



TEXAS EDUCATION AGENCY

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November 13, 2009

Dr. John Miazga
Dean
Angelo State University
2601 West Avenue N
San Angelo, TX 76909

Dear Dr. Miazga:

Enclosed you will find the compliance review report recently completed by the Texas Education Agency Division of Educator Standards staff. As you read and reflect on its contents, please keep in mind that the current State Board of Educator Certification has recently revised their goals and has listed as their primary goal improving the quality of educator preparation programs.

With that in mind, it was reassuring to hear of the many positive activities of programs in Texas striving to meet that goal. Please take some time to review the report, reflect on the content, and implement the recommendations and/or action plan as listed. You have 10 days to respond to discrepancies in the report.

If you have any questions or need assistance, please contact your program specialist or myself at (512) 936-8226.

Respectfully,

A handwritten signature in blue ink that reads 'Janice Lopez'.

Janice Lopez, PhD
Director of Educator Standards
Janice.lopez@tea.state.tx.us

**Texas Education Agency
Division of Educator Standards
Audit Scoring Rubric
Academic Year: 2009-2010**

Entity Name Angelo State University Type of Program: X UI PB UA ACP
 Address 2601 West Ave. N Type of Visit: PAV 1yr PAV X CAV TV
 City, State, ZIP San Angelo, TX 76909
 Phone Number 3259422212 Email Address: jmiazga@angelo.edu
 Program Dean/Director Dr. John Miazga Title: Dean
 Website Address _____
 Accreditation Status Not Rated Accredited X Accredited-Warned Accredited-Probation Not Accredited-Revoked
 Educator Candidates Total # of Candidates: 894 # of Student Teachers: 52 # of Clinical Teachers: _____ # of Interns: _____



Site Visit Date October 27-28, 2009 Desk Audit _____ Site Visit X
 Program Specialist #1 Sandra Jo Nix Date Reviewed 10-28-2009
 Program Specialist #2 Tabita Gutierrez Date Reviewed 10-28-2009

Other reviewers as needed/list name and date reviewed.

Component 1 - Governance of Educator Preparation Programs

19 TAC Chapter 228, §228.20(b); §228.35(d)

Reviewers are to check the description that best describes evidence found during the audit.

Component 1 Indicators	Not in Compliance (0)	In Compliance (1)
§228.20(c): The governing body and chief operating officer of an entity shall provide sufficient support, and shall be accountable for the quality of the educator preparation program and the candidates whom the program recommends for certification; <i>questionnaire responses; self report, facilities, technology resources</i>	Little or no support by the governing body or chief operating officer of the entity for the quality of the program and/or candidate preparation	Adequate support by the governing body and chief operating officer of the entity and is involved in the quality of the program and candidate preparation. +1 22
§228.20(b): The preparation of educators shall be a collaborative effort among public schools accredited by TEA and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests. An advisory committee with members representing as many as possible of the groups identified as collaborators in this subsection shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program. represents stakeholders <i>List of members; questionnaire responses.</i>	Restricted membership on Advisory Committee. It does not include adequate representation from a variety of stakeholders groups.	Broad membership includes representatives from public/private schools, institutions of higher learning, education service center and business and community interests. +1 22
§228.20(b): The approved educator preparation program shall approve the roles and responsibilities of each member of the advisory committee.... <i>questionnaire responses; self-report</i>	Advisory Committee members have little or no understanding of their roles and responsibilities.	Advisory Committee members understand their roles and responsibilities adequately. +1 22
§228.20(b) Advisory Committee members assist in design, delivery, policy decisions, and program evaluation. <i>Minutes of meetings, questionnaire responses; self-report</i>	Advisory Committee does not participate in one or more of these areas.	Advisory Committee participates in all areas: design, delivery, policy decisions, and program evaluation. +1 22
§228.20(b) ...shall meet a minimum of twice during each academic year. <i>Written agendas; written minutes of two consecutive meetings; questionnaires; self-report</i>	Advisory Committee does not meet at least twice a year on a regular and continuing basis.	Advisory Committee meets a minimum of twice a year on a regular and continuing basis. +1 22
§228.35(d) An educator preparation entity shall provide evidence on-going and relevant field-based experiences as determined by the advisory committee as specified in §228.20 <i>minutes of meetings</i>	Advisory Committee has not determined relevant field-based experiences	Advisory Committee has determined relevant field-based experiences +1 22
<p style="text-align: center;">Standard for Compliance</p> <p style="text-align: center;">Score of <u>6</u> /6</p>	<p style="text-align: center;">Other Evidence of Compliance</p>	<p style="text-align: center;">Component 1 Compliance Score</p>

Component 2 – Admission Criteria

Component 2 Indicators	Not in Compliance (0)	In Compliance (1)
§227.10(c): ACP or Post-Bac: 4 year baccalaureate degree from an IHE recognized by regional accrediting agency <i>Transcripts in student folder</i>	Evidence exists that one or more students were admitted without an appropriate baccalaureate degree	Sufficient evidence exists that students admitted have appropriate baccalaureate degrees N/A
§227.10(C) ACP or Post-Bac: passing score on PACT (if required by program) <i>Transcripts in student folder</i>	Evidence exists that one or more students were admitted without passing PACT	Sufficient evidence exists that students admitted have passed PACT. N/A
§227.10(A): Minimum 2.5 GPA or at least a 2.5 in the last 60 semester credit hours. student folders, transcripts	Evidence exists that one or more students were admitted with a grade point average lower than overall 2.5 GPA or 2.5 in last 60 hours.	Sufficient evidence exists that students admitted have a grade point average of overall 2.5 GPA or 2.5 in last 60 hours or higher +1 28
§227.10(C) Students must have a minimum of 12 semester credit hours in the subject-specific content area for which certification is sought. <i>Student folders, transcripts</i>	Evidence exists that one or more students were admitted without the required 12 semester credit hours	Sufficient evidence exists that students admitted have 12 or more semester credit required hours +1 28
§227.10(4) Basic skills in reading, written communication and mathematics <i>TASP or THEA or TSI scores in student folders</i>	Evidence exists that one or more students admitted has no test scores or test scores lower than minimum requirements	Sufficient evidence exists that students admitted have recorded test scores +1 28
§227,10(5) Oral communication skills listed in 230.413 <i>Appropriate tests, interviews in student folders</i>	Evidence exists that one or more students admitted did not demonstrate adequate oral communication skills	Sufficient evidence exists that students admitted have demonstrated adequate oral communication skills. +1 28
§227.10(6) Application.... <i>document review; student folders</i>	Evidence exists that one or more students have not submitted a signed application	Sufficient evidence exists that students admitted have submitted a signed application +1 28
§227.10(6) ...interview or other screening instruments used to determine candidate's appropriateness for certification sought <i>Instruments in student folders; questionnaires</i>	Evidence exists that one or more students were admitted without interview or completion of other screening instruments	Sufficient evidence exists that students were admitted with interview or other screening instruments +1 28

Component 2 Indicators	Not in Compliance (0)	In Compliance (1)
§227.10(7) Any other academic criteria for admission that are published and applied consistently to all educator preparation candidates <i>catalogues; brochures; student handbooks</i>	No evidence of published admission criteria	Published admission criteria available +1 <i>26</i>
§227.10(7) Any other academic criteria for admission ...and applied consistently to all educator preparation candidates <i>student folders</i>	Evidence exists that admission criteria is not applied consistently	Sufficient evidence exists that admission criteria is applied consistently +1 <i>26</i>
§227.10(7)(e) Out –of-country applicants only; credentials must be equivalent to those in this section using procedures and standards from §245 <i>appropriate foreign university transcript review in student folder</i>	No required transcript review available; or transcript review did not follow §245	Has met minimum academic criteria through credentials from outside the US that are equivalent to those required N/A
§227.10(7)(d) Career and Technology Education candidates only: must meet the experience and preparation requirements of §230 and §233 <i>student folder</i>	One or more students admitted do not meet criteria	Sufficient evidence that students admitted meet criteria N/A
§227.10(3)(b) This exception to the minimum GPA requirement will be granted by the program director only in extraordinary circumstances and may not be used by a program to admit more than 10% of any cohort of candidates <i>self report; student folders</i>	More than 10% of the cohort group admitted as exception of GPA requirement	None or less than 10% of cohort group admitted as exception of GPA requirement +1 <i>26</i>
<p align="center">Standards for Compliance</p> <p align="center">Score of <u> 9 </u>/9</p>	<p align="center">Other Evidence of Compliance</p>	<p align="center">Component 2 Compliance Score</p>

