

Angelo State University
College of Education
Data Summary Report
2013-2014



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Part I: Certification Data

The following charts reflect information about Angelo State University students who were recommended for certification through the State Board for Education Certification (SBEC) during the period 9/1/13 through 8/31/2014.

Table 1: Certificates by Type 2013-2014

Type	2013-2014
Initial	227 (69.6%)
Professional (Other School Personnel)	99 (30.4%)
Total	326
Probationary Initial	15 (51.7%)
Probationary Professional (Other School Personnel)	14 (48.3%)
Total Probationary	29

Table 2: Certificates by Type and Level 2013-2014

Certificate Type Certification Level	2013-2014 Standard	2013-2014 Probationary
All Level (EC-12)	54 (16.6%)	1 (0.3%)
Elementary (EC-6)	93 (28.5%)	2 (0.6.9%)
Middle (4-8)	18 (55.2%)	8 (27.6%)
Secondary (6-12, 7-12, 8-12)	62 (19.0%)	4 (13.8%)
Professional (Other School Personnel)	99 (30.4%)	14 (48.3%)
Total	326	29

Table 3: Standard Certificates by Level and Degree 2013-2014

Certificate Type Certification Level	2012-2013 Bachelor	2012-2013 Post Bachelor	2012-2013 Total
All Level (EC-12)	50 (25.6%)	4 (1.3%)	54 (23.8%)
Elementary (EC-6)	88 (45.1%)	5 (15.6%)	93 (41.0%)
Middle (4-8)	8 (4.1%)	10 (31.3%)	18 (8.0%)
Secondary (6-12, 7-12, 8-12)	49 (25.1%)	13 (40.6%)	62 (27.3%)
Total	195 (85.9%)	32 (14.1%)	227

Table 4: Certificates by Gender, Ethnicity, and Degree 2013-2014

	2013-2014 Female	2013-2014 Male	2013-2014 Total
African American	14 (5.2%)	0	14 (4.3%)
Asian	0	1 (0.2%)	1 (0.3%)
Hispanic	60 (22.4%)	13 (22.4%)	73 (22.4%)
Native American	2 (0.7%)	0	2 (0.6%)
Other/unknown	2 (0.7%)	2 (3.5%)	4 (0.1%)
White	190 (70.8%)	42 (72.4%)	232 (71.1%)
Total	268 (82.2%)	58 (17.8%)	326
Bachelor	161 (59.6%)	34 (60.7%)	195 (59.8%)
Post Bachelor	24 (8.9%)	8 (14.3%)	32 (9.8%)
Professional	85 (31.5%)	14 (25.0%)	99 (30.4%)
Total	270 (82.8%)	56 (17.2%)	326

Table 5: Certificates by Gender and Ethnicity

	2010-2011	2011-2012	2012-2013	2013-2014
Female				
African American	NA	14.1% (2)	2.5% (3)	14 (5.2%)
Asian	1.6% (2)	0	0.0% (0)	0
Hispanic	8.7% (11)	13.6% (19)	17.7% (21)	60 (22.4%)
Native American	0.8% (1)	0	0.0% (0)	2 (0.7%)
Other/unknown	NA	1.4% (2)	4.2% (5)	2 (0.7%)
White	88.9% (112)	83.4% (116)	75% (89)	190 (70.8%)
Total	126	139	118	268 (82.2%)
Male				
African American	NA	0	7.1% (1)	0
Asian	NA	0	0.0% (0)	1 (0.2%)
Hispanic	28.6% (6)	0	14.2% (2)	13 (22.4%)
Native American	NA	0	0.0% (0)	0
Other/unknown	NA	0	7.1% (1)	2 (3.5%)
White	71.4% (15)	100% (2)	71.4% (10)	42 (72.4%)
Total	21	22	14	58 (17.8%)

**Table 6: Certificates Type and Level
Five-Year Data**

	2010-2011	2011-2012	2012-2013	2013-2014
Probationary				
All Level	5.9% (1)	0.0% (0)	18.7% (3)	1 (0.3%)
Elementary	0.0% (0)	0.0% (0)	0.0% (1)	2 (0.6.9%)
Middle	11.8% (2)	66.6% (6)	3.1% (5)	8 (27.6%)
Secondary	64.7% (11)	22.2% (2)	0.0% (1)	4 (13.8%)
Professional	0.0% (0)	0.0% (0)	0.0% (0)	14 (48.3%)
Total	17	9	16	29
Standard				
All Level	14.1% (28)	6.5% (14)	7.9% (17)	54 (16.6%)
Elementary	30.8% (61)	33.8% (72)	34.8% (75)	93 (28.5%)
Middle	13.6 % (27)	11.7% (25)	6.5% (14)	18 (55.2%)
Secondary	15.7% (31)	11.2% (24)	12.0% (26)	62 (19.0%)
Professional	20.2% (40)	24.4% (52)	15.8% (34)	99 (30.4%)
Total	198	213	215	326
Bachelor	76.2% (112)	86.9% (140)	90.3% (150)	195 (85.9%)
Post Bachelor	23.8% (35)	13.0% (21)	9.6% (16)	32 (14.1%)
Total	147	161	166	227

Table 7: Professional (Other School Personnel) Certificates

Certificate Type	2010-2011	2011-2012	2012-2013	2013-2014
School Counselor	25% (10)	51.9% (27)	53% (26)	69.7% (69)
Educational Diagnostician	5% (2)	9.6% (5)	6.1% (3)	1.0% (1)
Master Reading Teacher	NA	0	0.0% (0)	0
Master Technology Teacher	NA	0	0.0% (0)	0
Principal	45% (18)	25% (13)	38.7% (19)	24.2% (24)
Reading Specialist	NA	1.9% (1)	0.0% (0)	1.0%(1)
Superintendent	25% (10)	11.5% (6)	2.0% (1)	4.0% (4)
Total	40	52	49	99

Table 8: Certification Candidates by College

College	2010-2011	2011-2012	2012-2013	2013-2014
Arts and Sciences	21.9% (41)	15.4% (33)	17.2% (37)	17.2% (56)
Business	0	0	0.0% (0)	0
Education	67.3% (126*)	56.8% (121)	52.5% (113)	42.3% (138)
Graduate Studies	21.3% (40*)	24.4% (52)	30.2% (65)	40.2% (131)
Health and Human Services	0	3.2% (7)	0.0% (0)	0.0% (1)
Total	187	213	215	326

* Correction: 2010-2011 Graduate Study degrees were mistakenly included in the total for Education degrees.

