CONCEPTUAL FRAMEWORK FOR THE EDUCATOR

PREPARATION PROGRAM

Angelo State University

San Angelo, Texas

(2008, Revised spring 2012)

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Introduction

Angelo State University and its Educator Preparation Programs

Angelo State University (ASU) is a regional educational institution meeting the local and far-reaching needs of learners in West Texas. ASU is a dynamic institution of higher education long recognized for its strong academic programs, its technological sophistication, and its nurturing environment, all of which help candidates reach their full potential. In the fall of 2010, ASU qualified as a Hispanic Serving Institution (HSI).

As a comprehensive university, Angelo State aims to "touch tomorrow" in the lives of candidates, in the growth of their communities and in the pursuit of the common good of society. ASU provides a full range of educational opportunities that prepares candidates for successful careers.

Academically, the university has five colleges: Business, Education, Arts and Sciences, Health and Human Services, and Graduate Studies. The College of Education began as a department. It then progressed in focus and size to the School of Education. Most recently, it became the College of Education with departments of Teacher Education and Curriculum and Instruction. These changes are indicative of the University's continuing commitment to Educator Preparation and its support and goal of continuing NCATE accreditation.

Not only does Angelo State provide excellent academic preparation for candidates. Its excellent facilities enhance learning both on and off campus.

A substantial number of candidates in the Educator Preparation Programs are non-traditional in age, experiences, background, and need. Many candidates enrolled at Angelo State are first-generation college attendees. ASU has the financial resources to help its candidates pursue education. Through the Carr Academic Scholarship Program, ASU provides substantial scholarships for one in every six ASU candidates. ASU graduates are successful in careers as superintendents, principals, and teacher leaders throughout Texas and beyond.

Success at ASU, whether in the classroom, in organizations, or on playing fields, translates into success in life. ASU graduates head major national corporations, play in Super Bowls, anchor national newscasts, serve on Pulitzer Prize juries, hold statewide political office, and make numerous contributions to their communities and society.   ASU teacher education candidates are retained in the teaching profession at a higher rate than other institutions (CREATE, 2011).

Angelo State has grown substantially since its beginning role as San Angelo Junior College in 1928. In 1965, it became a four-year, baccalaureate granting institution, and in 1969, its name was changed to Angelo State University. In 2007, Angelo State became a member of the Texas Tech University System.

What then is unique about the Angelo State University Educator Preparation Program? Individuals choose Angelo State for its vision, mission, academic programs, and dedication to success. The ASU educator candidate population reflects the demographics of West Texas. Substantial numbers of candidates represent first generation college students, non-native English speakers, diverse in heritage and culture, economic status, and geography. ASU graduates can be found at all levels of public education.

Faculty identified as Educator Preparation Faculty, and other contributing university faculty combined, have hundreds of years of teaching, professional research, scholarly accomplishments, and service to the university, public schools, and the community at-large. The Educator Preparation Program is large enough to be comprehensive in its preparation of teachers and other school personnel, but small enough to reflect personal commitment by faculty to nurture and support the development of candidates on their way to becoming professional educators. Approximately 25 percent of ASU graduates are Educator Preparation Program completers. This percentage climbs to 47 percent at the graduate level.

Candidates who successfully complete the Educator Preparation Program are sought after by school districts for employment. They are highly qualified and well prepared to be effective teachers or other school professionals when they graduate from the university.

4.1   Vision and Mission Statements

Institution Vision Statement

The vision of Angelo State University is to educate a diverse student body to become intellectually and culturally prepared to thrive as responsible leaders in a changing world (adopted, 2008). Angelo State is dedicated to "Touching Tomorrow" for all who live and study at the university.

Unit Vision Statement

Preparing new teachers, education specialists, and other school personnel focused on the principles that all children can and should learn is a tradition at Angelo State University. Building on the institution vision, the Educator Preparation Program vision is to prepare candidates who focus on student learning and who become:

A

New

Generation of

Educators to

Lead

Others toward lifelong learning.

Institution Mission Statement

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.

Educator Preparation Program Mission Statement

The Angelo State University faculty prepares professional education leaders to have the knowledge, skills, and dispositions to meet changing societal needs in diverse school and community settings. The Educator Preparation Program at Angelo State University develops reflective candidates who embrace student-centered learning in successful partnerships with diverse families, schools, and communities.

4.2 Philosophy, Purpose and Goals

The Angelo State University Educator Preparation Program's philosophy, purpose and goals build upon the vision and mission of the university and the program. The program philosophy connects the vision, mission, purpose, outcome goals and proficiencies for candidates.

The Educator Preparation Program is developmentally based and learner-centered. Candidates use knowledge of age appropriate expectations to construct appropriate learning experiences at the grade levels they teach. The program focuses on candidates making instructional decisions and analyzing the impact of these decisions on what each student learns. This focus represents a shift from a traditional teacher development model to a learner-centered model of educator preparation emphasizing that all children can and should learn.   Listed below are the beliefs of the program, which provide the guiding philosophy for faculty and candidates alike.

Teacher Education Preparation Program Philosophy

The program believes that all children can and should learn and that candidates develop their beliefs by reflecting on their effects on student learning and by completing a progression of learning experiences, which include:

- developing content knowledge, pedagogical skills, and professional dispositions that enable effective teaching.

- implementing research based instructional decisions and technology applications that assist all students.

- focusing on active, engaged student-centered learning .

- teaching that is culturally relevant and responsive to the ever-changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities whose outcomes focus on the concept that all children can and should learn.

Each component of reflective practice is critical as an element of successful educator preparation and is also a part of a holistic view of the candidate's influence on student learning. The unit believes that candidates must be grounded in content knowledge. A thorough understanding of the content is a basic element that enables the candidate to assist all students. The candidate achieves this knowledge through the study of the appropriate content in education, science, and the arts. The candidate demonstrates this knowledge by achieving a standard of performance in each content area as assessed through course experiences, standardized tests, teaching practices, and other program specific measures of content knowledge throughout the Educator Preparation Program (EPP). Candidates use state content standards delineating content knowledge and skills that every student should master. These standards, the Texas Essential Knowledge and Skills (TEKS) are guidelines for the development of instruction. Candidates know and are able to demonstrate students' progress toward appropriate learning outcomes as a result of instructional decision-making to meet the learning needs of the students they teach. A strong grounding in the application of a variety of formative and summative evaluation measures helps achieve this end.

The unit believes that candidates must be thoroughly grounded in pedagogical skills that facilitate the creation of knowledge and learning by all students. Candidates substantiate their proficiency in pedagogy through study, practice, demonstration, teaching, and reflection. Candidates are assessed throughout their programs on their competence to effect student learning through a variety of competency measures and through successful completion

of the appropriate level of the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) exams.

Candidates acquire and exhibit a set of dispositions that are respectful of individual and cultural differences, committed to professional and ethical standards, and dedicated to life-long learning. These dispositions are practiced and mastered through the study of human growth and development, culturally relevant principles, and professional pedagogy. They are assessed and evaluated during multiple field placements throughout the educator preparation program. The unit believes that candidates need to master their own worldview to become enlightened in ways that promote strong mind, body, and spirit capable of responding to the diverse and ever-changing demands of life. Candidates are able to respond to the diverse experiences and backgrounds of the students they teach so that the students are successful in the classroom and can reach their full potential of becoming life-long learners and contributing members to society. These proficiencies are accomplished through candidates' personal growth and development; through experiences with other candidates, diverse students, and diverse faculty; and in progressive and diverse field experiences, assessed at benchmark points.

The unit believes that candidates must reflect upon and apply their experiences in planning, evidence-based instruction, and assessment to engage all students in learning. Candidates embrace the premise that all students can and should learn. Effective teaching and student learning occurs when candidates are committed and dedicated to student success through reflection on their instruction, assessment, and practice, building on their personal experiences and professional preparation. When responding to diverse developmental needs of students, candidates continue to develop as education professionals through their commitments to and self-assessment of professional dispositions during supervised field placements at diverse school campuses.

The Educator Preparation Program promotes a shift in thought and practice from a traditional teacher development model to a learner-centered model. The unit believes that candidates develop as student-centered practitioners, capable of assessing their own practice by analyzing their effect on student learning, noting where they were successful, where change is needed, and where new evidence-based practices should be incorporated for student success. Candidates are encouraged to use self-assessment and reflection of their competence to practice throughout their program experiences by analyzing their impact on what students are learning. A learner-centered focus is modeled, practiced, and assessed during candidate planning and practicum experiences, as well as during student teaching.

The unit embraces culturally responsive and relevant teaching. Candidates bring their own unique experiences to their preparation program and then are immersed in the diversity of the classrooms in which they practice. The Educator Preparation Program practices culturally relevant teaching, described by Pang (2005) as

>…an approach to instruction that responds to the socio-cultural context and seeks to integrate the cultural content of the learner in shaping an effective learning environment. Cultural content includes aspects such as experiences, knowledge, events, values, role models, perspectives, and issues that arise from the community. Cultural context refers to the behaviors, interaction patterns, historical experiences, and underlying expectations and values of students. Culturally literate teachers (and candidates) develop an insider perspective of a cultural community. They understand that cultural elements operate simultaneously and respond in congruence with their students. Culturally knowledgeable teachers (and candidates) are keen observers, understand the importance of context and can read nonverbal communication cues such as facial expressions or the hand gestures of students. (2005, p. 337)

Webb, Metha, and Jordan (2007) continue the description of culturally relevant teaching by stating, "There is no 'one-size-fits-all' approach to culturally relevant teaching. Every student must be studied individually and stereotypes about a particular group discarded" (p. 225). These principles are the foundation within the preparation program.   Candidates in West Texas are immersed in diversely populated campuses and communities. The Educator Preparation Programs, through monitoring candidates' placement experiences, assure that candidates have the opportunity to experience students, families, and professionals from diverse backgrounds.

Teacher Educator Preparation Program Purposes and Goals

The over-arching purpose of the Educator Preparation Program is to prepare teacher candidates and other school-based professionals who believe that all children can and should learn. The programs of practice enable the candidates to become practitioners capable of reflecting upon the impact and results of their own practices. Critical program experiences enable candidates to become critical thinkers and decision-makers employing current knowledge and effective practices based on professional outcomes and proficiencies. Therefore, the goals of the program relate to specific outcomes and proficiencies for candidates.

Candidate Outcomes and Proficiencies.

The outcomes and proficiencies for the Educator Preparation Program (EPP) at Angelo State are drawn from philosophy, history, theory, research, and best "scientific" practices. They are also drawn from real life commitments to the highest quality education for teachers and students. The EPP's outcomes and proficiencies align with the university's undergraduate and graduate learning goals.