Component 3 - Educator Preparation Curriculum

Rule §228.30 & Rule §241.15 for Principal Programs Only

Component 3 Indicators	Not in Compliance (0)	In Compliance (1)
§228.30 (a) The educator standards shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS) <i>syllabi, curriculum matrices</i>	No evidence of TEKS alignment or standards alignment for subject area courses	Subject area courses are aligned to educator standards and TEKS+1 <i>26</i>
§228.30(a) Subject area course assessments indicate measure of candidate's mastery of the standards and/or TEKS as applicable. <i>syllabi, curriculum, matrices, specific assessment instruments, questionnaire responses</i>	Subject area course assessments are missing or do not indicate measurement of TEKS and standards mastery .	Subject area course assessments are present and indicate measurement of TEKS and standards mastery +1 <i>26</i>
§228.30(b) PPR: The following (17 topics) subject matter shall be included in the curriculum for all candidates seeking initial <i>syllabi, PPR curriculum matrices, questionnaire responses</i>	Any one of the 17 required topics is omitted or is inadequate to prepare for TExES .	Courses cover all 17 topics adequately to prepare for TExES.+1 <i>26</i>
§228.30(b) PPR: Assessments for PPR curriculum prior to TExES <i>syllabi, PPR course matrices, survey responses, assessment samples</i>	Assessments for any two or more PPR topics prior to TExES omitted or do not indicate measurement of mastery	Assessments for all 17 topics indicate measurement of readiness for TExES +1 <i>26</i>
Standards for Compliance Score of <u>4</u> /4	Other Evidence of Compliance	Component 3 Score

Component 4 - Program Delivery and Ongoing Support Rule §228.35

Component 4 Indicators	Not in Compliance (0)	In Compliance (1)
§228.35(a)(2) Professional development shall be sustained, intensive, and classroom focused <i>Syllabi, agenda outlines,</i>	No evidence of ongoing training	Evidence of ongoing training +1 <i>29</i>
§228.35(a)(3) An educator preparation program shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training <i>clock hours ; questionnaire responses</i>	Less than 300 total hours of coursework for the EPPs & less than 200 total hours of coursework & training for the professional certification programs, such as principal	300 or more total clock hours for the EPPs; +1 <i>29</i>
§228.35(a)(3)(A) 30 clock-hours of field-based experience to be completed prior to student teaching, clinical teaching, or internship. <i>clock hours matrix, questionnaire responses</i>	Less than 30 clock-hours of field-based experiences	30 or more clock-hours of field-based experiences are required +1 <i>29</i>

§228.35(a) (B) 110 clock hours of training prior to student teaching, clinical teaching, or internship <i>hours matrix, questionnaire responses</i>	Less than 110 clock hours of training prior to teaching practicum	110 or more clock hours of training prior to teaching practicum +1 25
§228.35(a)(C) six clock hours of test preparation <i>hours matrix, questionnaire responses</i>	Less than 6 clock hours of test preparation	Six or more clock hours of test preparation +1 25
§228.35(a)(5) 50 clock-hours of training may be provided by a school district and/or campus that is an approved TEA CPE provider <i>Documentation of school or district training for each intern; or documentation of training provided by program</i>	No documentation for school or district training	Documentation of school or district training; or program documents training it provides N/A
§228.35(d) An educator preparation entity shall provide evidence of ongoing and relevant field-based experiences in a variety of educational settings, with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning. <i>questionnaire responses, field-based exp. placement lists,</i>	Field-based experiences are not in diverse settings, and/or do not require observation, modeling, and/or effective practices	Field-based experiences in diverse settings with observation, modeling, and effective practices+1 25
§228.35(d)(2) Each educator preparation program shall also provide one of the following: student teaching (12 weeks); clinical teaching (12 weeks); internship(180 school days) that matches the certification field for which the individual is accepted into the EPP <i>questionnaire responses; teaching practicum placement lists,</i>	Teaching practicum is shorter than mandated	Teaching practicum fulfills requirement or is longer than required +1 25
Component 4 Indicators	Not in Compliance (0)	In Compliance (1)
§228.35(e) In order to support a new educator and to increase teacher retention, an EPP shall collaborate with the campus administrator to assign each candidate a campus mentor during his or her internship or assign a cooperating teacher during the candidate's student teaching or clinical teaching experience (or a principal mentor for a principal intern, etc., as appropriate, for professional certification).. <i>Intern assignment lists; CT/Mento and/ST/Internr questionnaires;</i>	No evidence of mentor or cooperating teacher assignment	Evidence of mentor or cooperating teacher assignment +1 25
§228.35(e) The EPP program is responsible for providing mentor and/or cooperating teacher training that relies on scientifically-based research, but the program may allow the training to be provided by a school district, if properly documented. <i>questionnaires; agendas; training materials; other documentation</i>	No evidence of mentor or cooperating teacher training	Evidence of mentor/cooperating teacher training +1 25
§228.35(f) Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator.... <i>Intern placement lists with Field Supervisor; questionnaires; Field Supervisor vitas, syllabi, agendas, etc.</i>	No field supervisor assigned or person does not have appropriate experience	Appropriate Field supervisor assigned +1 25

§228.35(f) ... who has been trained as a field supervisor. <i>training agendas; field supervisor vitas; certificates; questionnaires</i>	No training provided to field supervisor	Training provided to field supervisor +1	28
§228.35(f) The initial contact with the assigned candidate must occur within the first three weeks of assignment. <i>observation records in student folder; questionnaires</i>	Initial contact not made within first three weeks of assignment	Initial contact made within first three weeks of assignment. +1	28
§228.35(f) The program must provide a minimum of two formal observations during the first semester and one formal observation during the second semester. <i>observation forms; questionnaires</i>	Less than two formal observations the first semester and one in the second semester	Two formal observations the first semester and one in the second semester, or more+1	28
§228.35(f) Each observation must be at least 45 minutes in duration and must be conducted by the field supervisor. <i>Student folder observation forms; questionnaires</i>	Observations are less than 45 minutes in duration	Observations are 45 minutes or more in duration +1	28
§228.35(f) The first observation must occur within the first six weeks of the assignment. <i>Completed observation forms, questionnaires</i>	First observation is not completed within first six weeks of assignment	First observation is completed within first six weeks of assignment+1	28
§228.35(f) The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate..... <i>Completed observation forms, questionnaires</i>	No completed observations forms , written feedback or interactive conference	Completed observation forms, written feedback and interactive conference +1	28

Component 4 Indicators	Not in Compliance (0)	In Compliance (1)
§228.35(f) Informal observations and coaching shall be provided by the field supervisor as appropriate. <i>questionnaires</i>	Informal observations and coaching not provided	Informal observations and coaching are provided+1
§228.35(f) ...and provide a copy of the written feedback to the candidate's campus administrator <i>Completed observation forms, principal questionnaires</i>	No written feedback provided to campus administrator +1	Written feedback provided to campus administrator
Standards for Compliance	Other Evidence of Compliance	Component 4 Score
Score of <u>17/18</u>		

**Component 5 – Assessment and Evaluation of Candidates for Certification and Program Improvement
§228.40**

Component 5 Indicators	Not in Compliance (0)	In Compliance (1)
§228.40(a) To ensure that a candidate for educator certification is prepared to receive the standard certificate, the entity delivering educator preparation shall establish benchmarks, and structured assessments of the candidate's progress throughout the EPP. <i>Samples of assessments and benchmarks, syllabi, test scores</i>	Limited or no program benchmarks or structured assessments present.	Program benchmarks and structured assessments present. +1
§228.40(b) The EPP shall determine the readiness of each candidate to take the appropriate certification assessment of pedagogy and professional responsibilities, including professional ethics and standards of conduct <i>Samples of assessments, syllabi, practice test scores, ethics statement</i>	No or limited assessment samples and/or no practice test scores and/or no ethics statement or test	Evidence of assessments, practice tests, and ethics understanding available +1
§228.40(c) An entity shall continuously evaluate the design and delivery of the educator preparation curriculum based on performance data, scientifically-based research practices, and the results of internal and external assessment. <i>Various forms of evaluation evidence</i>	No or limited program and curriculum evaluation	Various forms of program and curriculum evaluation available. +1
228.40(d) An EPP shall retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after program completion. <i>Student folders maintained in secure environment</i>	Documents are not retained for a five year period	Documents are retained for a period of five years. +1
<p align="center">Standards for Compliance</p> <p align="center">Score of <u>4</u>/4</p>	<p align="center">Other Evidence of Compliance</p>	<p align="center">Component 5 Score</p>

FOR AGENCY USE ONLY:

Program Name: Angelo State University
 Date of Desk Audit or Post Approval Visit: _____
 Type of Program: UI PB UA ACP
 Accreditation Status: NR A A-W A-P NA-R

FILING CHECKLIST:

- 1. Electronic Self-Report Yes No
- 2. Document Review Checklist Yes No
- 3. Student Folder Monitoring Checklist Yes No
- 4. Sign-In Sheets Yes No

Post Approval Visit Scores

The overall score must be 80% or greater.

