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Wendy Sklenarik Program User

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2020-21 Academic Year Data ▾

2022 Title II Reports National Teacher Preparation Data
Angelo State University

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TX

Angelo State University   Alternative, IHE-based Report AY 2020-21 Texas

100% CompleteStatus: In Progress

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

IPEDS ID 222831

☐ THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation [   ]

Address ASU Station #10914

Address line 2: [   ]

City San Angelo

State

Texas ▼

Zip 76909

Salutation

Dr. ▼

First Name Scarlet

Last Name Clouse

Phone (325) 942-2212

Email sclouse@angelo.edu

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Section I: Program Information

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

This Page Includes:

- List of Programs

List of Programs

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List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	• [Edit] • [Delete]
	[▼]	UG, PG, or Both ○ UG ○ PG ○ Both ○	• [Insert] • [Cancel]

Total number of teacher preparation programs: [1]

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Section I: Program Information

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

This Page Includes:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

Undergraduate Requirements

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1. Are there initial teacher certification programs at the undergraduate level? ○ Yes
⊙ No

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. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Undergraduate Requirements

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

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

[_____]

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

[_____]

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level? ⦿ Yes
○ No

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. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Postgraduate Requirements

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

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)
2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)
2.75

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2020-21. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models? ⦿ Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	Number of clock hours of supervised clinical experience required prior to student teaching 30
Number of clock hours required for student teaching	Number of clock hours required for student teaching 560

Are there programs in which candidates are the teacher of record? ⦿ Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom `30`

Number of years required for teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom `1`

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

[   ]

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) `0`

Optional tool for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) `3`

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year `5`

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year `7`

[   ]

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

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)	[ ]	
50% (Half-Time)	[ ]	
`75%` Employment Rate (%)	[ ] Number of Faculty	[Delete]
`25%` Employment Rate (%)	[ ] Number of Faculty	[Delete]

[Add Row]

Calculate FTE

Section I: Program Information

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

This Page Includes:

- Enrollment and Program Completers

Enrollment and Program Completers

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Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21 [11]

Subset of Program Completers Subset of Program Completers in 2020-21 [8]

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment [3]	Male Completers [1]
Female	Female Enrollment [8]	Female Completers [7]
Non-Binary/Other	Non-Binary/Other Enrollment [0]	Non-Binary/Other Completers [0]
No Gender Reported	Nonreported gender Enrollment [0]	Nonreported gender Completers [0]

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment [0]	American Indian or Alaska Native Completers [0]
Asian	Asian Enrollment [1]	Asian Completers [1]
Black or African American	Black or African American Enrollment [2]	Black or African American Completers [2]
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment [0]	Hispanic/Latino of any race Completers [0]
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment [0]	Native Hawaiian or Other Pacific Islander Completers [0]
White	White Enrollment [7]	White Completers [5]
Two or more races	Two or more races Enrollment [1]	Two or more races Completers [0]
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment [0]	Nonreported race/ethnicity Completers [0]

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Section I: Program Information

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

This Page Includes:

- [Teachers Prepared by Subject Area](#)
- [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

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. **(§205(b)(1)(H))**

What are CIP Codes?

☐ No teachers prepared in academic year 2020-21

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	
13.1202	Teacher Education - Elementary Education	Number Prepared	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	
13.1210	Teacher Education - Early Childhood Education	Number Prepared	
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	
13.1303	Teacher Education - Business	Number Prepared	

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.1305	Teacher Education - English/Language Arts	Number Prepared [ ]
13.1306	Teacher Education - Foreign Language	Number Prepared [ ]
13.1307	Teacher Education - Health	Number Prepared [ ]
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared [ ]
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared [ ]
13.1311	Teacher Education - Mathematics	Number Prepared [ ]
13.1312	Teacher Education - Music	Number Prepared [ ]
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared [ ]
13.1315	Teacher Education - Reading	Number Prepared [ ]
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared [ ]
13.1317	Teacher Education - Social Science	Number Prepared [ ]
13.1318	Teacher Education - Social Studies	Number Prepared [ ]
13.1320	Teacher Education - Trade and Industrial	Number Prepared [ ]
13.1321	Teacher Education - Computer Science	Number Prepared [ ]
13.1322	Teacher Education - Biology	Number Prepared [ ]
13.1323	Teacher Education - Chemistry	Number Prepared [ ]
13.1324	Teacher Education - Drama and Dance	Number Prepared [ ]
13.1328	Teacher Education - History	Number Prepared [ ]
13.1329	Teacher Education - Physics	Number Prepared [ ]
13.1331	Teacher Education - Speech	Number Prepared [ ]
13.1337	Teacher Education - Earth Science	Number Prepared [ ]
13.14	Teacher Education - English as a Second Language	Number Prepared [ ]
13.99	Education - Other Specify: Other specify: [Master of Art Curriculum]	Number Prepared [8]

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. 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. (§205(b)(1)(H))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program? ⦿ Yes
○ No
☐ No teachers prepared in academic year 2020-21

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared [ ]

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.1202	Teacher Education - Elementary Education	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared
13.1210	Teacher Education - Early Childhood Education	Number Prepared
13.1301	Teacher Education - Agriculture	Number Prepared
13.1302	Teacher Education - Art	Number Prepared
13.1303	Teacher Education - Business	Number Prepared
13.1305	Teacher Education - English/Language Arts	Number Prepared
13.1306	Teacher Education - Foreign Language	Number Prepared
13.1307	Teacher Education - Health	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared
13.1311	Teacher Education - Mathematics	Number Prepared
13.1312	Teacher Education - Music	Number Prepared
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared
13.1315	Teacher Education - Reading	Number Prepared
13.1316	Teacher Education - General Science	Number Prepared
13.1317	Teacher Education - Social Science	Number Prepared
13.1318	Teacher Education - Social Studies	Number Prepared
13.1320	Teacher Education - Trade and Industrial	Number Prepared
13.1321	Teacher Education - Computer Science	Number Prepared
13.1322	Teacher Education - Biology	Number Prepared
13.1323	Teacher Education - Chemistry	Number Prepared
13.1324	Teacher Education - Drama and Dance	Number Prepared
13.1328	Teacher Education - History	Number Prepared
13.1329	Teacher Education - Physics	Number Prepared
13.1331	Teacher Education - Speech	Number Prepared
13.1337	Teacher Education - Earth Science	Number Prepared
13.14	Teacher Education - English as a Second Language	Number Prepared
13.99	Education - Other Specify: Other specify:	Number Prepared
01	Agriculture	Number Prepared
03	Natural Resources and Conservation	Number Prepared
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared
09	Communication or Journalism	Number Prepared
11	Computer and Information Sciences	Number Prepared
12	Personal and Culinary Services	Number Prepared
14	Engineering	Number Prepared
16	Foreign Languages, Literatures, and Linguistics	Number Prepared
19	Family and Consumer Sciences/Human Sciences	Number Prepared
21	Technology Education/Industrial Arts	Number Prepared

