Angelo State University
College of Education
Data Summary Report
2017-2018

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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 9/1/17 through 8/31/2018.

Table 1: Certificates by Type 2017-2018

Type	2017-2018
Initial	81 (26%)
Professional (Other School Personnel)	236 (74%)
Total	**317**
Probationary Initial	16 (50%)
Probationary Professional (Other School Personnel)	16 (50%)
Total Probationary	**32**

Table 2: Certificates by Type and Level 2017-2018

Certificate Type Certification Level	2017-2018 Standard	2017-2018 Probationary
All Level (EC-12)	11 (4%)	7 (21%)
Elementary (EC-6)	42 (13%)	4 (13%)
Middle (4-8)	11 (4%)	1 (3%)
Secondary (6-12, 7-12, 8-12)	17 (5%)	4 (13%)
Professional (Other School Personnel)	236 (74%)	16 (50%)
Total	**317**	**32**

Table 3: Standard Certificates by Level and Degree 2017-2018

Certificate Type Certification Level	2017-2018 Bachelor	2017-2018 Post Bachelor	2017-2018 Total
All Level (EC-12)	5 (8%)	6 (30%)	11 (14%)
Elementary (EC-6)	36 (59%)	6 (30%)	42 (52%)
Middle (4-8)	8 (13%)	3 (15%)	11 (14%)
Secondary (6-12, 7-12, 8-12)	12 (20%)	5 (25%)	17 (20%)
Total	**61**	**20**	**81**

Table 4: Certificates by Gender, Ethnicity, and Degree 2017-2018

	2017-2018 Female	2017-2018 Male	2017-2018 Total
African American	21 (6%)	3 (8%)	24 (8%)
Asian	2 (2%)	0	2 (1%)
Hispanic	45 (16%)	7 (18%)	52 (16%)
Native American	1 (1%)	0	1 (1%)
Other/unknown	26 (9%)	2 (5%)	28 (8%)
White	184 (66%)	26 (69%)	210 (66%)
Total	**279**	**38**	**317**
Bachelor	52 (19%)	9 (24%)	61 (20%)
Post Bachelor	18 (6%)	2 (5%)	20 (6%)
Professional	209 (75%)	27 (71%)	236 (74%)
Total	**279**	**38**	**317**

Table 5: Certificates by Gender and Ethnicity

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Female					
African American	14 (5.2%)	8 (3%)	6 (2%)	26 (7%)	21 (6%)
Asian	0	3 (1%)	1 (.5%)	3 (2%)	2 (2%)
Hispanic	60 (22.4%)	42 (15%)	43 (15%)	69 (21%)	45 (16%)
Native American	2 (0.7%)	1 (.05%)	1 (.5%)	2 (1%)	1 (1%)
Other/unknown	2 (0.7%)	2 (.05%)	2 (1%)	2 (1%)	26 (9%)
White	190 (70.8%)	220 (80%)	232 (81%)	219 (68%)	184 (66%)
Total	**268**	**276**	**285**	**321**	**279**
Male					
African American	0	1 (1%)	2 (4%)	2 (4%)	3 (8%)
Asian	1 (0.2%)	0	0	0	0
Hispanic	13 (22.4%)	10 (18%)	9 (19%)	16 (33%)	7 (18%)
Native American	0	0	0	0	0
Other/unknown	2 (3.5%)	2 (4%)	2 (4%)	3 (6%)	2 (5%)
White	42 (72.4%)	44 (77%)	36 (75%)	28 (57%)	26 (69%)
Total	**58**	**57**	**48**	**49**	**38**

Table 6: Certificates Type and Level
Five-Year Data

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Probationary					
All Level	1 (0.3%)	2 (5%)	2 (5%)	2 (3%)	7 (22%)
Elementary	2 (0.6.9%)	3 (7%)	3 (7%)	9 (13%)	4 (13%)
Middle	8 (27.6%)	7 (16%)	8 (16%)	6 (9%)	1 (2%)
Secondary	4 (13.8%)	6 (14%)	7 (14%)	8 (12%)	4 (13%)
Professional	14 (48.3%)	25 (58%)	25 (58%)	43 (63%)	16 (50%)
Total	**29**	**43**	**45**	**68**	**32**
Standard					
All Level	54 (16.6%)	33 (10%)	33 (10%)	7 (1%)	11 (4%)
Elementary	93 (28.5%)	69 (21%)	69 (21%)	81 (22%)	42 (13%)
Middle	18 (55.2%)	18 (5%)	20 (6%)	13 (4%)	11 (4%)
Secondary	62 (19.0%)	38 (11%)	39 (12%)	30 (8%)	17 (5%)
Professional	99 (30.4%)	175 (53%)	185 (57%)	239 (65%)	236 (74%)
Total	**326**	**333**	**326**	**370**	**317**
Bachelor	195 (85.9%)	120 (85%)	132 (84%)	91(81%)	61 (75%)
Post Bachelor	32 (14.1%)	22 (15%)	25 (16%)	22 (19%)	20 (24%)
Total	**227**	**142**	**157**	**113**	**81**

