-site by a school-based clinical faculty, certified as a Texas Counselor. If a candidate is completing an internship in a public school, supervision is completed on- site with a named campus mentor. Each school- based clinical faculty receives written materials that provide the details for the candidate's expereinces. In all cases, Professional Education faculty are the overall supervisors. For the Principal Internship, a candidate must be mentored by a certified Principal in his or her school.

At the conclusion of clinical practice for initial certification, candidates complete a student teaching exit survey. This survey provides data about the effectiveness of clinical faculty.

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

The Director of Field Experiences reviews and accepts the applications of teachers for school-based faculty clinical faculty. In some unique circumstances, the Director may actively recruit school-based faculty in underrepresented teaching areas.

Clinical Faculty, the University Supervisors, conduct all training either one-on-one or in small same school groups. This procedure encourages personal and professional relationships that utilize all operating procedures and expectations while adopting an attitude of mutual respect and commitment to the success of individual candidates.

Each school-based clinical faculty receives a packet of materials for cooperating teachers. University supervisors review the materials and expectations with each teacher.

School-based faculty are eligible for 45 hours of continuing professional education toward the 5 year renewal requirements for certification in Texas. The Director of Field Experiences certifies that a school-based clinical faculty has completed supervision of a student teacher.The credit of 45 hours of CEU can only be used once in a five- year period. The CEU hours are not specified nor necessarily tied to supervision.

Additionally, school-based faculty are invited to specific or general conferences sponsored by the Unit. Currently, participation of school-based clinical faculty is not tracked.

Exhibits for 3b: http://www.angelo.edu/dept/ceducation/ncatestd3.html#3b

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

University supervisors make a minimum of six visits to each candidate during the 14 weeks of clinical practice for initial certification. They conference with the candidate and school-based faculty and utilize TaskStream to review lesson plans and to record evaluations.

A minimum of 4 assessments are completed related to candidate effects on student learning during clinical practice. Additionally, a final evaluation, both oral and written, is completed. Records of visits, observations, conferences, and assessments are kept electronically.

For initial programs the Student Teaching Handbook identifies the progression of the clinical teaching experience including but not limited to scheduling, assignments, observations, lesson planning, assessments, and the compilation of work related to measuring impact on student learning.

Support for candidates in advanced programs and for other school personnel is program specific. Internships are supervised with observation, conferences, and assessments.

Exhibits for 3b: http://www.angelo.edu/dept/ceducation/ncatestd3.html#3b

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals?

Each of the other school professionals are required to take a tests and measurement course and a research course where both of these items are covered.

In the tests and measurement course the school-based data is investigated, interpreted, and conclusions or trends drawn. This data is available on the Texas Education web site. Data from all public schools in Texas is available as the Public School Report Card and is located on the Texas Education Agency website. This data is analyzed and compared. Trends, issues, and innovations are developed utilizing the data sets.

In the research class, there is an analysis of current research with focus on the resources available for a particular discipline.

The Educational Diagnostician program requires an individual assessment course and a testing course that specifically analyzes tests of individual achievement. These produce data that is used to diagnosis and prescribe programs for individual students with special needs. This type of analysis is also presented and practiced in the Reading Specialist Program.

In all programs that require practicum experience, the candidate is involved with the use of student assessment data. Each of the programs reviews the data from the Texas Assessment of Knowledge and Skills (TAKS) and draws inferences depending on the nature of the questions posed. The use of real life data encourages real life solutions.

Each of the graduate courses involve the candidate in using current research. Specific courses address the use of data and research. These syllabi address data and current research: ED 6391 Research, ED

6331 Test and Mesurements. Specific syllabi address data and research by program: ED 6348, ED 6365, and ED 6369 for the Educational Diagnostician; ED 6307, ED 6308 for the Reading Specialist; CI 6349 for School Counseling; CI 6319, CI 6372, CI 6384, CI 6388 for School Administration.

Syllabi: http://www.angelo.edu/dept/ceducation/ncatesyllabi.html

3b.9. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the design, implementation, and evaluation of field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Table7.pdf

See **Attachments** panel below.

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully?

Each semester on average, 100 student teaching placements are made. Denial of admission is most commonly due to a low GPA or the omission of a program requirement.

The numbers of candidates denied admission to clinical practice has declined since Spring 2008. This coincides with more effective and comprehensive communication of program requirements and benchmarks from the Unit, the Educator Preparation Program, and the office of Field Experiences to candidates regarding the requirements and eligibility for clinical practice.

All candidates completing clinical practice receive grade of pass or fail. Any candidate who is not successful is counseled for improvement and/or withdrawn. A candidate can receive a fail in clinical practice but the candidate may be withdrawn from the experience before a fail grade is issued. Reapplication and readmission are necessary.

Clinical Practice Candidates - Table Showing Applicants, Denials, Withdraws, and Completers

Exhibits for 3c: http://www.angelo.edu/dept/ceducation/ncatestd3.html#3c

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

School-based faculty – will give guidance in planning and developing instruction, observation of teaching, constructive criticism and suggestions for improvement, and continuous support to the candidate.

University supervisor—visits student teachers at least six times during the semester. The supervisor may observe the student teacher teaching a lesson, check his/her portfolio, attend a benchmark meeting, visit with the student teacher and the classroom teacher to check on progress, or conduct written assessments.

Candidate Evaluation—The evaluation of student teachers is based on the Texas Beginning Educator Support System (TxBESS). The TxBESS Program Standards are fourteen standards broken into four Clusters. Texas teachers are evaluated on the same professional elements presented in a different format.

The program used by the State is the Professional Development and Appraisal System (PDAS). The Teacher Self-Report Form and Summative Annual Appraisal Form from the Texas Education Agency is accessible at

http:/www.tea.state.tx.us/eddev/PDAS/

PORTFOLIOS – Student teachers create an electronic portfolio during the clinical semester, the Developmental Portfolio. This is prepared on TaskStream. It is an ever-growing reflective and selective collection of candidate and student work that includes lesson plans, a reflective journal, and artifacts that may be used as evidence of performance in each of the fourteen TxBESS Standards. Student teachers must have their Developmental Portfolios available for cooperating teachers and university supervisors at all times.

CONFERENCES – Student teachers have four Effects on Student Learning Conferences during the semester to assess candidate cumulative performance. Each of these conferences has clearly defined outcomes related to the TxBESS Standards. The student teacher, the cooperating teacher, and the university supervisor participate in these meetings. Evaluation rubrics are recorded in TasksStream.

Exhibits for 3c: http://www.angelo.edu/dept/ceducation/ncatestd3.html#3c

3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?

Concurrent with clinical teaching is a required seminar. Once each month candidates return to campus for reflection, feedback, and support from faculty and peers. Candidates are arranged in grade level specific groups to facilitate sharing and support.

School-based faculty have constant daily interactions with candidates. Every interaction can represent an opportunity for feedback and/or reflection.

At scheduled visits from the University Supervisors, observation, assessment, and conferencing occurs. Electronic communication between the three parties is also encouraged at any time.

It has been consistently noted that candidates within the same clinical site tend to form groups to support each other and to share both resources and experiences during clinical practice.

Exhibits for 3c: http://www.angelo.edu/dept/ceducation/ncatestd3.html#3c

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?

Candidates in initial certification programs have multiple levels of field experiences prior to clinical practice. School-based faculty observe and evaluate candidate interactions, instructional planning, and micro-teaching experiences. Data are gathered from these experiences related to candidate KSD and the

Unit's Assessment Three, Instructional Planning. This data is collected, aggregated, and analyzed at about the mid-point of a candidate's program. The results of these assessments are utilized in planning and eligibility for clinical practice experiences.

Correspondingly, dispositions are introduced at the earliest levels of program experience. Candidates are oriented to professional ethics and dispositions and must commit to the dispositions statements at the time of application to the Educator Preparation Program. As was stated above, candidates are also assessed in demonstrating dispositions during mid-level field experiences. Additionally, the elements of the dispositions' statement are reaffirmed at application to clinical practice and during actual clinical practice. Candidates incorporate dispositions in the presentation of evidence related to their impact on student learning during clinical practice as measured by the TxBESS framework.