CIP Code	Academic Major	Number Prepared
22	Legal Professions and Studies	Number Prepared
23	English Language/Literature	Number Prepared
24	Liberal Arts/Humanities	Number Prepared
25	Library Science	Number Prepared
26	Biological and Biomedical Sciences	Number Prepared
27	Mathematics and Statistics	Number Prepared
30	Multi/Interdisciplinary Studies	Number Prepared
38	Philosophy and Religious Studies	Number Prepared
40	Physical Sciences	Number Prepared
41	Science Technologies/Technicians	Number Prepared
42	Psychology	Number Prepared
44	Public Administration and Social Service Professions	Number Prepared
45	Social Sciences	Number Prepared
46	Construction	Number Prepared
47	Mechanic and Repair Technologies	Number Prepared
50	Visual and Performing Arts	Number Prepared
51	Health Professions and Related Clinical Sciences	Number Prepared
52	Business/Management/Marketing	Number Prepared
54	History	Number Prepared
99	Other Specify: Other specify: Master of Art Curriculum	Number Prepared 8

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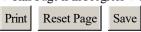
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Section I: Program Information

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

This Page Includes:

- Program Assurances

Program Assurances

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1. Program 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
○ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. ● Yes
○ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects. ● Yes
○ No

○ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities. ◉ Yes
○ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students. ◉ Yes
○ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families. ◉ Yes
○ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. ◉ Yes
○ No

8. Describe your institution's most successful strategies in meeting the assurances listed above: Educator preparation at ASU is a wholly standards-based program. All programs are developed from state standards and approved by the TexasEducation Agency (TEA). ASUs degrees are approved by the Texas Higher Education Coordinating Board (THECB). 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 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 applications and reflection experience, supervised clinical teaching is evaluated over a fourteen-week experience in diverse school settings with diverse learners. To evaluate clinical teaching, ASU has adopted the Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards that outline what teachers should know and be able to do ensuring every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice, cutting across all subject areas and grade levels, which are necessary to improve student achievement. Educator candidates gather descriptive and demographic information abut their learners and schools. Then they apply this information when incorporating standards, expectations for instruction, and assessment of learners. Planning, analysis, and reflection are evident in every aspect of the candidates emerging competence. Observations and evaluations 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. ASU's 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 our 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 candidate's competence in this vital area. Linguistic diversity is only one area of focus in the EPP's embracing of diversity experiences for its candidates. Early in every preparation program diversity sensitivities, cultural responsiveness, and differentiated instruction are introduced, practiced, and then applied. These are coupled with dispositions and beliefs sensitive to the background, 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

| Educator preparation at ASU is a wholly standards-based program. All programs are developed from state standards and approved by the TexasEducation Agency (TEA). ASUs |

West Texas and beyond with the belief that all children can learn.

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Section II: Annual Goals

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 teacher preparation 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. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

○ Yes
◉ No

2. Describe your goal.

3. Did your program meet the goal? ○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ○ Yes
◉ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

Back To Top

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ○ Yes
◉ No

10. Describe your goal.

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Section II: Annual Goals

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 teacher preparation 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. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal? ○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ○ Yes
● No

10. Describe your goal.

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Section II: Annual Goals

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 teacher preparation 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. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal? ○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ○ Yes
⦿ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ○ Yes
⦿ No

10. Describe your goal.

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Section II: Annual Goals

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 teacher preparation 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. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

○ Yes
◉ No

2. Describe your goal.

3. Did your program meet the goal? ○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ○ Yes
◉ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ○ Yes
◉ No

10. Describe your goal.

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Section III: Program Pass Rates

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

This Page Includes:

- Assessment Pass Rates

Assessment Pass Rates

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Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
178 -ART EC-12 Evaluation Systems group of Pearson Other enrolled students	1			
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2020-21	1			
178 -ART EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	1			
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson Other enrolled students	1			
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2020-21	2			
801 -CORE SUBJECTS EC-6 ELAR Evaluation Systems group of Pearson All program completers, 2018-19	3			
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson Other enrolled students	1			
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2020-21	2			
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE Evaluation Systems group of Pearson All program completers, 2018-19	3			
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	2			
802 -CORE SUBJECTS EC-6 MATHEMATICS Evaluation Systems group of Pearson	3			

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2018-19				
804 -CORE SUBJECTS EC-6 SCIENCE	1			
Evaluation Systems group of Pearson				
Other enrolled students				
804 -CORE SUBJECTS EC-6 SCIENCE	2			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
804 -CORE SUBJECTS EC-6 SCIENCE	3			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES	1			
Evaluation Systems group of Pearson				
Other enrolled students				
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES	2			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES	3			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
117 -ENG LANGUAGE ARTS AND READING 4-8	1			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
117 -ENG LANGUAGE ARTS AND READING 4-8	1			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
231 -ENG LANGUAGE ARTS AND READING 7-12	1			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
233 -HISTORY 7-12	1			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
238 -LIFE SCIENCE 7-12	1			
Evaluation Systems group of Pearson				
Other enrolled students				
238 -LIFE SCIENCE 7-12	2			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
613 -LOTE: SPANISH EC-12	1			
Evaluation Systems group of Pearson				
Other enrolled students				
160 -PEDAGOGY-PROF RESP EC-12	7			
Evaluation Systems group of Pearson				
Other enrolled students				
160 -PEDAGOGY-PROF RESP EC-12	4			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
160 -PEDAGOGY-PROF RESP EC-12	1			
Evaluation Systems group of Pearson				
All program completers, 2019-20				
160 -PEDAGOGY-PROF RESP EC-12	12	266	12	100
Evaluation Systems group of Pearson				
All program completers, 2018-19				
158 -PHYSICAL EDUCATION EC-12	1			
Evaluation Systems group of Pearson				
Other enrolled students				
158 -PHYSICAL EDUCATION EC-12	1			
Evaluation Systems group of Pearson				
All program completers, 2019-20				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	2			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson Other enrolled students	1			
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson Other enrolled students	2			
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	1			

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Section III: Program Pass Rates

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

This Page Includes:

- Summary Pass Rates

Summary Pass Rates

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	4		
All program completers, 2019-20	1		
All program completers, 2018-19	12	12	100
All program completers, combined 3 academic years	17	17	100

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Section IV: Low-Performing

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

This Page Includes:

- Low-Performing

Low-Performing

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1. Is your teacher preparation program currently approved or accredited? ● Yes
○ No

If yes, please specify the organization(s) that approved or accredited your program: ☑ State
☑ CAEP
☐ AAQEP
☐ Other specify:
Other specify: [_____]

2. Is your teacher preparation program currently under a designation as "low-performing" by the state? ○ Yes
● No

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Section V: Use of Technology

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

This Page Includes:

- Use of Technology

Use of Technology

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1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))

   Does your program prepare teachers to:
   1. integrate technology effectively into curricula and instruction ● Yes
      ○ No
   2. use technology effectively to collect data to improve teaching and learning ● Yes
      ○ No
   3. use technology effectively to manage data to improve teaching and learning ● Yes