Outcomes of the program, including specific candidate proficiencies, answer the question, "What do candidates in the Angelo State Educator Preparation Program look like when they reach program completion?" These proficiencies and outcomes describe what candidates know, understand, and are able to do. They are introduced, practiced, developed, and applied during the Educator Preparation Program and are demonstrated at the completion of the program attesting to the overall professional development of the candidate as an educator. Candidates make the shift from a teacher development model to a learner-centered model to support the assertion that the teacher's instructional decision-making significantly impacts student learning. Candidate proficiencies and outcomes are as follows:

As reflective practitioners, ASU candidates will:

1. demonstrate their knowledge of the content of disciplines, appropriately applied to the age and level of the students they teach, to ensure the implementation of effective instruction that leads to successful development of all students.

2. demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.

3. demonstrate commitment to and performance of professional dispositions.

4. demonstrate ability to implement defensible instructional decisions, including technology, leading to effective teaching and learning.

5. adopt active student-centered learning based on the belief that all children can and should learn.

6. implement ethically and culturally relevant and responsive teaching, addressing the continually changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.

These six Outcomes are explained in greater detail below with support from the literature.

Outcome 1. Content

As reflective practitioners, ASU candidates will demonstrate their knowledge of the content of disciplines, appropriately applied to the age and level of the students they teach, to ensure the implementation of effective instruction that leads to successful development of all students.

Countless researchers have written about the importance of teachers being knowledgeable in the content of the subjects they teach. Boyer (1995) synthesized this point, saying that effective teachers have these characteristics:

- are well-informed and knowledgeable in content matter.

- know the unique sequence of development of students; respond to the whole child's needs.

- practice the art of teaching thus empowering active learners.

- are open, authentic human beings. (pp. 41-43)

For Outcome 1, candidates at Angelo State University demonstrate the following proficiencies:

- exhibit a working knowledge of subject matter and current practices that enable candidates to assist students in learning.

- design content instruction based on continuous assessment of learning needs of all students.

- use the Texas Essential Knowledge and Skills (TEKS) as the foundation for content instruction.

- construct formative and summative assessment of content knowledge that is fair, unbiased, and accurate to determine the effects on student learning.

- demonstrate an appropriate level of content knowledge as measured by the TExES (Texas Examination of Educator Standards), the state content certification exam.

The teachers' content knowledge is defined by state and national standards, as well as professional organizations in the field. In Texas, the Texas Educator Standards have been developed from the content knowledge and skills identified by professional content organizations. Test frameworks in the areas of content knowledge and pedagogy and professional responsibilities have been developed from the state standards and from best practices. These frameworks constitute the breadth of knowledge and skills required of candidates seeking certification in the

state. Correspondingly, these standards identify scope, sequence, and progression of principles, concepts, relationships, issues, and facts important for students at each grade level. State standards are aligned with national professional standards to ensure continuity of experiences for students and accountability for teachers and schools. State content tests of the Texas Examinations of Educator Standards (TExES) measure candidates' knowledge of subject matter and their abilities to choose and develop content experiences appropriate to grade level expectations articulated in the state public school curriculum, the Texas Essential Knowledge and Skills (TEKS). The TExES Pedagogy and Professional Responsibilities (PPR) test assesses a candidate's instructional choices applied to appropriate content experiences for grade level expectations.

John Goodlad wrote in his book, *Educational Renewal* (1994), that teaching candidates needed a strong background in academic knowledge. He described this as encompassing a general and liberal knowledge base as one component of teacher education and the other component as the completion of a subject matter specialization. ASU's Educator Preparation Program candidates complete skills sequences, general and liberal arts foundations, and select subject matter content majors. This process promotes content area specialization for effective teaching. Candidates in elementary preparation programs need a broad-based interdisciplinary content major to address the generalist perspective expected of elementary teachers while the secondary teacher is prepared in content in a specific discipline.

To assess competence in knowledge of content and skills, candidates complete appropriate content area examinations. In educator preparation programs in Texas, content knowledge is assessed by the TExES. The Unit is accountable through the Texas Accountability System for Educator Preparation (ASEP). The Unit is held accountable for the performance of candidates by groups, gender and ethnicity, and by content and pedagogy test performance. Acceptable pass rates are group performance of 75% in 2011 and 80% in 2012. Expectations for candidates in content knowledge translate to appropriate choices for content learning experiences for students. Knowledge of content becomes the umbrella under which other characteristics are manifested and other interactions are accomplished. Knowledge of content for the candidate is elaborated to include transformation of content into meaningful and relevant age appropriate experiences for learners (Bredecamp & Copple, 1997). The Texas Educator Standards also list the appropriate knowledge and skills for all levels of instruction. Candidates use their knowledge of the structure of content to select key knowledge and skills for students. They are able to communicate the content of the curriculum, to make connections for learners, and to collaborate with learners in the teaching-

learning process. To assist students in making appropriate connections of content, candidates encourage and model individual critical and independent thought and problem-solving skills based on experiences with content matter. Candidates can then assess student progress in the content curriculum in authentic ways, using the results of assessment to continue to build on experiences with subject matter enabling all children to learn.

Candidate knowledge of content is also importantly applied to the individual and varied styles of learning exhibited by students. This individual variability presents challenges to communicate content with relevance and connection. Lastly, candidates demonstrate sensitivity and responsiveness to the culture, heritage, language, and background of individual students and correspondingly develop meaningful instructional content experiences to enable all students' learning. These applications related to candidates' knowledge of content are facilitated and evaluated by the application of the Texas Beginning Educator Support System (TxBESS).

Outcome 2. Pedagogy

As reflective practitioners, ASU candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.

Professional educator preparation programs assert that teachers need specialized pedagogical skills. Issues related to teachers as "born, not made," continue in educational and non-educational settings. Perhaps the polar opposite or mutual exclusivity of this position is not accurate with regard to effective teachers. Some teachers are "born" with natural skills and attributes that contribute to their effectiveness in interacting with learners in the classroom. However, all educator preparation program candidates benefit from skills practice and experiences that support the development of their pedagogical skills.

For Outcome 2, candidates at Angelo State University demonstrate the following proficiencies:

- design classroom learning experiences, including assessment, that meet the needs of all learners.

- select instructional strategies that promote critical thinking and problem solving.

- select materials, technology, space, and resources that are appropriate to support student learning.

- establish classroom rules, expectations, and procedures to promote an organized and productive learning environment.

- use effective communication to promote student learning.

- demonstrate an appropriate level of pedagogical knowledge as measured by the TExES (Texas

    Examination of Educator Standards), the state pedagogy certification exam.

Joseph Hasenstab states:

> Outstanding teachers exhibit natural attributes and skills. Some they are born with, some they acquire with
>
> experience, and some they learn through teacher training programs. These qualities are independent of
>
> content, teaching style, grade level, or philosophy, and seem to shine forth, giving the possessor
>
> unmistakable charisma. (Hasenstab & Wilson, 1989, no page)

The best teachers think about skills related to teaching and learning. Bain (2004) looks for teachers who believe that

knowledge is constructed, not received. In classrooms, teachers, teacher candidates, and students became a

community of learners where the teacher was not the sole source of knowledge; students were encouraged to

generate and share their own knowledge and understanding which then contributed to increased learning for all

(Brooks & Brooks, 1993, 1999).

Thinking about pedagogical skills is not quite sufficient for a candidate to be successful in teaching. The

practice of skills focused on student learning is a hallmark of the Angelo State Educator Preparation Program. The

practice and use of evidence-based skills and techniques are of major importance throughout the candidates'

preparation.

Berry (2002), also writes about the importance of pedagogical skills, "High quality teachers know more

than content. Highly qualified teachers must also know… how to organize and teach their lessons in ways that

assure diverse students can learn those subjects…. Highly qualified teachers don't just teach well-designed,

standards-based lessons, they know how and why their students learn" (pp. 1-2).

In Texas, pedagogical skills are derived from the collective best practices of educators and are reflective of

national professional association guidelines for effective teaching. Texas Beginning Educator Support System

(TxBESS) is a framework whereby new teachers practice their skills and benefit from support and mentoring. This

framework also focuses on candidates and new teachers increased effectiveness and impact on student learning.

Research and "best practices" assert that effective teachers practice their craft within the accepted practices

of knowledge and skills as established by reputable groups. Candidates have opportunities to practice skills

throughout the program. Opportunities are in place to participate in microteaching, in tutoring, in small group peer

teaching, and in developing instruction for diverse learners in candidate field experiences. At the completion of their preparation program, candidates are "beginning novice" teachers, "fit to practice" at the "beginning competent" level. With guidance, support, and practice, the candidates' knowledge and skills will allow beginning teachers to grow and change personally and professionally. Content area faculty and Educator Preparation Program faculty model teaching skills and effective teaching practices. Experiences with effective public school partner teachers also add to candidates' skills.

Embedded in pedagogical skills are competencies in the use of appropriate technologies for instruction. In Texas, all program completers must demonstrate competence in technology applications from standards developed by the State Board for Educator Certification (SBEC) and articulated in the "Texas Technology Application Standards for all Beginning Teachers." Candidates develop skills, practice, and assess technology effectiveness in the service of enabling all children to learn. These expectations and standards become a part of the knowledge and skills that enable candidates to effectively enable all children to learn.

Outcome 3. Professional Dispositions
As reflective practitioners, ASU candidates will demonstrate commitment to and performance of professional dispositions.

Angelo State University candidates are ethical professionals responsive to individual student needs believing that all students can learn and can become life-long learners. Candidates acquire and exhibit a set of dispositions encouraging them to be dedicated and respectful in planning, implementing, and assessing effective instruction to meet the diverse needs of all students. Through an understanding of culturally relevant and responsive teaching, candidates employ a social justice perspective, searching for alternatives to inequalities associated with race, social class, language, gender, age, and other categories of diversity (Banks, 2006; Oakes & Lipon, 1999).

For Outcome 3, candidates at Angelo State University demonstrate the following proficiencies:
Professional Practice

- 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.

Professional 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.

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

Professional Relationships

- 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)

Educational theorists acknowledge that a supportive school climate requires a caring teacher and a

nurturing environment (Eisner, 2006; Moore, 1993; Noddings, 1982, 1994). A statement first attributed to Theodore

Roosevelt, makes the case for a caring teacher. He said, "Nobody cares how much you know, until they know how

much you care." Noddings (2001) "connects caring with preparation and organization. Students recognize caring in

teachers who are prepared and organized. This philosophy of caring permeates the actions of teachers our students

remember" (cited in Thompson, Greer, & Greer, 2004). Noddings (2001) continued to write about teachers' caring

behaviors, "The relationship of teacher and student, giving and receiving care, is a continuous one, lasting over time

and involving intimate and personal understanding" (pp. 100-101).