Exhibits for 3c: http://www.angelo.edu/dept/ceducation/ncatestd3.html#3c

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice?

All experiences during Clinical Practice are focused upon Candidate Impact on Student Learning. Candidates complete a Classroom Background Study at the beginning of their placements. This information provides a baseline for instructional planning in consort with the school-based clinical faculty and clinical faculty supervisors. A minimum of six visits are scheduled throughout Clinical Practice. At four of these visits, Candidates prepare Effects on Student Learning Analyses and Reflections. Correspondingly, the final evaluation of clinical practice shows evidence through an electronic compilation of evidence supporting candidate competence in analyzing effects on student learning. Student progress over time is chronicled in the exhibits of a candidate's final assignment.

Exhibits for 3c: http://www.angelo.edu/dept/ceducation/ncatestd3.html#3c

3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups?

The earliest field experiences are usually candidate self-placements and are designed to support a candidate's decision to pursue educator preparation. Factors of logistics, convenience, and familiarity may influence a candidate's choice of experience at this level. One example is a 20 hour experience of observation and participation in programs with children under kindergarten age. The economic, ethnic, and linguistic diversity of child care settings is self-evident.

However, the Director of Field Experiences monitors and makes all additional field placements for initial certification programs. For elementary levels:

10 clock hours of observation in conjunction with A Survey of Exceptionalities
20 clock hours of observation/participation in conjunction with Assessment and Evaluation of Reading and Writing
30 clock hours of observation/participation/micro-teaching in conjunction with Applied Child Development
and required field experiences with each content area Practicum course.

The Director of Field Experiences maintains a database of candidate placement history to ensure diversity of placements and experiences. This data carries over to placement for clinical practice as well.

The secondary level of initial certification also has 10 hours of observation and micro-teaching in three

of its four courses.

The location of Angelo State University in west Texas also lends itself to diversity of experience. Only four schools in the entire SAISD district are not Title I schools. Candidates are exposed to a variety of student learning and life needs.

The End of Student Teaching Survey identifies six areas of diversity in school settings. Candidates respond to the prompts in terms of how well they have been prepared to succeed in diverse classrooms with diverse learners.

Chart of Course Hours Assigned to Observation Related to 3c.6:
http://www.angelo.edu/dept/ceducation/teawebproghours.html

Exhibits for 3c: http://www.angelo.edu/dept/ceducation/ncatestd3.html#3c

3c.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the development and demonstration of knowledge, skills, and professional dispositions for helping all students learn may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 3?

2. What research related to Standard 3 is being conducted by the unit or its faculty?

STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

The sixth program outcome permeates the entirety of the program and speaks to diversity.

As reflective practitioners, candidates will 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.

Specifically, candidates at Angelo State demonstrate these proficiencies:

• respect individual and cultural differences of students and their families.

•model and encourage appreciation for students' cultural heritage, unique endowments, learning styles, interests, and needs.

•design learning experiences that show consideration for student culture and heritage in appropriate classroom, school, and social contexts.

•collaborate with diverse families, professionals, and communities.

•integrate and adapt instructional strategies and assessments that are appropriate for and responsive to diverse students' needs, abilities, and interests including the needs of English language learners.

•acknowledge and address concerns that affect students by using community diversity, strengths, and resources.

•create a learning environment in which diversity and individual differences are valued and respected.

•recognize and support the efforts of families to engage in the education of their children.

4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop:

- **awareness of the importance of diversity in teaching and learning; and**
- **the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities?**

Required coursework and experiences that focus on diversity in teaching and learning are progressive throughout a candidate's program.

At the earliest experiences in the Elementary program, perspectives of diversity and learning needs are introduced, discussed, and differentiated. There are experiences for elementary candidates in the courses: Teacher Education and Practice (ED 2202), Social-Cultural Influences on Children's Development (ECH 2305), and Survey of Exceptionalities (SPED 2361).

From this base of information, candidates practice applying, planning, and differentiating instruction to meet the needs of diverse learners in each program course, and especially in a new state requirement addressing English Language Learners (ELL), Linguistically Diverse Learners (ED 3314). Prior to practicum experiences, candidates develop and write instructional plans to reflect differentiation in learning styles and needs in Applied Child Development (ECH 4450).

The Professional Education courses for secondary certification infuse experiences in coursework and classroom observations to address awareness and knowledge, skills, and dispositions related to diverse learners.

For advanced programs, coursework and experiences particular to the specialization also focus on diverse learners and achievement. All candidates take ED 6327 Social and Cultural Influences on Learning.

A pilot study has been completed encompassing both initial and advanced candidates' attitudes toward diversity. Data is continuing to be collected to be able to refine the study for continued use throughout a candidate's program. Plans are to administer the attitude survey at multiple points in the EPP.

Currently, six items from the End of Student Teaching Survey address diversity awareness, knowledge, skills, and dispositions of candidates.

Texas certification requires that candidates be prepared in 17 areas, including linguistic, cultural, and exceptional differences. A course correlation matrix can be found at:
http://www.angelo.edu/dept/ceducation/teawebPPRmatrix.html

4a.3. What key assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

Unit Assessment Three, ability to plan instruction is the initial assessment of candidates' proficiencies related to diversity. A candidate's abilities to consider the learner's background, experiences, and needs; the learning context, and differentiating instruction reflective of these needs is evident in the evaluation of lessons planned, developed, analyzed, taught, and evaluated. Assignments that require the candidate to systematically practice differentiating instruction occur in additional class experiences.

Candidate competence in these areas is evident in clinical practice assessments. The initial assessment using the TxBESS Framework focuses on the culture of the school, demographics, and diversity of learners. The results of this Classroom Background Study are foundational to later evidence of candidate ability to differentiate instruction.

4a.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to diversity proficiencies and assessments may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

4b. Experiences Working with Diverse Faculty

4b.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with higher education and/or school-based faculty from diverse groups?

A substantial number of the population of Angelo State University are first generation college students. This very fact speaks to diversity of interactions between candidates and faculty. Additionally, ASU has met the requirements of 25% of the student body as Hispanic and has applied for designation as HSI (Hispanic Serving Institution). This designation will allow for additional and diverse federal grant support. The student population of ASU is already diverse regardless of the faculty model.

However, the ASU faculty is diverse in a multitude of ways: economic background, ethnicity, language, gender, abilities, and experiences. Perhaps the exact numbers of diversities of faculty is not proportional to the campus as a whole, but in combination with the location and demographics of this region of west Texas, diverse experiences are both possible and promoted.

4b.2. What knowledge and experiences do faculty have related to preparing candidates to work with students from diverse groups?

In the past eight years, faculty diversity across campus and in the Educator Preparation Program has been enriched. Faculty bring their own diverse experiences into classes and experiences in the professional education courses. In addition to an increase in ethnic diversity among faculty, there have been additions in the following areas: gender, economic diversity (first generation college attendance), hearing impaired faculty, African-American heritage faculty, Native American heritage faculty, learning disabled/dyslexic faculty, and other health impairments affecting quality of life.

In addition to personal involvement with a variety of these circumstances, faculty bring years of preparation and experience to their classrooms. Real life experiences and "stories" assist candidates in broadening their perspectives.

See faculty diversity tables.

4b.3. How diverse are the faculty members who work with education candidates? [Diversity characteristics in addition to those in Table 8 can also be presented and/or discussed, if data are available, in response to other prompts for this element.] Please complete Table 8 or upload your own table at Prompt 4b.5 below.

Table 8
Faculty Demographics

	Prof. Ed. Faculty Who Teach Only in Initial Teacher Preparation Programs n (%)	Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)	Prof. Ed. Faculty Who Teach in Both Initial Teacher Preparation & Advanced Programs n (%)	All Faculty in the Institution n (%)	School-based faculty n (%)
American Indian or Alaska Native					
Asian					
Black or African American, non-Hispanic					
Native Hawaiian or Other Pacific Islander					
Hispanic or Latino					
White, non-Hispanic					
Two or more races					
Other					
Race/ethnicity Unknown					
Total					
Female					
Male					
Total					

4b.4. What efforts does the unit make to recruit and retain a diverse faculty?