	Component 1	Component 2	Component 3	Component 4	Component 5	Overall Average
Reviewer 1	6/6	9/9	4/4	17 / 18	4/4	40/41 97.5%

	Component 1	Component 2	Component 3	Component 4	Component 5	Overall Average
Reviewer 2	6/6	9/9	4/4	17/18	4/4	40/41

Overall average scores of less than 80% requires an action below.

Recommendations: Action Plan Technical Visit Follow Up – 6 months Follow Up – 1 year Reduced Accreditation Status
 Next Visit Year 2014

Reviewer	Comments:
Reviewer 1 <u>Sah Jhi</u> <u>10-6-09</u> Signature Date	
Reviewer 2 <u>Salvita Gutierrez</u> <u>11-06-09</u> Signature Date	

Director	Decision
<u>Jap</u> <u>11/12/09</u> Signature Date	<input checked="" type="checkbox"/> Approval to mail Final Report & Director's Letter <input type="checkbox"/> Filed in Program File Comments: <u>excellent program!</u>



[Exit this survey](#)

Self-Report for Monitoring Visit 2009-2010

3. Contact Information


Please complete the following information as it relates to the upcoming visit.

1. Please identify the official university or ACP name from the drop down list below.

	Official Name	
Official Name of Educator Preparation Program	Angelo State University	

2. Supply your EPP identification number.

3. Provide contact information for the main program location. The program name is a unique name that may differ from the official name. (Ex. The Teacher Success Program at X University)

Name of Program: (if applicable)	<input type="text" value="Angelo State University"/>
Contact Person:	<input type="text" value="Dr. John J. Miazga"/>
Address:	<input type="text" value="2601 West Avenue N"/>
City/Town:	<input type="text" value="San Angelo"/>
State:	TX Texas 
ZIP/Postal Code:	<input type="text" value="76909"/>
Email Address:	<input type="text" value="jmiazga@angelo.edu"/>
Phone Number:	<input type="text" value="3259422212"/>

4. What type of educator preparation program will be reviewed in this report? (Refer to your notification email.)

- University Initial
- University Post Baccalaureate
- University Based Alternative Certification Program
- Non-University Based Alternative Certification Program



Exit this survey

Self-Report for Monitoring Visit 2009-2010

4. GENERAL PROGRAM INFORMATION

The following questions will provide information about the university or alternative certification program.

5. Identify EACH type of educator preparation program (EPP) offered by your university/ACP.

- University Initial
- University Post Baccalaureate
- University Based Alternative Certificate Program
- Non-University Based Alternative Certificate Program

6. Which of the following are used in your programs? Check all that apply.

- Student teaching
- Clinical teaching
- Internship

7. Select any accreditations other than TEA your program has received.

- NCATE
- SACS
- None
- TEAC
- Not Applicable
- Other

Other (please specify)

NCATE Initial Accreditation Visit April 2010

8. What is your current TEA accreditation status? Check one.

- Accredited-Not Rated
- Accredited
- Accredited-Warned
- Accredited-Probation
- Not Accredited-Revoked

9. If the preparation program is Accredited-Warned, was an action plan submitted to TEA within 45 days of the status notification?

-

Yes

No

Not Applicable

10. If the answer is yes to the above question, explain the changes that have been made to ensure successful execution of the action plan.

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5. GENERAL PROGRAM INFORMATION - Continued

The following questions will provide information about the university or alternative certification program.

11. What year was your educator preparation program approved?

I don't have the exact date but presume that it was in the 1970s.

12. How many students were ADMITTED into your EPP program during the last academic year?

287

13. What was the TOTAL ENROLLMENT in your EPP program counting undergraduate, graduate, post bac, and acp program for the last academic year. This should be one total number and should not be a duplicate count of students.

894

14. How many students COMPLETED your program during the last academic year?

273

15. How many student teachers do you have enrolled for this academic year?

52

16. Identify your current status for the certification fields that you are approved to offer. This is just for information only. No certification fields will be added or removed without your request. (Approved and Active, Approved but Not Active)

	Current Status
Agricultural Sciences and Technology 6-12	
Art - All Level PK-12	Approved but Not Active
Art 6-12	Approved but Not Active
Art EC-12	Approved and Active
Bilingual Education Supplemental EC-4	Approved and Active
Bilingual Education Supplemental	Approved and Active
Bilingual Education Supplemental 4-8	Approved and Active
Bilingual Generalist Spanish EC-4	
Bilingual Generalist Spanish EC-6	
Bilingual Generalist Spanish 4-8	
Bilingual Generalist French EC-4	
Bilingual Generalist French 4-8	
Bilingualist Generalist (languages other than Spanish or French) EC-4	
Bilingual Generalist (languages other than Spanish or French) 4-8	

Bilingual Education Supplement EC-4 Spanish	
Bilingual Education Supplement EC-4 French	
Bilingual Education Supplement (languages other than Spanish and French) EC-4	
Bilingual Education Supplement 4-8 Spanish	
Bilingual Education Supplemental 4-8 French	
Bilingual Education Supplemental (languages other than Spanish and French) 4-8	
Business Education 6-12	
Chemistry 8-12	Approved and Active
Computer Science 8-12	Approved and Active
Dance 8-12	
Educational Diagnostician EC-12	Approved and Active
English as a Second Language/Generalist EC-4	
English as a Second Language/Generalist EC-6	
English as a Second Language/Generalist 4-8	
English as a Second Language Supplemental	Approved and Active
English Language Arts and Reading 4-8	Approved and Active
English Language Arts and Reading 8-12	Approved and Active
English Language Arts and Reading/Social Studies 4-8	Approved and Active
Family and Consumer Science Composite 6-12	
Family and Consumer Science-Hospitality, Nutrition and Food Service	
Family and Consumer Science-Human Development and Family Studies	
French 6-12	Approved and Active
Generalist EC-4	Approved and Active
Generalist EC-6	Approved and Active
Generalist 4-8	Approved and Active
German 6-12	Approved and Active
Gifted and Talented Supplemental	
Health EC-12	
Health Science Technology 8-12	
History 8-12	Approved and Active
Hospitality, Nutrition and Food Sciences 8-12	
Human Development and Family Studies 8-12	
Journalism 8-12	Approved and Active
Languages Other Than English (LOTE) - Arabic EC-12	
Languages Other Than English (LOTE) - Chinese EC-12	

Languages Other Than English (LOTE)-French EC-12	
Languages Other Than English (LOTE)-German EC-12	
Languages Other Than English (LOTE)-Japanese EC-12	
Languages Other Than English (LOTE)-Russian EC-12	
Languages Other Than English (LOTE)-Spanish EC-12	
Languages Other Than English (LOTE)-Vietnamese EC-12	
Latin 6-12	
Life Science 8-12	Approved and Active
Marketing Education 8-12	
Master Reading Teacher EC-12	Approved and Active
Master Mathematics Teacher EC-4	
Master Mathematics Teacher 4-8	
Master Mathematics Teacher 8-12	
Master Science Teacher EC-4	
Master Science Teacher 4-8	
Master Science Teacher 8-12	
Master Technology Teacher EC-12	Approved and Active
Mathematics 4-8	Approved and Active
Mathematics 8-12	Approved and Active
Mathematics/Physical Science/Engineering 8-12	
Mathematics/Physics 8-12	Approved and Active
Mathematics/Science 4-8	Approved and Active
Music EC-12	Approved and Active
Physical Education EC-12	Approved and Active
Physical Education 8-12	Approved but Not Active
Physical Science 8-12	Approved but Not Active
Physics/Mathematics 8-12	Approved and Active
Principal	Approved and Active
Reading Specialist EC-12	Approved and Active
School Counselor EC-12	Approved and Active
School Librarian EC-12	
Science 4-8	Approved and Active
Science 8-12	
Social Studies 4-8	Approved and Active
Social Studies 8-12	Approved and Active
Spanish 6-12	Approved and Active

Special Education EC-12	Approved and Active
Special Education Supplemental	Approved and Active
Speech 8-12	Approved and Active
Superintendent	Approved and Active
Teacher of Deaf and Hard-of-Hearing EC-12	
Teacher of Students with Visual Impairments Supplemental EC-12	
Technology Applications EC-12	Approved and Active
Technology Applications 8-12	Approved and Active
Technology Education 6-12	
Theatre EC-12	Approved and Active
Trade and Industrial Education 8-12	

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6. TO BE COMPLETED BY TEA STAFF: NUMBER AND ROLES OF PEOPLE RESPONDING TO THE QUESTIONNAIRES

NOTE: YOU DO NOT RESPOND TO THIS SECTION. THIS WILL BE COMPLETED BY TEA STAFF AND IS A REPORT TO YOU CONCERNING THE NUMBER AND TYPES OF PEOPLE WHO RESPONDED TO THE ELECTRONIC QUESTIONNAIRES. AGAIN, SKIP THIS SECTION.