Table 9: Recommended Certificates by Teaching or Professional Field

Certificate	2010-2011	2011-2012	2012-2013	2013-2014
Agriculture (6-12)	0.6% (1)	0.3% (1)	2.1% (4)	3.1% (10)
Art (EC-12)	4.0% (7)	0.7% (2)	0	0.1% (2)
Chemistry (8-12, 7-12)	NA	0.3% (1)	0	0.1% (3)
Educational Diagnostician	1.7% (3)	1.5% (4)	1.5% (3)	0.1% (1)
Elementary Generalist (EC-4 & EC-6)	30.1% (53)	32.0% (81)	40% (76)	28.5% (93)
English Language Arts & Reading (4-8)	1.7% (3)	1.1% (3)	0.0% (1)	0.1% (2)
English Language Arts & Reading (8-12, 7-12)	4.5% (8)	1.7% (5)	3.6% (7)	4.3% (14)
French (EC-12)	NA	0	0	0
German (EC-12)	NA	0	0	0
History (8-12, 7-12)	1.7% (3)	0.7% (2)	2.1% (4)	4.6% (15)
Journalism (8-12, 7-12)	0.6% (1)	0	0	0.1% (1)
Life Sciences (8-12, 7-12)	4.0% (7)	0.3% (1)	1.0% (2)	0.1% (1)
Master Reading Teacher	NA	0	0	0
Master Technology Teacher	NA	0.3% (1)	0	0
Mathematics (4-8)	1.1% (2)	1.5% (4)	0.0% (1)	0.1% (1)
Mathematics (8-12, 7-12)	3.4% (6)	3.9% (10)	3.6% (7)	3.4% (11)
Middle School Generalist (4-8)	12.0% (21)	7.9% (20)	6.3% (12)	5.2% (17)
Music (EC-12)	1.1% (2)	1.1% (3)	4.7% (9)	0.1% (2)
Physical Education (EC-12)	5.7% (10)	4.3% (11)	1.5% (3)	1.2% (4)
Principal	7.4% (13)	8.6% (22)	11% (21)	7.4% (24)
Reading Specialist	NA	0	0	0.0% (1)
School Counselor	5.1% (9)	15.0% (38)	16.8% (32)	21.2% (69)
Science (4-8)	0.6% (1)	0	0	0.1% (1)
Social Studies (4-8)	NA	0	0	0
Social Studies (8-12, 7-12)	NA	0.7% (2)	1.0% (2)	0.1% (2)
Spanish (6-12 & EC-12)	2.2% (4)	0.3% (1)	0.0% (1)	0
Special Education (EC-12)	4.5% (8)	11.4% (29)	17.8% (34)	13.2% (43)
Speech (8-12, 7-12)	1.1% (2)	0.3% (1)	0	0.1% (2)
Superintendent	6.3% (11)	4.3% (11)	0.0% (1)	1.2% (4)
Theatre (EC-12)	0.6% (1)	0.3% (1)	1.5% (3)	0.1% (3)
Total	176	253	190	326

Part II: Program Finisher Data

Program “finishers” are persons who, during the academic year, finished meeting all requirements of a certification program excluding the tests (may or may not have passed some or all the tests). The following data reflects program finishers during 2013-2014, whether or not the candidates complete the certification requirements by passing the exams and applying for a teaching certificate.

**Table 10: Finishers by Gender, Ethnicity, and Level
2013-2014**

Ethnicity and Degree	Female	Male	Total
African American	14 (5.2%)	0	14 (4.3%)
Asian	0	1 (0.2%)	1 (0.3%)
Hispanic	60 (22.4%)	13 (22.4%)	73 (22.4%)
Native American	2 (0.7%)	0	2 (0.6%)
Other	2 (0.7%)	2 (3.5%)	4 (0.1%)
White	190 (70.8%)	42 (72.4%)	232 (71.1%)
Total	268 (82.2%)	58 (17.8%)	326
Bachelors	161 (59.6%)	34 (60.7%)	195 (59.8%)
Post Bachelor	24 (8.9%)	8 (14.3%)	32 (9.8%)
Professional	85 (31.5%)	14 (25.0%)	99 (30.4%)
Total	270 (82.8%)	56 (17.2%)	326

Table 11: Program Finishers by Teaching or Professional Field

Certificate	2010-2011 Total (U, PB)	2011-2012 Total (U, PB)	2012-2013 Total (U, PB)	2013-2014 Total (U, PB)
Agriculture (6-12)	1 (0, 1)	2 (1, 1)	7 (6, 1)	10 (9, 1)
Art (EC-12)	7 (5, 2)	4 (4, 0)	0	2 (2, 0)
Chemistry (8-12, 7-12)	0	1 (1, 0)	1 (1, 0)	3 (3, 0)
Educational Diagnostician	4 (0, 4)	6 (0, 6)	5 (0, 5)	1 (0, 1)
Elementary Generalist (EC-4, EC-6)	75 (74, 1)	90 (88, 2)	94 (93, 1)	93 (88, 5)
English Language Arts & Reading (4-8)	4 (2, 2)	2 (2, 0)	1 (1, 0)	2 (0, 2)
English Language Arts & Reading (8-12, 7-12)	12 (9, 3)	7 (7, 0)	12 (9, 3)	14 (11, 3)
English Language Arts & Reading/Social Studies (4-8)	0	0	1 (0, 1)	0
French (EC-12)	1 (1, 0)	0	0	0
German (EC-12)	0	0	0	0
History (8-12, 7-12)	6 (6, 0)	5 (5, 0)	9 (7, 2)	15 (13, 2)
Journalism (8-12, 7-12)	1 (0, 1)	0		1 (0, 1)
Life Sciences (8-12, 7-12)	7 (2, 5)	2 (2, 0)	3 (2, 1)	1 (1, 0)
Master Reading Teacher	0	0	0	0
Master Technology Teacher	0	0	0	0
Mathematics (4-8)	3 (2, 1)	5 (4, 1)	1 (1, 0)	1 (0, 1)
Mathematics (8-12, 7-12)	9 (7, 2)	8 (8, 0)	8 (8, 0)	11 (10, 1)
Middle School Generalist (4-8)	24 (0, 24)	19 (4, 15)	13 (4, 9)	17 (8, 9)
Music (EC-12)	2 (2, 0)	4 (4, 0)	11 (10, 1)	2 (2, 0)
Physical Education (EC-12)	17 (16, 1)	7 (4, 3)	5 (3, 2)	4 (1, 3)
Principal	36 (0, 36)	23 (0, 23)	41 (0, 41)	24 (0, 24)
Reading Specialist	1 (0, 1)	0	2 (0, 2)	1 (0, 1)
School Counselor	29 (0, 29)	42 (0, 42)	54 (0, 54)	69 (0, 69)
Science (4-8)	1 (0, 1)	0	0	1 (0, 1)
Social Studies (4-8)	0	0	0	0
Social Studies (8-12, 7-12)	1 (1, 0)	1 (0, 1)	2 (2, 0)	2 (1, 1)
Spanish (6-12 & EC-12)	3 (1, 2)	2 (1, 1)	4 (3, 1)	0
Special Education (EC-12)	19 (19, 0)	29 (29, 0)	39 (39, 0)	43 (42, 1)
Speech (8-12, 7-12)	2 (2, 0)	3 (2, 1)	1 (1, 0)	2 (1, 1)
Superintendent	15 (0, 15)	8 (0, 8)	2 (0, 2)	4 (0, 4)
Theatre (EC-12)	0	2 (2, 0)	4 (3, 1)	3 (3, 0)
Total	280	272	279	326

*The program finisher data includes a count of Bachelors (U), Post Bachelor (PB), and Total number of finishers in each field.

*Some students finished the program with multiple certification areas.

Part III: Certification Test Data

Information provided includes the number of Angelo State University students who passed the state-required tests for certification during the period 9/1 through 8/21. The source of pass rates information is the State Board for Educator Certification (SBEC).

Table 12: Certification Tests Passed by Gender and Ethnicity

Ethnicity	2010-2011	2011-2012	2012-2013	2013-2014
African American	100% (2)	86% (5)	90% (6)	62% (11)
Hispanic	80% (31)	88% (26)	92% (45)	82% (52)
Native American	0	0	0	0
Other	100% (3)	100% (3)	100% (3)	100% (4)
White	95% (184)	96% (180)	91% (190)	95% (184)
Total	220	214	244	91% (251)
Female	93% (178)	95% (173)	94% (204)	91% (206)
Male	92% (42)	90% (41)	74% (40)	88% (45)
Total	93% (220)	94% (214)	91% (244)	91% (251)

Table 13a: Certification Test Pass Rates

Period	All	Female	Male	African American	Hispanic	Other	White
2013-2014	91% (251)	91% (206)	88% (45)	62% (11)	82% (52)	100% (4)	95% (184)

Table 13b: Certification Test Pass Rates

Year	Pass Rate	Number of Test Takers
2013-2014	91%	251

Table 13c: Pass Rate by Certification Field

Certificate	2013-2014 Pass Rate (# Taken)
Agriculture (6-12)	100% (10)
Art (EC-12)	100% (2)
Educational Diagnostician	100% (1)
Elementary Generalist (EC-4 & EC-6)	80.2% (86)
History (8-12)	80% (5)
Life Sciences (8-12)	100% (1)
Mathematics (7-12)	100% (2)
Mathematics (8-12)	100% (1)
Middle School Generalist (4-8)	100% (8)
Music (EC-12)	100% (1)
PPR (EC-12)	94.4% (160)
Physical Education (EC-12)	100% (1)
Principal	90% (20)
School Counselor	94.5% (55)
Social Studies (8-12)	100% (1)
Special Education (EC-12)	88.2% (34)
Superintendent	100% (4)
Theatre (EC-12)	100% (3)

*Initial pass rates of completers, percentage passed (number)

*The PPR exam is one of the required exams for every initial certification field.