The Unit is a committed to recruiting and retaining diverse faculty as it is to recruiting and retaining any highly qualified and experienced faculty. When a vacancy occurs, the position vacancy is advertised locally, nationally, in at least The Chronicle of Higher Education, at Higher Education.com, and at national professional conferences. The Unit sends specific notice of a vacancy to institutions with the established academic programs desired and/or institutions whose graduates are from protected classes or historically under-served populations. In the recent past, applicant pools have been small in number. Numerous applicants are patently unqualified as measured by the position requirements advertised. The challenge is great.

4b.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Table 8. Faculty Demographics

See **Attachments** panel below.

4c. Experiences Working with Diverse Candidates

4c.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse groups?

Campus demographics indicate that Angelo State University has met requirements to be designated as an Hispanic Serving Institution (HSI). This 25+% of the campus population is reflective of the geographic region in Texas. In addition to this ethnic diversity, candidates in the educator preparation program share many of the following characteristics: older in age than traditional college students, are parents, may be married, may commute distances up to 100+ miles one-way to campus, may be non-native English speakers, may have had experience in public schools as teacher aides and/or substitute teachers. These population characteristics create informal groupings based on similarities of circumstances.

Another invitation to interaction occurs consistently in field placements. A small candidate group may be assigned to one school. That school community brings the candidates together and assigns candidates reflective of the school needs. This training focuses on the needs of the school and on the expereinces needed by the candidate.

Candidates have experiences with students with special needs in courses in Special Education, including field experiences. Recent changes in Texas certification standards illustrated a need for experiences related to linguistic diversity, especially for teachers of elementary students. A new requirement for the elementary initial certification program is a course entitled, Linguistic Diversity. This course is completed prior to practicum and correspondingly prior to clinical practice. Secondary candidates also experience learners with special needs in the field experience observation and participation components of their professional education sequence. Texas certification now requires that all candidates learn how to address the learning needs of exceptional students.

Additionally, course experiences promote interaction in pairs, small groups, and larger groups. Assignments and experiences are often a group effort.

Finally, the seminar required concurrently with clinical practice provides both support and interaction for candidates. The absolute majority of clinical placements are in Title I schools in the immediate geographic area. Diverse learners and families surround the candidates and their experiences.

4c.2. How diverse are the candidates in initial teacher preparation and advanced preparation programs? [Diversity characteristics in addition to those in Table 9 can also be presented and discussed, if data are available, in other prompts of this element.] Please complete Table 9 or upload your own table at Prompt 4c.4 below.

Table 9
Candidate Demographics

	Candidates in Initial Teacher Preparation Programs n (%)	Candidates in Advanced Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution (%)
American Indian or Alaska Native				
Asian				
Black or African American, non-Hispanic				
Native Hawaiian or Other Pacific Islander				
Hispanic or Latino				
White, non-Hispanic				
Two or more races				
Other				
Race/ethnicity unknown				
Total				
Female				
Male				
Total				

4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

The Admissions Office of the institution conducts primary recruitment. The Educator Preparation program has not in the past actively recruited candidates to any programs. The EPP does, however, coordinate with Admissions. All departments participate in Discover ASU, a day on campus for prospective students.

Additionally, the Unit and the Institution have articulation agreements with local 2 year colleges and transfer agreements within Texas public institutions.

Newly established efforts at recruitment have come from identified needs and requests. Advanced programs are beginning to be planned and delivered electronically and on-site in areas with limited higher education opportunities. At the initial certification level, an agreement has just been developed between the Institution and a community to bring higher education opportunities to their region.

Angelo State University has achieved the 25% Hispanic population to become designated as an Hispanic Serving Institution (HSI). A substantial percentage of the campus population are first generation college students as well.

Exhibits for 4c.3: http://www.angelo.edu/dept/ceducation/ncatestd4.html#4c

4c.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to candidate

diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Table 9. Candidate Demographics

See **Attachments** panel below.

4d. Experiences Working with Diverse Students in P-12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

The Director of Field Experiences has developed a candidate database to be able to track the variety and diversity of field placements during the entire educator preparation program. Candidates are placed in different schools and at different levels in early, mid, and clinical practice. The overwhelming majority of schools in the local district are Title I schools, economic; ethnic, and family diversity are evident in a candidate's experiences. Every effort is also made to place candidates in experiences where learner special needs are evident. As part of the documentation by candidates during their clinical expereinces, an orientation to the school is conducted by the principal of the campus to which the candidates are assigned. Candidates must familarize themselves to the school environment. Formally the candidate must complete a class background study for each class them must teach and then plan how to differentiate instruction based upon the needs of the students.

4d.2. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice? Please complete Table 10 or upload your own table at Prompt 4d.4 below. [Although NCATE encourages institutions to report the data available for each school used for clinical practice, units may not have these data available by school. If the unit uses more than 20 schools for clinical practice, school district data may be substituted for school data in the table below. In addition, data may be reported for other schools in which field experiences, but not clinical practice, occur. Please indicate where this is the case.]

Table 10
Demographics on Sites for Clinical Practice in Initial and Advanced Programs

Name of school	American Indian or Alaska Native	Asian	Black or African American, non-Hispanic	Native Hawaiian or Other Pacific Islander	Hispanic or Latino	White, non-Hispanic	Two or more races	Other	Race / ethnicity unknown	Students receiving free / reduced price lunch	English language learners	Students with disabilities

4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

Candidates' reflecting on their practice is expected, encouraged, and supported at every level of the Educator Preparation Program. Both elementary level and secondary level initial certification candidates have evaluated field experiences laying the foundation for continuous feedback and reflection and growth. Field experience placements are also tracked so that candidates have a variety of opportunities to interact with different students, teachers, and other candidates. Written and oral evaluations are also

completed at the practicum level prior to clinical practice for elementary candidates.

Self-evaluation and peer evaluation are expected, encouraged, and supported throughout a candidate's program as well. Formal and informal, daily and weekly benchmark conferences are conducted during clinical practice. Candidates write and discuss reflections of daily and weekly events, lessons, and circumstances in the classroom.

The University supervisors make a minimum of six observation visits and a minimum of four benchmark evaluations plus a final assessment of candidates in clinical practice. The candidates' compilation of evidence supporting impact on student learning is a culminating activity for candidates to demonstrate their reflective skills and growth from feedback and support in working with all students. Differentiating instruction is a key in all lesson planning and reflection.

Additionally, candidates complete an End of Student Teaching Survey which asks, "How well prepared were you to...? All aspects of teaching and learning are addressed in the survey.

4d.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the diversity of P-12 students in schools in which education candidates do their field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Table 10

See **Attachments** panel below.

Optional

1. What does your unit do particularly well related to Standard 4?

2. What research related to Standard 4 is being conducted by the unit or its faculty?

STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

[In this section the unit must include the professional education faculty in (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? Please complete Table 11 or upload your own table at Prompt 5a.5 below. [Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your institution (see Manage Faculty Information page in your AIMS workspace) can be imported into Table 11. For further guidance on completing this table, see the directions provided below (select link "click here") as well as in the Help document (click on "Help" in the upper right corner of your screen.)]

Table 11
Faculty Qualification Summary

5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?

Individual's who do not hold terminal degrees for their assignment must hold a master's degree that is appropriate for the teaching assignment. In addition, each individual has been a certified classroom teacher with at least 3 years of classroom teaching experience and most hold an advanced professional certificate. These individuals are assigned undergraduate teaching only, are supervised by a full time tenured or tenure track faculty member, and use a syllabus and materials approved by the full-time faculty of the department. A chart is provided that lists the adjunct faculty members name, their degree, their area of preparation, the courses that they are teaching, and their most recent public school experience.

Chart of Non Terminal Degree Faculty: http://www.angelo.edu/dept/ceducation/ncatestd5.html

List of Supervisors' Vita: http://www.angelo.edu/dept/ceducation/teaweb7.html

5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?