Marsh (1991) elaborated upon affective qualities of teachers by describing the quality of relationships and

rapport between teachers and students as having characteristics of both warmth and enthusiasm. Cruickshank,

Jenkins and Metcalf (2003) also included affective behaviors, especially caring behaviors, in their definition of

effective teachers, "Most people would agree that good teachers are caring, supportive, concerned about the welfare

of students, knowledgeable about their subject matter, able to get along with parents and genuinely excited about the

work they do effective teachers are able to help students learn" (p. 329).

Thompson, Greer, and Greer (2004) completed a synthesis of effective teacher qualities, and identified twelve characteristics, all centered around the theme of caring. They stated that these characteristics result in nurturing teachers who understand the importance of caring for their students and their impact on student achievement. With caring as the "umbrella" behavior, Thompson, Greer, & Greer (2004) described effective teacher candidates as displaying these dispositions: fairness, positive outlook, prepared, personal touches, sense of humor, creativity, forgiving, respectful of students, high expectations, and compassionate.

To accomplish, demonstrate, and internalize all of these professional dispositions, Linda Darling-Hammond (1998) and Goodlad, (1984, 1994) wrote about the need for candidates and classroom teachers to increase their own awareness of their impact on student learning and to engage in reflective practice. Identification, development, demonstration, and internationalization of professional dispositions are critical but sometime illusive and difficult to categorize and quantify. Most practicing professionals know what dispositions are desirable for teachers but few know how to engender and measure them in novice teachers or candidates.

The Texas Beginning Educator Support System (TxBESS, 2005) articulates qualities and characteristic behaviors of effective teachers. Their synthesis identifies personal qualities, effective instruction, communication skills, student diversity, and professional ethics.

Outcome 4. Instructional Decisions and Technology Integration
As reflective practitioners, ASU candidates will demonstrate ability to implement defensible instructional decisions, including technology, leading to effective teaching and learning.

Sources of additional input into instructional decision-making come from such writers as Goodlad (1994) describing the critical necessity of multiple and varied field experiences for candidates to experience real and relevant teaching. He also promoted opportunities that supported hands-on teaching and learning, observation of many types, role-playing, introspection, reflection, and critical conversations for candidates during their field experiences. Instructional decision-making encompasses all of these areas, including the appropriate use of technology.

Specifically, candidates at Angelo State University demonstrate these proficiencies:

- plan instruction in accordance with the state public school curriculum.

- integrate technology in teaching and learning.

- adapt instruction to create an academically responsive classroom.

- use assessment to determine the effects of teaching on student learning.

- identify and use collaborative group processes to make decisions and solve problems.

Instructional decision-making speaks to the essence of teaching. Teaching, however, is much more complicated than the statement implies. Within the realm of instructional decision-making, planning, delivery, assessment, reflection, and the use of technology, teachers are challenged daily with issues from individual student circumstances and from groups of students in classrooms. All education professionals look to a candidate, teacher, or to other school personnel for effective and reflective instructional decision-making. These types of decisions include factors such as teaching to promote student learning, differentiating instruction, managing instruction successfully, using technology to assist student learning, and becoming an advocate for student success. Decisions involve engaging in critical self-evaluation and reflection. Professionals also communicate with students, families, colleagues, and community representatives. By engaging in partnerships with parents, the students' success becomes the primary goal.

Robert Marzano (2007), captured the dilemma educators face when he said, "research will never be able to identify instructional strategies that work with every student in every class. The best research can do is tell us which strategies have a good chance (i.e., high probability) of working well with students" (p. 5).

Popham (2008) and others have asserted the importance of the instruction-assessment connection. Assessment results lead to informed instructional decision-making. Assessment decisions are reflected and practiced in field experiences, practicums, and student teaching.

Teaching content and skills is not enough. Educators need to encourage critical thinking, problem solving, and higher order thinking skills in students. Benjamin Bloom, as early as 1964, wrote about a hierarchy of thinking skills critical for the overall optimum development of thinkers. Bloom's taxonomy is still a cornerstone in instructional planning and decision-making.

Closely associated with promoting critical thinking and problem solving is the effective application of technology in educational arenas. Candidates have instructional experiences focused on technology applications according to the standards of the state of Texas, named Technology Standards for Beginning Teachers. These standards have been developed from the standards of the International Society for Technology in Education (ISTE) and represent competencies for all teachers in the use, application, and integration of appropriate technology in classrooms. Candidates must know how to use technology in instruction.

Prensky (2005) suggests that educators should stimulate the same pattern of instant feedback and involvement that students have in their lives outside of school. Technology has evolved from the computer being an object of study to it becoming a learning tool as well as a social tool (Cenamo, Ertmer, & Ross, 2010). Candidates are living in the Information Age, which has changed the way the current generation learns (Eisenwine & Hadley, 2011). According to Sprague and Dede (1999), technology provides an infrastructure allowing learning experiences to be student-centered and meaningful. The Educator Preparation Program at ASU allows for candidates to use technology in their learning and prepares them to enhance student learning in their classrooms.

The program outcome of making defendable instructional decisions contributes to the application and integration of content knowledge, pedagogical skills, and candidate dispositions. Effective candidate decision making and use of technology create environments where all students can and should learn.

Outcome 5. Student-centered Learning

As reflective practitioners, ASU candidates adopt active student-centered learning based on the belief that all children can and should learn.

Candidate preparation has shifted from teacher development to student-centered classrooms. Research supports the importance of learners being active and engaged in their learning. The earliest works of John Dewey provide a basis for this discussion. Later, Jean Piaget and the constructivist perspectives of Kamii (1990), DeVries and Kohlberg (1987) continued to assert the critical importance of learners being actively engaged in their own learning. Berk and Winsler (1995), Brooks and Brooks (1993, 1999) and numerous others support this position and incorporate active learning and engagement of learners in their writings.

Specifically, candidates at Angelo State University demonstrate these proficiencies:

- apply knowledge of age-appropriate learning in developing effective instruction.

- encourage students use of individual skills, talents, and interests .

- support students in setting learning outcomes that enable them to achieve the appropriate knowledge and skills as defined by the state curriculum, (TEKS) Texas Essential Knowledge and Skills.

- analyze the impact that candidate-student interactions have on classroom climate, student learning, and development.

Building on historical assertions supporting student-centered learning and active engagement of learners in their own learning, task forces from the National Association for the Education of Young Children (NAEYC) developed guidelines for appropriate practices in early childhood programs. Critical components of developmentally appropriate practices are commitments to students being active learners and teaching being student-centered. Numerous educational practitioners have applied these assertions in their writings, such as in the text by Kostelnik, Soderman, and Whiren (2007) entitled, Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education. Developmentally appropriate curriculum encompasses knowledge and skills for candidates and teachers across all levels of schooling. Adults need to interact in ways appropriate to the individual age of students, to individual student learning patterns, and to individual student cultural background.

Along with ideals related to a focus on student-centered, active and engaged learning are proponents in favor of developing classrooms that are learning communities. Ann Brown and her colleagues, cited in Darling-Hammond and Bransford (2005) describe learning communities this way:

Such communities include activity structures that support research, students teaching students, and sharing information. They carefully take into account the centrality of discourse in communities of practice and the importance of distributed expertise in acquiring deep content knowledge. To create such communities, teachers must understand how language and discourse practices mediate learning in their classrooms and the ways that such practices can include and exclude particular students. (p. 167)

Candidates interested in developing learning communities will apply principles of active engagement in their classrooms leading to student-centered learning. Candidates also need to combine their personal and professional qualities of caring with a nurturing environment to learn how to develop a supportive school climate (Eisner, 2006; Moore, 1993; Noddings, 1982, 1994). A synthesis of research and practices related to the importance of student-centered learning has revealed candidate and teacher commitments.

Outcome 6. Diversity

As reflective practitioners, ASU candidates will implement ethically and culturally relevant and responsive teaching, addressing the continually changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.

Diversity of learners and the diversity of learning permeate educational practices. Family culture and diversity become first on a list of considerations related to student success in schools. An effective relationship between home and school cannot be developed without attention to culture, background, and heritage. Along with communication and relationship building, parent involvement in schools has been shown to impact student success (Fullan, 1991; Reeves, 2004).

Specifically, candidates at Angelo State University demonstrate these proficiencies:

- incorporate students' cultural heritage, unique endowments, learning styles, interests, and needs in classroom instruction.

- collaborate with diverse families, professionals, and community members to meet the needs of all students.

- integrate and adapt instructional strategies and assessments that are appropriate for and responsive to diverse students' needs, abilities, and interests.

- support the efforts of families to engage in the education of their children.

- use community resources, school services, and laws relating to teacher responsibilities and student rights.

James Banks (2006) has written significantly in the area of diversity in education. His assertions related to culture and diversity identify issues and solutions for school practice and for teacher preparation. Closely associated

with these assertions has been the establishment of a social justice perspective in schools. Oakes and Lipton (1999) and others have promoted the need for justice and equity in schools to be able to respond with sensitivity to the needs of diverse students. Additionally, Rothstein, Fisch, and Trumbull (2008) have written about cultural values and beliefs situated at the core of all classroom organization and management decisions. Candidates (and teachers) need to respond to the diversity of learners.

York (2003) defined cultural responsive programs as necessarily representing and supporting the home cultures of the families whose children attend school. She went on to interpret Brunson-Phillips' (1988) discussion of culturally relevant education. It is education where teachers are "working to consciously establish a program approach which both assists children to function in their own cultural community and builds their competence in the culture of the larger society" (p. 72-73). What does culturally responsive curriculum look like? Again, York (2003) described curriculum based on students' lives, activities and instruction that incorporated homes and heritage, and instruction encouraging students to learn about themselves and others (p. 73).

What do culturally responsive curriculum experiences feel like? Students maintain their personal power and sense of identity, their families are appreciated, supported, and enhanced, and students do not experience daily conflict or confusion about who they are (York, 2003).

The content and experiences related to culturally relevant and responsive teaching for candidates in the educator preparation program embrace these competencies synthesized from research and best practices. Candidates demonstrate cultural relevance and responsiveness through a deep sense of respect, an awareness of their own culture, an ability to maintain cultural integrity, and a basic knowledge of other cultural practices. It is important for candidates to have an understanding of the history of cultures in the United States, an ability to get accurate information about families and cultures, an ability to avoid assumptions, and a belief that other perspectives are equally valid. Candidates acquire an ability to critique existing cultural knowledge bases and practices, an ability to take another perspective, an ability to try new behaviors, and an ability to effectively solve problems (York, 2003). Finally, candidates apply strategies also identified from research and best practices. Specifically, candidates emphasize verbal interactions, teach students to use self-talk, facilitate divergent thinking, use small-group instruction and cooperative learning, and focus on real-world tasks (Webb, Metha, & Jordan, 2007). To practice culturally relevant and responsive teaching effectively, candidates meet their task with an openness and willingness to address the needs of all learners, believing that all students can learn.

