



**Angelo State University  
San Angelo, Texas**

**April 2011**

**ACCREDITATION DECISION**

Accreditation is continued at the initial teacher preparation and advanced preparation levels. This decision continues accreditation at the initial teacher preparation and advanced preparation levels until Fall 2012. A visit addressing all standards must take place no later than Fall 2012.

*Please refer to the Board of Examiners report for strengths of the unit and for additional information on findings and areas for improvement.*

**STANDARDS SUMMARY**

Standards	Initial Teacher Preparation (ITP)	Advanced Preparation (ADV)
★ 1 Candidate Knowledge, Skills, and Professional Dispositions	Met	Met
★ 2 Assessment System and Unit Evaluation	Met	Met
★ 3 Field Experiences and Clinical Practice	Met	Met
★ 4 Diversity	Met	Met
★ 5 Faculty Qualifications, Performance, and Development	Met	Met
★ 6 Unit Governance and Resources	Not Met	Not Met

**AREAS FOR IMPROVEMENT**

The following areas for improvement (AFIs) should be addressed before the unit's next on-site visit by NCATE. Progress made toward eliminating them should be reported in Part C of the unit's annual report to NCATE. The Board of Examiners (BOE) team will indicate in its report at the next visit whether the institution has adequately addressed each of the AFIs.

### 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.

1	The unit does not clearly articulate the professional dispositions expected of candidates.	⊖ ITP ⊖ ADV
2	Limited evidence exists to show that candidates are familiar with or can demonstrate professional dispositions.	⊖ ITP ⊖ ADV

### STANDARD 2 - Assessment System and Unit Evaluation

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

1	No procedures are in place to ensure fairness, accuracy, and consistency in assessments of candidate performance.	⊖ ITP ⊖ ADV
2	The unit does not ensure regular and systematic use of data to improve the quality of programs, unit operations, and the performance of candidates.	⊖ ITP ⊖ ADV

### 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.

1	The unit does not align assessment proficiencies for field experiences and clinical practice to the conceptual framework.	⊖ ITP ⊖ ADV
2	Limited evidence exists to show that candidates in other school professional programs are able to create environments that have a positive impact on student learning.	⊖ ITP ⊖ ADV

### 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.

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1	No system is in place to ensure that field experiences and clinical practice for other school professionals occur in settings with students from diverse groups.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV
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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.

1	The unit governance structure does not facilitate effective unit planning and operation across programs of study for other school professionals.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV
2	The unit governance structure does not ensure the review and use of data to improve the quality of programs, unit operations, and the performance of candidates.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV
3	The unit governance structure does not facilitate collaboration among unit faculty to plan, deliver, and operate coherent programs of study.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV
4	The unit governance structure does not ensure effective use of unit-wide assessment data.	<input type="checkbox"/> ITP <input type="checkbox"/> ADV

**NOTE: Neither NCATE staff, team members, nor other agents of NCATE are empowered to make or modify Unit Accreditation Board decisions. These remain the sole responsibility of the Unit Accreditation Board itself. This Accreditation Action Report is available to members of the public upon receipt of a request in writing.**