Table 7: Professional (Other School Personnel) Certificates

Certificate Type	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
School Counselor	69.7% (69)	68% (120)	73% (127)	74% (176)	81% (191)
Educational Diagnostician	1.0% (1)	0	0	0	0
Master Reading Teacher	0	0	0	0	0
Master Technology Teacher	0	0	0	0	0
Principal	24.2% (24)	26% (45)	23% (40)	25% (61)	18% (43)
Reading Specialist	1.0%(1)	0	0	0	0
Superintendent	4.0% (4)	6% (11)	5% (8)	1% (2)	1% (2)
Total	**99**	**176**	**175**	**239**	**236**

Table 8: Certification Candidates by College

College	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Arts and Humanities	17.2% (56)	15% (50)	15% (51)	12% (45)	3% (10)
Science and Engineering					2% (6)
Business	0	0	0	0	0
Education	42.3% (138)	31% (104)	30% (99)	23% (86)	21% (65)
Graduate Studies	40.2% (131)	53% (176)	55% (182)	65% (239)	74% (236)
Health and Human Services	0.0% (1)	0.0% (3)	0	0	0
Total	**326**	**333**	**332**	**370**	**317**

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 2017-2018, whether or not the candidates complete the certification requirements by passing the exams and applying for a teaching certificate.

Table 9: Finishers by Gender, and Ethnicity
2017-2018

Ethnicity and Degree	Female	Male	Total
African American	23	10	33
Asian	0	0	0
Hispanic	67	31	98
Native American	0	0	0
Other	7	4	11
White	251	7	258
Total	**348**	**52**	**400**

Table 10: Program Finishers by Teaching or Professional Field

Certificate	2013-2014 Total (U, PB)	2014-2015 Total (U, PB)	2015-2016 Total (U, PB)	2016-2017 Total (U, PB)	2017-2018 Total (U, PB)
Agriculture (6-12)	10 (9, 1)	12 (10, 2)	6 (4, 2)	4 (4, 0)	5 (5, 0)
Art (EC-12)	2 (2, 0)	0	0	2 (0, 2)	2 (1,1)
Chemistry (8-12, 7-12)	3 (3, 0)	0	0	0	0
Educational Diagnostician	1 (0, 1)	0	0	0	1 (0,1)
Elementary Generalist (EC-4, EC-6)	93 (88, 5)	66 (59, 7)	69 (60, 9)	83 (72, 11)	70 (64, 6)
English Language Arts & Reading (4-8)	2 (0, 2)	0	0	3 (1, 2)	0
English Language Arts & Reading (8-12, 7-12)	14 (11, 3)	4 (3, 1)	4 (3, 1)	8 (8, 0)	5 (4, 1)
English Language Arts & Reading/Social Studies (4-8)	0	0	0	0	0
French (EC-12)	0	0	0	0	0
German (EC-12)	0	0	0	0	0
History (8-12, 7-12)	15 (13, 2)	9 (9, 0)	6 (6, 0)	7 (6, 1)	3 (2, 1)
Journalism (8-12, 7-12)	1 (0, 1)	0	0	0	0
Life Sciences (8-12, 7-12)	1 (1, 0)	2 (2,0)	2 (2,0)	6 (4, 2)	3 (3, 0)
Master Reading Teacher	0	0	0	0	0
Master Technology Teacher	0	0	0	0	0
Mathematics (4-8)	1 (0, 1)	3 (0, 3)	4 (0, 4)	0	0
Mathematics (8-12, 7-12)	11 (10, 1)	6 (5, 1)	7 (6, 1)	2 (2, 0)	4 (3, 1)
Middle School Generalist (4-8)	17 (8, 9)	13 (8, 5)	12 (9,3)	14 (13, 1)	12 (12, 0)
Music (EC-12)	2 (2, 0)	5 (5, 0)	4 (4, 0)	4 (3, 1)	3 (3, 0)
Physical Education (EC-12)	4 (1, 3)	3 (1, 2)	0	0	2 (0, 2)
Principal	24 (0, 24)	45 (0, 45)	51 (0, 51)	74 (0, 74)	61 (0,61)
Reading Specialist	1 (0, 1)	0	0	0	0
School Counselor	69 (0, 69)	120 (0, 120)	135 (0, 135)	176 (0, 176)	212 (0, 212)
Science (4-8)	1 (0, 1)	0	0	1 (0, 1)	1 (0, 1)
Social Studies (4-8)	0	2 (1, 1)	2 (1, 1)	0	0
Social Studies (8-12, 7-12)	2 (1, 1)	1 (1, 0)	1 (1, 0)	1 (1, 0)	6 (5, 1)
Spanish (6-12 & EC-12)	0	2 (2, 0)	2 (2, 0)	2 (2, 0)	2 (1, 1)
Special Education (EC-12)	43 (42, 1)	21 (21, 0)	21 (21, 0)	29 (29, 0)	28 (26, 2)
Speech (8-12, 7-12)	2 (1, 1)	4 (4, 0)	4 (4, 0)	2 (1, 1)	0
Superintendent	4 (0, 4)	11 (0, 11)	11 (0, 11)	2 (0, 2)	3 (0, 3)
Theatre (EC-12)	3 (3, 0)	1 (1, 0)	1 (1, 0)	1 (1, 0)	1 (1, 0)
Total	**326**	**333**	**342**	**421**	**400**