4.3 Knowledge Base

The knowledge base for educator preparation at Angelo State University comes from philosophy, history, theory, research and practice. From the beginning of history, humanity has searched for the meaning of truth and life. A definition of education might be to seek truth and meaning. Ancient Greek and Roman philosophers and educators pondered the meaning of life and sought truth and wisdom to pass along to a nation's young. Plato, Aristotle and Rousseau spoke about the nature of children, asserting that children are naturally good and that their education should be arranged to fit their differing personalities. European philosophers and theorists, such as Freud, Piaget, and Montessori were heavily influenced by the ancients but made their own impact on theories of development and education. When colonial America emerged, settlers retained their commitments to education but asserted rugged individualism and thought. This diversity of thought led America to embrace free and public education for all.

The success of students, educational curriculum, the systems of schools, and the training of teachers in the United States are valued by its citizens and government. History and tradition contribute much to these developments. Research provides both questions and answers to dilemmas of education and life. Educational practices shape policy and change. The most recent writings assert that there are "best practices" to follow in educational endeavors and pursuits as well as an emphasis on "scientifically based practices." In addition to historical changes and philosophical influences, educational practices in the United States experience continuous movement in theory, thought, and practice. Perspectives shift as a result of theory development, the ingenuity of research, and the innovation of practices. Sometimes these shifts are dramatic departures from what has been, sometimes change is slower and methodical, and sometimes no changes occur at all.

European and American theorists have contributed substantially to educational practice. Psychoanalytic perspectives from Freud and Erikson and others give direction to the development of healthy personalities and to the social development of children and adults. In Russia, Lev Vygotsky elaborated on these positions to include the pervasive influence of social and cultural exchange on relationships between children as learners and adults as teachers. Behavioral theory in the United States impacts teaching and learning practices, sometimes in direct opposition to other belief systems. Jean Piaget and his epistemological approach to learning is a major influence in teaching and learning with young children.

Developmental, humanistic, and ecological theoretical positions contribute to educational thought and practice. A synthesis of these positions describes both dichotomies and similarities related to human growth, development, and learning. These relationships state that development is multidimensional and interdisciplinary, continuous and cumulative, influenced by both heredity and environment, and reflective of class and cultural diversity.

Educational practice always experiences shifts over time. Much like a pendulum, the oppositional perspectives of hereditary or environmental influences on children's development and success sway back and forth. This "nature versus nurture" argument continues to impact educational thought, research and practice. Developmental perspectives versus behavioral opinions and interpretations related to children's overall learning patterns appear oppositional. Varying opinions are not new to these swings of thought and practice. Another dichotomy is the discussion related to teaching as a science or teaching as an art. The very possibility of difference becomes a stimulating exchange for educators and others. Like most dichotomies there is truth in each approach and blending over time results in new research, new practice, and new ideas.

Shifts in thought and practice have focused on teaching and learning. One shift is from a teacher development model in educator preparation to a learner-centered model. Teacher practice has moved from a reactive to a reflective model. Today, educators are being looked to as decision-makers, action researchers, and reflective practitioners in the professional arena. These views reflect the movement that focuses on what children learn, that all children can learn, and teachers who are responsible for helping each child be successful.   The historical source of these practices comes from educational progressivism. As early as the mid-1700's Rousseau and then Pestalozzi spoke of experience centered, real, relevant and reflective teaching, with the teacher as a facilitator of learning. These philosophers promote a child-centered learning environment that attends to the emotional and social needs of students. In the late 1800's and continuing to recent history, John Dewey, a progressive and a pragmatist, asserts the need for a child-centered, not subject-centered learning experience where the child is an active not a passive learner.

Political events influence education and the preparation of teachers. During the 50's and 60's the competition in technology, mathematics, and science pushed many first generation students into science related careers. The 70's brought politics and federal involvement into education creating a place for all children to learn. The 80's and 90's produced many negative pivotal reports that decried the sad state of public schools. Through the

selective use of statistics, public education was shown to be lacking compared to the rest of the world. Counter views such as those of Gerald Bracey (2007) refuting the results used to substantiate the reports have largely gone unnoticed.

Goodlad, Boyer, and the Carnegie Foundation publish analyses of teachers, learners, and schools. "No Child Left Behind" attempts to address low student scores on comparative evaluations. In contrast, the annual Phi Delta Kappa poll respondents give high marks to their local schools but negative results to the nations schools as a whole. The latest assaults focus on teacher preparation with a number of different groups and organizations faulting university-based teacher preparation as the cause of perceived failure in student performance.

From the 50's to today there is an ever-increasing impact from federal legislation, rules, and sanctions. With ever increasing criticism of education there is little praise for the efforts that educators take to improve student performance or the changes occurring in teacher preparation.

Additional educational researchers and writers impact practices in schools. Lee Schulman, Ernest Boyer, John Goodlad, and others promote the need for teachers to be solidly grounded in subject matter content. Linda Darling-Hammond's work and the work of others address the preparation of teachers that promotes effective student learning. Darling-Hammond (1994) and others take a student-centered approach. She states, "Reaching every student rather than covering the curriculum, connecting to all learners rather than merely offering education, is our task" (p. 613). Goodman & Goodman continue to write about authentic context and meaningful experience for learners. Students who are actively engaged in their own learning can become successful. Teachers who are actively engaged in their students' learning are successful. Jonathan Kozol (2007) asserts the need for critical and comprehensive educational reform to assure that the preparation of effective teachers meet diverse students' needs. Alfie Kohn (1999) also takes this critical position related to effective teacher preparation and the corresponding need for educational reform in the United States.

John Goodlad (1986, 1994) cited the learner as "the center of the world." This phenomenon is as appropriate an assertion for school students as it is for educator preparation candidates. Content, skills, dispositions, decisions, and cultural responsiveness all contribute to an individual's ability to make sense of the world (p. 144). The accountable learner at the center keeps education in focus.

Proficiencies and outcomes for the Educator Preparation Program (EPP) are developed from the Unit vision, mission, philosophy and purpose. 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 degree programs, 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. In the state of Texas there are no majors or baccalaureate degrees in education.

- The Texas Education Agency (TEA) oversees the work of the State Board for Educator Certification (SBEC). SBEC is responsible for the development of the educator standards upon which all teacher preparation programs are developed, as well as implementation of the Texas Administrative Code that regulates educator preparation programs, and oversees the development of the certification examinations that all candidates complete. All ASU degrees are appropriately structured and have been approved as teacher certification degrees by the Texas Higher Education Coordinating Board (THECB) and TEA. The Unit is accredited by the State and meets all requirements monitored by SBEC/TEA.

At Angelo State University, the Educator Preparation Program outcomes and proficiencies are aligned with Texas Standards for Educator Certification (TExES examinations) and the Texas Beginning Educator Support System (TxBESS), as well as the national standards that the NCATE SPAs require. Also, Texas Essential Knowledge and Skills (TEKS), standards for public school students, align with candidate outcomes and proficiencies.

Candidates develop professional proficiencies throughout the program. At the completion of their Educator Preparation Program, candidates have developed the knowledge, skills, and dispositions to achieve program outcomes. Specifically, outcomes are demonstrated in content knowledge, pedagogical skills, professional dispositions, instructional decision-making, learner-centered instruction, and culturally relevant and responsive teaching. Candidates competent to practice are referred to the state for initial and additional certifications.

The Educator Preparation Program (EPP) has been developed from theory, research, and practice and has been approved by the state of Texas to recommend candidates to be certified as teachers, ready to practice the art and science of teaching. Further elaboration and details of the knowledge base from the literature upon which the program is based are listed below.

4.4 Candidate Proficiencies Alignment

The Educator Preparation Program outcomes and candidate proficiencies are aligned with the Texas Educator Standards, with the Texas Beginning Educator Support System (TxBESS), and with standards from professional associations. The alignment of certification program areas with standards of professional organizations is contained in individual program reports. The table presented on the following pages demonstrates this alignment in the EC-Grade 6 Teacher Preparation Program.

Candidate Outcomes CF	Key Assessments EC-6 Program	National Standards (ACEI)	State Standards (TExES)	Institutional Standards (SACS)	Student Teaching (TxBESS)
Outcome 1: Content As reflective practitioners, candidates will demonstrate their knowledge of the content of disciplines, appropriately applied to the age and level of the students they teach, to ensure the implementation of effective instruction that leads to successful development of all students.	1. TExES certification content exam 2. Block I - % of Candidates meeting expectations in Reading/Language Arts, Science, Math, and Social Studies methodology courses	CURRICULUM 2.1 Reading, Writing, and Oral Language 2.2 Science 2.3 Mathematics 2.4 Social studies 2.5 The arts 2.6 Health education 2.7 Physical education	EC-6 Content Test Domain I: English Language Arts and Reading Domain II: Mathematics Domain III: Social Studies Domain IV: Science Domain V: Fine Arts, Health, and Physical Education	3. SPECIALIZED KNOWLEDGE Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school.	Standard 1a : The Candidate demonstrates knowledge of content and pedagogy in order to guide student learning.
Outcome 2: Pedagogy As reflective practitioners, candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.	1. TExES certification PPR exam (Pedagogy and Professional Responsibilities) 4. Student teaching portfolio 5. Effects on Student Learning assessment	INSTRUCTION 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;	PPR Test (Pedagogy and Professional Responsibilities) Domain I: Designing instruction and assessment to promote student learning. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.	1. LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will develop their abilities to practice higher-level critical thinking.	Standard 1a : The Candidate demonstrates knowledge of content and pedagogy in order to guide student learning. Standard 1c: The Candidate selects key knowledge and skills for instruction, considering a number of factors – the state standards, district curriculum, community expectations, and the needs of all students. Standard 1d: The Candidate has knowledge of and makes use of materials, resources, and technology resources to support student learning of the key knowledge and skills.