Table 14: Average Score per Domain of Content Tests Taken in 2013-2014

TEGES	# of Tests Taken in 2013-2014	Overall	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
Ag Science & Tech	13	256.5	76.0	66.8	52.9	72.0	63.3	65.0	-
Art	1	265.0	68.0	59.0	73.0	82.0	-	-	-
Chemistry	1	263.0	63.0	76.0	95.0	78.0	-	-	-
Educational Diagnostician	2	267.0	87.5	89.0	86.0	82.0	-	-	-
ELAR 7-12	7	247.7	79.7	72.2	72.0	73.7	54.2	-	-
Generalist 4-8	10	263.3	75.6	72.1	68.3	70.1	-	-	-
Generalist EC-6	177	238.6	66.1	71.5	62.1	67.9	70.4	-	-
History 8-12, 7-12	9	251.6	71.6	71.4	65.0	82.0	-	-	-
Life Science 8-12	1	269.0	100.0	75.0	81.0	69.0	75.0	75.0	-
LOTE: Spanish EC-12	4	221.5	74.0	69.0	61.0	60.0	50.0	60.7	85.5
Math 4-8	1	247.0	77.0	88.0	62.0	63.0	62.0	-	-
Math 7-12	9	73.8	82.7	71.8	84.0	68.3	72.5	-	-
Music EC-12	3	240	71.6	69.3	67.0	65.0	59.6	-	-
PPR EC-12	184	258.4	71.6	76.2	72.9	74.5	-	-	-
Physical Education EC-12	1	253.0	68.0	67.0	76.0	-	-	-	-
Principal	47	250.4	79.1	76.5	77.5	-	-	-	-
School Counselor	72	257.5	79.0	80.3	81.2	-	-	-	-
Social Studies 8-12, 7-12	2	217.0	68.5	55.0	33.0	47.5	64.0	58.0	37.5
Speech 7-12	4	230.0	63.0	49.0	73.0	-	-	-	-
Special Education	34	247.7	66.6	68.5	68.0	64.5	-	-	-
Superintendent	7	248.7	74.0	68.1	78.5	-	-	-	-
Theatre EC-12	2	268.0	85.5	94.5	74.0	81.5	92.5	-	-

The educator standards being assessed within each domain are listed for reference at the beginning of each test framework on the following website:

<http://www.texas.ets.org/texas/testframeworks>

**Table 15: Content Area Domain Scores
Addressing Pedagogical Content Knowledge**

TEXES Content Area Exam	Domain Description	2012-2013	2013-2014
Ag Sci & Tech 6-12	Domain 1: Foundation of Agricultural Education	70.4% (9)	76.0% (13)
Art EC-12	Domain 4: Art Instruction and Assessment	83.0% (2)	82.0% (1)
Chemistry 8-12	Domain 4: Science Learning, Instruction and Assessment	0	78.0% (1)
ELAR 8-12, 7-12	Domain 1: Integrated Language and Arts, Diverse Learners, and the Study of English	80.5% (6)	71.7% (9)
History 8-12, 7-12	Domain 3: Foundations, Skills, Research, and Instruction	62.0% (16)	65.0% (9)
LOTE: Spanish	Domain 1: Instruction and Assessment	70.9% (13)	94.0% (4)
Life Science 8-12	Domain 6: Science Learning, Instruction, and Assessment	67.0% (3)	75.0% (1)
Math 4-8	Domain 6: Mathematical Learning, Instruction, and Assessment	67.0% (1)	62.0% (1)
Math 8-12	Domain 6: Mathematical Learning, Instruction, and Assessment	90.8% (8)	72.5% (9)
Music EC-12	Domain 5: Music Education	78.7% (12)	59.6% (3)
Physical Education EC-12	Domain 3: The Physical Education Program	75.6% (6)	76.0% (1)
Social Studies 8-12, 7-12	Domain 6: Social Studies Foundations, Skills, Research, and Instruction	76% (3)	37.5% (2)
Speech 7-12	Domain 3: Speech Education	69.6% (5)	73.0% (4)
Theatre EC-12	Domain 5: Theatre Education	93% (1)	92.5% (2)

Table 16: Effects On Student Learning Average (All Programs) – TxBess Standards

Standard	Fall 2013	Spring 2014
	N=59	N=113
Standard 1a: The candidate demonstrates knowledge of content and pedagogy.	3.7	3.78
Standard 1b: The candidate demonstrates knowledge of students.	3.76	3.73
Standard 1c: The candidate selects key knowledge and skills.	3.75	3.78
Standard 1d: The candidate has knowledge of and makes use of materials, resources, and technology.	3.83	3.77
Standard 1e: The candidate designs activities that promote student learning.	3.7	3.73
Standard 1f: The candidate plans to assess student learning	3.69	3.55
Standard 2a: The candidate creates an environment of rapport and respect	3.83	3.82
Standard 2b: The candidate establishes a culture for learning.	3.81	3.79
Standard 2c: The candidate manages classroom procedures.	3.81	3.71
Standard 2d: The candidate manages student behavior.	3.69	3.61
Standard 2e: The candidate organizes physical space	3.81	3.79
Standard 3a: The candidate communicates clearly and accurately.	3.77	3.77
Standard 3b: The candidate uses questioning and discussion techniques.	3.55	3.62
Standard 3c: The candidate engages students in learning.	3.77	3.82
Standard 3d: The candidate assesses student learning.	3.64	3.58
Standard 3e: The candidate demonstrates flexibility and responsiveness.	3.82	3.8
Standard 4a: The candidate reflects on teaching.	3.82	3.73
Standard 4b: The candidate maintains accurate records.	3.7	3.7
Standard 4c: The candidate communicates with families/ caregivers.	3.6	3.52
Standard 4d: The candidate contributes to the school.	3.73	3.65
Standard 4e: The candidate grows and develops professionally.	3.78	3.77
Standard 4f: The candidate serves as an advocate for students.	3.82	3.78