*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 11: 2017-2018 Certification Tests Passed by Gender and Ethnicity

Ethnicity	PPR (85%)	Non-PPR (75%)
ALL	**96%**	**97%**
African American	100%	100%
Hispanic	93%	98%
Native American	0	0
Other	100%	75%
White	97%	98%
Female	100%	97%
Male	86%	100%

Table 12a: PPR Test Pass Rates

Year	Pass Rate	Number of Test Takers
2017-2018	96%	57

Table 12b: Non-PPR Test Pass Rates

Year	Pass Rate	Number of Test Takers
2017-2018	97%	158

Table 12c: Pass Rate by Certification Field

Certificate	2017-2018 Pass Rate (# Taken)
Agriculture (6-12)	NA
Elementary Generalist (EC-6)	81.5% (27)
History (7-12)	NA
Life Sciences (7-12)	100% (2)
Mathematics (7-12)	100% (3)
Mathematics (4-8)	NA
Middle School Generalist (4-8)	100% (4)
Music (EC-12)	NA
PPR (EC-12)	96% (57)
Physical Education (EC-12)	NA
Principal	100% (32)
School Counselor	100% (107)
Social Studies (7-12)	100% (2)
Special Education (EC-12)	100% (7)
Speech (7-12)	NA
Superintendent	100% (5)
Theatre (EC-12)	100% (1)

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

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

Table 13: Average Score per Domain of Content Tests Taken in 2017-2018

TExES	# of Tests Taken in 2017-2018	Overall	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
Ag Science & Tech	-	-	-	-	-	-	-	-	-
Art	-	-	-	-	-	-	-	-	-
Chemistry	-	-	-	-	-	-	-	-	-
Educational Diagnostician	-	-	-	-	-	-	-	-	-
ELAR 7-12	1	257.80	70.0	75.63	75.83	81.67	55.0	-	-
Generalist 4-8	4	261.46	73.49	69.45	60.66	74.73	-	-	-
Generalist EC-6		238.6	62.6	69.0	62.1	67.9	70.4	-	-
History 7-12	-	-	-	-	-	-	-	-	-
Life Science 7-12	2	260.0	75.0	79.69	78.13	76.56	93.75	75.0	-
LOTE: Spanish EC-12	-	-	-	-	-	-	-	-	-
Math 4-8	-	-	-	-	-	-	-	-	-
Math 7-12	3	284.33	93.94	91.36	95.56	93.94	100.00	83.33	-
Music EC-12	-	-	-	-	-	-	-	-	-
PPR EC-12	57	261.31	72.98	77.42	71.89	77.50	-	-	-
Physical Education EC-12	-	-	-	-	-	-	-	-	-
Principal	32	245.30	75.36	71.05	76.18	-	-	-	-
School Counselor	107	261.36	81.80	78.39	82.91	-	-	-	-
Social Studies 7-12	2	262	88.89	66.67	80.0	87.50	87.50	93.33	81.25
Speech 7-12	-	-	-	-	-	-	-	-	-
Special Education	7	255.96	68.29	73.43	72.69	72.53	-	-	-
Superintendent	5	245.80	71.25	70.83	71.67	-	-	-	-
Theatre EC-12	1	252.0	90.48	70.00	74.0	80.0	69.23	-	-