Candidate Outcomes	Key Assessments	National Standards (ACEI)	State Standards (TExES)	Institutional Standards (SACS)	Student Teaching (TxBESS)
Outcome 3: Dispositions As reflective practitioners, candidates will demonstrate commitment to and performance of professional dispositions.	Disposition Assessments and Self-assessments throughout program 1. TExES certification PPR exam (Pedagogy and Professional Responsibilities) 7. Early childhood course field work assessment by classroom teacher 8. Reading practicum field work assessment by classroom teacher	PROFESSIONALISM 5.1 Professional growth, reflection, and evaluation 5.2 Collaboration with families, colleagues, and community agencies	PPR Test (Pedagogy and Professional Responsibilities) Domain IV Fulfilling professional roles and responsibilities. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.	4. SOCIAL RESPONSIBILITY Students will understand their responsibility as citizens in a complex, changing society.	Standard 2a: The Candidate creates a predictable and supportive environment of rapport and respect and promotes positive relationships with and among students. Standard 4e: The Candidate is continually growing and developing professionally, investing much energy in remaining current and implementing research-based best practices as aligned with the school improvement plan. Standard 4f: The Candidate serves as an advocate for students and for the education profession.
Outcome 4: Instructional Decisions/Technology Applications As reflective practitioners, candidates will demonstrate ability to implement defendable instructional decisions, including technology leading to effective teaching and learning.	1. TExES certification PPR exam (Pedagogy and Professional Responsibilities) 4. Student teaching portfolio 5. Effects on Student Learning assessment 8. Reading practicum field work assessment by classroom teacher	INSTRUCTION 3.1 Integrating and applying knowledge for instruction— Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	PPR Test (Pedagogy and Professional Responsibilities) Domain III Implementing effective, responsive instruction and assessment TECHNOLOGY APPLICATIONS STANDARDS I-V	2. CORE SKILLS Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency.	Standard 1e: The Candidate designs activities that promote student learning, developing a coherent instructional plan that translates key knowledge and skills into meaningful learning for students. Standard 1f: The Candidate uses well-designed instructional plans to assess student learning and communicates assessment criteria to students.

Candidate Outcomes	Key Assessments	National Standards (ACEI)	State Standards (TExES)	Institutional Standards (SACS)	Student Teaching (TxBESS)
Outcome 5: Student-centered Learning As reflective practitioners, candidates will adopt active student-centered learning based on the belief that all children can and should learn.	1. TExES certification PPR exam (Pedagogy and Professional Responsibilities) 4. Student teaching portfolio 8. Reading practicum field work assessment by classroom teacher	INSTRUCTION 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.	PPR Test (Pedagogy and Professional Responsibilities) Domain III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.	3. SPECIALIZED KNOWLEDGE Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school.	Standard 1b: The Candidate demonstrates knowledge of students to maximize learning. Standard 3c: The successful Candidate cognitively engages students in learning activities.
Outcome 6: Diversity As reflective practitioners, candidates will implement ethically and culturally relevant and responsive teaching addressing the continually changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.	1. TExES certification PPR exam (Pedagogy and Professional Responsibilities) 4. Student teaching portfolio 8. Reading practicum field work assessment by classroom teacher	INSTRUCTION 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	PPR Test (Pedagogy and Professional Responsibilities) Domain II: Creating a positive, productive classroom environment The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.	5. CULTURAL IDENTITY Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world.	Standard 2a: The Candidate creates a predictable and supportive environment of rapport and respect and promotes positive relationships with and among students. Standard 2b: The Candidate establishes a strong culture for learning that includes everyone becoming engaged in valuable academic pursuits.

The table presented on the following pages demonstrates the alignment of national, state, and institutional standards as well as Outcomes from the Conceptual Framework in the Masters Programs for Educational Diagnosticians.

Master of Special Education, Educational Diagnostician Concentration

Standard/Outcome Correlation

ASU College of Education Conceptual Framework Outcomes	National CEC* Standards	State of Texas Standards	ASU Institutional Graduate Learning
Outcome 6: Diversity Candidates will implement ethically and culturally relevant and responsive teaching addressing the continually changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.	ACC1K1 Needs of different groups in a pluralistic society	VII.1(A) Issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds	3.b Understand and value individual differences and have the skills for working effectively in a diverse, changing world
Outcome 1: Content Candidates will demonstrate their knowledge of the content of disciplines, appropriately applied to the age and level of the students they teach, to ensure the implementation of effective instruction that leads to successful development of all students.	ACC1K2 Evidence-based theories of organizational and educational leadership	I.1(C) Models, theories, and philosophies that provide the basis for special education evaluations	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ACC1K3 Emerging issues and trends that potentially affect the school community and the mission of the school	IX.1(G) Strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world	1.b Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ACC1K4 National and state education laws and regulations	I.1(A) State and federal regulations relevant to the role of the educational diagnostician	3.a Comprehend and practice the ethical principles appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ACC1K5 Current legal, regulatory, and ethical issues affecting education	I.1(B) Laws and legal issues related to the assessment and evaluation of individuals with educational needs II.1(A) Ethical practices regarding procedures safeguards	3.a Comprehend and practice the ethical principles appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ACC1K6 Responsibilities and functions of school committees and boards	I.2(B) Conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures	3.a Comprehend and practice the ethical principles appropriate to the discipline
Outcome 1: Content	ACC1S1 Promote a free appropriate public education in the least restrictive environment	IV.2(C) Assist in identifying realistic expectations for educationally relevant behavior	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ACC1S2 Promote high expectations for self, staff, and individuals with exceptional learning needs	IV.1(C) The role of team members, including the student when appropriate, in planning and individualized program	3.a Comprehend and practice the ethical principles appropriate to the discipline

Outcome 1: Content	ACC1S3 Advocate for educational policy within the context of evidence-based practices	I.2(B) Conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ACC1S4 Mentor teacher candidates, newly certified teachers, and other colleagues	II.2(E) Engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues	1.b Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others

Outcome 6: Diversity Candidates will implement ethically and culturally relevant and responsive teaching addressing the continually changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.	ACC2K1 Effects of the cultural and environmental milieu of the individual and the family on behavior and learning	III.1(B) Concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns II.1(E) Family systems and the roles of families in supporting student development and educational progress III.2(C) Foster respectful and beneficial relationships between families and educational professionals II.2(D) Encourage and assist individuals with disabilities and their families to become active participants in the educational team	2.b Demonstrate global perspectives appropriate to the discipline
Outcome 1: Content	ACC2K2 Theories and methodologies of teaching and learning, including adaptation and modification of curriculum	IV.1(B) The relationship between evaluation and placement decisions	1.a. Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 1: Content	ACC2K3 Continuum of program options and services available to individuals with exceptional learning needs	I.1(D) Issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 1: Content Candidates will demonstrate their knowledge of the content of disciplines, appropriately applied to the age and level of the students they teach, to ensure the implementation of effective instruction that leads to successful development of all students.	ACC2K4 Pre-referral intervention processes and strategies	V.2(C) C) Use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need VI.1(I) Process for screening, pre-referral, referral, and eligibility	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 5: Student-centered Learning Candidates will adopt active student-centered learning based on the belief that all children can and should learn.	ACC2K5 Process of developing individualized education plans	III.2(K) Keep accurate and detailed records of assessments, evaluations, and related proceedings IX.2.(B) Assist in the development of behavioral intervention plans IX.2.(C) Participate in the manifestation determination review	2.a Be required to demonstrate advanced oral and written communication skills, as appropriate, to the discipline

Outcome 4: Instructional Decisions/Technology Applications Candidates will demonstrate ability to implement defendable instructional decisions, including technology leading to effective teaching and learning.	ACC2K6 Developmentally appropriate strategies for modifying instructional methods and the learning environment	IV.2(A) Use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds	1.c Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies as appropriate to the discipline
Outcome 2: Pedagogy Candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.	ACC2S1 Develop programs including the integration of related services for individuals based on a thorough understanding of individual differences	III.2(A) Use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments	1.b Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others
Outcome 1: Content	ACC2S2 Connect educational standards to specialized instructional services	X.(C) Curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional skills for individuals with disabilities	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ACC2S3 Improve instructional programs using principles of curriculum development and modification, and learning theory	VI.2(I) Determine a student's needs in various curricular areas, and make intervention, instructional, and transition planning recommendations based on assessment and evaluation	3.a Comprehend and practice the ethical principles appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ACC2S4 Incorporate essential components into individualized education plans	III.2(F) Collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments	3.a Comprehend and practice the ethical principles appropriate to the discipline
Outcome 1: Content	ACC3K1 Evidence-based practices validated for specific characteristics of learners and settings	X.1(A) Instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 2: Pedagogy Candidates will demonstrate their knowledge of pedagogical skills applied to the development of	ACC3S1 Identify and use the research literature to resolve issues of professional practice	II.2(E) Engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues	1.b Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others
Outcome 4: Instructional Decisions/Technology Applications Candidates will demonstrate ability to implement defendable instructional decisions, including technology leading to effective teaching and learning	ACC3S2 Evaluate and modify instructional practices in response to ongoing assessment data	IV.2(B) Interpret and use assessment and evaluation data for targeted instruction and ongoing review	1.c Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies as appropriate to the discipline
Outcome 2: Pedagogy Candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.	ACC3S3 Use educational research to improve instruction, intervention strategies, and curricular materials	II.1(D) Organizations and publications relevant to the field of educational diagnosis	1.b Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others
Outcome 1: Content	ACC4K1 Evaluation process and determination of eligibility	VI.1(I)Procedures for screening, pre- referral, referral, and eligibility	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 1: Content	ACC4K2 Variety of methods for assessing and evaluating individuals with exceptional learning needs performance	V.2(C) Use of various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline

Outcome 1: Content	ACC4K3 Strategies for identifying individuals with exceptional learning needs	V.2(C) Use of various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions	ACC4K4 Evaluate a student's success in the general education curriculum	VI.2(A) Collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities	3.a Comprehend and practice the ethical principles appropriate to the discipline.
Outcome 2: Pedagogy Candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.	ACC4S1 Design and use methods for assessing and evaluating programs	IV.2(A) Use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds VI.2(L) Use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments	1.b Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others
Outcome 2: Pedagogy Candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.	ACC4S2 Design and implement research activities to examine the effectiveness of instructional practices	II.2(E) Engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues	1.b Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ACC4S3 Advocate for evidence-based practices in assessment	I.2(B) Conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures	3.b Understand and value individual differences and have the skills for working effectively in a diverse, changing world.
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ACC4S4 Report the assessment of individuals with exceptional learning needs performance and evaluations of instructional programs	III.2(G) Communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities III.2(H) Use appropriate communication skills to report and interpret assessment and evaluation results	2.a Be required to demonstrate advanced oral and written communication skills, as appropriate, to the discipline
Outcome 1: Content	ACC5K1 Legal rights and responsibilities of individuals with exceptional learning needs, staff, and parents/guardians	II.2(F) Comply with local, state, and federal monitoring and evaluation requirements	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ACC5K2 Moral and ethical responsibilities or educators	II.1(A) Ethical practices regarding procedural safeguards	3.a Comprehend and practice the ethical principles appropriate to the discipline
Outcome 6: Diversity	ACC5K3 Human rights of individuals with exceptional learning needs and their families	II.2(B) Demonstrate positive regard for the culture, gender, and personal beliefs of individual students	3.a Comprehend and practice the ethical principles appropriate to the discipline
Outcome 6: Diversity	ACC5S1 Model ethical behavior and promote professional standards	II.2(C) Promote and maintain a high level of competence and integrity in the practice of the profession	3.a Comprehend and practice the ethical principles appropriate to the discipline