Table 17: Effects On Student Learning Assessment Summary - TxBESS Standards

	Student Teaching Semester	Total # Student Teachers	Developing (Avg= 5-1.5)	Beginning Competent (Avg=1.6-2.5)	Advanced Competent (Avg=2.6-3.5)	Proficient (Avg=3.6-4)
Ag Science & Technology 6-12	Fall 2013	2	0	0	0	2
	Spring 2014	7	0	0	0	7
Art EC-12	Fall 2013	2	0	0	0	2
	Spring 2014	NA	NA	NA	NA	NA
Chemistry 8-12	Fall 2013	1	0	0	0	1
	Spring 2014	2	0	0	0	2
Computer Science 8-12	Fall 2013	NA	NA	NA	NA	NA
	Spring 2014	NA	NA	NA	NA	NA
Eng Lang Arts/Rdg 4-8	Fall 2013	NA	NA	NA	NA	NA
	Spring 2014	NA	NA	NA	NA	NA
English 8-12	Fall 2013	6	0	0	0	6
	Spring 2014	7	0	0	1	6
Eng Lang Arts/ Rdg / Social Studies 4-8	Fall 2013	NA	NA	NA	NA	NA
	Spring 2014	NA	NA	NA	NA	NA
Generalist EC-6 (Includes Gen w/SPED)	Fall 2013	30	0	1	4	25
	Spring 2014	60	0	0	19	41
Generalist EC-6 w/SPED	Fall 2013	14	0	0	2	12
	Spring 2014	26	0	0	9	17
Generalist 4-8	Fall 2013	2	0	0	0	2
	Spring 2014	9	0	0	2	7
History 8-12	Fall 2013	12	0	1	5	6
	Spring 2014	6	0	0	0	6
Life Science 8-12	Fall 2013	1	0	0	0	1
	Spring 2014	NA	NA	NA	NA	NA
Math 4-8	Fall 2013	NA	NA	NA	NA	NA
	Spring 2014	NA	NA	NA	NA	NA
Math 8-12	Fall 2013	1	0	0	0	1
	Spring 2014	10	0	1	3	6
Science 4-8	Fall 2013	NA	NA	NA	NA	NA
	Spring 2014	1	0	0	1	0
Music EC-12	Fall 2013	NA	NA	NA	NA	NA
	Spring 2014	2	0	0	1	1
PE EC-12	Fall 2013	NA	NA	NA	NA	NA
	Spring 2014	3	0	0	2	1
Spanish EC-12	Fall 2013	NA	NA	NA	NA	NA
	Spring 2014	1	0	0	0	1
Special Education EC-12	Fall 2013	NA	NA	NA	NA	NA
	Spring 2014	1	0	0	0	1
Speech 8-12	Fall 2013	NA	NA	NA	NA	NA
	Spring 2014	1	0	0	0	1
Theater EC-12	Fall 2013	2	0	0	1	1
	Spring 2014	1	0	0	0	1

Part IV: Admission and Active Data

SB 174 and the new Accountability System for Educator Preparation programs require that programs report the GPA (cumulative and content area) basic skills test results of candidates admitted to the initial teaching program (at the time of admission). Attached is the report compiled for our 2013-2014 admitted candidates. This data will be summarized for the TEA consumer website.

**Table 18: Admission Data
GPA & Test ASEP Report Summary 2013-2014**

Level	Overall GPA	Content GPA
Elementary (including SPED)	3.13	3.11
Math	-	3.03
Science	-	2.78
Social Studies	-	3.00
English	-	3.00
PE	-	3.94
Music	-	3.41
Art	-	3.40
Middle School	3.42	3.48
Secondary	3.20	3.27
All Level	3.27	3.44
Professional	3.16	NA

Test	Overall Average	Reading	Writing	Math
ACT	21	NA	NA	NA
GRE	NA	NA	NA	NA
SAT	820	NA	NA	NA
THEA	235	233	240	233

**Table 19: Candidates Admitted to Educator Preparation Program
2013-2014**

Demo	Applied	Admitted	Retained	Finished
Female	380 (79.0%)	368 (81.2%)	168 (75.0%)	230 (81.6%)
Male	101 (21.0%)	85 (18.8%)	56 (25.0%)	52 (18.4%)
Total	481	453	224	282
African American	26 (5.4%)	25 (5.5%)	12 (5.3%)	13 (4.6%)
Hispanic	87 (18.1%)	78 (17.2%)	37 (16.5%)	54 (19.1%)
Other	55 (11.4%)	13 (2.9%)	13 (5.8%)	15 (5.3%)
White	313 (65.1%)	162 (35.8%)	162 (72.3%)	200 (70.9%)
Total	481	453	224	282

Table 20: Candidates in Educator Preparation Program by Teaching or Professional Field

Certificate	Fall 2013 Total (U, PB)	Fall 2014 Total (U, PB)
Agriculture 6-12	17 (16, 1)	19 (19, 0)
Art EC-12	3 (3, 0)	2 (1, 1)
Chemistry 7-12	3 (3, 0)	0
Elementary Generalist EC-6	134 (131, 3)	119 (111, 8)
English Language Arts & Reading 8-12, 7-12	21 (16, 5)	16 (14, 2)
History 7-12	31 (29, 2)	19 (19, 0)
Life Sciences 7-12	2 (2, 0)	4 (4, 0)
Mathematics 4-8	0	3 (0, 3)
Mathematics 8-12, 7-12	14 (13, 1)	14 (13, 1)
Middle School Generalist 4-8	35 (19, 16)	20 (9, 11)
Music EC-12	9 (9, 0)	11 (11, 0)
Physical Education EC-12	2 (0, 2)	1 (0, 1)
Principal	59 (0, 59)	84 (0, 84)
School Counselor	174 (0, 174)	210 (0, 210)
Social Studies 4-8	0	1 (0, 1)
Social Studies 7-12	3 (2, 1)	1 (1, 0)
Spanish EC-12	5 (3, 2)	8 (6, 2)
Special Education EC-12	58 (57, 1)	126 (125, 1)
Speech 7-12	8 (7, 1)	7 (7, 0)
Superintendent	12 (0, 12)	11 (0, 11)
Theatre EC-12	4 (4, 0)	3 (3, 0)
Total	595 (314, 281)	679 (343, 336)

*Some candidates are active in more than one program.

*T: Total, U: Undergraduate, PB: post-baccalaureate

Table 21: Student Teaching Report

Semester	Applied	Undergrad	Graduate	Approved	Denied	Withdrew
Fall 2010	73	73	0	66	4	3
Spring 2011	102	88	14	95	3	4
Fall 2011	73	70	3	67	2	4
Spring 2012	97	85	12	91	4	2
Fall 2012	69	58	4	62	1	6
Spring 2013	106	101	5	100	2	4
Fall 2013	68	54	5	59	1	8
Spring 2014	124	102	13	115	3	6

Table 22: Field Experience Report

Semester	Students Requesting Placement
Fall 2010	188
Spring 2011	220
Fall 2011	218
Spring 2012	166
Fall 2012	295
Spring 2013	232
Fall 2013	249
Spring 2014	229

Part V: State and National Reports

Educator preparation programs at public colleges and universities are required to report certification rates of teacher education graduates to the Legislative Budget Board (LBB). The certification rate required by the LBB is based upon the percentage of an institution's **undergraduate teacher education programs graduates who become certified to teach no later than the end of the fiscal year following the year of graduation from the programs.** This measure is used to provide an indicator of the effectiveness of an undergraduate teacher-education program's production of certified educators.

Table 23: Legislative Budget Board (LBB) Performance Measure

	2014
Number of 2012-2013 Teacher Education Graduates	155
Number of 2013-2013 Graduates Certified by 8-31-13	132
FY 11 Certification Rate	85.2%
Not Certified, but Recommended	0
Not Recommended, but Tested	18 (11.6%)
Not Recommended or Tested	5 (3.2%)

Table 24: 2012-2013 Title II Report (Traditional)

Name of Institution: Angelo State University
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Texas

Address: ASU Station #10914

San Angelo, TX, 76909

Contact Name: Dr. John Miazga
Phone: 325-942-2212
Email: jmiazga@angelo.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

Yes

If yes, provide the following:

Award year: 2012

Grantee name: Federally funded through THECB

Project name: Eath System Science for Elementary Teachers (ESSET)

Grant number: NA12SEC0080014

List partner districts/LEAs:
National Weather Service San Angelo
ASU Physics and Geology Department

List other partners:
NA

Project Type: Residency

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agriculture Science & Technology 6-12	No
English Language Arts & Reading 4-8	No
English Language Arts & Reading 8-12	No
Generalist 4-8	No
Generalist ECH-6	No
History 8-12	No
Journalism 8-12	No
Life Science 8-12	No
Mathematics 8-12	No
Music ECH-12	No
Social Studies 8-12	No
Spanish ECH-12	No
Special Education ECH-12	No
Speech 7-12	No
Theatre Arts ECH-12	No
Total number of teacher preparation programs: 15	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Other May apply after completing 60 semester credit hours and an Entrance Interview.