  ○ No

    4. use technology effectively to analyze data to improve teaching and learning ● Yes
      ○ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place. Angelo State University has an institutional skills requirement in the area of technology literacy. The Educator Preparation Program identifies specific competencies and applications suitable for teacher education. Additionally, almost every academic experience utilizes the components of Blackboard as the portal for instruction and technology. In Educator Preparation, this is an expectation in all arenas. In professional education, candidates are introduced to TaskStream, an online platform and repository for cumulative professional experiences in education. Early on, candidates use components of TaskStream to develop and practice elements of instructional planning. All candidates are prepared in the knowledge and skills as prescribed in the Texas Education Agency/State Board of Educator Certification document: Technology Requirements for Beginning Teachers. An increasing amount of instruction is now becoming available on line or web blended. These choices for candidates can be positive. The expectations are that all candidates use technology in academic pursuits. All members of the campus community rely on electronic communications and data submission. Measures of academic progress are available to candidates and to faculty advisors electronically. All admission/application forms for Educator Preparation are accessed and completed online. Candidates are notified instantaneously when an application has been approved. The technology of TaskStream allows candidates to plan and develop instruction, to share resources, to receive feedback, and to showcase progress. Clinical practice is evaluated using rubrics and evaluation tools available through TaskStream. Real and relevant technology experiences are part of most course experiences. A variety of representations are expected. The overall intent is that technology affects student learning in a positive manner.

> Angelo State University has an institutional skills
> requirement in the area of technology literacy. The
> Educator Preparation Program identifies specific
> competencies and applications suitable for

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Section VI: Teacher Training

Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

This Page Includes:

- Teacher Training

Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:
   1. Teach students with disabilities effectively All educator preparation candidates complete coursework and experiences specifically directed to the knowledge and skills and dispositions necessary to teach learners with special needs and exceptionalities in any classroom.

      > All educator preparation candidates complete
      > coursework and experiences specifically directed
      > to the knowledge and skills and dispositions
      > necessary to teach learners with special needs

   2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.* All initial certification candidates have direct and applied experiences with special needs students as a part of their supervised clinical teaching. At both levels, content related to characteristics of students with disabilities and defining conditions are presented with legal requirements and mandates as well as with practical planning and decision-making for instruction and achievement. Candidates are introduced to individualized education program teams and their roles as classroom teachers in contributing to the development of educational plans for identified students.

      > All initial certification candidates have direct and
      > applied experiences with special needs students
      > as a part of their supervised clinical teaching. At

both levels, content related to characteristics of

3. Effectively teach students who are limited English proficient. Candidates are also introduced to knowledge, skills, and dispositions related to teaching students who are Limited English Proficient (LEP). This unique learning need of many students in this part of the United States is again met with specific required coursework, Linguistically Diverse Learners, for knowledge and skills, and field experiences for dispositions and applications unique to the needs

> Candidates are also introduced to knowledge, skills, and dispositions related to teaching students who are Limited English Proficient (LEP). This unique learning need of many students in this part

of LEP students.

2. Does your program prepare special education teachers? ○ Yes
   ◉ No

If yes, provide a description of the activities that prepare *special education teachers* to:

1. Teach students with disabilities effectively

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education*

   Act.

3. Effectively teach students who are limited English proficient.

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Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

This Page Includes:

- Contextual Information

Contextual Information

Contextual Information

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Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

What is unique about the Angelo State University Educator Preparation Program (EPP) Candidates and other college students choose Angelo State for its vision,
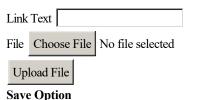
mission, academic programs, history, traditions, and dedication to success. The ASU educator candidate population reflects the demographics of West Texas and beyond. Substantial numbers of candidates represent first generation college students, non-native English speakers, diversity in heritage and culture, economic status, and geography. Teacher Education faculty, and other contributing university faculty combined, have completed hundreds of years of teaching, professional research, scholarly accomplishments, and service to the university, public schools, and the community at large. The Educator Preparation Program is large enough to be comprehensive in its preparation of teachers and other school personnel. It is small enough to reflect personal commitment on the part of the faculty to nurture and support the development of candidates. Approximately 25 percent of ASU graduates are Educator Preparation Program completers. This percentage climbs to 70 percent at the graduate level. The Robert G. and Nona K. Carr Foundation is one of the largest private endowments for scholarship assistance for a university the size of Angelo State. Carr scholarships are awarded annually to one in every six ASU students, many of whom are in the Educator Preparation Program. Candidates who successfully complete the Educator Preparation Program are sought after by school districts for employment. They are highly qualified and well prepared to be effective teachers or other school professionals when they complete the Educator Preparation Program. Angelo State University is a senior, public, regional 4-year comprehensive educational institution meeting the local and far-reaching needs of learners. Angelo State is a member of the Texas Tech University System. It is located in the city of San Angelo (population 95,000) near the exact geographic center of the state of Texas. Some would say the city is the true heart of Texas; others describe the community as located in west central Texas. ASU is a dynamic institution of higher education long recognized for its strong academic programs, its technological sophistication, and its nurturing environment, all of which help students reach their full potential. Angelo State draws its students primarily from west central Texas, but almost all of the 254 counties in TX send students to study at ASU. The institution's location and rich history contribute to attracting a substantial number of first generation college students. Additionally, numerous students arrive to study at ASU having been nonnative English speakers. College student demographics at Angelo State denote approximately two-thirds Caucasian population and one-fourth Hispanic heritage. The institution has met the eligibility requirements for designation as an Hispanic Serving Institution (HSI). The College of Education serves approximately one fourth of the total enrollment in educator preparation. The college recommends between 20-25% of the campus population for graduation. The student/faculty ratio at ASU is 20/1. As a comprehensive university, Angelo State touches tomorrow in the lives of students, in the growth of their communities, whether local or global, and in the pursuit of the common good of society. Angelo State offers both undergraduate and graduate programs and has a student population of more than 10,000, which includes both residential and commuting students. A significant portion of the EPP candidate population is identified as non-traditional in age, experience, family circumstances, background, and need. These candidates may also be commuters. As they progress through their programs, they form cohort support groups that last long after graduation. Candidates supporting candidates is a unique characteristic of ASU programs. Large enough to make significant and innovative impact on the region and in society, ASU Educator Preparation is also small enough to be personal and supportive. Faculty in Professional Education makes connections with their students as program advisors and professors both on campus and in the field. Candidates know faculty and know their assigned program advisors. They develop strong relationships during the preparation program. Faculty members develop relationships with their candidates and follow and support them from freshman to senior years and beyond. The Angelo State University faculty supports its dynamic Educator Preparation Program with high expectations for all learners. Candidates are challenged to integrate content knowledge, pedagogical skills, professional dispositions, instructional decision-making, student-centered learning, and culturally relevant and responsive teaching to become effective practitioners in diverse learning communities. The Educator Preparation Program Vision at Angelo State is preparing: A New Generation of Educators to Lead Others Toward Lifelong Learning. ASU provides a full range of educational opportunities that prepares students for successful careers and for entry into graduate and professional schools. Academically, the university is organized with five colleges: Arts and Sciences, Business, Education, Graduate Studies, and Health and Human Services. The College of Education began as a department. It then progressed in focus and size to the School of Education. Most recently, it became the College of Education, with departments of Teacher Education and Curriculum & Instruction. These changes are indicative of the University continuing emphasis on the importance of Educator Preparation and its support of and commitment to maintaining national accreditation. In November of 2017, the Educator Preparation Program completed the initial accreditation self-study process and review from the Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP). Angelo State has been granted CAEP accreditation. National accreditation communicates Angelo State commitment to excellence in teacher education. Not only does Angelo State provide excellent academic preparation for students but also excellent facilities for learning and living. Angelo State has the financial resources to help its students reach their educational goals. Long-time ASU supporter, Robert G. Carr, upon his death in 1978, established a foundation funded by his mineral and royalty interests from oil-producing properties in 16 West Texas counties. His wife, Nona Carr, would add her interest in those properties to the foundation upon her death nine years later. The Robert G. and Nona K. Carr Foundation, established to provide scholarships for needy and worthy students, would have a profound impact on Angelo State. The first scholarships were awarded in 1981. By 2007 the fund was valued at more than $65 million and provided scholarships for one in every six ASU students for an annual total of 3.3 million dollars. Additionally, the College of Education and other academic departments are housed in the Robert G. and Nona K. Carr Building on the campus. Success at ASU, in the classroom, in student organizations, or on playing fields, translates into success in life. ASU graduates have headed major national corporations, played in Super Bowls, anchored national newscasts, served on Pulitzer Prize juries, held statewide political office, and made numerous contributions to their communities and society. Angelo State has grown substantially since its initial role as San Angelo Junior College in 1928. In 1965, it became a four-year, baccalaureate granting institution, and in 1969, its name was changed to Angelo State University. In 2007 Angelo State became a member of the Texas Tech University System.