Outcome 6: Diversity	ACC5S2 Implement practices that promote success for individuals with exceptional learning needs	II.2(A) Demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities	2.b Demonstrate global perspectives appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ACC5S3 Use ethical and legal discipline strategies	IX.1(C) Ethical considerations inherent in behavior interventions IX.1(F) Strategies for crisis prevention, intervention, and management	3.a Comprehend and practice the ethical principles appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ACC5S4 Disseminate information on effective school and classroom practice	III.2(B) Concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns	2.a Be required to demonstrate advanced oral and written communication skills, as appropriate, to the discipline
Outcome 4: Instructional Decisions/Technology Applications Candidates will demonstrate ability to implement defendable instructional decisions, including technology leading to effective teaching and learning.	ACC5S5 Create an environment which supports continuous instructional improvement	IV.2(B) Interpret and use assessment and evaluation data for targeted instruction and ongoing review	1.c Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies as appropriate to the discipline
Outcome 2: Pedagogy Candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.	ACC5S6 Develop and implement a personalized professional development plan	II.2(E) Engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues II.2(H) Participate in the activities of professional organizations in the field of educational diagnosis	1.b Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ACC6K1 Methods for communicating goals and plans to stakeholders	III.1(A) Strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner	2.a Be required to demonstrate advanced oral and written communication skills, as appropriate, to the discipline
Outcome 1: Content	ACC6K2 Roles of educators in integrated settings	III.1(D) Roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ACC6S1 Collaborate to enhance opportunities for learners with exceptional learning needs	III.1(B) Concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns	2.a Be required to demonstrate advanced oral and written communication skills, as appropriate, to the discipline
Outcome 2: Pedagogy Candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.	ACC6S2 Apply strategies to resolve conflict and build consensus	III.1(C) Strategies for developing educational programs for individuals through collaboration with team members	1.b Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others
Outcome 1: Content	ED1K1 Laws and policies related to assessing individuals with exceptional learning needs	I.1(B) Laws and legal issues related to the assessment and evaluation of individuals with educational needs	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ED1K2 Emerging issues and trends that impact assessment	VII.1(C) Issues related to the representation in special education of populations that are culturally and linguistically diverse	1.c Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies as appropriate to the discipline
Outcome 1: Content	ED1K3 Implication of multiple factors that impact the assessment process	III.2(I) Provide assistance to others who collect informal and observational data	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 1: Content	ED1K4 Models, theories, and philosophies that form the basis of assessment	I.1(C) Models, theories, and philosophies that provide the basis for special education evaluations	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline

Outcome 6: Diversity	ED1K5 Issues in general and special that impact placement decisions for individuals with exceptional learning needs	I.1(D) Issues, assurances, and due process rights related to evaluation eligibility, and placement within a continuum of services	3.b Understand and value individual differences and have the skills working effectively in a diverse, changing world
Outcome 2: Pedagogy Candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.	ED1K6 Policy and research implications that promote recommended practices in assessment	IV.2(B) Interpret and use assessment and evaluations data for targeted instruction and ongoing review	1.b Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others
Outcome 4: Instructional Decisions/Technology Applications Candidates will demonstrate ability to implement defendable instructional decisions, including technology leading to effective teaching and learning.	ED1S1 Design and evaluate procedures for effective participate in school, system, and statewide assessments	X.1(G) Individualized assessment strategies for instruction	1.c Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies as appropriate to the discipline
Outcome 1: Content	ED2K1 Assessment procedures that address all disabilities	V.2(A) Assess information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 6: Diversity Candidates will implement ethically and culturally relevant and responsive teaching addressing the continually changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.	ED2K2 Variability of individuals within each category of disability	V.1(B) Educational implications of various disabilities V.2(C) Use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need	3.b Understand and value individual differences and have the skills for working effectively in a diverse, changing world
Outcome 6: Diversity Candidates will implement ethically and culturally relevant and responsive teaching addressing the continually changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.	ED2K3 Over- or under- representation of individuals with cultural and linguistic diversity who are referred for assessment	V.1(B) Educational implications of various disabilities V.2(C) Use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need	3.b Understand and value individual differences and have the skills for working effectively in a diverse, changing world
Outcome 6: Diversity Candidates will implement ethically and culturally relevant and responsive teaching addressing the continually changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.	ED2K4 Characteristics of individuals with exceptional learning needs that impact the development of programs and services	IV.1(A) The characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement within a continuum of services. I.2(G) Communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities V.1(A) Characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities	2.b Demonstrate global perspectives appropriate to the discipline
Outcome 4: Instructional Decisions/Technology Applications Candidates will demonstrate ability to implement defendable instructional decisions, including technology leading to effective teaching and learning.	ED2S1 Synthesize information from multiple perspectives in developing a program assessment plan	III.2(E) Plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers	1.c Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies as appropriate to the discipline

Outcome 1: Content	ED3K1 Best practices in research based assessment	X.2(B) Use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 5: Student-centered Learning Candidates will adopt active student-centered learning based on the belief that all children can and should learn.	ED3K2 Resources and methods that address student learning, rates, and learning styles	X.1(D) Techniques for modifying instructional methods and materials for individuals with disabilities X.1(G) Individualized assessment strategies for instruction	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 1: Content Candidates will demonstrate their knowledge of the content of disciplines, appropriately applied to the age and level of the students they teach, to ensure the implementation of effective instruction that leads to successful development of all students.	ED3S1 Evaluate assessment techniques based on learning theories	V.2(C) Use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 1: Content	ED4K1 Standards of reliability and validity related to individual test measures	VI.1(B) Standards for test reliability VI.1(C) Standards for test validity	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 1: Content	ED4K2 Procedures used in standardizing assessment instruments	VI.1(D) Procedures used in standardizing assessment instruments	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 1: Content	ED4K3 Standard error of measurement related to individual test measures	VI.1(F) The meaning and use of basic statistical concepts used in assessment and evaluation	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 1: Content	ED4K4 Use and limitations of portfolios in assessment	X.2(A) Interpret and use assessment and evaluation data for instructional planning	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 1: Content	ED4K5 Sources of test error	VI.1(E) Possible sources of test error	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 1: Content	ED4K6 Uses and imitation of assessment information	VI.1(G) Uses and limitations of each type of assessment instrument VI.1(H) Uses and limitations of various types of assessment data	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 1: Content	ED4K7 Achievement assessment measures	VI.1(G) Uses and limitations of each type of assessment instrument VI.1(H) Uses and limitations of various types of assessment data	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 1: Content	ED4K8 Cognitive Assessment measures	VI.2(G) Assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 6: Diversity Candidates will implement ethically and culturally relevant and responsive teaching addressing the continually changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.	ED4K9 Language assessment measures	VII.2(A) Apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities	3.b Understand and value individual differences and have the skills for working effectively in a diverse, changing world

Outcome 1: Content Candidates will demonstrate their knowledge of the content of disciplines, appropriately applied to the age and level of the students they teach, to ensure the implementation of effective instruction that leads to successful development of all students.	ED4K10 Motor skills assessment measures ED4K11 Social, emotional, and behavioral assessment measures	VI.1(M) Methods of motor skills assessment VI.2(G) Assess and interpret information using formal/informal instruments and procedures to the areas of cognitive/adaptive behavior and academic skills VI.2(H) Determine a student's needs in various curricular areas, and make intervention, instructional and transition planning recommendations based on assessment and evaluation results IX.1(A) Requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plan IX.1(B) Application laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities IX.1(C) Ethical considerations inherent in behavior interventions IX.2(A) Conduct functional behavioral assessments	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline 1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 1: Content Candidates will demonstrate their knowledge of the content of disciplines, appropriately applied to the age and level of the students they teach, to ensure the implementation of effective instruction that leads to successful development of all students.	ED4K12Vocational and career assessment measures	X.1(E) Functional skills instruction relevant to transitioning across environments X.1(F) Supports needed for integration into various program placements IX.1(E) Social skills needed for school, home, community, and work environments	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 4: Instructional Decisions/Technology Applications Candidates will demonstrate ability to implement defendable instructional decisions, including technology leading to effective teaching and learning.	ED4S1 Select and use formal and informal observation measures	VI.1(L) Methods of academic and nonacademic VI.2(F) Use a variety of observation techniques	1.c Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies as appropriate to the discipline
Outcome 4: Instructional Decisions/Technology Applications Candidates will demonstrate ability to implement defendable instructional decisions, including technology leading to effective teaching and learning.	ED4S2 Select and use formal and informal functional assessment measures	I.2(B) Conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures VI.2(B) Select and use assessment and evaluation materials based on technical quality and individual student needs	1.c Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies as appropriate to the discipline

Outcome 4: Instructional Decisions/Technology Applications Candidates will demonstrate ability to implement defendable instructional decisions, including technology leading to effective teaching and learning.	ED4S3 Assess basic academic skills formally and informally	V.2(B) Gather background information regarding the academic, medical, and family history of individuals with disabilities V.2(C) Use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need	1.c Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies as appropriate to the discipline
Outcome 1: Content Candidates will demonstrate their knowledge of the content of disciplines, appropriately applied to the age and level of the students they teach, to ensure the implementation of effective instruction that leads to successful development of all students.	ED4S4 Select, administer, and score assessment instruments accurately	I.2(B) Conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures V.2(C) Use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need VI.2(C) Score assessment and evaluation instruments accurately	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 1: Content	ED4S5 Analyze error patterns	VI.1(E) Possible sources of test error	1.a Demonstrate advanced, knowledge, skills, and values appropriate to the discipline
Outcome 2: Pedagogy Candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.	ED4S6 Prepare comprehensive assessment reports	VI.2(K) Prepare assessment reports	2.a Be required to demonstrate advanced oral and written communication skills, as appropriate to the discipline
Outcome 4: Instructional Decisions/Technology Applications Candidates will demonstrate ability to implement defendable instructional decisions, including technology leading to effective teaching and learning.	ED4S7 Employ assistive technology in the assessment process	VI.2(H) Select of modify assessment procedures to ensure nonbiased results	1.c Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies as appropriate to the discipline
Outcome 1: Content	ED4S8 Select accommodations and modifications based on assessment results	VI.2(J) Make recommendations based on assessment and evaluation results	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 2: Pedagogy Candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.	ED4S9 Facilitate progress monitoring	VI.1(K) The necessity of monitoring the progress of individuals with disabilities IV.2(B) Interpret and use assessment and evaluation data for targeted instruction and ongoing review	1.b Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others
Outcome 4: Instructional Decisions/Technology Applications	ED4S10 Use progress monitoring data to develop and revise individual goals	VI.1(K) The necessity of monitoring the progress of individuals with disabilities	1.c Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies as appropriate to the discipline
Outcome 1: Content	ED5K1 Qualifications to administer and interpret results	II.1(C) Qualifications necessary to administer and interpret various instruments and procedures	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline