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.angelo.edu/dept/ceducation/certprocedures.html#adm>

Please provide any additional comments about or exceptions to the admissions information provided above:

Candidates are required to demonstrate proficiency in mathematics, reading, writing, and speaking. They also participate in an Entrance Interview.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements.

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	Yes	No
Other Proficiency coursework	Yes	Yes

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.13

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2012-13

3.11

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements.

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	No
Minimum GPA	No	No
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No

Interview	No	No
Other	No	No

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2012-13

3

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2012-13

3.22

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2012-13:	250
Unduplicated number of males enrolled in 2012-13:	64
Unduplicated number of females enrolled in 2012-13:	186
2012-13	Number enrolled
<i>Ethnicity</i>	

Hispanic/Latino of any race:	47
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	3
Black or African American:	6
Native Hawaiian or Other Pacific Islander:	0
White:	149
Two or more races:	43

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	114
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	17
Number of students in supervised clinical experience during this academic year	54

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (Â§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	

Teacher Education - Special Education	41
Teacher Education - Early Childhood Education	93
Teacher Education - Elementary Education	93
Teacher Education - Junior High/Intermediate/Middle School Education	4
Teacher Education - Secondary Education	31
Teacher Education - Multiple Levels	63
Teacher Education - Agriculture	7
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	11
Teacher Education - Foreign Language	3
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	9
Teacher Education - Music	10
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	

Teacher Education - Social Studies	3
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	3
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	7
Teacher Education - Physics	
Teacher Education - Spanish	3
Teacher Education - Speech	1
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other	
Specify:	

Section i.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank.

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	

Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	

Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	13
History	9
Foreign Languages	3
Family and Consumer Sciences/Human Sciences	3
English Language/Literature	9
Philosophy and Religious Studies	
Agriculture	6
Communication or Journalism	1
Engineering	

Biology	2
Mathematics and Statistics	9
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Interdisciplinary Studies: Generalist EC-6; Generalist 4-8; Special Education EC-12	141

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2012-13: 154

2011-12: 139

2010-11: 145

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

3

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Dual credit summer program for high achieving mathematics students.

Open House by Mathematics Department featuring teacher certification.

STEM camp and required USTD course for incoming Freshman.

Future teachers club features Mathematics teaching as a profession in an open forum.

Promote teaching during university orientation course.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

1

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

1

Did your program meet the goal for prospective teachers set in science in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Future Teachers' Club featuring Science educator.

Physics Club featuring Science educator.

STEM camp and required USTD course for incoming Freshman.

Promote Science teaching at Science days.

Promote Science teaching at public school Science Fairs.

Promote teaching during university orientation course.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

1

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

5

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Promote teaching during university orientation courses.

Use Special Education ambassadors at recruitment fairs.

Use Special Education ambassadors at orientation to recruit.

Promote open meetings of the Council for Exceptional Children.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

6

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers does your program plan to add in special education in 2014-15?

5

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state

credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

By State law, all candidates must be prepared to teach LEP students. There is a designated certificate that is not offered.

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (Â§205(a)(1)(A)(iii), Â§206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institutions most successful strategies in meeting the assurances listed above:

Educator preparation at ASU is a wholly standards-based program. First and foremost, all programs are developed from state standards and approved by the Texas Education Agency (TEA). The degrees are approved by the Texas Higher Education Coordinating Board (THECB). Additionally, many of ASU Educator Preparation program areas also ascribe to and meet standards from national professional associations. All preparation programs infuse the expectations from Texas public school standards as well as the Texas Essential Knowledge of Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR) measures of achievement and accountability. All program experiences, coursework, assignments, and field experiences, are aligned with standards and expectations, proficiencies, and outcomes delineated for all teacher certification areas. In this regard, the entire preparation program is held accountable.

The development of teacher candidates in the Educator Preparation Program (EPP) is progressive and cumulative. Candidates are assessed at numerous key points in their academic and pedagogical programs. The final application and reflection experience, supervised student teaching is evaluated over a fourteen-

week experience in diverse school settings with diverse learners. To evaluate clinical teaching, ASU has adopted the Texas Beginning Educator Support System (TxBESS), a framework for preparation of educators, evaluation of teachers knowledge and skills, and support for emerging professionals. The components of the TxBESS framework focus first on the learner and the school community. Educator candidates gather descriptive and demographic information about their learners and schools. Then they apply this information when incorporating standards and expectations for instruction and assessment of learners. Planning, analysis, and reflection are evident in every aspect of the candidate teachers emerging competence. Observation and evaluation by a highly qualified classroom teacher and supervision by university personnel occurs formally in four benchmark conference sessions where strengths and areas for improvement are discussed with the candidate and where the candidate demonstrates his or her effect on student learning.

ASUs Educator Preparation Program is a learner-centered model rather than a traditional teacher development model. Candidates analyze the effects and impact of their instructional plans and decisions and make new plans reflective of student achievement and needs.

Candidates in the EPP have specific course content and experiences in the areas of Special Education. At the elementary preparation level, all candidates are required to complete a semester course in exceptionalities. Then, experiences with special needs students are infused into other program courses and field settings. At the secondary preparation level candidates also complete content and experiences focused on exceptional learners. Some candidates choose to add All-level Special Education certification to their preparation programs. These candidates have multiple experiences and specialization in teaching learners with special needs.

In response to the diversity of its population, the state of Texas has developed standards and proficiencies related to teaching Limited English Proficient (LEP) learners. All candidates in approved elementary and middle level certification programs must complete coursework and experiences addressing the needs of linguistically diverse learners. The EPP at ASU has developed a specific required course, entitled Linguistically Diverse Learners, and has appropriately included culturally and linguistically responsive teaching strategies in all pedagogy courses. The combination of specific content and infused practice supports a candidates competence in this vital area.

Linguistic diversity is only one area of focus in the EPPs embracing of diversity experiences for its candidates. Early in every preparation program diversity sensitivities, cultural responsiveness, and differentiated instruction are introduced, then practiced, and applied. These are coupled with dispositions and beliefs sensitive to the backgrounds, heritage, and needs of diverse learners. There is not, however, a compartmentalized diversity training session. Rather, the attitudes and practices of embracing diverse learners and their needs are infused in programs. The result is that educator graduates from Angelo State University are prepared to teach and live in West Texas and beyond with the belief that all children can learn.