17. Record the number of responses submitted via interview and/or electronic questionnaire.

Total number of respondents	<input type="text" value="115"/>
Advisory Committee Members	<input type="text" value="18"/>
Deans/Director	<input type="text"/>
Program Staff	<input type="text" value="2"/>
Faculty/Instructors	<input type="text" value="10"/>
Field Supervisors	<input type="text" value="11"/>
Campus Administrators	<input type="text" value="5"/>
Cooperating Teachers/Mentors	<input type="text" value="47"/>
Student/Clinical Teachers/Interns	<input type="text" value="22"/>
Professional Certification Intern	<input type="text"/>
Mentor to Professional Certification Intern	<input type="text"/>

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7. COMPONENT I: COMMITMENT AND COLLABORATION

Texas Administrative Code (TAC) Section 228.20 - Governance of Educator Preparation Programs

This section addresses the functions and roles of the Educator Preparation Program's Advisory Committee.

18. Select ALL types of support provided by the governing entity and/or the chief operating officer of your entity.

- adequate financial resources
- adequate material resources
- adequate facility resources
- adequate technical resources
- accountable for program quality
- accountable for quality of candidates recommended for certification

19. Have any expansion sites been added that differ from those identified in your original approved proposal?

- Yes
- No

20. How would you rate the current status of collaboration with local schools?

- Very good
- Satisfactory
- Needs improvement

**21. List the advisory committee members and identify (by number) the category each member represents. (1) Public or Private School; (2) Regional Education Service Center (ESC); (3) Institutions of Higher Education; (4) Business and Community Interests.
Example: John Q. Smith (1)**

Educator Preparation Advisory Committee: Dr. John J. Miazga (3), Ms. Cindy Pond (3), Ms. Martha Ellis (1), Dr. Brenda Mendiola (1), Mr. Larry Taylor (2), Mr. Eddie Salcido (1), Ms. Tia Agan(1), Mr. Billy Barnet (1), Dr. Jim Summerlin (3), Dr. Linda Lucksinger (3), Mr. Alvin New (4).

Teacher Education Advisory Committee: A members 3. Recommends policy to Dean. Dean then to President.

Paul Swets, Laurence Musgrove, Doyle Carter, Linda Lucksinger, Kelly McCoy, Ed Olson, John Osterhout, Sawn Wahl, James Summerlin, Tim Roden, Andy Wallace, David Scott, Karen Cody, Nancy Allen, Marcia Broughton, Kevin Lambert, Cindy Pond, Wendy Storms, Cindy Weeaks, Grady bount, Brian May, Dwenette Stevenson.

Superintendents' Advisory Committee: (once per year) All superintendents with whom we have contracts and the Director and Staff at ESC region XV.

22. Continued list of the advisory committee members and identify (by number) the category each member represents. (1) Public or Private School; (2) Regional Education Service Center (ESC); (3) Institutions of Higher Education; (4) Business and Community Interests. Example: John Q. Smith (1)

23. How many times does the advisory committee meet per academic year?

- None
- One
- Two
- Three or more

24. List advisory committee meeting dates for the current academic year.

EPP Advisory: September and May each year.
Teacher Education Council: as often as needed.
Superintendents' Advisory Committee: February each year.

25. Are advisory committee members involved in major policy decisions and long-term planning?

- Yes
 No

26. If the answer to the above question is yes, please provide specific examples.

EPP Advisory Committee: Assists with long range planning and advice concerning present program.

Superintendent Advisory Committee: Assists with long range planning and advice concerning public school needs and current program.

Teacher Education Council: Makes recommendations concerning all certification degree matters to the Dean of the College of Education who then recommends any policy issues to the President of the University. Policy is set and approved by the Board of Regents of the Texas Tech University System. Degree issues are recommended to University Curriculum Committee or to the Dean of the College of Graduate Studies and then to the University Curriculum Committee. Curriculum Issues are recommended to the President by the Provost. The President recommends to the Board of Regents of the TTUS. Certification curriculum issues are recommended to THECB and TEA/SBEC for approval.

27. Do advisory committee members participate in analysis of program performance, improvement, and field-based experiences?

- Yes
 No

28. If the answer to the above question is yes, please provide specific examples.

Teacher Education Council -, composed of directors of all certification programs and faculty. Test results are provided after each administration of the TExES. Annual reports on status of programs are provided. Data web-site available. Programs complete extensive self-study for NCATE SPA reports with TExES data playing a role. Access is provided annually for the PACE data made available via the data web-site.

Superintendents Advisory Committee. At its annual meeting issues relating to programs and certification are presented. Certification information is provided. Data-website is presented and available for review. Needs and issues of public school districts within Region XV are discussed and recommendations are sought. Region XV director and staff are part of the discussion and recommendations.

Educator Preparation Advisory Committee- New committee this academic years. Roles of members will evolve this year. Input concerning the quality of the candidates, what areas are weak and need addressing, and how the university can assist the school districts. Program changes can be addressed as a result of input from participants.

29. Do advisory committee members participate in or approve program design?

- Yes
 No

30. If the answer to the above question is yes, please provide specific examples.

Angelo State University Department of Education utilizes three different advisory groups: Teacher Education Council- reviews all curricular changes and makes recommendatons.

Superintendents Advisory Committe - provides recommendations such as having candidates seeking all level physical education certification to have a teaching field or would be unemployabel. A coaching minor was created to assist those candidates that wished to work with students in athletics to develop a content teaching field but still have some preparation in Kinesiology.

Educator Advisory Group - addressed deficiencies in candidates and makes recommendations that would enable beginning teachers to be prepared for difficult experiences. One weakness specifically noted was parent conferencing. This issue was reported also recently by the Elementary Principals' Association and was an area that departments had begun to develop strategies to be placed within the training program.

31. Are all roles and responsibilities of the advisory committee members clearly defined?

- Yes
 No

32. Have there been any major changes in advisory committee responsibilities within the past year?

- Yes
 No

33. If the answer to the above question is yes, please provide specific examples.

Fall 2009 - New Educator Advisory Committee has first meeting in September 2009. Assistant in forming the committee was begun in January 2009.

34. How has your advisory committee changed the way you administer your program?

Input from committees is used to shape and drive changes to topics and content within programs. As needed degrees are modified to meet public school demand. Recent change - Physcienc 8-12 degree program had few to no participants. The College of Education worked with the Mathematics and Physics to develop a Math/Physics and Physics/Mathematics certification degree plan. Content addressed within the pedagogy sequence is modified in emphasis depending on information received from the variety of different advisory groups. Currently additional preparation in teaching English Language Learners and students with disabilities as a result of discussing what needs are not being met in schools.

35. Are sign-in sheets required and archived for every advisory committee meeting?

- Yes
 No

36. Are agendas required and archived for every advisory committee meeting?

- Yes
 No

37. Are minutes recorded and archived for every advisory committee meeting?

- Yes
 No

38. Are previous minutes furnished to Advisory Committee members at each formal meeting?

- Yes
 No

39. Component I Findings: To be completed by TEA staff

Angelo State University is in compliance with TAC Section 228.20. Angelo State University utilizes three advisory groups: The Superintendent Advisory Committee, Educator Preparation Advisory Committee, and the Teacher Education Council. The Angelo State Educator Preparation Advisory Committee consists of a balanced membership of 11 members. Two meetings are held each year per rule. Adgendas, sign-in sheets, and minutes substantiated the Advisory Committee's work. From the Advisory Committee questionnaire it was noted that 50% (8) of the membership had served for six months or less. Since membership on the Advisory Committee tends to be fluid, it is recommended that the program compile a handbook that could be used to provide information to incoming members. The Advisory Committee members reported in their questionnaire responses that they participated in periodic review of the teacher preparation curriculum (70%), but 50% of them had no knowledge of the 17 topics required by law to be included in the Pedagogy and Professional Responsibility courses. In addition, 58.3% indicated that the Advisory Committee did not evaluate data and plan for program improvement.