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.texes.ets.org/texes/testframeworks

Table 14: Content Area Domain Scores
Addressing Pedagogical Content Knowledge

TExES Content Area Exam	Domain Description	2014-2015	2015-2016	2016-2017	2017-2018
Ag Sci & Tech 6-12	Domain 1: Foundation of Agricultural Education	79.0% (10)	80% (10)	71.43%(4)	0
Art EC-12	Domain 4: Art Instruction and Assessment	0	0	0	0
Chemistry 7-12	Domain 4: Science Learning, Instruction and Assessment	0	0	0	0
ELAR 7-12	Domain 1: Integrated Language and Arts, Diverse Learners, and the Study of English	78.2% (3)	76% (3)	70% (5)	0
History 7-12	Domain 3: Foundations, Skills, Research, and Instruction	68.0% (3)	72% (3)	58.49% (9)	0
LOTE: Spanish	Domain 1: Instruction and Assessment	0	0	0	0
Life Science 7-12	Domain 6: Science Learning, Instruction, and Assessment	76% (2)	72% (2)	75% (4)	78% (2)
Math 4-8	Domain 6: Mathematical Learning, Instruction, and Assessment	62.0% (1)	66% (1)	0	0
Math 7-12	Domain 6: Mathematical Learning, Instruction, and Assessment	72.5% (5)	73% (5)	83.3% (3)	85.2% (3)
Music EC-12	Domain 5: Music Education	60.2% (4)	59.2% (4)	69.23% (3)	0
Physical Education EC-12	Domain 3: The Physical Education Program	77.0% (2)	76.0% (2)	0	0
Social Studies 7-12	Domain 6: Social Studies Foundations, Skills, Research, and Instruction	57.0% (1)	58.0% (1)	93.3% (1)	92.4% (2)
Speech 7-12	Domain 3: Speech Education	75.0% (3)	74.0%(3)	80% (1)	0
Theatre EC-12	Domain 5: Theatre Education	92.5% (1)	93% (1)	69.23% (1)	82.2% (1)

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Table 15: Effects On Student Learning Average (All Programs) – TxBess Standards

Standard	Fall 2017	Spring 2018
	N=42	N=74
Standard 1a: The candidate demonstrates knowledge of content and pedagogy.	3.6	3.69
Standard 1b: The candidate demonstrates knowledge of students.	3.66	3.73
Standard 1c: The candidate selects key knowledge and skills.	3.76	3.77
Standard 1d: The candidate has knowledge of and makes use of materials, resources, and technology.	3.83	3.72
Standard 1e: The candidate designs activities that promote student learning.	3.7	3.73
Standard 1f. The candidate plans to assess student learning	3.68	3.55
Standard 2a: The candidate creates an environment of rapport and respect	3.85	3.82
Standard 2b: The candidate establishes a culture for learning.	3.81	3.79
Standard 2c: The candidate manages classroom procedures.	3.80	3.75
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.	3.57	3.62
Standard 3c: The candidate engages students in learning.	3.77	3.82
Standard 3d: The candidate assesses student learning.	3.64	3.59
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.	3.75	3.7
Standard 4c: The candidate communicates with families/ caregivers.	3.6	3.52
Standard 4d: The candidate contributes to the school.	3.73	3.67
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 16: 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 2017	4	0	0	0	4
	Spring 2018	1	0	0	0	1
Art EC-12	Fall 2017	NA	NA	NA	NA	NA
	Spring 2018	3	0	0	0	3
Chemistry 7-12	Fall 2017	NA	NA	NA	NA	NA
	Spring 2018	NA	NA	NA	NA	NA
Computer Science 7-12	Fall 2017	NA	NA	NA	NA	NA
	Spring 2018	NA	NA	NA	NA	NA
Eng Lang Arts/Rdg 4-8	Fall 2017	NA	NA	NA	NA	NA
	Spring 2018	NA	NA	NA	NA	NA
English 7-12	Fall 2017	NA	NA	NA	NA	NA
	Spring 2018	4	0	0	0	4
Eng Lang Arts/ Rdg /	Fall 2017	NA	NA	NA	NA	NA
Social Studies 4-8	Spring 2018	NA	NA	NA	NA	NA
Generalist EC-6	Fall 2017	25	0	0	3	25
(Includes Gen w/SPED)	Spring 2018	44	0	0	5	44
Generalist EC-6 w/SPED	Fall 2017	9	0	0	1	9
	Spring 2018	19	0	0	3	19
Generalist 4-8	Fall 2017	5	0	0	0	5
	Spring 2018	5	0	0	0	5
History 7-12	Fall 2017	2	0	0	0	2
	Spring 2018	5	0	0	0	5
Life Science 7-12	Fall 2017	1	0	0	0	1
	Spring 2018	2	0	0	0	2
Math 4-8	Fall 2017	NA	NA	NA	NA	NA
	Spring 2018	2	0	0	0	2
Math 7-12	Fall 2017	NA	NA	NA	NA	NA
	Spring 2018	3	0	0	0	3
Science 4-8	Fall 2017	1	0	0	0	1
	Spring 2018	NA	NA	NA	NA	NA
Music EC-12	Fall 2017	3	0	0	0	3
	Spring 2018	1	0	0	0	1
PE EC-12	Fall 2017	NA	NA	NA	NA	NA
	Spring 2018	1	0	0	0	1
Spanish EC-12	Fall 2017	NA	NA	NA	NA	NA
	Spring 2018	1	0	0	0	1
Special Education EC-12	Fall 2017	1	0	0	0	1
	Spring 2018	NA	NA	NA	NA	NA
Speech 7-12	Fall 2017	NA	NA	NA	NA	NA
	Spring 2018	NA	NA	NA	NA	NA
Theater EC-12	Fall 2017	NA	NA	NA	NA	NA
	Spring 2018	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 2017-2018 admitted candidates. This data will be summarized for the TEA consumer website.