In a commitment to excellence and a response to high-quality ideals, Angelo State completed an application and exhaustive self-study to become accredited by the National Council for the Accreditation of Teacher Education. Angelo State University has been granted NCATE accreditation. Meeting national standards of excellence in the preparation of educators becomes yet another measure of the dedication of the faculty, staff, and students of this institution. Becoming nationally accredited absolutely supports the mission of the university and the educator preparation program.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12	2			

Educational Testing Service (ETS) Other enrolled students				
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2012-13	6			
TEX178 -ART EC-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2011-12	3			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2010-11	5			
TEX140 -CHEMISTRY 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX117 -ENG LANGUAGE ARTS AND READING 4-8 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX117 -ENG LANGUAGE ARTS AND READING 4-8 Educational Testing Service (ETS) All program completers, 2011-12	2			
TEX117 -ENG LANGUAGE ARTS AND READING 4-8 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2012-13	6			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2011-12	5			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2010-11	7			
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) Other enrolled students	2			
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2012-13	2			
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2011-12	4			
TEX111 -GENERALIST 4-8	6			

Educational Testing Service (ETS) All program completers, 2010-11				
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) Other enrolled students	13	249	11	85
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2012-13	86	252	75	87
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2011-12	82	251	74	90
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2010-11	72	252	67	93
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2012-13	6			
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2011-12	4			
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2010-11	5			
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2012-13	2			
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2011-12	2			
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX613 -LOTE-SPANISH EC-12 Educational Testing Service (ETS) All program completers, 2012-13	2			
TEX613 -LOTE-SPANISH EC-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX115 -MATHEMATICS 4-8	4			

Educational Testing Service (ETS) All program completers, 2011-12				
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2012-13	8			
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2011-12	8			
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2010-11	7			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2012-13	10	250	9	90
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2011-12	3			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2010-11	8			
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2010-11	27	265	27	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2012-13	140	262	133	95
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2011-12	110	262	108	98
TEX160 -PEDAGOGY - PROF RESP EC-12	41	260	38	93

Educational Testing Service (ETS) All program completers, 2010-11				
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2011-12	15	261	15	100
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2010-11	52	260	52	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2012-13	3			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2011-12	4			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2010-11	14	267	14	100
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX047 -SPANISH 6-12 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	4			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2012-13	35	259	33	94
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2011-12	27	256	27	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2010-11	14	251	13	93
TEX155 -SPEECH 8-12	2			

Educational Testing Service (ETS) All program completers, 2010-11				
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2012-13	3			
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX081 -TOPT-SPANISH Educational Testing Service (ETS) All program completers, 2010-11	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	145	126	87
All program completers, 2011-12	129	121	94
All program completers, 2010-11	130	124	95

Table 25: 2012-2013 Title II Report (Alternative)

Name of Institution: Angelo State University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2012-13
State: Texas

Address: ASU Station #10914

San Angelo, TX, 76909

Contact Name: Dr. John Miazga
Phone: 325-942-2212
Email: jmiazga@angelo.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

Yes

If yes, provide the following:

Award year: 2014

Grantee name: Federally funded through THECB

Project name: Algebra for Upper Elementary Teachers

Grant number: 516

List partner districts/LEAs:

University of Texas Permian Basin

San Angelo Independent School District

Abilene Christian University

List other partners:

NA

Project Type: Residency

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Curriculum & Instruction (Graduate Level)	No
Post-Bachelor (Undergraduate Level)	No
Total number of teacher preparation programs: 2	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Postgraduate

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.angelo.edu/dept/ceducation/pbcert.html>

Please provide any additional comments about or exceptions to the admissions information provided above:

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements.

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Other Proficiency coursework	Yes	Yes

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.13

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2012-13

3.11

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements.

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	Yes	No
Other Bachelor degree/CPR	Yes	Yes

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.04

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.22

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2012-13:	22
Unduplicated number of males enrolled in 2012-13:	6
Unduplicated number of females enrolled in 2012-13:	18

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	18

Two or more races:	0
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Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	30
Average number of clock hours required for student teaching	550
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	17
Number of students in supervised clinical experience during this academic year	5

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank.

No teachers prepared in academic year 2012-13

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	

Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	

Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (Â§205(b)(1)(H))

No teachers prepared in academic year 2012-13

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	

Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	

Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	

Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	

Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2012-13: 23

2011-12: 28

2010-11: 41

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

No

How many prospective teachers did your program plan to add in mathematics in 2012-13?

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Candidates admitted to the alternative Educator Preparation Program have completed a Bachelor degree and passed the Pre-Admission Content Test (PACT) for the subject area intended to teach. Therefore, alternative program coursework only provides pedagogical instruction and extensive field experience to prepare for teaching.

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

No

How many prospective teachers did your program plan to add in mathematics in 2013-14?

Provide any additional comments, exceptions and explanations below:

Candidates admitted to the alternative Educator Preparation Program have completed a Bachelor degree and passed the Pre-Admission Content Test (PACT) for the subject area intended to teach. Therefore, alternative program coursework only provides pedagogical instruction and extensive field experience to prepare for teaching.

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

No

How many prospective teachers does your program plan to add in mathematics in 2014-15?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in science in 2012-13?

No

How many prospective teachers did your program plan to add in science in 2012-13?

Did your program meet the goal for prospective teachers set in science in 2012-13?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Candidates admitted to the alternative Educator Preparation Program have completed a Bachelor degree and passed the Pre-Admission Content Test (PACT) for the subject area intended to teach. Therefore, alternative program coursework only provides pedagogical instruction and extensive field experience to prepare for teaching.

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

No

How many prospective teachers did your program plan to add in science in 2013-14?

Provide any additional comments, exceptions and explanations below:

Candidates admitted to the alternative Educator Preparation Program have completed a Bachelor degree and passed the Pre-Admission Content Test (PACT) for the subject area intended to teach. Therefore, alternative program coursework only provides pedagogical instruction and extensive field experience to prepare for teaching.

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

No

How many prospective teachers does your program plan to add in science in 2014-15?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

No

How many prospective teachers did your program plan to add in special education in 2012-13?

Did your program meet the goal for prospective teachers set in special education in 2012-13?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Candidates admitted to the alternative Educator Preparation Program have completed a Bachelor degree and passed the Pre-Admission Content Test (PACT) for the subject area intended to teach. Therefore, alternative program coursework only provides pedagogical instruction and extensive field experience to prepare for teaching.

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

No

How many prospective teachers did your program plan to add in special education in 2013-14?

Provide any additional comments, exceptions and explanations below:

Candidates admitted to the alternative Educator Preparation Program have completed a Bachelor degree and passed the Pre-Admission Content Test (PACT) for the subject area intended to teach. Therefore, alternative program coursework only provides pedagogical instruction and extensive field experience to prepare for teaching.

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

No

How many prospective teachers does your program plan to add in special education in 2014-15?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Candidates admitted to the alternative Educator Preparation Program have completed a Bachelor degree and passed the Pre-Admission Content Test (PACT) for the subject area intended to teach. Therefore, alternative program coursework only provides pedagogical instruction and extensive field experience to prepare for teaching.

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

Candidates admitted to the alternative Educator Preparation Program have completed a Bachelor degree and passed the Pre-Admission Content Test (PACT) for the subject area intended to teach. Therefore, alternative program coursework only provides pedagogical instruction and extensive field experience to prepare for teaching.

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances.

Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.
Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institutions most successful strategies in meeting the assurances listed above:

Educator preparation at ASU is a wholly standards-based program. First and foremost, all programs are developed from state standards and approved by the Texas Education Agency (TEA). The degrees are approved by the Texas Higher Education Coordinating Board (THECB). Additionally, many of ASUs Educator Preparation program areas also ascribe to and meet standards from national professional associations. All preparation programs infuse the expectations from Texas public school standards as well as the Texas Essential Knowledge and Skills framework (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR) measures of achievement and accountability. All program experiences, coursework, assignments, and field experiences, are aligned with standards and expectations, proficiencies, and outcomes delineated for all teacher certification areas. In this regard, the entire preparation program is held accountable.

The development of teacher candidates in the Educator Preparation Program (EPP) is progressive and cumulative. Candidates are assessed at numerous key points in their academic and pedagogical programs. The final application and reflection experience, supervised student teaching is evaluated over a fourteen-week experience in diverse school settings with diverse learners. To evaluate clinical teaching, ASU has adopted the Texas Beginning Educator Support System (TxBESS), a framework for preparation of educators, evaluation of teachers knowledge and skills, and support for emerging professionals. The components of the TxBESS framework focus first on the learner and the school community. Educator candidates gather descriptive and demographic information about their learners and schools. Then they apply this information when incorporating standards and expectations for instruction and assessment of learners. Planning, analysis, and reflection are evident in every aspect of the candidate teachers emerging competence. Observation and evaluation by a highly qualified classroom teacher and supervision by university personnel occurs formally in four benchmark conference sessions where strengths and areas for improvement are discussed with the candidate and where the candidate demonstrates his or her effect on student learning.