40. TO BE COMPLETED BY TEA STAFF:**Compliance Status for Texas Administrative Code (TAC) Section 228.20 - GOVERNANCE OF EDUCATOR PREPARATION PROGRAM**

In light of the findings detailed above, the educator preparation program (EPP) is

- in compliance
 not in compliance

**41. TO BE COMPLETED BY TEA STAFF:
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8. COMPONENT II. ADMISSION CRITERIA

Texas Administrative Code(TAC) Section 227.10 - ADMISSION CRITERIA

This section deals with recruitment and admission of students/candidates into educator preparation programs (EPPs).

42. Describe the enrollment trend in your program for the last two years.

- Declined
- Remained the same
- Increased
- Other

Other (please specify)

43. Select all instruments used to determine the candidate's basic skills proficiency prior to admission. (Check all that apply)

- TASP/TEEA with state mandated minimum scores
- TASP/TEEA with higher than state mandated minimum scores
- SAT with state mandated minimum scores
- SAT with higher than state mandated minimum scores
- ACT
- Texas Success Initiative identified instruments
- Other

Other (please specify)

44. How does the program determine English language proficiency for non-native English speakers prior to admission? (Check all that apply.)

- Test of Spoken English (score of 55 or above)
- Test of English as a Foreign Language (TOEFL) (26 oral-all sections must be completed)
- Bachelor's or Graduate Degree from accredited U.S. institution
- Degree from outside of U.S. with primary language of English
- Verification of three years teaching experience in U.S.
- Three years teaching experience in a setting using English
- Interview
- Other

Other (please specify)

45. Select all program admission requirements that apply.

- 2.5 GPA (overall or last 60 hours)
- Application
- Passing score on pre-screening instruments
- Interview or other screening instrument for appropriateness
- Written Assessment

- 12 semester credit hours in subject-specific content area
- 24 semester credit hours in subject-specific content area
- Passing score on Pre-Admission Content Test (PACT)
- Resumes
- Successful background check
- Job-related credentials or licenses
- Letters of recommendation
- Other

Other (please specify)

2.5 GPA on all content work with no grade lower than a C.
 2.5 GPA on all pedagogy work with no grade lower than a C.
 2.5 GPA on all interdisciplinary major course work with no grade lower than a C.
 C or better grade on a course involving mathematics at or above the level of College Algebra.
 C or better grade on a course involving writing competencies (English 1301 and English 1302).
 C or better grade on a course involving reading/critical thinking skills (History 1301, 1302,
 Government 2301, 2302)
 C or better grade on a course involving speaking (Public speaking course).

**46. How many candidates did you admit under the 10% cohort rule in the last academic year?
 TAC Section 227.10(B)**

- None
- Five or less percent
- Ten percent
- More than ten percent

47. Has the program implemented changes in the admission requirements within the past year?

- Yes
- No

48. If the answer to the above question is yes, please explain.

49. How do you distribute information (publicly) about your admission requirements? (Check all that apply.)

- Advisory Committee Members
- Website
- Catalog
- Career Fairs
- Job Fairs
- School and community college visits
- Brochure
- Media outlets (radio, television, newspaper, billboards, etc.)
- Other

Other (please specify)

50. How do you recruit students for your program? Check all that apply.

- Advisory Committee Members
- Website
- Catalog
- Brochure
- Career Fairs
- Job Fairs
- School and community college visits
- Media outlets (newspaper, radio, TV, billboards, etc.)
- Word-of-mouth
- Other

Other (please specify)

College Recruiters throughout the state.

51. Component II Findings: TO BE COMPLETED BY TEA STAFF

Angelo State University is in compliance with TAC Section 227.10, meeting the required 2.5 GPA. The program reported that the Texas Success Initiative instruments are used for basic skills verification. The TOEFL is used to determine English Language Proficiency. Student information is kept electronically. Evaluation of the student information revealed that the program has an elaborate application system that incorporates an electronically signed application, transcripts, teacher propensities, and ethics letter. The program has admission requirements that are greater than the state minimum by requiring a "C" or better grade in courses involving mathematics at or above the level of College Algebra, writing competencies (English 1301 and English 1302); reading/critical thinking skills (History 1301, 1302, Government 2301, 2301), and public speaking.

Angelo State University reports using several vehicles for advertising and recruiting including job fairs, campus tours, and Discover ASU, a special event aimed at high school students. The Angelo State Website, Teacher Education Program, is detailed and informative. It provides specific information and expectations for students who are interested in becoming teachers.

52. TO BE COMPLETED BY TEA STAFF:**Compliance Status for Texas Administrative Code (TAC) Section 227.10 - ADMISSION CRITERIA**

In light of the findings detailed above, the educator preparation program (EPP) is

- in compliance
- not in compliance

53. Commendations

Angelo State University is commended for its elaborate electronic student management system, including its electronic application.

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9. COMPONENT III. CURRICULUM

Texas Administrative Code (TAC) Section 228.30 - EDUCATOR PREPARATION CURRICULUM

This section focuses on instructional content, methods, and assessment of students/candidates understanding and skills.

54. Select the criteria that the program uses to ensure that all course instructors/trainers have the necessary knowledge and skills to deliver a rigorous curriculum.

- Advanced degrees
- More than 5 years experience teaching the content at the specific grade level in a public or private school
- Texas Teacher Certificate in corresponding content and grade level
- Out-of-State Teaching Certification in corresponding content and grade level
- Principal/Superintendent certification
- Other Requirements

Other (please specify)

All faculty teaching in the programs have met SACS criteria with a minimum of 18 graduate hours in the content area. All faculty have at least at a minimum a master's degree.

55. Identify the the information that is required to be included in all instructors' course syllabi.

- Instructor contact information
- Content description
- Goals

- Objectives
- TExES standards and competencies covered in the course
- TEKS addressed, if applicable
- PPR specific topics addressed
- Field-based experiences embedded in the course, if any
- Focused reading assignments
- Instructional strategies
- Calendar
- Classroom policies
- Grading criteria and standards
- Assignments tied to calendar dates
- Available support services
- Other

Other (please specify)

56. Identify the methods/strategies that the faculty is encouraged to use in providing curriculum instruction to teacher candidates?

- Lectures
- Class Discussions
- Case Studies
- Lesson Plan Development
- Hypothetical classroom situations
- Simulations
-

- Cooperative learning groups
- Active research
- Modeling a variety of instructional strategies
- Technology
- Other

Other (please specify)

57. Does your program offer any type of technology training to your teaching candidates beyond using a computer for word processing, presentations, email, or internet?

- Yes
- No

58. Identify the types of technology used by the instructors in presenting the course content to the teaching candidates?

- Smart Board
- Webquest
- Cyberguides
- Adaptive/Assistive hardware
- Bulletin board system
- Digital or electronic portfolio
- Drawing software
- Graphic programs
- Graphing Calculators
- Multimedia-presentation software
- PDA (personal digital assistant)

- Probeware
- Productivity Tools
- Real-time videoconferencing
- Simulation programs
- Webpage creation software
- Electronic gradebook
- Projection hardware
- Other

Other (please specify)

59. Are ALL educator preparation students offered instruction in reading across the content areas?

- Yes
- No

60. Explain how the program teaches reading theories within the content areas and grade levels.

Reading theories are addressed extensively by all levels of programing.

For the EC6, EC6 Special Education, 4-8 Generalist, and 4-8 ELA the following courses introduce, reinforce, assess, evaluate, and synthesize repeatedly within the concepts of a spiral curriculum. The following courses address reading specifically: RDG 2306 Teaching Reading Using Children's Literature, RDG 3332 Reading in the Content Area, RDG 3335 Reading in the Elementary School, RDG 3336 Teaching Reading in the Language Arts Classroom, RDG 3339 Reading in the Middle School Classroom, Rdg 4301 Assessment and Evaluation of Reading and Writing, RDG 4602 Reading and Language ARTs in the Elementary and Middle School. This sequence represents 24 semester credit hours (SACH) or 1080 hours of face to face contact with students.

For the 4-8 Scienc, Mathematics, and Social Studies degrees, the following reading courses address the theories in a manner aligned with state standards: RDG 3339 Reading in the Middle School Classroom, and RDG 4320 Reading in the Secondary School Content Areas. This represents 6 SCH or 90 hours of face-face involvement. In addition, a field practicum is required.