Table 17: Admission Data
GPA & Test ASEP Report Summary 2017-2018

Level	Overall GPA	Content GPA
Elementary (including SPED)	3.25	3.25
Middle School	3.39	3.51
Secondary	3.29	3.34
All Level	3.27	3.48
Professional	3.22	NA

Test	Overall Average	Reading	Writing	Math
ACT	21.08	21.92	20.15	21.47
GRE	NA	NA	NA	NA
SAT	950.11	479.52	485.80	480.37

Table 18: Candidates Admitted to Educator Preparation Program
2017-2018

Demo	Applied	Admitted	Retained	Finished
Female	200	200	604	348
Male	36	36	149	52
Total	**236**	**236**	**753**	**400**
African American	15	15	60	33
Hispanic	56	56	185	98
Other	13	13	53	11
White	152	152	455	258
Total	**236**	**236**	**753**	**400**

Table 19: Student Teaching Report

Semester	Applied	Undergrad	Graduate	Approved	Denied	Withdrew
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
Fall 2014	66	61	5	57	1	8
Spring 2015	81	77	4	66	4	10
Fall 2015	74	68	6	63	3	8
Spring 2016	82	75	7	70	4	8
Fall 2016	68	60	8	50	4	14
Spring 2017	95	88	7	88	3	4
Fall 2017	52	36	6	42	2	8
Spring 2018	76	72	4	74	1	1

Table 20: Field Experience Report

Semester	Students Requesting Placement
Fall 2011	218
Spring 2012	166
Fall 2012	295
Spring 2013	232
Fall 2013	249
Spring 2014	229
Fall 2014	227
Spring 2015	228
Fall 2015	225
Spring 2016	230
Fall 2016	347
Spring 2017	264
Fall 2017	535 (placements)
Spring 2018	436 (placements)

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 21: Legislative Budget Board (LBB) Performance Measure

	2016
Number of 2015-2016 Teacher Education Graduates	117
Number of 2015-2016 Graduates Certified by 8-31-16	83
FY 12 Certification Rate	70.9
Not Certified, but Recommended	1
Not Recommended, but Tested	26
Not Recommended or Tested	7

Table 22: Title II Report
https://www.angelo.edu/dept/ceducation/state_and_federal_reports.php

Part VI: Surveys and Follow-Up Data

Table 23: EPP Completion Survey
http://www.angelo.edu/dept/ceducation/surveys_and_follow-up_data.php

Table 24: Teacher Job Fair Survey
http://www.angelo.edu/dept/ceducation/surveys_and_follow-up_data.php

Table 25: TEA Principal Surveys
http://www.angelo.edu/dept/ceducation/surveys_and_follow-up_data.php

Table 26: TEA Completer Surveys
http://www.angelo.edu/dept/ceducation/surveys_and_follow-up_data.php

Table 27: TEA Participant Exit Survey
http://www.angelo.edu/dept/ceducation/surveys_and_follow-up_data.php

Part VII: CAEP Exhibit Room 2017
https://www.angelo.edu/dept/ceducation/caep-exhibit-room-2017/

Part VIII: 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.