What is unique about the Angelo State University
Educator Preparation Program (EPP) Candidates
and other college students choose Angelo State
for its vision, mission, academic programs,

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Link Text [   ]

File [Choose File] No file selected

[Upload File]

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[Print] [Reset Page] [Save]

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☐ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

Name of responsible representative for teacher preparation program: [   ]

Title: [   ]

Certification of review of submission

☐ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

Name of reviewer: [   ]

Title: [   ]

[Certify and Submit Report Card]

Title II Higher Education Act

Menu Secondary

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- [Technical Assistance](#)
- [Log Out](#)

Wendy Sklenarik Program User

Select Academic Year Menu

```
2020-21 Academic Year Data  ▼
```

2022 Title II Reports National Teacher Preparation Data
Angelo State University

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    -
    - [Use of Technology](#)
  - 2022 Program 6

TX
Angelo State University Traditional Report AY 2020-21 Texas
100% CompleteStatus: In Progress

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID [222831]

☐ THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation [　　　　　　　]

Address [ASU Station #10914]

Address line 2: [　　　　　　　]

City [San Angelo]

State

[Texas ▼]

Zip [76909]

Salutation

[Dr. ▼]

First Name [Scarlet]

Last Name [Clouse]

Phone [(325) 942-2212]

Email [sclouse@angelo.edu]

[Save/Stay]

[Reset]

[Print]

Section I: Program Information

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

This Page Includes:

- List of Programs

List of Programs

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List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	• [Edit] • [Delete]
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	• [Edit] • [Delete]
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	• [Edit] • [Delete]

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1	Special Education	UG	• Edit • Delete
13.1301	Teacher Education - Agriculture	UG	• Edit • Delete
13.1322	Teacher Education - Biology	UG	• Edit • Delete
13.1323	Teacher Education - Chemistry	UG	• Edit • Delete
13.1305	Teacher Education - English/Language Arts	UG	• Edit • Delete
13.1306	Teacher Education - Foreign Language	UG	• Edit • Delete
13.1328	Teacher Education - History	UG	• Edit • Delete
13.1311	Teacher Education - Mathematics	UG	• Edit • Delete
13.1312	Teacher Education - Music	UG	• Edit • Delete
13.1314	Teacher Education - Physical Education and Coaching	UG	• Edit • Delete
13.1318	Teacher Education - Social Studies	UG	• Edit • Delete
13.1331	Teacher Education - Speech	UG	• Edit

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update

- [Delete]

UG, PG, or Both ○ UG
○ PG
○ Both
○

- [Insert]

- [Cancel]

Total number of teacher preparation programs: [15]

Save Option

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[Info]

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Section I: Program Information

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

This Page Includes:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

Undergraduate Requirements

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1. Are there initial teacher certification programs at the undergraduate level? ◉ Yes
○ No

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. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry ◉ Yes ○ No ○	Required for Exit ○ Yes ◉ No ○
Fingerprint check	Required for Entry ○ Yes ◉ No ○	Required for Exit ○ Yes ◉ No ○
Background check	Required for Entry ○ Yes ◉ No ○	Required for Exit ○ Yes ◉ No ○
Minimum number of courses/credits/semester hours completed	Required for Entry ◉ Yes ○ No ○	Required for Exit ◉ Yes ○ No ○
Minimum GPA	Required for Entry ◉ Yes ○ No ○	Required for Exit ◉ Yes ○ No ○
Minimum GPA in content area coursework	Required for Entry ◉ Yes ○ No ○	Required for Exit ◉ Yes ○ No ○
Minimum GPA in professional education coursework	Required for Entry ◉ Yes ○ No ○	Required for Exit ◉ Yes ○ No ○
Minimum ACT score	Required for Entry ○ Yes ◉ No ○	Required for Exit ○ Yes ◉ No ○
Minimum SAT score	Required for Entry ○ Yes ◉ No ○	Required for Exit ○ Yes ◉ No ○
Minimum basic skills test score	Required for Entry ◉ Yes ○ No ○	Required for Exit ○ Yes ◉ No ○
Subject area/academic content test or other subject matter verification	Required for Entry ◉ Yes ○ No ○	Required for Exit ◉ Yes ○ No ○

Element	Admission	Completion
Recommendation(s)	Required for Entry ⦿ Yes○ No○	Required for Exit ○ Yes⦿ No○
Essay or personal statement	Required for Entry ○ Yes⦿ No○	Required for Exit ○ Yes⦿ No○
Interview	Required for Entry ⦿ Yes○ No○	Required for Exit ○ Yes⦿ No○
Other Specify: **Other specify:** [Proficiency coursework]	Required for Entry ⦿ Yes○ No○	Required for Exit ⦿ Yes○ No○

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

[2.75]

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

[2.75]

4. Please provide any additional information about the information provided above: [   ]

Postgraduate Requirements

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1. Are there initial teacher certification programs at the postgraduate level? ⦿ Yes
○ No

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. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Postgraduate Requirements

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

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

[2.75]

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

[2.75]

4. Please provide any additional information about the information provided above: [   ]

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models? ⦿ Yes
◯ No

If yes, provide the next two responses. If no, leave them blank.

<div align="center">

Programs with student teaching models (most traditional programs)
Programs with student teaching models (most traditional programs)

</div>

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours of supervised clinical experience required prior to student teaching
45

Number of clock hours required for student teaching

Number of clock hours required for student teaching 560

Are there programs in which candidates are the teacher of record? ⦿ Yes
◯ No

If yes, provide the next two responses. If no, leave them blank.