All school-based faculty members are licensed in the areas that they teach and supervise. Each of the individuals is a classroom teacher or supervisor with a minimum of three years classroom or supervisor experience. The selection of the school faculty is a joint responsibility of the school district and the unit. Selection is based upon the criteria. School faculty are asked to apply to be a supervisor. A data base with the demographic information is maintained by the unit. All school-based faculty that supervise in graduate programs must hold the appropriate certificate, be actively working in the area of certification, and have appropriate experience. Graduate Practicum candidates must also have the permission of the principal of the campus. Each and every supervisor is approved by the school principal or superintendent of schools. undefinedThe data-base of school-based faculty is available in the Field Director's Office.

School-based Faculty: http://www.angelo.edu/dept/ceducation/ncatestd5.html

5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?

Angelo State University requires each clinical faculty member to be current with regard to classroom experiences. All clinical faculty have had public school experiences in the last three years or have been a clinical faculty member. Each clinical faculty member holds a master degree and has had experience as

a classroom teacher, many with principal experience, school counseling experience, and some with superintendent experience. Clinical faculty are trained specifically to supervise candidates in the field and to use electronic systems. There are at least two training sessions per year and often more. Part of each of these training sessions is to provide continuous assessment to improve the capstone experience for candidates. Modifications occur based upon what is happening with public school teachers and candidates in the field. These training sessions typically occur prior to the beginning of each semester and after the academic year has been completed. Clinical faculty also train school supervisors one-to-one.

Table of Experience - in Documents: Standard 5a4:
http://www.angelo.edu/dept/ceducation/ncatestd5.html

5a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty qualifications may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Table 11 Faculty Qualifications

See **Attachments** panel below.

5b. Modeling Best Professional Practices in Teaching

5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

Instruction in professional education is influenced by State Board for Educator Certification(SBEC), the public school curriculum- Texas Essential Knowledge and Skills, Southern Association of Colleges and Schools (SACS), and NCATE standards. Angelo State University's Conceptual Framework is based on these different processess and guiding principles. Each course is built around the content knowledge and pedagogy set forth in what teachers need to know and be able to do outlined in the SBEC standards, the SBEC test frameworks, and the Texas Essential Knowledge and Skills. Other influences have been the inclusion of SBEC technology standards for beginning teachers, the mandate to include English Language Learners competencies in all subjects taught in Texas Public Schools, and SACS' Student Learning Outcomes. The faculty attends national and state conferences in their fields. These meetings help faculty to stay abreast of current research and development in their fields. The Unit offers professional development opportunities to faculty that reflect the latest in research and development in specific fields. The Dean has subscribed to ISTE's Professional webinar series and makes these available to interested faculty. Special purchases of books and journals also assist faculty in reviewing trends and developments, examples include: AACTE journal, ASCD journal, books such as "Preparing Teachers for a Changing World" and the new APA guide. When departments look to include or change the curriculum they are often supported in visiting institutions that have implemented curriculum or processes similar to what the department proposes.

Links to Exhibits for 5b.1 : http://www.angelo.edu/dept/ceducation/ncatestd5.html

5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

Candidates' reflections are developed using frequent activities, assignments, and learning opportunities

that require them to engage in analyzing, observing, and evaluating their own metacognitive processes regarding professional dispositions. Tasks, activities, assignments (in-class and out-of-class) require problem-solving and critical thinking skills, such as mini-teaching lesson development, developing learning centers and learning units, case study reports, reflections on field observations, and essays.

Link to table showing faculty responses: http://www.angelo.edu/dept/ceducation/ncatestd5.html

5b.3. What types of instructional strategies and assessments do unit faculty members model?

Candidates are exposed to many rich and diverse instructional offerings modeled by unit faculty including direct teaching models, indirect teaching models, learning center development, group discussions, simulations, role-play, presentation and oral delivery, reading strategies, memory strategies, study skills, and culturally appropriate strategies. Assessments vary according to the task, assignment, learning goals and objects. They include but are not limited to oral presentations, lesson presentations, mini-teaching, case study reports, reflection papers, projects, written papers, oral and written tests or exams, self-assessments, peer reviews and feedback, surveys, and performance assessment rubrics.

Link to table showing faculty's use of instructional strategies:
http://www.angelo.edu/dept/ceducation/ncatestd5.html

5b.4. How do unit faculty members incorporate the use of technology into instruction?

Faculty model a wide variety of ways that technology can be used in instruction. Faculty and candidates incorporate presentation media into oral presentations, lectures, mini-teaching lessons as well as video taping for feedback and self-evaluation. SmartBoard, 3M Boards, LCD projectors, computers, Internet sites and search engines are used to acquire skills, knowledge, information, resources, and communication skills. Blackboard, an electronic classroom platform for ASU, provides faculty with Discussion Boards, posting of assignments, class documents, access to Web links, communication tools, Digital Drop Box, and grade posting for each assignment and class. The Department of Curriculum and Instruction has invested in eBrary, an online source for thousands of complete texts. In the Ed 4322 class, candidates teach lessons using SmartBoard Technology. These same candidates also make videos for TeacherTube. Two additional examples are the use of GoToMeeting to service the needs of distance candidates and the use of SKYPE for conferencing with students at a distance. All candidates use TaskStream, a repository of electronic artifacts, throughout their program. The ASU library has many online resources for candidates. The College of Education also has a technology innovation room where candidates can learn to teach with the latest technology. The faculty are encouraged to have students use this equipment in lesson preparation and presentation. Examples of TaskStream folios are provided in the exhibits.

Link to Table of Faculty Use of Technology: http://www.angelo.edu/dept/ceducation/ncatestd5.html
Can provide access to Blackboard or demonstrate.

5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?

There are three different methods that encourage faculty to review, reflect, and renew their teaching. Each year the faculty use the nationally normed IDEA system to evaluate each class they teach. This formal evaluation is used in the annual review of the faculty member by the department head in the areas

of teaching. Satisfactory progress must be documented. The annual review of the faculty by the department head is used by the dean to recommend continuing employment. This information is sent to the Provost's office and is used in determining annual contracts.

Unit faculty use formal and informal assessment methods to examine and enhance their teaching. Informal methods such as daily reflection, in-depth analysis of candidate outcomes and candidate performance on tests, projects, written assignments, IDEA data is used by faculty to modify courses by analysis of the disaggregated data. Meetings with team members allow for discussions that lead to self-assessment and reflection. Feedback in informal and formal discussions with candidates is included in modifying teaching strategies, methods, scheduling, and technology use.

The faculty must also prepare tenure and post-tenure reviews. For the first three years that an individual is a faculty member, they must submit to a formal review of their work by the departmental faculty review committee, department head, dean, and Provost. ASU follows AAUP guidelines for review, dismissal, and continuance of tenure-track faculty. Faculty are evaluated on service, scholarly activity, and teaching in all aspects of the tenure and promotion process. The faculty and department heads will be able to apply for a professional achievement award every two years. These awards provide a monitary supplement to faculty and department heads for excellence in achievement.

Chart showing faculty reflection activities: http://www.angelo.edu/dept/ceducation/ncatestd5.html

5b.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty teaching may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected of faculty as part of the institution's and unit's mission?

Angelo State University faculty are expected to develop and establish a level of scholarly work associated with their rank. The requirements are spelled out in the University's Operating Policies for Faculty. The faculty are evaluated annually in the area of scholarship. Each faculty member is reviewed by a department review committee. The committee recommends to the department head that the faculty member is satisfactory, satisfactory needs improvement, or unsatisfactory. The department heads reviews with the faculty member their progress in the area of scholarship and makes recommendations. The evaluation is forwarded to the dean for consideration of continuance. The dean recommends the faculty member's work to the Provost for continuance for another year of employment. A new operating policy is being formulated during the spring 2010 semester that will define scholarly expectations for members of the College of Education. This policy will be used by faculty in September 2010 to apply for tenure and promotion and for the purposes of annual review.