For the 8-12 content Subject degrees, RDG 4320 is required. Three SCH or 45 hours of face to face instruction. A field component is required which focuses on reading issues related to adolescence.

61. Explain how the program teaches reading strategies within the content areas and grade levels.

For each of the courses listed above the theories are presented both didactically and experientially. Traditional approaches of lecture, readings, group discussion, written assignments, peer review, and other methods are employed. Experientially, all students apply, synthesize, and evaluate the use of these theories. Mini lessons are presented with self reflection and peer feedback. Lessons are presented electronically to the instructor via TaskStream where feedback leads to recycling and resubmission for an improved product. This can occur several times with peers and the faculty.

In RDG 4602, candidates work directly with small groups of public school students in a regular classroom. Observation and direct instruction lead to the synthesis of the theories. In RDG 4321, the theories are aplied through assessment of students. Public school teachers, peers, and University faculty observe and provide feedback on use of reading theories.

In Special Education 4363, candidates adapt reading theories in the delivery of instruction to student with special needs.

In ED 4322 and ED 4323, secondary content candidates are taught how to integrate reading into everyday lesson planning and to assist adolescent readers who have problems.

During student teaching, candidates integrate appropriate reading strategies depending on the level of instruction with the assistance of the classroom teacher and the university supervisor.

62. Explain how candidates' understanding of reading theories and strategies are assessed.

For each of the course in which reading theories and strategies are presented, assessment occurs in a variety of ways. Traditional testing, observation, peer review, application in mini lessons, self-reflection, application in a public school classroom, continuous improvement model using TaskStream, one-on-one tutoring.

Reading 4602 involves the candidate with students in a public school classroom. Instruction of a small group of students in a classroom under the observation and evaluation of a public school teacher and a university faculty member. Written plans, materials, presentation, interaction, student assessment, are all assessed with regard to the candidates work in the classroom. Peer to peer feedback is also a part of the assessment. Assessment is rubric based.

In SPED 4363, the candidate is assessed as in RDG 4602 with the additional requirement of assessment and modification in teaching the student based upon the student's IEP.

These candidates take the experience and evaluations into student teaching where they further refine their skills under the observation and evaluation by the classroom teacher and university supervisor using the TxBESS model.

Integrated into ED 4322, ED 4323, and student teaching, secondary candidates are assessed in their integration of theories and strategies in planning, knowledge, and application in their content

63. Explain how the program teaches the Texas Educators' Code of Ethics to all candidates.

The following courses address the code of ethics directly: EC6 and 4-8 ED 2202, ED 4315, and Student Teaching; Secondary Program: ED 4321, ED 4322.

In the EC6 and 4-8 programs the code is presented as a direct study in ED 2202. The code is further addressed throughout the rest of the program with regard to teacher dispositions that each candidate must abide by.

In the secondary program, the code of ethics is covered in its entirety in ED 4321. It is presented through recitation and application to scenarios that apply to different parts of the code.

The code is further addressed in the orientation to student teaching where legal and ethical concerns are presented prior to the candidate arrive on a campus for student teaching.

During student teaching candidates are required to adhere to the code of ethics and if violated are removed from the program.

64. Explain how candidates' understanding of the Texas Educators' Code of Ethics is assessed.

Candidates are assessed through the use of case studies, traditional testing, application in the classroom when in practicums at public schools.

During student teaching, candidates are observed by cooperating teachers and university supervisors and admonished to adhere to the code of ethics.

From the application for admission to the point of recommendation, the candidate is held responsible for the code of ethics and dispositions. The review of these products starts at admission or before in the case of candidates that take ED 2202, and continues with periodic review by faculty and public school teachers involved with candidate who are observing or teaching.

65. Are all educator preparation students required to sign an affirmation to uphold the Texas Educator's Code of Ethics?

- Yes
 No

66. Explain how the program teaches child and adolescent development.

Every candidate must take EPSY 3303 Child and Adolescent Psychology. The course is a study of human development processes from childhood through adolescence which includes physical, cognitive, social, emotional, and personality development. Aspects of learning, motivation, classroom management, behavior management, diverse learners, and socio-cultural elements are examined.

ECH 2305 Socio-Cultural Influences on Child Development, ECH 3350 Developmentally Appropriate, and ECH 4450 Applied Child Development further develop the understanding of early childhood events that effect the student's capacity to learn.

Development concerns are a part of every education, reading, and special education courses. Appropriate teaching, materials, content, pedagogy, cannot be delivered with the application of this knowledge. Hence, in all practicum courses in mathematics, science, social studies, and reading, appropriate application of child development is necessary.

In secondary candidates planning, appropriate content, curriculum, pedagogy, and learning materials and experiences are part of the evaluation of what students should know and be able to do. Applied development concepts are part of planning, lesson development, and teaching.

67. Explain how the program teaches the candidates to motivate students to learn.

Motivation has a thread in all courses throughout the curriculum. Theories of motivation are addressed in EPSY 3303. The practicums in mathematics, reading, science, and social studies all address motivation in relation to teaching strategies and materials that motivate the student. In planning in ED 4322, motivation is addressed as part of the overall lesson planning in secondary content areas. Ed 4323 and ED4315, courses that accompany student teaching, online, threaded discussions addressing classroom experiences that candidate encounter often form the basis for practical applications of motivation. Special education preparation addresses motivation as part of SPED 4362 Behavior and Discipline Management Theory. Diversity issues are also factors in motivation which is presented in ED 3314 Linguistically Diverse Learners characteristics and cultural elements.

68. Explain how the program teaches a variety of learning theories and how they apply in actual classrooms.

Learning theories have threads throughout all parts of the program. EPSY 3303 presents theories but their application occurs in ECH 3350, RDG 3339, 33335, 4602 in the EC6 and 4-8 programs and in ED 4322 and 4323 in the secondary program. Any of the planning or practicum courses apply learning theories in the preparation of what and how to teach and in the actual deliver of instruction. Learning theories are also applied in all aspects of evaluation. Learning theories are addresses also in several of the special education courses. Their use guides how modifications are made and what the teacher has to do to work with the student's disability. This is directly addressed in SPED 3360 Management Issues with Individuals with Disabilities.

69. Explain how the program assesses candidates' understanding of child and adolescent development, student motivation, and learning theories.

Assessment takes both didactic and experiential approaches in development, motivation, and learning. The summative evaluation of the candidate occurs during student teaching where the candidate's interactions, planning, organization of the classroom, development of materials, teaching strategies, assessment strategies, and the measurement of the effect on student learning demonstrates effective application of these areas. The TExBESS modified model used to assess the student teacher, the observations done by the classroom teacher, the evaluation done by the university supervisor, the self reflections of the candidate demonstrate mastery of these areas. Prior to student teaching these areas are assessed in the planning, preparation, and delivery of instruction to students within each of the practicum settings delivering developmentally appropriate content and pedagogy.

The course EPSY 3303 assesses these areas through a case study approach constructed by the candidate.

Throughout the program, candidates write many self-reflection papers where the focus is often involved with these areas.

70. Explain how the program teaches the state curriculum (Texas Essential Knowledge and Skills -TEKS) including organization, structure, and alignment.

The public school curriculum is aligned with the content courses that each candidate takes to complete their degree program. In the secondary curriculum the courses ED 4321 and ED 4322 specifically address the curriculum with regard to the discipline and the content of each subject area. The TEKS are addressed in ED 4321 with regard to its breadth and depth while in ED 4322 the curriculum is specifically addressed in all aspects of planning for teaching.

In the reading program the TEKS are addressed with regard to the English Language Arts and Reading curriculum. The reading program addresses all aspects of reading, writing, and literature in grades EC6 to 8th grade. The TEKS for elementary and middle school science, mathematics, and social studies are addressed in practicum courses in relation to planning and teaching at the appropriate grade level. All EC6-8 students are exposed to the origins, breadth, and depth of the TEKS in ED 2202.

During student teaching, the candidate must address the TEKS in all aspects of teaching. The candidate is guided by professional educators throughout the time of student teaching.

71. Explain how the program assesses the understanding of the state curriculum (Texas Essential Knowledge and Skills -TEKS) including its organization, structure and alignment.

Assessment occurs on several levels but the majority of the assessment addresses the candidates application, synthesis, and evaluation of the TEKS.

In ED 4321, secondary candidates develop a course plan that covers the annual TEKS to be covered by content area. This plan is expanded into a unit plan usually a grading period long. The unit plan is used to develop lesson plans. The process is driven by the TEKS. Assessment occurs at each level of planning.