<div align="center">

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)
Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

</div>

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom 30

Number of years required for teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom
1

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

<div align="center">

All Programs
All Programs

</div>

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) 0

Optional tool for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) 22

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year 138

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year
111

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

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)	[ ]	
50% (Half-Time)	[ ]	
[75%] Employment Rate (%)	[ ] Number of Faculty	[Delete]
[25%] Employment Rate (%)	[ ] Number of Faculty	[Delete]

[Add Row]

[Calculate FTE]

Section I: Program Information

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

This Page Includes:

- Enrollment and Program Completers

Enrollment and Program Completers

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Enrollment and Completer Totals
2020-21 Total

Total Number of Individuals Enrolled   Total Number of Individuals Enrolled in 2020-21   [271]

Subset of Program Completers   Subset of Program Completers in 2020-21   [132]

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment [49]	Male Completers [15]
Female	Female Enrollment [222]	Female Completers [117]
Non-Binary/Other	Non-Binary/Other Enrollment [0]	Non-Binary/Other Completers [0]
No Gender Reported	Nonreported gender Enrollment [0]	Nonreported gender Completers [0]

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment [0]	American Indian or Alaska Native Completers [0]
Asian	Asian Enrollment [1]	Asian Completers [0]
Black or African American	Black or African American Enrollment [8]	Black or African American Completers [5]

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment 76	Hispanic/Latino of any race Completers 27
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment 1	Native Hawaiian or Other Pacific Islander Completers 0
White	White Enrollment 181	White Completers 96
Two or more races	Two or more races Enrollment 4	Two or more races Completers 4
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment 0	Nonreported race/ethnicity Completers 0

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[Info]

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Section I: Program Information

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

This Page Includes:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

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. **(§205(b)(1)(H))**

What are CIP Codes?

☐ No teachers prepared in academic year 2020-21

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	25
13.1202	Teacher Education - Elementary Education	Number Prepared	73
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	3
13.1210	Teacher Education - Early Childhood Education	Number Prepared	73
13.1301	Teacher Education - Agriculture	Number Prepared	6
13.1302	Teacher Education - Art	Number Prepared	0
13.1303	Teacher Education - Business	Number Prepared	0
13.1305	Teacher Education - English/Language Arts	Number Prepared	4
13.1306	Teacher Education - Foreign Language	Number Prepared	4
13.1307	Teacher Education - Health	Number Prepared	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	0
13.1311	Teacher Education - Mathematics	Number Prepared	5
13.1312	Teacher Education - Music	Number Prepared	6
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	0
13.1315	Teacher Education - Reading	Number Prepared	4
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared	0
13.1317	Teacher Education - Social Science	Number Prepared	0
13.1318	Teacher Education - Social Studies	Number Prepared	3
13.1320	Teacher Education - Trade and Industrial	Number Prepared	0
13.1321	Teacher Education - Computer Science	Number Prepared	0
13.1322	Teacher Education - Biology	Number Prepared	2
13.1323	Teacher Education - Chemistry	Number Prepared	0
13.1324	Teacher Education - Drama and Dance	Number Prepared	0
13.1328	Teacher Education - History	Number Prepared	0
13.1329	Teacher Education - Physics	Number Prepared	0
13.1331	Teacher Education - Speech	Number Prepared	1
13.1337	Teacher Education - Earth Science	Number Prepared	0
13.14	Teacher Education - English as a Second Language	Number Prepared	0
13.99	Education - Other Specify: Other specify:	Number Prepared	0

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. 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. (§205(b)(1)(H))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that

individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program? ⦿ Yes
○ No
☐ No teachers prepared in academic year 2020-21

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	25
13.1202	Teacher Education - Elementary Education	Number Prepared	73
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	3
13.1210	Teacher Education - Early Childhood Education	Number Prepared	73
13.1301	Teacher Education - Agriculture	Number Prepared	6
13.1302	Teacher Education - Art	Number Prepared	0
13.1303	Teacher Education - Business	Number Prepared	0
13.1305	Teacher Education - English/Language Arts	Number Prepared	4
13.1306	Teacher Education - Foreign Language	Number Prepared	4
13.1307	Teacher Education - Health	Number Prepared	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	0
13.1311	Teacher Education - Mathematics	Number Prepared	5
13.1312	Teacher Education - Music	Number Prepared	6
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	0
13.1315	Teacher Education - Reading	Number Prepared	4
13.1316	Teacher Education - General Science	Number Prepared	0
13.1317	Teacher Education - Social Science	Number Prepared	0
13.1318	Teacher Education - Social Studies	Number Prepared	3
13.1320	Teacher Education - Trade and Industrial	Number Prepared	0
13.1321	Teacher Education - Computer Science	Number Prepared	0
13.1322	Teacher Education - Biology	Number Prepared	2
13.1323	Teacher Education - Chemistry	Number Prepared	0
13.1324	Teacher Education - Drama and Dance	Number Prepared	0
13.1328	Teacher Education - History	Number Prepared	0
13.1329	Teacher Education - Physics	Number Prepared	0
13.1331	Teacher Education - Speech	Number Prepared	1
13.1337	Teacher Education - Earth Science	Number Prepared	0
13.14	Teacher Education - English as a Second Language	Number Prepared	0
13.99	Education - Other Specify: Other specify: [ ]	Number Prepared	
01	Agriculture	Number Prepared	6
03	Natural Resources and Conservation	Number Prepared	0

CIP Code	Academic Major	Number Prepared
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared `0`
09	Communication or Journalism	Number Prepared `1`
11	Computer and Information Sciences	Number Prepared `0`
12	Personal and Culinary Services	Number Prepared `0`
14	Engineering	Number Prepared `0`
16	Foreign Languages, Literatures, and Linguistics	Number Prepared `4`
19	Family and Consumer Sciences/Human Sciences	Number Prepared `0`
21	Technology Education/Industrial Arts	Number Prepared `0`
22	Legal Professions and Studies	Number Prepared `0`
23	English Language/Literature	Number Prepared `4`
24	Liberal Arts/Humanities	Number Prepared `0`
25	Library Science	Number Prepared `0`
26	Biological and Biomedical Sciences	Number Prepared `0`
27	Mathematics and Statistics	Number Prepared `5`
30	Multi/Interdisciplinary Studies	Number Prepared `76`
38	Philosophy and Religious Studies	Number Prepared `0`
40	Physical Sciences	Number Prepared `0`
41	Science Technologies/Technicians	Number Prepared `0`
42	Psychology	Number Prepared `0`
44	Public Administration and Social Service Professions	Number Prepared `0`
45	Social Sciences	Number Prepared `0`
46	Construction	Number Prepared `0`
47	Mechanic and Repair Technologies	Number Prepared `0`
50	Visual and Performing Arts	Number Prepared `0`
51	Health Professions and Related Clinical Sciences	Number Prepared `0`
52	Business/Management/Marketing	Number Prepared `0`
54	History	Number Prepared `0`
99	Other Specify: Other specify: `_____`	Number Prepared `_____`

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Section I: Program Information

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

This Page Includes:

Program Assurances

1. Program 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
○ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. ⦿ Yes
○ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects. ⦿ Yes
○ No
○ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities. ⦿ Yes
○ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students. ⦿ Yes
○ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families. ⦿ Yes
○ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. ⦿ Yes
○ No