5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship? (Review the definition of scholarship in the NCATE glossary.) [A table could be attached at Prompt 5c.3 below to show different scholarly activities in which faculty members are involved and the number involved in each activity.]

Faculty are engaged in many different activities. Grant writing, publication, presentations at state and national conferences, workshops for local and state stakeholders in the areas of preparation.
A list of faculty scholorly work can be viewed at

http://www.angelo.edu/dept/ceducation/ncatestd5.html#5c

5c.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty scholarship may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?

Angelo State University faculty are expected to develop and establish service activities. The requirements are spelled out in the University's Operating Policies for Faculty. The faculty are evaluated annually in the area of service. Service can be service to the department, unit, or university. Service to professional organization is also expected as an individual advances in rank. Faculty can count activities that are related to their teaching and areas of expertise related to their employment at the university. The university is developing a new tenure and promotion set of guidelines. Each college will develop it own minimum standards for service. These expectations will be established for obtaining tenure and each rank promotion. These new operating policies will be in effect for the Fall 2010 semester.

Operating Policy can be viewed in Standard 5 Exhibits:
http://www.angelo.edu/dept/ceducation/ncatestd5.html#5d

5d.2. In what types of service activities are faculty members engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities? [A table could be attached at Prompt 5d.3 below to show different service activities in which faculty members are involved and the number involved in each activity.]

Faculty provide service to local LEAs, state agencies, organizations, and groups. Training is provided in many areas. A few examples are dyslexia training, specific inservice requests, workshops on ethics, working with 19-21 year old special education students, sponsoring educational organizations for candidates, sponsoring international exchange programs, working with outdoor school educators, working with campus organizations, editorial boards, conducting projects in a school based setting. All of the faculty are involved in some form of service.

The Exhibit showing faculty service: http://www.angelo.edu/dept/ceducation/ncatestd5.html#5d

5d.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty service may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5e. Unit Evaluation of Professional Education Faculty Performance

5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?

All faculty are evaluated annually. The evaluations consists of reviewing the faculty member in the areas of teaching, service, and scholarly activity. ASU uses the IDEA evaluation system developed by Kansas State University. Faculty assist each other in administering this evaluation for candidate feedback. Each faculty member determines what elements of teaching are important for each course taught. These selections are used to determine overall ratings by candidates. The faculty member receives a normative report comparing ratings by candidates with ASU ratings, IDEA national ratings, and ratings by discipline. Service and Scholarly Activities are self-reported using the Annual Evaluation Form. Each department has a faculty review committee. Each faculty member submits documents to support their work in the area of teaching, service and scholarly activity. The peer review committee reviews these documents and recommends to the department head a rating of satisfactory, satisfactory needs improvement, or unsatisfactory in each of the areas and also rates the individual overall in the same manner. The department head reviews the evaluation with each faculty member, and if the rating is unsatisfactory or satisfactory needs improvement, jointly develops a plan for improvement with the faculty member. The department head either recommends continuance or not for contract purposes. The Dean reviews the documents and recommends continuance or not based upon the department's recommendations and the review. The documents are sent forward to the Provost.

Exhibits supporting 5e.1: http://www.angelo.edu/dept/ceducation/ncatestd5.html

5e.2. How well do faculty perform on the unit's evaluations? [A table summarizing faculty performance could be attached at Prompt 5e.4 below.)

Overall, Unit faculty perform satisfactorily with few exceptions. Using the IDEA summative form, the faculty perform as well as or better than others when compared by areas of teaching. Each department receives a document that compares their faculty evaluations with the campus, discipline, and IDEA data base. The College receives an aggregated set of IDEA data which makes the same comparisons. Since faculty choose which areas of emphasis to evaluate, a clear understanding of the departments and their faculty help in the interpretation of the data. Faculty who apply for tenure and promotion make progress similar to all other departments on the campus.

Exhibits supporting 5e.2: http://www.angelo.edu/dept/ceducation/ncatestd5.html

5e.3. How are faculty evaluations used to improve teaching, scholarship, and service?

Each year, the faculty determine what elements they will emphasize within their course. Candidates are asked to evaluate the faculty at the end of each course. The faculty receive detailed information about their teaching from these IDEA evaluations. The faculty also complete the annual faculty evaluation. This evaluation is reviewed by the department peer review committee. This committee reviews the faculty submissions and makes recommendations to the department head. The department head completes the faculty evaluation, meets individually with each faculty member, and formally completes the evaluation. If the faculty member is found to be deficient in any of the three areas of teaching, service, and/or scholarly activity, a plan for improvement is developed between the department head and the faculty member. All documents are sent forward to the dean for review and approval. These materials are sent forward with comments to the Provost. Annual contracts are based upon this review and recommendation. An operating policy elaborates the process.

The following forms are available: FIF, IDEA, Annual Evaluation, Operating Policy, Example of Plan of Improvement.
Exhibits supporting 5e.3: http://www.angelo.edu/dept/ceducation/ncatestd5.html

5e.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's evaluation of professional education faculty may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5f. Unit Facilitation of Professional Development

5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?

Each evaluation period, faculty present a current vita, IDEA classroom evaluations, and a completed annual evaluation. These documents are housed in the Department Head's Office. A faculty peer review committee reviews these materials and makes suggestions for improvement if necessary. These recommendations and materials are sent forward to the department head. In discussion with the department head, faculty describe their goals and needs for the upcoming year. If a faculty member is performing satisfactorily, then each faculty develops their own professional agenda which is funded in a variety of ways: VPAA travel fund, department M&O funds, Grants, Special Programs, University Faculty Development Funds, University Research Enhancement Funds, Graduate Fee Funds, Dean's Discretionary Funds. If a faculty member is unsatisfactory in any area of service, research, or teaching, a professional development plan must be developed. This document is collaboratively developed between the faculty member and the department head. Faculty that receive satisfactory ratings set an agenda for the coming year. Resources are made available to the faculty for professional development by the university, department, and college. Each year, the College selects two faculty to participate in faculty development at the Lily Conference on College Teaching in Ohio. In addition, the Office of Sponsored Projects provides assistance to faculty in obtaining both internal and external grants.

5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit's conceptual framework?

Faculty have opportunities for professional development. A general faculty development opportunity that may be applied to any criteria is the graduate course fee paid by candidates per graduate semester credit hour. This source of funds is used by departments to provide opportunities to participate in national, state, and regional conferences. The faculty have the opportunity to attend meetings that focus on best practices in all areas. The unit also sponsors the National Writing Project on our campus with a center, candidate training, and professional development opportunities for faculty. The unit sponsors a literacy conference each year where faculty have the opportunity to meet a national author and participate and present ideas focused around literacy. Information Technology has ongoing training in the use of software available to all faculty. This resource provides continuous training on the latest version of basic technology products. Information Technology also has an eLearning Center which provides assistance and training in various aspects of online learning and associated software. The Center for Innovation and Research offers professional development to faculty. They have provided training in online learning tools, how to set a research agenda, how to work with the IDEA teaching evaluation, and other timely topics. The Unit has focused on opportunities for technology development this academic year. Faculty have been invited to webinars from ISTE, AACTE, and Edutopia. Of interest technology information has been pushed to specific faculty as apropriate. A special training was provided focusing on Second Life. Pamphlets, books, and posters have been purchased to emphasize administrator, teacher, and student technology competencies from ISTE. A recent request was sent to faculty teaching online courses to use the NACOL evaluation form to assess their course against these standards. Links to these sites are provided in the documentation site.

Exhibits in support of 5f.2: http://www.angelo.edu/dept/ceducation/ncatestd5.html

5f.3. How often does faculty participate in professional development activities both on and off campus? [Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]

Two faculty each year are sent to the Lily Conference on College Teaching in Ohio. All faculty can apply for supplemental funds from the Provost's office to travel to conferences when presenting a program. The National Writing Project funds state and national travel to conferences. Sponsors for Kappa Delta Pi travel to at least one national meeting per year. All faculty have the opportunity to travel to state and national conferences funded in part through graduate surcharge funds. Professional Development funds and Research Enhancement funds are available for faculty annually through a competitive grant process. Many on campus opportunities are available for on campus professional development in the form of webinars, IT training, workshops presented through the Center for Innovation and Research, book study, special training opportunities such as training in teaching ELL students, sponsored presentation opportunities. Adjunct faculty are restricted to on campus professional development activities.