Throughout the reading program the TEKS are imbedded in all assignments and planning. The reading courses 4320, 3332, 3336, and 3339 all explore specific areas of the TEKS and evaluation is through the application of these within the scope of each course. In the school based practicum in reading, the TEKS are imbedded in all lessons delivered to students. These units of planning are evaluated with regard to the appropriate use of the TEKS.

The TEKS drive the content work in all of the practicums. Appropriate grade level planning occurs following the TEKS in mathematics, science, and social studies. The appropriate content planning is evaluated through use of the correct TEKS.

Within the special education curriculum, the candidate must address the TEKS in all planning since appropriate modifications are dependent upon knowledge of the curriculum

72. Explain how a program teaches candidates the correlation between TEKS and educator standards.

All content courses contain the elements of the TEKS. The TEKS are addressed within knowledge about certification as being the basis of the TExES content examinations. TExES frameworks are presented throughout the program and the relation to the TEKS is established. Practice tests are administered through the different programs demonstrating the content relations to the TEKS that the candidate will use as the basis for teaching. Every standard has elements of pedagogy embedded within. All practicum course work addresses both pedagogy and these embedded standards that enable the candidate to successfully help students learn the TEKS. The relationship between what is taught and how it is taught is emphasized in all planning courses with the TEKS being a guiding directive.

The relationship of TEKS and educator standards is addressed didactically in ED 2202, EPSY 3303, ED 4321, RDG 4320, RDG 3332, ECH 4450, all practicums, and in course work accompanying student teaching.

73. Explain how the program assesses the candidates' understanding of the TEKS and its correlation with educator standards.

The content that is examined aligns minimally with the TEKS. Several programs have capstone courses that addresses the educator standards with regard to the TEKS. All candidates are aware that two examinations are required to receive a teaching certificate. They are also aware that one of these examinations is correlated to the TEKS in the content area that is examined. At several points throughout different programs content benchmarks are addressed.

Throughout the program, candidates address professional practice and content knowledge.

Assessment ranges from normative assessment to competency assessment usually rubric based.

The candidate is evaluated during student teaching with regard to their assessment of professional development using standards expected of first year teachers. The concept of what every teacher should know and be able to do is the basis for the evaluation of the capstone experience, student teaching. Each candidate is assessed by their ability to relate what they do as a teacher with student learning. Hence the synthesis and evaluation of the TEKS with educator standards.

Training through the program leads the candidate to this final step in evaluation.

74. Explain how the program teaches the candidates to utilize the TEKS in planning instruction.

Throughout the program at all levels, whenever instruction planning occurs, the TEKS are addressed and are documented. From the simplest mini lesson to each lesson planned during student teaching, the TEKS appropriate to grade level and content are noted. In ED 2202, Teacher Education and Practice, the candidate is introduced to the TEKS. At the secondary level, ED 4321 presents the statewide curriculum and its relation graduation requirements. Throughout the early childhood sequence the appropriate TEKS form the basis for student assignments and assessments. In each of the reading courses the appropriate English Language Arts and Reading curriculum TEKS are addressed. In individual planning in special education the plan must relate to the TEKS. During student teaching especially, but also in orth components of the programs, the Unit uses a commercial product TaskStream which provides an electronic platform for planning and evaluation of the candidates. The common format for all lesson planning, in TaskStream, requires the candidate to enter the appropriate TEKS.

75. Explain how the program assesses the candidates' skill in utilizing the TEKS in planning instruction.

Throughout all levels of the programs there are several checkpoints that assess the candidates skill in using the TEKS in planning. These benchmark courses evaluate through rebric-based evaluations. The following courses have candidate artifacts that are evaluated with respect to he use of the TEKS in planning instructions: ED4322, individual planning by secondary certification candidates; ECH 4450, planning for early childhood classrooms; ED 4602, planning practicum lessons to be used in small reading groups; ED 4314, 4309, 4311, practicum classes teaching lessons to small groups in a public school classroom in science, mathematics, and social studies; SPED 3364 and 4362, practicum experiences teaching special needs students evaluated by correct selection of TEKS and modifications.

These planning experiences are developed and recorded in an electronic, commercial product TaskStream where a common planning format is used which required TEKS to be used. Lessons are evaluated using rubric based scoring developed by faculty and inputed into TaskStream. Students receive feedback from peers and faculty members and may in some courses recycle and improve the artifact prior to final submission.

Student Teaching is assessed with regard to the candidates effect on student learning. The TEKS provide the elements of what the student should know and be able to do. These artifacts are

76. Explain how the program teaches the purpose of and the teacher's responsibilities for the state student assessment (TAKS).

As part of the classroom background study jprepared by student teachers, the classroom teacher and the student teacher evaluate the TAKS results with regard to the learning needs of students within the classroom and in general the areas of strength and weakness of the campus.

The concept that all teachers are responsible for the TAKS results is presented within courses that emphasize curriculum development. These courses direct candidates to investigate the vertical alignment of curriculum throughout the public school. This is then translated into how the TAKS are the result of multiple years of preparation.

TAKS are addressed specifically in ED 4321 (secondary), ECH 3350 (early childhood), all practicum classes in reading, science, mathematics, and social studies.

With the advent of end of course examinations at the high school level, particular emphasis is given to curricular alignment with student learning outcomes that well be assessed.

Additionally, all programs with secondary emphasis are incorporating the College Readiness Standards and aligning these with current course assignments and emphasizing how the CRS will be incorporated into student assessment.

77. Explain how the program teaches candidates to use summative and formative evaluation strategies to diagnose learning needs of students.

There are summative and formative evaluation strategies spread throughout the entire curriculum. Certain courses emphasize these strategies to a greater degree. Early childhood courses use a variety of evaluations to determine whether students are meeting developmental milestones. Learning needs are assessed and learning experiences are planned. Further assessment determines whether the milestones are reached or further learning opportunities are needed. Candidates in the special education program likewise look at the curriculum with regard to the content to be learned. Through formative assessment the candidate determines the student's progress along the continuum. Appropriate planning and instruction occurs and further assessment is completed to determine what to do next.

Formative assessment is part of all planning and instruction performed by candidates. Through all assignments, observations, questioning, projects, and other learning activities, formative assessment is completed. Summative assessment is always related to the knowledge and skills that the student has learned in mastering the public school curriculum. Student artifacts are the evidence that summative goals have been reached.

78. Explain how the program assesses candidates' understanding of classroom summative and formative evaluation.

While traditional assessment of the assessments is used, it plays a minor role in the programs. Throughout the different programs, formative and summative assessment is used with the candidates. Often artifacts are submitted, evaluated by peers and faculty, and then resubmitted one or more times for summative evaluation. Candidates spend many hours in public school classrooms where they observe the professional educators use of both formative and summative assessment. Candidates themselves plan, prepare, and deliver throughout the program different ways to conduct formative assessment in the classroom which in turn are evaluated formatively and summatively. During the student teaching semester the candidates use both formative and summative assessment to determine the effect that instruction has had on student learning and then through a process of self-reflection, determine what to do next. The classroom teacher and university supervisor use formative assessment at a series of benchmark conferences with the candidate and a final summative evaluation of the candidate's work in student teaching. The TExES is the summative examination for the candidate as it determines adequateness for obtaining a teacher certificate.

79. Explain how the program teaches candidates various models/methods of classroom management.

Courses in which classroom management is directly approached: Secondary EPSY 3303, ED 4321, ED 4322, ED 4323; ECH,Elementary, Middle School SPED 2361, EPSY 3303, ECH 3303, ECH 3350, ED 3314.

A key component of the programs is structured observation in a public school classroom. The organization and structure of the classroom is observed and discussed both in written form and discussion. The importance of organization and routines is emphasized. Classroom management plans are developed and candidates prepare discipline management plans.

Diversity is addressed with the discussion of different styles of engagement and learning.

Practicum experiences allow implementation of management plans and their effect on student learning.

Extended use and modification of management plans occurs during student teaching.

80. Explain how the program assesses the candidates' skill in classroom management.

The practice and skill of classroom management is assessed through teaching performance. Cognitive knowledge, comprehension, and limited application is assessed through artifacts, case studies, and threaded discussions using the course platform Blackboard.

Candidates at the elementary and middle level are involved in teaching in a public school. Assessment of plans and the implementation of those plans while teaching are assessed.

Candidates submit artifacts such as how to best seat students, classroom rules, procedures for classroom procedures, which are assessed by peers and faculty.

Structured observations in public school classrooms focus on management issues. Written observations and threaded discussions about what is occurring are assessed.