Outcome 1: Content	ED5K2 Organizations and publications relevant to the field of educational diagnosticians	II.1(D) Organizations and publication relevant to the field of educational diagnosis	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 6: Diversity	ED5K3 Ethical considerations relative to assessment	II.1(A) Ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) II.1(B) Ethical practices related to assessment and evaluation	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 6: Diversity Candidates will implement ethically and culturally relevant and responsive teaching addressing the continually changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities	ED5S1 Respect individual privacy and confidentiality	I.1(D) Issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services VI.2(D) Create and maintain assessment reports	3.b Understand and value individual differences and have the skills for working effectively in a diverse, changing world
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ED5S2 Participate in professional development activities	II.2(E) Engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues	2.b Demonstrate global perspectives appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ED5S3 Cite all sources of reported information	II.2(G) Use copyrighted educational materials in an ethical manner	2.a Be required to demonstrate advanced oral and written communication skills, as appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ED5S4 Inform individuals of the purpose of evaluation, rationale, and timelines for completion	I.2(A)Articulate the purpose of evaluation procedures and their relationship to educational programming	2.a Be required to demonstrate advanced oral and written communication skills, as appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ED5S5 Provide assessment results in a clear, cohesive, and timely manner	VII.1(A) Time management strategies and systems appropriate for various educational situations and environments VIII.1(B) Legal and regulatory timelines, schedules, deadlines, and reporting requirements VIII.1(C) Methods for organizing, maintaining, accessing, and storing records and information VIII.2(A) Select, adapt, or design forms to facilitate planning, scheduling, and time management VIII.2(B) Maintain eligibility folders VIII.2(C) Use technology appropriately to organize information and schedules	2.a Be required to demonstrate advanced oral and written communication skills, as appropriate to the discipline
Outcome 1: Content	ED5S6 Update skills necessary to provide effective assessment	II.2(H) Participate in the activities of professional organizations in the field of educational diagnosis	1.a Demonstrate advanced knowledge, skills, and values appropriate to the discipline
Outcome 2: Pedagogy Candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.	ED6K1 Roles of various agencies within the community	III.1(D) Roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals	1.b Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others

Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ED6S1 Communicate with team members to determine assessment needs	III.2(B) Communicate and consult effectively with individuals, parent/guardians, teachers, and other school and community personnel III.2(C) Foster respectful and beneficial relationships between families and educational professionals	2.a Demonstrate global perspectives appropriate to the discipline
Outcome 3: Dispositions Candidates will demonstrate commitment to and performance of professional dispositions.	ED6S2 Communicate with team members to review assessment results	III.2(B) Communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel III.2(D) Encourage and assist individuals with disabilities and their families to become active participants in the educational team III.2(H) Use appropriate communications skills to report and interpret assessment and evaluation results IIIl2(J) Effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments	2.a Demonstrate global perspectives appropriate to the discipline
Outcome 2: Pedagogy Candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.	ED6S3 Assist with pre-referral interventions and strategies	III.2(I) Provide assistance to others who collect informal and observational data	1.b Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others
Outcome 2: Pedagogy Candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.	ED6S4 Assist teachers in interpreting data including large scale and individual assessments	VI.2(L) Use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments	1.b Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others
Outcome 2: Pedagogy Candidates will demonstrate their knowledge of pedagogical skills applied to the development of effective instruction of all students.	ED6S5 Use interagency collaboration in planning intervention	III.2(A) Use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments	1.b Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others

4.5 The Unit Assessment System

Angelo State University has developed an assessment system for the continuous improvement of its candidates and its Educator Preparation Program. This commitment to continuous improvement of knowledge and skills is demonstrated through a variety of formative and summative assessments during a candidate's program of study. Stakeholders provide continuous guidance, mediation, and intervention for candidates by measuring knowledge, skills, and dispositions during the course of their programs.

Individual program areas employ uniform assessments to augment the data available for the continuous improvement of the Educator Preparation Program. Examples of these data are performance in capstone courses, employer surveys, and graduate follow-up surveys. Multiple measures ensure a comprehensive assessment of what candidates know and how the program contributes to their performance in the classroom (Darling-Hammond, 2006).

The Educator Preparation Program has five basic steps toward certification with different assessments and data collection at each point in the system. Progress toward graduation and recommendation for certification are monitored at each step. Angelo State has the following certification paths: initial certification, post baccalaureate initial certification, certification for other school personnel, and post-master's specialized certification. In this section, the steps leading toward recommendation for initial certification are delineated. A chart representing the steps and assessments leading to initial certification recommendation is at the end of this section. The steps for other program categories are also contained in the narrative explanation.

University faculty and Educator Preparation Program Candidates use the ASU Teacher Certification Procedure Manual and the University Student Handbook as references for information, policy, and procedures, especially related to assistance, support, and appeals.

Certification: Initial and Advanced Preparation

Step 1: Admission to the Educator Preparation Program

Students at Angelo State University who wish to pursue teacher certification may begin the process with a minimum of 60 undergraduate semester credit hours. The first step to certification is meeting preadmission requirements, completing the application to enter the Educator Preparation Program, and being admitted as a candidate. Students become candidates once they have completed these requirements.

To be admitted to any Educator Preparation Program, Texas requires an assessment of basic skills. Candidates must meet the score requirements on state approved tests of basic skills. Admitted candidates have an overall and content grade point average (GPA) of 2.5 on a 4.0 scale on all college level course work. In addition, Angelo State students demonstrate reading, writing, mathematical, and oral communication skills by earning a C or better in prescribed course work. During the admission process, candidates affirm that they agree to practice the Unit's dispositions and the Texas Code of Ethics for Teachers. Once candidates meet these requirements they are admitted into the Educator Preparation Program and become eligible to enroll in upper division professional education course work.

Step 2: Program Requirements

The next step in the assessment system is monitoring the candidates' progress throughout the preparation program. Continued development of competencies in knowledge, skills, and dispositions is assessed through candidates' experiences and achievement in their areas of preparation. Candidates are assessed in the area of planning and instruction through examination of artifacts and skills. Faculty, university supervisors, classroom teachers, and candidates measure dispositions. All faculty and public school teacher mentors who work in the pedagogy area assist candidates so that they can perform successfully in the areas of skills and dispositions. Candidates' artifacts are submitted, reviewed, and modified using an electronic submission support system with the final submission being archived in the electronic system. These evaluated artifacts provide data for program improvement.

Step 3: Pre-Student Teaching Requirements

The Educator Preparation Program requires candidates to perform satisfactorily in a number of field-based experiences where knowledge, skills, dispositions, instructional decisions, student centered learning, reflection, and culturally responsive teaching are demonstrated, practiced, and evaluated. The candidate must continue to maintain the educator preparation program admission standards. Field placement is monitored so that candidates are placed in a variety of diverse settings, in different schools, and at various grade levels. During two of these public school placements, the public school teacher is asked to evaluate candidates' dispositions and candidates' interaction with other school professionals. Planning, organization, and teaching are emphasized and evaluated along with dimensions of instructional decisions, student-centered learning, and culturally responsive teaching.

Step 4: Student Teaching

Another level in unit assessment is the application process for student teaching. Successful ongoing attention to requirements in steps 1, 2, and 3 prepare candidates to apply for student teaching, usually during the last semester of their program. Candidates must receive two positive references from faculty members. Student teaching engages the candidates for 14 weeks in an Early Childhood to grade 12 accredited school setting following the same time requirements as the school teaching staff. Four different formal evaluations are conducted during student teaching. Candidates are formally evaluated twice before the mid-point in the semester and twice thereafter, using rubrics aligned with the Texas Beginning Teacher Educator Support System (TxBESS). The TxBESS evaluation provides a systematic way to reflect upon and analyze the candidates' professional competencies and

behaviors as these behaviors affect student learning. Candidates are assessed in areas addressing the implementation

of appropriate content, instructional planning, preparation, delivery, and assessment, including instructional

decision-making. Monitoring, mentoring, and support are evident at this step.

Step 5: Recommendation for Certification

After completion of appropriate coursework, candidates complete two state external examinations, one in

content knowledge and one in pedagogical skills. The Texas Examinations of Educator Standards (TExES) are

aligned with content standards for each level of schooling and with the state public school curriculum, the Texas

Essential Knowledge and Skills (TEKS). Candidates are also examined in the area of pedagogy in a separate TExES

examination. Candidates who successfully complete these examinations and graduate from Angelo State University

are eligible for recommendation to the state of Texas for a standard teaching certificate.

Denial, Remediation, and Appeal Procedure

Failure to meet minimum standards at any point of assessment results in the candidate being referred to the

Teacher Education Council's Admission, Retention, and Dismissal sub-committee. Reasons for denied admission

may include, but are not limited to, not meeting minimum grade point requirements, not completing prerequisite

coursework, failure to commit to and demonstrate candidate dispositions, or a criminal history. The committee may

impose a variety of interventions or sanctions including dismissal from the program. The Educator Preparation

Information Center (EPI Center) serves as a clearing house for numerous programs on the university campus for

candidates experiencing difficulties and needing assistance in improving performance in basic skills areas, academic

achievement, content area course work, advising, counseling, and financial aid. Candidates who fail to meet

requirements at any step may seek assistance and advisement from program faculty, department heads of disciplines,

the Dean of the College of Education, or the Educator Preparation Information Center (EPI Center). Candidates

may appeal any decision to the Teacher Education Council's Appeals Subcommittee.

Initial Certification for Advanced Programs

Post-baccalaureate individuals follow the same sequence of events as others seeking initial certification.

These individuals have completed the content area required courses and take the appropriate TExES Pre-Admission

Content Test. If the individual passes that examination, no further preparation is required in the content area. If the

individual fails the examination, then the content department analyzes the transcript, score report, and the age of the

course work, and recommends additional preparation. An individual certification plan is prepared with appropriate

content and pedagogy requirements listed. Pedagogy requirements for certification may be completed at either the undergraduate or graduate level. Candidates who fulfill these requirements, pass the appropriate examinations, and complete the educator preparation program are recommended to the state for a standard teaching certificate.