ASUs Educator Preparation Program is a learner-centered model rather than a traditional teacher development model. Candidates analyze the effects and impact of their instructional plans and decisions and make new plans reflective of student achievement and needs.

Candidates in the EPP have specific course content and experiences in the areas of Special Education. At the elementary preparation level, all candidates are required to complete a semester course in exceptionalities. Then, experiences with special needs students are infused into other program courses and field settings. At the secondary preparation level candidates also complete content and experiences focused on exceptional learners. Some candidates choose to add All-level Special Education certification to their preparation programs. These candidates have multiple experiences and specialization in teaching learners with special needs.

In response to the diversity of its population, the state of Texas has developed standards and proficiencies related to teaching Limited English Proficient (LEP) learners. All candidates in approved elementary and middle level certification programs must complete coursework and experiences addressing the needs of linguistically diverse learners. The EPP at ASU has developed a specific required course, entitled Linguistically Diverse Learners, and has appropriately included culturally and linguistically responsive teaching strategies in all pedagogy courses. The combination of specific content and infused practice supports a candidates competence in this vital area.

Linguistic diversity is only one area of focus in the EPPs embracing of diversity experiences for its candidates. Early in every preparation program diversity sensitivities, cultural responsiveness, and differentiated instruction are introduced, then practiced, and applied. These are coupled with dispositions and beliefs sensitive to the backgrounds, heritage, and needs of diverse learners. There is not, however, a compartmentalized diversity training session. Rather, the attitudes and practices of embracing diverse learners and their needs are infused in programs. The result is that educator graduates from Angelo State University are prepared to teach and live in West Texas and beyond with the belief that all children can learn.

In a commitment to excellence and a response to high-quality ideals, Angelo State has made application and completed an exhaustive self-study to become accredited by the National Council for the Accreditation of Teacher Education. ASU is now accredited by NCATE. Meeting national standards of excellence in the preparation of educators becomes yet another measure of the dedication of the faculty, staff, and students of this institution. Being nationally accredited absolutely supports the mission of the university and the educator preparation program.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX113 -ENG LANG ARTS -READSOC STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX117 -ENG LANGUAGE ARTS AND READING 4-8 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) Other enrolled students	4			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2012-13	2			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12	3			

Educational Testing Service (ETS) All program completers, 2010-11				
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) Other enrolled students	7			
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2012-13	9			
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2011-12	13	261	13	100
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2010-11	17	258	17	100
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) Other enrolled students	1			
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2011-12	2			
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2012-13	2			
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2010-11	5			
TEX613 -LOTE-SPANISH EC-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX613 -LOTE-SPANISH EC-12	1			

Educational Testing Service (ETS) All program completers, 2012-13				
TEX613 -LOTE-SPANISH EC-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2010-11	19	270	19	100
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2010-11	13	268	13	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	3			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2012-13	19	267	19	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2011-12	21	265	21	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2010-11	3			
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2012-13	2			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2011-12	2			
TEX137 -PHYSICAL SCIENCE 8-12	1			

Educational Testing Service (ETS) All program completers, 2010-11				
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX047 -SPANISH 6-12 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX155 -SPEECH 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) Other enrolled students	1			
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX081 -TOPT-SPANISH Educational Testing Service (ETS) All program completers, 2010-11	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	21	21	100
All program completers, 2011-12	22	21	95
All program completers, 2010-11	38	38	100

Part VI: Surveys and Follow-Up Data

Table 26: EPP Completion Survey (Spring 2014)

I. Demographic Information

Form Element Type: One Answer Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Undergraduate	98	88.29%
C & I Masters	6	5.41%
Post Bac	7	6.31%

Level

Form Element Type: One Answer Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
ECH- 6	32	28.83%
ECH-6 w SPED	26	23.42%
4 thru 8	10	9.01%
8 thru 12	34	30.63%
All Level	9	8.11%

Number of Cooperating Teachers

Form Element Type: One Answer Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
One	39	35.14%
Two	72	64.86%

Where did you do your clinical teaching?

Form Element Type: One Answer Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
San Angelo ISD	79	71.17%
Outside District	32	28.83%

II. Preparation

1. Which sessions at Clinical Teacher Orientation were the most beneficial?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Clinical Teaching Expectations	97	87.39%
Career Development	40	36.04%
Ethics and School Law for New Teachers	34	30.63%
Certification Information	71	63.96%
Classroom Management Tips	55	49.55%
Region XV Motivational Session	42	37.84%
Professional Organization Session	25	22.52%
BLOCK Class Meetings (ED 4315 & ED 4323)	47	42.34%
Graduate School Information	20	18.02%

2. My college courses adequately prepared me to teach the required content/subject during clinical teaching.

Form Element Type: One Answer Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Agree	65	58.56%
Somewhat Agree	37	33.33%
Somewhat Disagree	7	6.31%
Disagree	2	1.80%

3. My college preparation was adequate in the area of pedagogy and professional development for clinical teaching.

Form Element Type: One Answer Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Agree	57	51.35%
Somewhat Agree	44	39.64%
Somewhat Disagree	8	7.21%
Disagree	2	1.80%

4. My overall Teacher Preparation Program enabled me to successfully complete clinical teaching.

Form Element Type: One Answer Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Agree	80	72.07%
Somewhat Agree	27	24.32%

Somewhat Disagree	3	2.70%
Disagree	1	0.90%

5. I am confident that my student teaching experience has adequately prepared me to begin my teaching career

Form Element Type: One Answer Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Agree	91	81.98%
Somewhat Agree	17	15.32%
Somewhat Disagree	2	1.80%
Disagree	1	0.90%

III. Cooperating Teacher(s)

1. My Cooperating Teacher #1 followed the Cooperating Teacher Guidelines.

Form Element Type: One Answer Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Agree	94	84.68%
Somewhat Agree	10	9.01%
Somewhat Disagree	5	4.50%
Disagree	2	1.80%

2. My Cooperating Teacher #1 provided constructive criticism and suggestions for improvement.

Form Element Type: One Answer Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Agree	93	83.78%
Somewhat Agree	13	11.71%
Somewhat Disagree	5	4.50%
Disagree	0	0.00%

3. I received sufficient assistance from my Cooperating Teacher #1 concerning planning and teaching.

Form Element Type: One Answer Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Agree	89	80.18%
Somewhat Agree	16	14.41%
Somewhat Disagree	6	5.41%
Disagree	0	0.00%

4. I received sufficient modeling from my Cooperating Teacher #1 before I assumed classroom responsibilities.

Form Element Type: One Answer Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Agree	92	82.88%
Somewhat Agree	9	8.11%
Somewhat Disagree	6	5.41%
Disagree	4	3.60%

Skip to Section IV University Supervisor if you do not have a second Cooperating Teacher.