Exhibits in support of 5f.3: http://www.angelo.edu/dept/ceducation/ncatestd5.html

5f.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's facilitation of professional development may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 5?

2. What research related to Standard 5 is being conducted by the unit or its faculty?

STANDARD 6. UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

6a. Unit Leadership and Authority

6a.1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

The Unit at Angelo State University resides in the College of Education. Different groups advise the College. On the Angelo State University Campus, the Teacher Education Council advises the Unit concerning initial certification of candidates at Angelo State University. The Teacher Education Council is comprised of department heads who have degree programs leading to teacher certification. There are many nonvoting members: deans of the colleges, registrar, vice provost. The second group that advises the unit is the Educator Preparation Advisory Committee made up of public school personnel and community members. This advisory council plays a valuable role in helping to identify strengths and weaknesses among the candidates prepared by the Educator Preparation Program. It also provides suggestions and feedback when new programs are being proposed. A third group is comprised of area superintendents. Annually, a joint meeting between the Regional Texas Association of School Administrators and the College is held each February. This provides the College of Education the opportunity to tell area Superintendents about new programs, new initiatives, and new regulations. It also provides the opportunity to the Superintendents to voice their needs, concerns, dissatisfaction with any candidate or program. Documents representing the input of the various stakeholders and their concerns is provided in the documentation section.

Tables with names of individuals on committees:
http://www.angelo.edu/dept/ceducation/ncatestd6.html

6a.2. What are the unit's recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues?

The unit's recruiting efforts consist of university recruiters, participation in Discover ASU, a day on campus for prospective students, and recruiting at community colleges and public schools. Brochures are prepared to reflect both undergraduate and graduate programs and distributed by the university recruiters. At Discover, special sessions are held for those who wish to become teachers as well as tables with faculty to answer questions during the general academic fair. Special events, such as conferences, advertising is purchased. During campus visits of various groups, the local chapter of Kappa Delta Pi provides the greeting and program for visiting students.
Admission policies are clearly stated in the university catalog and on the Unit's web pages. To be admitted to the Unit the graduate candidate must meet Graduate School entrance requirements. The undergraduate candidate must have an overall GPA of 2.5 out 4.0. The candidate must meet mathematics, speech, writing, and reading requirements. These requirements are fulfilled by meeting the standards of the "Success Initiative" of the THECB. This requirement is usually fulfilled at admission to the university. The Unit requires a C or better in college algebra, 2 freshman writing courses, 2 History or Government courses, and public speaking. These elements are published in the same manner anywhere information about the program is placed. College faculty and staff review all and edit all publications before release. Within the unit, all web based information is linked to a common page. This information is maintained and checked regularly by College of Education staff who can change the information as needed.

Application to the unit is electronic. Individuals enter their information and assurances. The candidate receives immediate acceptance or directions to seek information from an appropriate staff or faculty member.

6a.3. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

The Provost's Office is responsible for the compilation, editing, and publishing of the University catalog. Each department is sent a pre-publication copy of the bulletin for review and editing. The Dean of the College is responsible for editing all sections that pertain to educator preparation throughout the university. The offices of Certification, Field Placement, and College of Graduate Studies assists in this editing process. The content of the bulletin is approved by the College Dean and then by the Provost's Office. The Provost's Office coordinates the documentation that curriculum changes have been approved by the University Curriculum Committee, the Texas Higher Education Coordinating Board, and the Texas Education Agency's State Board for Educator Certification.
All University publications are coordinated through the University's News and Information Office. This includes advertising, calendars, and all other publications. A thorough review of all university materials is conducted by the News and Information office. This coordination includes web site publications. So that branding can occur, the design of the web is uniform. The content of the web pages are the responsibility of the unit. Since the catalog is published every two years, changes to web information is easier and most often more up to date than paper copies. The appropriate operating procedures are accessible in the Exhibits.

Supporting documentation: http://www.angelo.edu/dept/ceducation/ncatestd6.html

6a.4. How does the unit ensure that candidates have access to student services such as advising and counseling?

The Unit has common advising instructions. Each department assigns candidates alphabetically to faculty members. All candidates fill out a common advising form. Candidates have an advising hold placed on their record until they have an approved schedule. Each semester the candidates are group advised prior to individual advising so that changes in degrees, certification, and assessment can be communicated. Candidates must have a degree plan that projects courses needed. The degree plan should be developed in the department by the completion of 30 SCH. Transfer students and degree changers are advised by the department heads. The plan is finalized in the Dean's office. Modifications to the degree plan must originate with the department and be approved by the dean. Each candidate may view their degree plan electronically. The candidate can check with the Dean's office at any time to determine status, modifications, completion of graduation requirements and any other question regarding degree completion. The Office of Field Experiences is available to help guide the candidate when applying to the unit and completing field requirements. Field Experiences holds several meetings each semester to assist candidates in applying for student teaching. The Certification Office is available to advise all individuals concerning specific requirements of certification and testing. Both the Field Director and Certification Director visit classes each semester. The Teacher Certification Handbook provides information about certification and program requirement. Career Counseling Services are available through the Career Services. It sponsors a "Teacher Career Fair" each spring where school districts send representatives to recruit. The center also offers testing, resume writing, interview training, and other services. Mental Health Counseling services are available through the Student Health Clinic.
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6a.5. Which members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

The College of Education has three advisory committees: Teacher Education Council (TEC), Educator Preparation Advisory Committee, and the Superintendent Advisory Committee.
The Teacher Education Council seeks input from all participants in its Educator Preparation Program.

Each College has a curriculum committee. The TEC reviews all curriculum submissions that are related to teacher certification and decides whether to recommend curricular changes to the University Curriculum Committee. These submissions if approved by the University Curriculum Committee are then forwarded for approval to the Provost then the President and sent to the Board of Regents of the Texas Tech University System for approval. If approved these curricular items are sent to the Texas Higher Education Cordinating Board for approval. Once approval is received from THECB, the items are formatted and sent to the State Board for Educator Certification/Texas Education Agency for permission to recommend candidates for certificates. The TEC meets prior to Board of Regents meetings to discuss curriculum issues and as needed to inform and update the members concerning teacher certification issues, state requirements, and national requirements.
Role of the Superintendent's Advisory Committee
Each year, the College of Education hosts a meeting of area superintendents. This meeting includes the Director of the Education Service Center-Region XV and staff. Concerns about the preparation of candidates, needs of school districts, and programmatic issues are addressed. There are usually 20-30 superintendents present.
Role of Educator Preparation Advisory Committee
The committee seeks feedback from school districts, region centers, business, and community members. It also addresses candidates performance. The committee holds biannual meetings.

Supporting documents: http://www.angelo.edu/dept/ceducation/ncatestd6.html

6a.6. How does the unit facilitate collaboration with other academic units involved in the preparation of professional educators?

Communication among the academic units is facilitated first and foremost through the Teacher Education Council. State requirements, teacher certification degree plans, program changes, new programs, federal reporting requirements, and any other issue that concerns the preparation of candidates anywhere on campus has a voice in the Teacher Education Council. The Council is composed of all departments that have a teacher preparation program. The Office of Accountability and Certification provides assistance in the distribution and interpretation of state test results and questions about certification. The Field Director's office provides services to all candidates across campus and facilitates the collection of student teaching data for the different departments on campus. In developing special grant programs, the different departments work together to prepare teachers in both content and pedagogy. The Department of Teacher Education has a joint Teacher Quality Grant with the mathematics department. A professor in the mathematics department teaches a summer content course to teachers under an Education prefix, while the Teacher Education Faculty member provides the pedagogy and the uniform follow up activities throughout the year-long field component. Another grant was obtained through the College of Education focusing on improving middle-level teachers knowledge in mathematics. This program was delivered entirely by mathematics faculty under an education prefix and focused on skills that are needed to teach middle-school math content.