Certification for Other School Personnel

Master's degree level certifications programs are offered for specialization as School Counselors, Principals, Reading Specialists, Superintendents, and Educational Diagnosticians. Each of these programs has standards of preparation that lead to professional certification for public school personnel. The following steps describe the general procedure that applies to each of the programs:

Step 1: Admission

The candidates' first step is to make application and be admitted to the College of Graduate Studies at Angelo State. The standards for admission may be found in the university catalog. Once admitted the candidate is directed to a graduate program advisor who prepares a degree plan.

Step 2: Compilation of evidence demonstrating standards competence

Candidates demonstrate competence in meeting specialized state and national standards through evidence-based assessment experiences for professional school personnel. Candidates prepare, submit, and reflect upon assignments and outcomes appropriate to the certification sought including assessment of dispositions related to the area of preparation. Completed elements are assessed and materials demonstrating competence are electronically stored.

Step 3: Application for a site-based practicum

At the conclusion of the candidates' programs, a one or two semester practicum experience is required. Once candidates have been accepted for and placed in a practicum they are supervised by school personnel and a university representative. Candidates are assessed on their ability to create positive environments for student learning; on their understanding of the developmental levels of students; on their ability to accommodate the diversity of students, families, and communities; and on the policy contexts of their work. Candidates are further assessed on the application of professional dispositions delineated in professional, state, and institutional standards. Candidates are expected to demonstrate interactions that are consistent with the ideal of fairness and the belief that all students can learn.

Step 4: Comprehensive review

At the completion of their programs and practicums, candidates complete a Comprehensive Program Review (CPR) of their experiences in the graduate program. Artifacts are aligned with standards demonstrating competency. A graduate advisory committee reviews the final submission and the candidate completes an oral comprehensive experience. Advisory committee signatures attest to the candidates' completion of the requirements.

Step 5: Certification examinations

Candidates must pass the appropriate external state examinations. Once completed and the candidates have completed the appropriate coursework, they are recommended to the state for the appropriate certification.

Post-master's level certification

Candidates who have completed an appropriate Master's degree may apply for a professional certification plan leading to specialized certification. The steps outlined above are required for certification but foundation coursework will have already been completed at the master's level. The candidates then complete the specialized content area coursework and experiences. When candidates have completed the appropriate preparation and passed the required external examinations, they are eligible for recommendation to the state for certification as a school counselor, a school principal or superintendent, a reading specialist, or an educational diagnostician.

Unit Assessment

The Unit is held accountable by a variety of different entities. Program reports are submitted to NCATE, AACTE, Title II, SBEC, and SACS.

Southern Association of Colleges and Schools (SACS)

Both the undergraduate and graduate programs are aligned with the undergraduate learning goals and the graduate learning goals of the university. Data are collected by program, analyzed, and used for program improvement. Each of the evaluated items in the rubric for student teaching is aligned with the undergraduate learning goals. Reports showing goal performance are sent to stakeholders for their review, analysis, and application to program improvement.

Texas Education Association/State Board for Educator Certification (SBEC)

All certification programs are accountable to the Texas Education Agency's State Board for Educator Certification. The SBEC reviews programs every five years.   Angelo State's latest review may be seen on the College of Education Data page. The Unit was found to be in compliance with all statutes and rules for the preparation of individuals certified to work in the public schools. Annually, The SBEC certifies that the university

is accredited. Four factors are addressed in the annual audit: performance on state licensing examinations, evaluations of first year teachers, effects on student learning of teachers in years 1, 2, 3, and the quality of supervision of candidates during student teaching. Minimum performance on the Texas Examination of Educator Standards (TExES) is set at 80% for categories: all test takers, all males, all females, all white test takers, all Hispanic test takers, all African American test takers, all other test takers, and the pass rate for each aggregated annual test. Data is provided to all program managers after each administration of the examinations. Principals evaluate all first year teachers, and the results are provided to each educator preparation program for program improvement. First, second, and third year teachers students' test scores will be used to determine the value added by each preparation program. Candidates assess the quality of their supervision at the time of application for the initial teaching certificate. All information available can be found on the College of Education data website. The information about the preparation programs is posted on the Texas Education's Consumer Website for public review. The review cycle is from September to August with the accreditation decision being made by the next April.

Data are also collected and used for program improvement for annual reports required by AACTE, NCATE, and Title II. These data are available to stakeholders.

The College of Education holds an annual data review day each December. College faculty reviews the data available from different sources, and decisions about steps toward program improvement are made. The individual data reports can be viewed on the College of Education data pages.

The following chart explains the Assessment Points and Types of Assessment aligned to each of the six candidate outcomes/proficiencies for our unit.

Assessment Points and Types of Assessment	Candidate	Outcomes	and		Proficiencies	
Steps to Assessment	Candidate Knowledge	Proficiencies and Skills	Dispositions	Instructional Decisions	Student Centered Learning	Culturally Responsive Teaching
Step 1. Admission to the Educator Preparation Program						
Basic Skills Test	State approved process for admission to university	Basic Reading, Math, and Writing				
Reading Competency		Complete two lower level history and government classes with a grade of C or better.				
Mathematics Competency		Complete a college level mathematics course with a grade of C or better.				
Oral Communication		Complete a college level public speaking course with a grade of C or better.				
Written Communication		Complete college level English courses that emphasize writing with a grade of C or better.				

Steps to Assessment	Candidate Knowledge	Proficiencies and Skills	Dispositions	Instructional Decisions	Student Centered Learning	Culturally Responsive Teaching
Grade Point Average >2.50 out of 4.00		Course level skills				
Dispositions			Read and sign agreement over Unit Dispositions.			
Texas Teacher Code of Ethics			Read and sign agreement over Code of Ethics.			
Actions if Candidate fails to meet criteria, student receives assistance from	Referred to Educator Preparation Information Center: Advisor or Faculty Advisor	Referred to Educator Preparation Information Center: Advisor or Faculty Advisor	Referred to Educator Preparation Information Center: Advisor or Faculty Advisor			
Steps to Assessment	**Candidate Knowledge**	**Proficiencies and Skills**	**Dispositions**	**Instructional Decisions**	**Student Centered Learning**	**Culturally Responsive Teaching**
Step 2. Program Requirements						
Content Coursework	GPA>2.50	A grade of C or better in course work				
Pedagogy Coursework	GPA>2.50	A grade of C or better in course work				
All other coursework	GPA>2.50	A grade of C or better in course work				
Candidate Behavior			Disposition Incident Report			
Planning				Course specific rubric or checklist. Grade of C or better.	Course specific rubric or checklist. Grade of C or better.	Course specific rubric or checklist. Grade of C or better.
Actions if Candidate fails to meet criteria, student receives assistance from:	Referred to Educator Preparation Information Center: Advisor or Faculty Advisor	Referred to Educator Preparation Information Center: Advisor or Faculty Advisor	Unit Review Process	Faculty - remediation or repeat course	Faculty - remediation or repeat course	Faculty - remediation or repeat course

Steps to Assessment	Candidate Knowledge	Proficiencies and Skills	Dispositions	Instructional Decisions	Student Centered Learning	Culturally Responsive Teaching
Step 3. Pre-student Teaching Requirements						
Content Coursework	GPA>2.50	A grade of C or better in course work				
Pedagogy Coursework	GPA>2.50	A grade of C or better in course work				
Other Coursework	GPA>2.50	A grade of C or better in course work				
Planning and Teaching				Course specific rubric or checklist. Grade of C or better.	Course specific rubric or checklist. Grade of C or better.	Course specific rubric or checklist. Grade of C or better.
Field Work in Diverse Settings			Placement Tracked by Educator Preparation Information Center	Course specific rubric or checklist. Grade of C or better.	Course specific rubric or checklist. Grade of C or better.	Course specific rubric or checklist. Grade of C or better.
Actions if Candidate fails to meet criteria, student receives assistance from:	Referred to Educator Preparation Information Center: Advisor or Faculty Advisor	Referred to Educator Preparation Information Center: Advisor or Faculty Advisor	Unit Review Process	Faculty - remediation or repeat course	Faculty - remediation or repeat course	Faculty - remediation or repeat course

Steps to Assessment	Candidate Knowledge	Proficiencies and Skills	Dispositions	Instructional Decisions	Student Centered Learning	Culturally Responsive Teaching
Step 4. Student Teaching						
Admission Requirements						
Content Coursework	GPA>2.50	A grade of C or better in course work				

Pedagogy Coursework	GPA>2.50	A grade of C or better in course work				
Other Coursework	GPA>2.50	A grade of C or better in course work				
Letters of Reference			Two Letters of Reverence- Both Positive			
Orientation			Must Attend			
Effects on Student Learning				Rubric	Rubric	Rubric
Professional Dispositions			Supervisor and Candidate Forms			
Actions if Candidate fails to meet criteria, student receives assistance from	Referred to Educator Preparation Information Center: Advisor or Faculty Advisor	Referred to Educator Preparation Information Center: Advisor or Faculty Advisor	Unit Review Process	University Supervisor, and Field Advisor	University Supervisor, and Field Advisor	University Supervisor, and Field Advisor
Steps to Assessment	**Candidate Knowledge**	**Proficiencies and Skills**	**Dispositions**	**Instructional Decisions**	**Student Centered Learning**	**Culturally Responsive Teaching**
Step 5. Certification						
Content Knowledge	TExES					
	MFAT or other department assessment					
Pedagogy	TExES					
Graduated	Met all degree requirements					
Actions if Candidate fails to meet criteria, student receives assistance from:	Remediation by departments	Supplementary Test Materials				
Unit Assessment						

ASEP-SBEC	Review TExES results after each test administration	Review TExES results after each test administration				
DATA Analysis Annual Conference	Annual Review for Program Improvement	Annual Review for Program Improvement	Annual Review for Program Improvement			
SBEC Program Review	Local Review Annually and 5-year review by TEA	Local Review Annually and 5-year review by TEA	Local Review Annually and 5-year review by TEA	Local Review Annually and 5-year review by TEA	Local Review Annually and 5-year review by TEA	Local Review Annually and 5-year review by TEA
Stakeholders Information	Data Book	Data Book	Data Book	Data Book	Data Book	Data Book
Surveys	Candidate survey	Candidate survey	Candidate survey	Candidate survey	Candidate survey	Candidate survey
Principal Survey	SBEC 1st Year Teacher					
Supervisor Survey	SBEC Surveys Candidates					
Effects on Student Learning by SBEC	In development					

Summary

The Angelo State University faculty supports our dynamic Educator Preparation Program with high expectations for all learners. Candidates are challenged to integrate content knowledge, pedagogical skills, professional dispositions, instructional decision-making, student-centered learning, and culturally relevant and responsive teaching to become effective practitioners in diverse learning communities. The Educator Preparation Program at Angelo State is preparing: A New Generation of Educators to Lead Others toward lifelong learning.

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