1. My Cooperating Teacher #2 followed the Cooperating Teacher Guidelines.

Form Element Type: One Answer Possible

Total Individual Response(s): 77 Individual Response(s)

Response(s)	Count	Percent
Agree	67	87.01%
Somewhat Agree	9	11.69%
Somewhat Disagree	1	1.30%
Disagree	0	0.00%

2. My Cooperating Teacher #2 provided constructive criticism and suggestions for improvement.

Form Element Type: One Answer Possible

Total Individual Response(s): 78 Individual Response(s)

Response(s)	Count	Percent
Agree	70	89.74%
Somewhat Agree	4	5.13%
Somewhat Disagree	4	5.13%
Disagree	0	0.00%

3. I received sufficient assistance from my Cooperating Teacher #2 concerning planning and teaching.

Form Element Type: One Answer Possible

Total Individual Response(s): 78 Individual Response(s)

Response(s)	Count	Percent
Agree	67	85.90%
Somewhat Agree	9	11.54%
Somewhat Disagree	1	1.28%
Disagree	1	1.28%

4. I received sufficient modeling from my Cooperating Teacher #2 before I assumed classroom responsibilities.

Form Element Type: One Answer Possible

Total Individual Response(s): 78 Individual Response(s)

Response(s)	Count	Percent
Agree	62	79.49%
Somewhat Agree	11	14.10%
Somewhat Disagree	3	3.85%
Disagree	2	2.56%

IV. University Supervisor

1. My university supervisor provided constructive criticism and suggestions for improvement.

Form Element Type: One Answer Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Agree	101	90.99%
Somewhat Agree	10	9.01%
Somewhat Disagree	0	0.00%
Disagree	0	0.00%

2. I received sufficient assistance from my supervisor concerning planning and teaching.

Form Element Type: One Answer Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Agree	98	88.29%
Somewhat Agree	6	5.41%
Somewhat Disagree	6	5.41%
Disagree	1	0.90%

3. My supervisor personally possessed knowledge and skills that were helpful in my teaching situation

Form Element Type: One Answer Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Agree	100	90.09%
Somewhat Agree	9	8.11%
Somewhat Disagree	1	0.90%
Disagree	1	0.90%

4. I understood ASU evaluation criteria and procedures that were used to rate my performance.

Form Element Type: One Answer Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Agree	106	95.50%
Somewhat Agres	4	3.60%
Somewhat Disagree	1	0.90%
Disagree	0	0.00%

V. Program Elements

1. Which of the following components helped you complete your Clinical Teaching?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Clinical Teacher Orientation	102	91.89%
Mandatory Student Teacher Application Meeting	56	50.45%
TaskStream Orientation	57	51.35%
Clinical Teaching Handbook (ABCs)	68	61.26%
Certification Handbook	36	32.43%
Video for Self-Reflection	21	18.92%

2. How did you become aware of the Mandatory Clinical Teaching Application Meeting?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Presentation by the Field Experience Advisor (Tia Agan)	85	76.58%
Signs in the CARR (Education Fine Arts) Building	57	51.35%
Signs in another building on campus	9	8.11%
Announcement in one of your classes	37	33.33%
A friend told you	17	15.32%

3. In which of the following areas would you have benefited from additional training?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 111 Individual Response(s)

Response(s)	Count	Percent
Content Knowledge	36	32.43%
Instruction and Pedagogical Content Knowledge	44	39.64%
Teaching Diverse Students	35	31.53%
Teaching Students with Diverse Needs	43	38.74%
Classroom Management	65	58.56%
Alignment of Teaching with State Standards	25	22.52%
Family and Community Engagement	29	26.13%
Assessment of Student Learning	25	22.52%
Motivating Students	41	36.94%
Curriculum Development and Lesson Planning	39	35.14%
Instructional Technology	26	23.42%
Certification Test Preparation	57	51.35%

Table 27: Teacher Job Fair Survey 2013

With regards to hiring, do you anticipate:

An increase: 8 districts

A decrease: 2 districts

No Change: 11 districts

Hiring priorities for 2013:

Bilingual: 4 districts

Special Education: 1 district

Computer Science: 1 district

English: 1 district

History: 1 district

Social Studies: 1 district

Mathematics: 12 districts

Science: 10 districts

All: 2 districts

Quality of Attendees:

Excellent: 17 districts

Satisfactory: 5 districts

Attendees Appearance:

Excellent 17 districts

Satisfactory: 4 districts

Neutral: 1 district

In your experience	ASU teacher rank higher	ASU teacher rank about the same	ASU teacher rank lower	Cannot judge
Knows subject manner	3	9		2
Understands student development concerns	4	8		2
Responds to needs of diverse students	6	5		3
Manage student behavior	5	7		2
Motivates students	3	8		2
Communicates with others	6	6		2
Plans Instruction	4	8		2
Uses appropriate assessment in strategies	4	7		3
Engages in self evaluation	3	8		3
Participates in school activities	6	6		2

Table 28: TEA Principal Surveys

http://www.angelo.edu/dept/ceducation/surveys_and_follow-up_data.php

Table 29: TEA Completer Surveys

http://www.angelo.edu/dept/ceducation/surveys_and_follow-up_data.php

Table 30: TEA Participant Exit Survey

http://www.angelo.edu/dept/ceducation/surveys_and_follow-up_data.php

Part VII: Glossary of Terms

Accreditation: Official recognition that an entity or institution meets required standards. Angelo State University’s teacher preparation program is accredited by both the Texas State Board for Educator Certification (SBEC) and the National Council for Accreditation of Teacher Education (NCATE).

ASEP: Texas has a legislated Accountability System for Educator Preparation (ASEP) system that rates educator preparation programs as Accredited, Accredited-Not Rated, Accredited- Warned, Accredited-Probation, and Not Accredited-Revoked, revised in 2010 in response to SB 174 and HEA, under Texas Administrative Code 229. The ASEP ratings are based on how program completers in seven demographic groups (All Students, Female, Male, African American, Hispanic, Other and White), with small group exception (<10), perform on four standards. The four standards are (1) the Pass Rate on certification exams, (2) the results of appraisals of beginning teachers by school administrators, (3) the improvement in student achievement of students taught by beginning teachers for the first three years (expected in 2013), and (4) the results of data collected on the frequency, duration and quality of field supervision of beginning teachers during their first year in the classroom.

Basic Skills: “the ability to read, write, and speak in English, and to use mathematics at a level necessary to function at work and in society in general.” – *The Basic Skills Agency*

Candidate: A participant in an educator preparation program.

Cohort: A group of candidates with the expectation of beginning and completing their program on the same timeline.

Critical Shortage Area: Certification fields that are difficult to fill including Math, Science, Bilingual, Special Education, English as a Second Language, Foreign Language and Technology (as defined by TEA).

EPP: Educator Preparation Program

Field-based Experience: Experiences in which the primary activity of a candidate for certification is the performance of professional educator activities while interacting with pre-kindergarten – grade 12 students and teachers and university faculty/staff members in a school related setting. The professional activities include more than observation within a classroom. The interaction with students, teachers, and university personnel must be ongoing and relevant.

Intern: A candidate with a bachelor’s degree, formally accepted into an educator preparation program that is employed in a supervised educational experience leading to standard certification.

Pedagogy: The art and science of teaching; especially the conscious use of particular instructional methods.

Post Baccalaureate (Post Bac): Individuals with a bachelor's degree who are taking additional hours for teacher certification but not enrolled in a degree seeking program.

Probationary Certificate: A type of credential, valid for one calendar year, issued to an individual who is enrolled in an educator preparation program, employed as an educator, and is serving in a supervised internship to satisfy the field experience requirement of the certificate. The holder of a Probationary Certificate must be employed by an accredited Texas public or private school in a position appropriate for the certificate sought.

Professional: A certification program that requires or leads to a master's degree; e.g., superintendent, principal, school counselor, educational diagnostician, or reading specialist.

Standard Certificate: The official educator license issued by the Texas State Board for Educator Certification (SBEC); must be renewed every five years to remain valid. The Standard Certificate replaced the lifetime Provisional and Professional Certificates in 1999.

SCH: University semester credit hour; 1 semester hour = 15 clock hours.

TEKS: Texas Essential Knowledge and Skills; the state curriculum in Texas.

TEXES: Texas Examination of Educator Standards. TAC 230.5(b) requires every person seeking educator certification in Texas to perform satisfactory on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools.

THEA: Texas Higher Education Assessment, used to assess basic skills in Math, Reading, and Writing.

Undergraduate: A student enrolled in a college or university seeking a baccalaureate degree.