Exhibits: http://www.angelo.edu/dept/ceducation/ncatestd6.html

6a.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit leadership and authority may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6b. Unit Budget

6b.1. What is the budget available to support programs preparing candidates to meet

standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions?

Budget is centrally controlled by the Chief Financial Officer. Annually, the budget process allows for departments to request continuance of the current budget and allows for an expanded budget that includes new requests. These budgets are sent to the deans of the colleges for review and prioritization. The prioritized budget requests are then forwarded on to the Provost. The Provost with the Academic Deans Council then sets the priorities for Academic Affairs. The President and Vice Presidents then construct the budget. The College of Education has fared no better or worse than other colleges. No significant budget change has occurred for the last two years. Additional funds have been available to support accreditation efforts with the monies being apportioned to colleges but for the past three years the account resides with the Provost and monies must be requested to support each accreditation expense. To date all requests have been funded. The CFO produces a cost analysis by money generated vs. cost per SCH. The College of Education is not the most expensive program but is not the least expensive program. This shows the manner in which the programs are being funded.

Link to comparative data: http://www.angelo.edu/dept/ceducation/ncatestd6.html

6b.2. How adequately does the budget support all programs for the preparation of educators? What changes to the budget over the past few years have affected the quality of the programs offered?

Budget support is adequate to support most initiatives. Funds are available to support the hiring of adjuncts when needed. The NCATE initiative has been supported with funds made available for travel and for support of training. The NCATE director was approved at 50% time until this academic year when 100% was requested and approved. For several years a graduate fee has been apportioned to the departments so that additional funds for professional development have been available. This is a significant source of funds for graduate programs since each student generates $60 in fees that are shared by the program and the the College of Graduate Studies. New classrooms and offices have been added to the building. Classrooms have been equipped with Neumonic boards, computer podiums, and projectors. Funds have been made available to refurbish a classroom this past year and some funds have been made available to convert a classroom into an advising/recruiting for teacher certification. State funds (HEAF) have been made available to purchase technology, standardized tests, curriculum materials to support science/math education. The Dean's discretionary fund has purchased technology, sent faculty and students to experience an outdoor education program, and supported student and faculty travel when other funds were not available. A distant education program using online and blended instruction was supported through the dean's technology fund. The University initiated a new fee, the Instructional Enhancement Fee, which is being directed to hiring individuals to advise and support candidates through their university program. This will assist with recruitment, time to graduation, and retention of candidates. The University's distant site efforts have not been funded to date. The Department of Curriculum and Instruction faculty have increased graduate enrollment and the Dean of the College of Education has supported these distant site efforts from current funds.

6b.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's budget may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6c. Personnel

6c.1. What are the institution's and unit's workload policies? What is included in the workloads

of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, administrative duties, and dissertation advisement)?

Teaching and administrative responsibilities are the determiners for the institution's policy for workload. The current workload operating policy can be found at http://www.angelo.edu/opmanual/index.html#06 (Title: Faculty Workload Policy). Faculty are expected to teach the equivalent of 24 SCH for a 9 month contract. Each faculty member is expected to keep regular office hours. As part of the Tenure and Promotion Process and the Annual Faculty Evaluation, each faculty member is expected to have a scholarly and service agenda. Faculty are evaluated on teaching, service, and scholarly activity. Faculty who teach practicum classes are expected to work with public school partners in the field. Graduate faculty are program directors serving as advisers and administrators of their program. There is no release time or compensation for this duty. The supervision of student teachers is a sole duty of adjunct faculty. The University has a policy by which a faculty member can request release time for extraordinary class sizes, advising duties, and other time requirements beyond normal expectations.

Link to workload policy: http://www.angelo.edu/dept/ceducation/ncatestd6.html

6c.2. What are the faculty workloads for teaching and the supervision of clinical practice?

For the College of Education, faculty workloads are calculated using Carnegie units. For each undergraduate semester credit hour, a unit of 1 is assigned to each semester credit hour (SCH). For each graduate semester credit hour, a unit of 1.5 is assigned to each semester credit hour. All faculty are contracted to teach a minimum of 24 unit hours for a fall and spring semester. Supervision of student teaching is calculated at 1 full time equivalent for every 18 students supervised. Graduate practicum candidates' are supervised at a rate of 9 candidates per 3 SCH. Due consideration is given to online courses. When graduate courses reach an enrollment of 26, the class is split into two sections. These policies are supported by the institution.

Link to workload policy: http://www.angelo.edu/dept/ceducation/ncatestd6.html

6c.3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

Teaching load is adjusted depending on the level of the course taught. Each faculty member is expected to teach 24 SCH each 9 month period using a factor of 1 for each undergraduate SCH and a factor of 1.5 for each graduate SCH. Advising is divided among the faculty. To ease the burden at crucial times such as preregistration and registration periods, group advising is held. Online courses are capped at 26 students or subdivided at that enrollment based upon need.

6c.4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

Part-time faculty must meet the requirements that the University has set for hiring. Each department has a standard syllabus and textbook adoption to be used by part-time faculty. The part-time faculty member meets with and uses the resources of a full-time faculty member to assure that content and pedagogy are being delivered appropriately. The department assigns student learning outcomes based on national and state standards which the part-time faculty member addresses. Each part-time faculty member must administer the IDEA end-of-course student evaluation instruments. Each part-time faculty member must be evaluated annually like all other faculty which requires a peer review, department head evaluation

and recommendation, dean review, and provost review. The decision concerning integrity, coherence, and quality are the result of these multiple evaluations and assistance provided.

Link to Evaluation Exhibits: http://www.angelo.edu/dept/ceducation/ncatestd6.html

6c.5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

The College of Education support personnel are:
1. Department of Curriculum and Instruction - Department Head, Secretary, Graduate Assistants, Work Study Students
2. Department of Teacher Education - Department Head, Secretary, Graduate Assistants, Work Study Students
3. Office of the Dean - Dean, Administrative Assistant, Work Study Student
4. Field Studies Office - Director of Field Experiences, Secretary, Work Study Student
5. Accountability and Certification Office - Director of Accountability and Certification
To Be Hired Spring 2010:
1. Academic Advisor
2. Certification Advisor
3. Clerk/Receptionist for Advising Center
Support personnel are allocated through the annual budget process. Requests are made based upon demonstrated need.

6c.6. What financial support is available for professional development activities for faculty?

The university has research enhancement and professional development grants for which faculty may apply. Faculty can apply for professional development leave. This is either for a semester or for an academic year. The Unit can nominate two faculty members each year to attend the annual Lily Conference on professional teaching in Miami, Ohio. A portion of each departments M&O budget is allocated for attendance at state and national conferences. The Dean has a discretionary account from which professional development may be funded. An example would be that this year, the Unit is emphasizing technology and the Dean has purchased an all ISTE pass for its technology webinars. The Center for Innovation and Technology presents training for faculty throughout the year at no charge as well training by the IT division. The faculty member can apply for a professional development grant that can be funded up to $10,000. The faculty member can apply for a research enhancement grant that can be funded up to $10,000. Each graduate course also receives a graduate tuition surcharge of $20 per semester credit hour to support faculty development with a portion of this fee going to the department that generated the money.

Link to Exhibits: http://www.angelo.edu/dept/ceducation/ncatestd6.html

6c.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to personnel may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6d. Unit facilities

6d.1. How adequate are unit--classrooms, faculty offices, library/media center, the technology infrastructure, and school facilities--to support teaching and learning? [Describe facilities on the

main campus as well as the facilities at off-campus sites if they exist.]

