

Standard 1 Exhibits

1.3.a	State program review documents and state findings (Some of these documents may be available in AIMS.)	On website – updated <b>annually</b>
1.3.b	Title II reports submitted to the state for the previous three years	On website – updated <b>annually</b>
1.3.c	Key assessments and scoring guides used for assessing candidate learning against standards and proficiencies identified in the unit’s conceptual framework (Some of this information may be accessible for nationally recognized programs in AIMS. Cross reference as appropriate.)	Put in Program chart Wendy Storms is making – <b>Nov. 2011</b> Tie to CF (Conceptual Framework)
1.3.d	Data and summaries of results on key assessments, including proficiencies identified in the unit’s conceptual framework (Data should be disaggregated by program, and for off-campus, distance learning, and alternative route programs.)	Put in Program chart Wendy is making – <b>Nov. 2011</b> Data book as well – <b>Dec. 2011</b> Tie to CF
1.3.e	Key assessments and scoring guides used for assessing professional dispositions, including fairness and the belief that all students can learn	Chris P. – where to include on web? – <b>Nov. 2011</b> Also put in Data Book – <b>Dec. 2011</b> Include fairness and belief all students can learn
1.3.f	Data and summaries of results on key assessments of candidates’ professional dispositions (Data should be disaggregated by program, and for off-campus, distance learning, and alternative route programs.)	Chris P. – where to include on web? – <b>Nov. 2011</b> Also put in Data Book – <b>Dec. 2011</b>
1.3.g	Examples of candidates’ assessment and analysis of P-12 student learning	Effects on Student Learning in Student Teaching – need samples – <b>Dec.</b> <b>Updated by semester</b>
1.3.h	Samples of candidates’ work (e.g., portfolios at different proficiency levels) from programs across the unit	Student teachers and CPRs – need samples in TaskStream to be able to c student – <b>Updated by semester</b>
1.3.i	Follow-up studies of graduates and summaries of the results	Wendy – Updated <b>annually</b> for fall
1.3.j	Employer feedback on graduates and summaries of the results	Wendy – check for ties to Dispositions –Updated <b>annually</b> for fall
1.3.k	Data collected by state and/or national agencies on performance of educator preparation programs and the effectiveness of their graduates in classrooms and schools, including student achievement data, when available	TEA/SBEC – Updated <b>annually</b> Only ACEI and CEC national program reviews

### Dispositions of Effective Teachers

**As reflective practitioners, candidates will demonstrate commitment to and performance of professional dispositions, appropriately applied in all aspects of personal and educational endeavors.**

Specifically, candidates at Angelo State University demonstrate these proficiencies:

#### **Professionalism**

- **Timeliness** is consistent in class, clinical experiences, group work, appointments, and completion of assignments.
- **Attendance** is consistent in class, clinical experiences, group meetings, appointments, student teaching and internships.
- **Appearance and dress** matches schools' dress standards and expectations when candidates are present in the schools.
- **Demeanor** reflects proactive planning, preparation, and engagement in classes and in the schools.
- **Initiative** is demonstrated by 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** are demonstrated by not being in direct violation of federal and state statutes *such as* maintaining confidentiality about EC-12 students and their families. Candidates will follow 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, as well as passing criminal background checks and drug screening required by the school systems.

#### **Teaching Qualities**

- **Demonstrates an understanding that all children can learn** through differentiated lesson plans, materials, and teaching strategies.
- **Demonstrates organization** through student-centered planning, selection/preparation of materials, time management.
- **Demonstrates flexibility** in modifying ideas, materials, plans, lesson implementation, and course assignments.
- **Values diversity and demonstrates fairness** through inclusive non-discriminatory materials, lessons, and assessments by creating caring classroom environments that are inviting for diverse students' participation, learning, and equitable access to instruction.

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- **Promotes success for all students** through best practices, informative assessments, and inclusive environments.

### Relationships with Others

- **Cooperates** with instructors/school personnel; resolves differences or misunderstandings respectfully and reflectively.
- **Responds productively and respectfully to feedback** from instructors, classroom teachers, mentors, and principals.
- **Establishes rapport** with EC-12 students and their families.
- **Collaborates** with peers, instructors, schools personnel and parents; shares responsibilities, ideas, materials.
- **Affirms** perspective and contributions of diverse students, teachers, families, instructors, and peers.

### Professional Development

- **Engages in reflection** by using various forms of feedback about candidates' teaching effectiveness, including assessment data showing impact on EC-12 students' learning.
- **Understands the need for life-long learning** through additional reading, classroom observations, and participating in professional development opportunities and organizations.
- **Demonstrates involvement** with parents, families, school personnel, and community agencies on behalf of students.

(Adapted from the University of North Carolina, Charlotte)

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<b>Program</b>	<b>Assessment Point</b>	<b>Responsibility</b>	<b>Self Assessment Point</b>
EC-6 EC-6 SPED, 4-8 Generalist, ELA, Math, Social Studies	<ol style="list-style-type: none"> <li>1. ED 2302</li> <li>2. Science &amp; Math Practicum</li> <li>3. Student Teaching</li> </ol>	<p>Professor/Instructor of course</p> <p>Professor/Instructor of course</p> <p>University Supervisor</p>	<ol style="list-style-type: none"> <li>1. ED 2302</li> <li>2. Science &amp; Math Practicum</li> </ol>
Secondary 4-8 Science	<ol style="list-style-type: none"> <li>1. EPSY 3303</li> <li>2. ED 4322</li> <li>3. Student Teaching</li> </ol>	<p>Professor/Instructor of course</p> <p>Professor/Instructor of course</p> <p>University Supervisor</p>	<ol style="list-style-type: none"> <li>1. EPSY 3303</li> <li>2. ED 4322</li> </ol>
Graduate Programs	<ol style="list-style-type: none"> <li>1. Course specific to program</li> <li>2. Mid-point of program or program specific course</li> <li>3. Student teaching/internship or CPR</li> </ol>	<p>Professor/Instructor of course</p> <p>Program Advisor/Professor</p> <p>Program Advisor/Supervisor/ Cooperating teacher</p>	<ol style="list-style-type: none"> <li>1. Course Specific to program</li> <li>2. Course Specific to program</li> </ol>

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