8. Describe your institution's most successful strategies in meeting the assurances listed above: Educator preparation at ASU is a wholly standards-based program. All programs are developed from state standards and approved by the Texas Education Agency (TEA). ASUs degrees are approved by the Texas Higher Education Coordinating Board (THECB). 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 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 applications and reflection experience, supervised clinical teaching is evaluated over a fourteen-week experience in diverse school settings with diverse learners. To evaluate clinical teaching, ASU has adopted the Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards that outline what teachers should know and be able to do ensuring every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice, cutting across all subject areas and grade levels, which are necessary to improve student achievement. Educator candidates gather descriptive and demographic information about their learners and schools. Then they apply this information when incorporating standards, expectations for instruction, and assessment of learners. Planning, analysis, and reflection are evident in every aspect of the candidates emerging competence. Observations and evaluations 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. ASU's 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 our 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 candidate's competence in this vital area. Linguistic diversity is only one area of focus in the EPP's embracing of diverse experiences for its candidates. Early in every preparation program diversity sensitivities, cultural responsiveness, and differentiated instruction are introduced, practiced, and then applied. These are coupled with dispositions and beliefs sensitive to the background, 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

| Educator preparation at ASU is a wholly standards-based program. All programs are developed from state standards and approved by the Texas Education Agency (TEA). ASUs |

West Texas and beyond with the belief that all children can learn.

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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 teacher preparation 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. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

◉ Yes
○ No

2. Describe your goal. We would like to prepare 2 mathematics teachers.

> We would like to prepare 2 mathematics teachers.

3. Did your program meet the goal? ◉ Yes
○ No

4. Description of strategies used to achieve goal, if applicable: We hoped to prepare 2 mathematics teachers, and we did.

> We hoped to prepare 2 mathematics teachers, and we did.

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ◉ Yes
○ No

8. Describe your goal. We would like to prepare 2 mathematics teachers.

> We would like to prepare 2 mathematics teachers.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ⦿ Yes
○ No

> We would like to prepare at least two mathematics teachers.

10. Describe your goal. We would like to prepare at least two mathematics teachers.

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Section II: Annual Goals

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 teacher preparation 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. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

⦿ Yes
○ No

> We hope to prepare 2 science teacher.

2. Describe your goal. We hope to prepare 2 science teacher.

3. Did your program meet the goal? ⦿ Yes
○ No

> We prepared two science teachers.

4. Description of strategies used to achieve goal, if applicable: We prepared two science teachers.

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ⦿ Yes
○ No

We hope to prepare 2 science teacher.

8. Describe your goal. We hope to prepare 2 science teacher.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ⦿ Yes
○ No

We hope to prepare two science teachers.

10. Describe your goal. We hope to prepare two science teachers.

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Section II: Annual Goals

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 teacher preparation 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. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

⦿ Yes

○ No

2. Describe your goal. We hope to produce 12 SPED teachers.

> We hope to produce 12 SPED teachers.

3. Did your program meet the goal? ◉ Yes
○ No

4. Description of strategies used to achieve goal, if applicable: We were able to prepare 12 SPED teachers.

> We were able to prepare 12 SPED teachers.

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ◉ Yes
○ No

8. Describe your goal. We hope to produce 12 SPED teachers.

> We hope to produce 12 SPED teachers.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ◉ Yes
○ No

10. Describe your goal. We hope to prepare 6 SPED teachers.

> We hope to prepare 6 SPED teachers.

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Section II: Annual Goals

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 teacher preparation 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. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

○ Yes
◉ No

2. Describe your goal.

3. Did your program meet the goal? ○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ○ Yes
◉ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ○ Yes
◉ No

10. Describe your goal.

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Section III: Program Pass Rates

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

This Page Includes:

- Assessment Pass Rates

Assessment Pass Rates

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Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson All program completers, 2020-21	4			
272 -AGRICULTURE FOOD AND NATURAL RESOURCES 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	2			
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2020-21	1			
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2019-20	1			
806 -CORE SUBJECTS 4-8 ELAR Evaluation Systems group of Pearson All program completers, 2018-19	9			
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
807 -CORE SUBJECTS 4-8 MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
807 -CORE SUBJECTS 4-8 MATHEMATICS	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Evaluation Systems group of Pearson All program completers, 2018-19				
809 -CORE SUBJECTS 4-8 SCIENCE	1			
Evaluation Systems group of Pearson All program completers, 2020-21				
809 -CORE SUBJECTS 4-8 SCIENCE	1			
Evaluation Systems group of Pearson All program completers, 2019-20				
809 -CORE SUBJECTS 4-8 SCIENCE	9			
Evaluation Systems group of Pearson All program completers, 2018-19				
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES	1			
Evaluation Systems group of Pearson All program completers, 2020-21				
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES	1			
Evaluation Systems group of Pearson All program completers, 2019-20				
808 -CORE SUBJECTS 4-8 SOCIAL STUDIES	9			
Evaluation Systems group of Pearson All program completers, 2018-19				
901 -CORE SUBJECTS EC-6 - ELA AND READING	23	266	23	100
Evaluation Systems group of Pearson All program completers, 2020-21				
905 -CORE SUBJECTS EC-6 - FINE ARTS HEALTH AND PHYS ED	23	251	19	83
Evaluation Systems group of Pearson All program completers, 2020-21				
801 -CORE SUBJECTS EC-6 ELAR	23	258	22	96
Evaluation Systems group of Pearson All program completers, 2020-21				
801 -CORE SUBJECTS EC-6 ELAR	2			
Evaluation Systems group of Pearson All program completers, 2019-20				
801 -CORE SUBJECTS EC-6 ELAR	57	259	55	96
Evaluation Systems group of Pearson All program completers, 2018-19				
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE	23	256	22	96
Evaluation Systems group of Pearson All program completers, 2020-21				
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE	2			
Evaluation Systems group of Pearson All program completers, 2019-20				
805 -CORE SUBJECTS EC-6 FINE ARTS HEALTH AND PE	57	258	55	96
Evaluation Systems group of Pearson All program completers, 2018-19				
802 -CORE SUBJECTS EC-6 MATHEMATICS	23	265	23	100
Evaluation Systems group of Pearson All program completers, 2020-21				
802 -CORE SUBJECTS EC-6 MATHEMATICS	2			
Evaluation Systems group of Pearson All program completers, 2019-20				
802 -CORE SUBJECTS EC-6 MATHEMATICS	57	263	57	100
Evaluation Systems group of Pearson All program completers, 2018-19				
804 -CORE SUBJECTS EC-6 SCIENCE	23	258	23	100
Evaluation Systems group of Pearson All program completers, 2020-21				
804 -CORE SUBJECTS EC-6 SCIENCE	2			
Evaluation Systems group of Pearson				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2019-20				
804 -CORE SUBJECTS EC-6 SCIENCE	57	253	55	96
Evaluation Systems group of Pearson				
All program completers, 2018-19				
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES	23	255	21	91
Evaluation Systems group of Pearson				
All program completers, 2020-21				
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES	2			
Evaluation Systems group of Pearson				
All program completers, 2019-20				
803 -CORE SUBJECTS EC-6 SOCIAL STUDIES	57	253	52	91
Evaluation Systems group of Pearson				
All program completers, 2018-19				
902 -CORE SUBJECTS EC–6 - MATHEMATICS	23	260	22	96
Evaluation Systems group of Pearson				
All program completers, 2020-21				
904 -CORE SUBJECTS EC–6 - SCIENCE	23	259	20	87
Evaluation Systems group of Pearson				
All program completers, 2020-21				
903 -CORE SUBJECTS EC–6 - SOCIAL STUDIES	23	253	20	87
Evaluation Systems group of Pearson				
All program completers, 2020-21				
231 -ENG LANGUAGE ARTS AND READING 7-12	5			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
231 -ENG LANGUAGE ARTS AND READING 7-12	7			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
233 -HISTORY 7-12	2			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
238 -LIFE SCIENCE 7-12	2			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
238 -LIFE SCIENCE 7-12	2			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
613 -LOTE: SPANISH EC-12	2			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
613 -LOTE: SPANISH EC-12	1			
Evaluation Systems group of Pearson				
All program completers, 2019-20				
613 -LOTE: SPANISH EC-12	2			
Evaluation Systems group of Pearson				
All program completers, 2018-19				
235 -MATHEMATICS 7-12	1			
Evaluation Systems group of Pearson				
Other enrolled students				
235 -MATHEMATICS 7-12	4			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
235 -MATHEMATICS 7-12	1			
Evaluation Systems group of Pearson				
All program completers, 2019-20				
235 -MATHEMATICS 7-12	5			
Evaluation Systems group of Pearson				
All program completers, 2018-19				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
177 -MUSIC EC-12 Evaluation Systems group of Pearson Other enrolled students	2			
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2020-21	4			
177 -MUSIC EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	8			
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson Other enrolled students	4			
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2020-21	78	252	71	91
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	22	246	15	68
160 -PEDAGOGY-PROF RESP EC-12 Evaluation Systems group of Pearson All program completers, 2018-19	97	259	93	96
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson Other enrolled students	1			
158 -PHYSICAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2019-20	1			
293 -SCIENCE OF TEACHING READING Evaluation Systems group of Pearson All program completers, 2020-21	22	268	22	100
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson Other enrolled students	1			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	1			
232 -SOCIAL STUDIES 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	3			
161 -SPECIAL EDUCATION EC-12 Evaluation Systems group of Pearson All program completers, 2020-21	16	250	12	75
129 -SPEECH 7-12 Evaluation Systems group of Pearson All program completers, 2020-21	1			
129 -SPEECH 7-12 Evaluation Systems group of Pearson All program completers, 2018-19	1			