The College of Education has adequate classrooms and facilities. The classrooms are equipped with tables and chairs adequate to the size of the rooms. Most classrooms have "smartboard," multimedia podium, and projectors. The rooms can be easily configured for lecture or for group work. Each multimedia podium is equipped with VCR/CD machine, standard projection devise, amplifier, and a new computer with internet connection. Adequate space is provided on the ASU website to post all needed information. The faculty have the use of the Blackboard platform to use as a teaching resource for regular, blended, and online classes. Candidates make use of an electronic depository for artifacts called TaskStream. The College uses TaskStream as a component for gathering data for its assessment system. TaskStream is free to all faculty and staff. The University staffs a technology help desk that is virtually available most hours of the day every day to assist all candidates and faculty. Faculty have adequate sized offices. Tenured and tenure-track faculty have a one person one office standard. Adjunct faculty are housed more than one to an office. All offices have internet access, phone, adequate lighting, and heating and cooling. Office furniture is serviceable and new office chairs were replaced recently. Software needs are met by IT and the Unit. The ASU Library houses a resource center that contains adopted state adopted public school textbooks and children's literature. It also houses a media center that contains multimedia volumes on teaching, administrative, special education, and school counseling topics. The Departments receive an annual allocation to purchase library materials using a formula based on average cost/semester credit hour production, and number of candidates. The Information Technology Division has a computer refresh program for faculty with the intent of replacing office computers every four years. They also have a projector refresh program that assists departments with replacements. The University has developed a long range facilities master plan.
Campus Master Plan
http://www.angelo.edu/services/campusmasterplan/

6d.2. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit facilities may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6e. Unit resources including technology

6e.1. How does the unit allocate resources across programs to ensure candidates meet standards in their field of study?

Resources are allocated through an annual budget process. Each department prepares a budget for the next fiscal year during the spring semester. These budgets are sent forward to the Provost who meets with the deans to set priorities. The budget is centralized and returns to the departments once allocated. The Provost office has two sources of funds available to departments; Limited support for travel allocated on a first-come first-served basis and an Accreditation Support Account that will pay for expenses related to seeking accreditation. Departments also have access to graduate tuition fee money generated through graduate semester credit hours earned within a department. Distance Education is supported through a distance education fee. Another source of income for the College is the Instructional Enhancement fee. This is a new fee this academic year. It is being used to hire individuals to process data, recruit, advise, work on retention, and to track and assist candidates. The University is moving toward an electronic zero based budgeting system linked to candidate outcomes. The software package will track goals, student learning outcomes, and what is needed to fulfill these and tie all of this to budget. Salary, management and operations budgets, and fees are all centrally allocated. The unit influences these decisions by departments requesting, the dean supporting, the Provost prioritizing, and the President and Vice Presidents allocating.

6e.2. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty use these resources?

The College of Education has adequate technology in all of the classrooms that it uses. Each classroom is equipped with a teaching podium in which there is a sound system, a dvd/vcr, a computer with internet access, a document camera, and it also has a ceiling mounted projector and some of the classrooms also have "smart boards". The integration of technology takes place in each of the courses that a candidate takes. The candidates meet the State Board for Educator Certification's Technology Standards prior to graduation (See document Technology Standards). Training in specific applications for the faculty can be obtained through continuing education offered through the Information Technology division. One-on-one mentoring is often obtained between faculty when new hardware or software becomes available. When special projects are initiated, the Dean provides funds to hire a consultant to work one-to-one with faculty. Each faculty member has an up-to-date computer, a laptop computer, and internet access. Technology assistance is provided through Information Technology with a help line available 24/7. The candidates access course materials, tests, have online discussions, check grades, and submit assignments through the course management system Blackboard. Candidate are required to use an information management system throughout throughout their program called TaskStream. Artifacts related to different standards are stored within the system. Candidates are required to demonstrate meeting standards and demonstrating student learning using this system during student teaching. The system contains the artifacts, the rubrics, the lesson plans and other documents that are used to demonstrate student learning. The system can also generate reports by evaluation area. A special learning area was recently created that houses current technology that the candidate may meet within a classroom. Candidates use this equipment to demonstrate mock lessons. Most every class within the Unit also uses Blackboard as it online learning platform for blended courses and for online courses. Currently the College is exploring a student laptop program that would require each candidate have a laptop and use it throughout the program.

6e.3. What resources are available for the development and implementation of the unit's assessment system?

The unit assessment system is completely electronic. The Unit works closely with IT to formulate a complete system that automatically screens data and provides feedback to candidates. Information about the candidate that was collected for admission resides within the university's electronic data system, Banner. The candidate's degree plan can be accessed through the CAP program that pulls information from Banner and is accessible by the candidate and others who have permission. The information concerning the field placements of candidates is stored in a FileMaker data base housed in the Director of Field Experiences office. This is so that a diversity of field placements can be made for each candidate. The master file for each candidate is stored in a FileMaker Pro data base that is housed in the office of the Director of Certification and Accountability. Information concerning the status of a candidate's application for certification and the actual information concerning the candidate is stored in a secure online data base at the State Board for Educator Certification. Information about testing results, surveys, CREATE comparisons, student teaching outcomes, can all be found on the NCATE data page (http://www.angelo.edu/ceducation/data.html). The many links and components of the data system can be seen in the graphic Educator Preparation Program-Assessment System. The purchase and updates for the FileMaker Pro system is provided by the Dean's office. Computers and peripherals are either purchased through HEAF appropriations or through funds generated through fees associated with course work in the College of Education or through the Dean's Discretionary fund. The university supports one

staff member to maintain a data system. By Fall 2010, the unit with have a 3/4 time data person to support the unit's assessment system.
NCATE data link: http://www.angelo.edu/dept/ceducation/data.html

6e.4. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current?

Library and curricular resources are available in the Library, Mathematics/Science Classroom in the Department of Teacher Education, Teacher Resource Room in College of Education, Technology Innovation Center, National Writing Project Center, Secure Testing Room, Mathematics Instructional Classroom in Mathematics, and Physical Science Class/Laboratory in Physics. The resources are funded in a variety of ways. The Library Resources and its Curriculum material are funded through an annual allocation that is divided by department by formula. This allows departments to select periodicals, books, and media for the library collection. For the past several years the library has been updating the Education collection. The Library has additional funds each year to work with special collections. The Education collection was selected last year. The Library assists with selections by using their reference sources to suggest selections. Faculty can request item for the collections in the Library throughout the year till the money is expended. The College belonged to an organization that reviewed children's literature and printed an annotated review. The College would receive a substantial number of books each year. The Library, in conjunction with the Educational Service Center receive state adoped textbooks with each state textbook renewal cycle. These are housed in the library. The university receives annually money for the improvement and replacement of materials. These funds are apportioned by College. The College submits prioritized requests to the Provost and is given funds for some of its requests. Recent upgrade of materials for mathematics and science education were funded. The College requested funds for a "Smart Table" to upgrade a quadrant in the Technology Innovation Center. Last year the test collection upgrade for the Educational Diagnostician was also funded. These funds are made available and meet some of the nonrecurring need of the unit. The Unit requested a NCATE Director. This was funded at 50% until this academic year when it was increased to 100%. When there is a need for adjunct faculty, the unit has been successful in requesting and having funded these positions.

6e.5. How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternate route programs, through electronic means?

The library has a numerous resources to support candidates. There are online catalog, search engines, journals, and other electonic resources. The candidates can take advantage of a sharing resource where they can access resources at other libraries as well as requesting the mailing of materials. (Link to library resources) All course materials are housed in the Blackboard platform. This provides the candidates with access to all course related materials and resources, regardless of where they are physically located. Many courses have all of the course work online with face to face conferencing to supplement and add value to the course. The candidates also use TaskStream to fulfill may course requirements. The candidate can submit work; it can be reviewed by the instructor or peer; suggestions can be made; and the candidate can then submit their final artifact. These can then be evaluated by rubric with specific feedback. Location is not specific. The Department of Curriculum and Instruction purchased a subscription to eBrarry which enables the candidate to access thousands of texts. Other ways that faculty assure the candidates can receive the same information, regardless of place, is through the use of GoToMeeting, an online webinar tool.
A recent graduate orientation was sent out through GoToMeeting simultaneously as candidates were receiving it face to face.

6e.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit

resources, including technology, may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

    1. What does your unit do particularly well related to Standard 6?

    2. What research related to Standard 6 is being conducted by the unit or its faculty?