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Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

This Page Includes:

- Summary Pass Rates

Summary Pass Rates

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	79	67	85
All program completers, 2019-20	22	15	68
All program completers, 2018-19	99	90	91

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Section IV: Low-Performing

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

This Page Includes:

- Low-Performing

Low-Performing

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1. Is your teacher preparation program currently approved or accredited? ◉ Yes
○ No

If yes, please specify the organization(s) that approved or accredited your program: ☑ State
☑ CAEP
☐ AAQEP
☐ Other specify:
Other specify: [   ]

2. Is your teacher preparation program currently under a designation as "low-performing" by the state? ○ Yes

◉ No

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Section V: Use of Technology

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

This Page Includes:

- Use of Technology

Use of Technology

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1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))

   Does your program prepare teachers to:
   1. integrate technology effectively into curricula and instruction ◉ Yes
      ○ No
   2. use technology effectively to collect data to improve teaching and learning ◉ Yes
      ○ No
   3. use technology effectively to manage data to improve teaching and learning ◉ Yes
      ○ No
   4. use technology effectively to analyze data to improve teaching and learning ◉ Yes
      ○ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place. Angelo State University has an institutional skills requirement in the area of technology literacy. The Educator Preparation Program identifies specific competencies and applications suitable for teacher education. Additionally, almost every academic experience utilizes the components of Blackboard as the portal for instruction and technology. In Educator Preparation, this is an expectation in all arenas. In professional education, candidates are introduced to TaskStream, an online platform and repository for cumulative professional experiences in education. Early on, candidates use components of TaskStream to develop and practice elements of instructional planning. All candidates are prepared in the knowledge and skills as prescribed in the Texas Education Agency/State Board of Educator Certification document: Technology Requirements for Beginning Teachers. An increasing amount of instruction is now becoming available on line or web blended. These choices for candidates can be positive. The expectations are that all candidates use technology in academic pursuits. All members of the campus community rely on electronic communications and data submission. Measures of academic progress are available to candidates and to faculty advisors electronically. All admission/application forms for Educator Preparation are accessed and completed online. Candidates are notified instantaneously when an application has been approved. The technology of TaskStream allows candidates to plan and develop instruction, to share resources, to receive feedback, and to showcase progress. Clinical practice is evaluated using rubrics and evaluation tools available through TaskStream. Real and relevant technology experiences are part of most course experiences. A variety of representations are expected. The overall intent is that technology affects student learning in a positive manner.

   > Angelo State University has an institutional skills
   > requirement in the area of technology literacy. The
   > Educator Preparation Program identifies specific
   > competencies and applications suitable for

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Section VI: Teacher Training

Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

This Page Includes:

- Teacher Training

Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:
   1. Teach students with disabilities effectively All educator preparation candidates complete coursework and experiences specifically directed to the knowledge and skills and dispositions necessary to teach learners with special needs and exceptionalities in any classroom. Elementary level candidates complete a semester-long course, entitled, A Survey of Exceptionalities. Included in this course is a minimum of 10-clock hours of field observations in classrooms with special needs students. Secondary level candidates complete coursework, experiences and observations in consort with their four Core

   > All educator preparation candidates complete coursework and experiences specifically directed to the knowledge and skills and dispositions necessary to teach learners with special needs

   pedagogy courses prior to clinical teaching.

   2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.* All initial certification candidates have direct and applied experiences with special needs students as a part of their supervised clinical teaching. At both levels, content related to characteristics of students with disabilities and defining conditions are presented with legal requirements and mandates as well as with practical planning and decision-making for instruction and achievement. Candidates are introduced to individualized education program teams and their roles as classroom teachers in contributing to the development of educational plans for identified students.

   > All initial certification candidates have direct and applied experiences with special needs students as a part of their supervised clinical teaching. At both levels, content related to characteristics of

   3. Effectively teach students who are limited English proficient. Candidates are also introduced to knowledge, skills, and dispositions related to teaching students who are Limited English Proficient (LEP). This unique learning need of many students in this part of the United States is again met with specific required coursework, Linguistically Diverse Learners, for knowledge and skills, and field experiences for dispositions and applications unique to the needs

   > Candidates are also introduced to knowledge, skills, and dispositions related to teaching students who are Limited English Proficient (LEP). This unique learning need of many students in this part

   of LEP students.

2. Does your program prepare special education teachers? ◉ Yes
   ○ No

   If yes, provide a description of the activities that prepare *special education teachers* to:
   1. Teach students with disabilities effectively Candidates preparing to be special education teachers are prepared to be elementary teachers and all-level special education teachers. These individuals take a specific 18 SCH sequence of courses in addition to student teaching in a special education classroom along with preparation to be a classroom teacher. There are 6 SCH of special education practicum experiences prior to student teaching where the candidates experience all aspects of working with special students including ARDS and ESL students.

   > Candidates preparing to be special education teachers are prepared to be elementary teachers and all-level special education teachers. These individuals take a specific 18 SCH sequence of

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.* The progression of courses and experiences in Special Education fully prepares the candidate to participate in the individualized education program (IEP) preparation process. It also prepares the candidate to work with regular education teachers in implementing the IEP and other recommendations of the ARD committee. Candidates can also minor in special education at the middle and secondary level. The preparation focuses on the highly qualified

> The progression of courses and experiences in Special Education fully prepares the candidate to participate in the individualized education program (IEP) preparation process. It also

standards for secondary school special education teachers.

3. Effectively teach students who are limited English proficient. These candidates also take a course that focuses on the learning needs of ESL students:

> These candidates also take a course that focuses on the learning needs of ESL students: Linguistically Diverse Learners.

Linguistically Diverse Learners.

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Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

This Page Includes:

- Contextual Information

Contextual Information

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Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

What is unique about the Angelo State University Educator Preparation Program (EPP) Candidates and other college students choose Angelo State for its vision, mission, academic programs, history, traditions, and dedication to success. The ASU educator candidate population reflects the demographics of West Texas and beyond. Substantial numbers of candidates represent first generation college students, non-native English speakers, diversity in heritage and culture, economic status, and geography. Teacher Education faculty, and other contributing university faculty combined, have completed hundreds of years of teaching, professional research, scholarly accomplishments, and service to the university, public schools, and the community at large. The Educator Preparation Program is large enough to be comprehensive in its preparation of teachers and other school personnel. It is small enough to reflect personal commitment on the part of the faculty to nurture and support the development of candidates. Approximately 25 percent of ASU graduates are Educator Preparation Program completers. This percentage climbs to 70 percent at the graduate level. The Robert G. and Nona K. Carr Foundation is one of the largest private endowments for scholarship assistance for a university the size of Angelo State. Carr scholarships are awarded annually to one in every six ASU students, many of whom are in the Educator Preparation Program. Candidates who successfully complete the Educator Preparation Program are sought after by school districts for employment. They are highly qualified and well prepared to be effective teachers or other school professionals when they complete the Educator Preparation Program. Angelo State University is a senior, public, regional 4-year comprehensive educational institution meeting the local and far-reaching needs of learners. Angelo State is a member of the Texas Tech University System. It is located in the city of San Angelo (population 95,000) near the exact geographic center of the state of Texas. Some would say the city is the true heart of Texas; others describe the community as located in west central Texas. ASU is a dynamic institution of higher education long recognized for its strong academic programs, its technological sophistication, and its nurturing environment, all of which help students reach their full potential. Angelo State draws its students primarily from west central Texas, but almost all of the 254 counties in TX send students to study at ASU. The institution's location and rich history contribute to attracting a substantial number of first generation college students. Additionally, numerous students arrive to study at ASU having been non-native English speakers. College student demographics at Angelo State denote approximately two-thirds Caucasian population and one- fourth Hispanic heritage. The institution has met the eligibility requirements for designation as an Hispanic Serving Institution (HSI). The College of Education serves approximately one fourth of the total enrollment in educator preparation. The college recommends

between 20-25% of the campus population for graduation. The student/faculty ratio at ASU is 20/1. As a comprehensive university, Angelo State touches tomorrow in the lives of students, in the growth of their communities, whether local or global, and in the pursuit of the common good of society. Angelo State offers both undergraduate and graduate programs and has a student population of more than 10,000, which includes both residential and commuting students. A significant portion of the EPP candidate population is identified as non-traditional in age, experience, family circumstances, background, and need. These candidates may also be commuters. As they progress through their programs, they form cohort support groups that last long after graduation. Candidates supporting candidates is a unique characteristic of ASU programs. Large enough to make significant and innovative impact on the region and in society, ASU Educator Preparation is also small enough to be personal and supportive. Faculty in Professional Education makes connections with their students as program advisors and professors both on campus and in the field. Candidates know faculty and know their assigned program advisors. They develop strong relationships during the preparation program. Faculty members develop relationships with their candidates and follow and support them from freshman to senior years and beyond. The Angelo State University faculty supports its dynamic Educator Preparation Program with high expectations for all learners. Candidates are challenged to integrate content knowledge, pedagogical skills, professional dispositions, instructional decision-making, student-centered learning, and culturally relevant and responsive teaching to become effective practitioners in diverse learning communities. The Educator Preparation Program Vision at Angelo State is preparing: A New Generation of Educators to Lead Others Toward Lifelong Learning. ASU provides a full range of educational opportunities that prepares students for successful careers and for entry into graduate and professional schools. Academically, the university is organized with five colleges: Arts and Sciences, Business, Education, Graduate Studies, and Health and Human Services. The College of Education began as a department. It then progressed in focus and size to the School of Education. Most recently, it became the College of Education, with departments of Teacher Education and Curriculum & Instruction. These changes are indicative of the University continuing emphasis on the importance of Educator Preparation and its support of and commitment to maintaining national accreditation. In November of 2017, the Educator Preparation Program completed the initial accreditation self-study process and review from the Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP). Angelo State has been granted CAEP accreditation. National accreditation communicates Angelo State commitment to excellence in teacher education. Not only does Angelo State provide excellent academic preparation for students but also excellent facilities for learning and living. Angelo State has the financial resources to help its students reach their educational goals. Long-time ASU supporter, Robert G. Carr, upon his death in 1978, established a foundation funded by his mineral and royalty interests from oil-producing properties in 16 West Texas counties. His wife, Nona Carr, would add her interest in those properties to the foundation upon her death nine years later. The Robert G. and Nona K. Carr Foundation, established to provide scholarships for needy and worthy students, would have a profound impact on Angelo State. The first scholarships were awarded in 1981. By 2007 the fund was valued at more than $65 million and provided scholarships for one in every six ASU students for an annual total of 3.3 million dollars. Additionally, the College of Education and other academic departments are housed in the Robert G. and Nona K. Carr Building on the campus. Success at ASU, in the classroom, in student organizations, or on playing fields, translates into success in life. ASU graduates have headed major national corporations, played in Super Bowls, anchored national newscasts, served on Pulitzer Prize juries, held statewide political office, and made numerous contributions to their communities and society. Angelo State has grown substantially since its initial role as San Angelo Junior College in 1928. In 1965, it became a four-year, baccalaureate granting institution, and in 1969, its name was changed to Angelo State University. In 2007 Angelo State became a member of the Texas Tech University System.

What is unique about the Angelo State University
Educator Preparation Program (EPP) Candidates
and other college students choose Angelo State
for its vision, mission, academic programs,

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Certification of submission

☐ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

Name of responsible representative for teacher preparation program: [_____]

Title: [_____]

Certification of review of submission

☐ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

Name of reviewer: [_____]

Title: [_____]

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