During student teaching candidates implement their own management plan and amend based upon its effectiveness. Day to day management problems are addressed through an electronic discussion board where peers, professionals, and faculty can provide ideas and feedback.

81. Explain how the program teaches curriculum structure and development.

This area is addressed through the use of the concepts of scope and sequence. Using materials provided by the Texas Education Agency, each content area's vertical alignment is investigated. This exercise occurs in the areas of reading, early childhood, science, social studies, mathematics, and English language arts. The concept that what is taught at any grade level is connected to all grade levels is emphasized in discussions of TEKS, TAKS, planning, organization, and management. Cross disciplinary concepts are addressed in the middle school and secondary programs. Candidates, in developing year long course plans, sequence concepts appropriately and address where collaboration with other disciplines will enhance the students learning.

The process of investigating the TEKS was presented previously.

82. Explain how the program teaches a variety of lesson planning methods.

Lesson planning is taught throughout the programs. Specific types of planning are addressed at all levels. Artifacts are collected from candidates and evaluated using the TaskStream electronic tool. Students prepare mini lesson throughout the program in a number of different courses. Lesson planning and the delivery of the plan in a public school classroom occurs in all practicum classes. Lesson planning continues through student teaching where self-reflection emphasizes what effect the plan had on student learning. Evaluation by classroom teacher and university supervisor provides feedback to be incorporated in next planning. In student teaching a planning template is provided in TaskStream where all elements of planning are required elements.

83. Explain how the program assesses candidates' skill in curriculum development and lesson planning.

Candidates are evaluated on planning learning sequences in relation to areas of the TEKS. Not only is the plan evaluated but the delivery of instruction, assessment, and follow-up based on the completion of the plan are also evaluated. In many courses, candidates teach mini lessons to their peers. These lessons may be video-taped for self-reflection. Peers provide immediate feedback as well as faculty. The written plan is evaluated through the use of rubrics that assess the characteristic of effective planning. This process is continuous through student teaching. Plans are constructed in TaskStream and evaluated within the program. Plans are assessed with regard to grade level, TEKS, nature of classroom, variety of techniques and strategies used, assessment, differentiation, diversity issues, and any modification necessary for student's with disabilities.

84. Explain how the program teaches candidates to differentiate classroom instruction.

Differentiation is addressed in all courses involving planning, diversity, learning styles, special populations, and other areas where students have specific needs. The thread through these areas is providing options within planning so that if one way doesn't work then another strategy, problem set, etc is available. In planning for instruction in all practicum courses, differentiating instruction is part of the planning process. The common lesson plan template always contains a section for differentiating instruction. This planning is facilitated by the TaskStream product and is used throughout the program through student teaching.

85. Explain how candidates' understanding of differentiating classroom instruction is assessed.

Examination and evaluation of artifacts of planning to ensure differentiation are included in benchmark, field-based courses: ECH 4450, RDG 4602, ED 4309, ED 4311, ED 4314 and all sections of student teaching. Self-reflection, peer review, peer group review, university supervisor, cooperating teachers, faculty, all review and evaluate planning for differentiation. The plan, after review, can be revised so that all elements are present, and resubmitted. The breadth of the courses addressing this issue insure that the candidate will have been exposed what types of differentiation can be used in different subject areas. Observation of the candidate in field-based settings allows public school cooperating teachers, faculty, and university supervisors to assess in the classroom and provide feedback or suggestions for improvement in a timely manner.

86. Explain how the program teaches candidates the English Language Proficiency Standards (ELPS).

The English Language Proficiency standards are being incorporated into the curriculum in secondary preparation in ED 4321 Secondary Schol Organization and Curriculum. They are being applied in preparation of curriculum in ED 4322, and ED 4323 Teaching Techniques in the Secondary School. It is being emphasized that all content areas must address the needs of ELL students at all grade levels.

In the EC6 and 4-8 curriculum, these proficiencies are being embedded in the reading curriculum and being emphasized in the practicum courses of reading, science, mathematics, and social studies.

The faculty have recently meet with personnel from the local school district to collaborate in how to address these elements throughout the curriculum.

87. Explain how candidates' understanding of the English Language Proficiency Standards (ELPS) is assessed.

Candidates demonstrate their understanding by applying the standards in their planning. The artifacts of planning are evaluated for the use of the standards. In teaching, observation of the candidate and self-reflection of the candidate in situations where the needs of ELL students are part of the experience. Candidates are placed in a variety of different types of campuses. Candidates have the opportunity of observing ELL students and through focused discussion evaluate their needs. The exercises help determine the understanding of the candidate.

88. Explain how the program teaches the standards, knowledge, and skills put forth by the National Association for Gifted Children.

Gifted education is addressed in EPSY3303 Child and Adolescent Development. The developmental characteristics of gifted students are addressed and their unique development needs are addressed. In the EC6 and 4-8 curriculum, gifted students are addressed in ED 2202 Teacher Education and Practice as part of school programs. The secondary curriculum addresses this in ED 4321 Secondary School Organization and Curriculum. The unique gifted child is also discussed in SPED 2361 A Survey of Exceptionalities.

89. Explain how candidates' understanding of the Gifted and Talented Standards is assessed.

Candidates are assessed through traditional means of tests, class discussion, reaction papers. Additionally candidates who observe in gifted classrooms use threaded discussion to self-reflect on their experience. In courses involving planning, differentiation is discussed and applied for gifted students.

90. Explain how the program teaches candidates the characteristics of and teaching strategies for students with special needs.

All candidates take EPSY 3303 Child and Adolescent Psychology where the developmental differences of special need students are addressed. All candidates in the EC6 and 4-8 programs are required ED 2202 - Teacher Education and Practice. This is the candidates first exposure to special needs programs. All EC6 candidates take SPED 2361 A survey of Exceptionalities - a study of all special needs students and the impact of their disability on school performance. All candidates are familiar with state and federal requirements regarding special needs students. Candidates are aware of IEPs and modifications that occur to assist the learning need of disabled students. Secondary candidates address these issues in ED 4321 Secondary School Organization and Curriculum. In the course all disabilities are addressed, and mini lessons are taught which address the needs of different students. In planning courses these issues are considered. During student teaching, the candidate is expected to know and plan for all students. When a student has special needs, the candidate with the assistance of the classroom teacher identifies the needs of the student from the IEP and plans accordingly.

91. Explain how candidates' understanding of the characteristics of and teaching strategies for students with special needs is assessed.

Traditional assessment, observation, and evaluation of planning are all used to determine understanding of characteristics of special needs students. Teaching strategies are evaluated in planning courses and the delivery of instruction is evaluated in all practicum classes. Self-reflection and peer evaluation is used in classes that present mini lessons.

92. Explain how the program teaches communication skills and parent conferencing.

From the formative beginning in college level writing and communication classes (Eng 1301, Eng 1302, Comm 2301) to the delivery of instruction in a public school during student teaching, the candidate's communication skills are addressed. The delivery of instruction is addressed in ED 4322 through the presentation of mini lessons to peers; in all practicums where instruction is evaluated in its delivery to small groups of students; in all classes where presentations are required as part of instructional delivery. RDG 3336 address communication skills with a focus on effective teaching of the language arts modes of listening, speaking, reading, writing, viewing, and representing. Effective written communication is emphasized in all parts of the programs. Written communication to parents is a component of ED 4323, 4315, ECH 2305, ED 3314, ECH 4450 and special education courses. Parent conferencing is addressed in general in several courses. Attending a parent conference is a component of student teaching.

At a recent Educator Preparation Advisory Committee meeting, an elementary principal described a series of simulations that she and her staff enact to help 1st year teachers with parent conferencing. The EPP has invited her and her staff to help the Unit incorporate these as part of the training program.

93. Explain how candidates' communication skills and parent conferencing skills are assessed.

Communication skills are evaluated through course grades, rubric evaluation of mini lessons, peer interaction, self-reflection on feedback, observation of teaching, and by evaluation of instruction. Assessing communication skills is essential and change strategies are recommended from attending the writing lab on campus to interacting with peers to receive their feedback. Assessing parent conferencing skills is problematic. The content of effective communication can be assessed but the interaction between new teacher and parents is most difficult to simulate and assess. Simulation with peers is a first step. What the Unit would like to do is provide a simulation with teachers in the role of parents. This may be effective.

Elementary principals have identified parent conferencing as one of the most difficult areas for 1st year teachers. The ASU EPPAC confirmed that this was the weakest area. If programs extend to first year mentoring of beginning teachers, this is an area of support and assistance needed because it is very difficult to prepare for all of the possible nuances associated with parent conferences.

94. Explain how the program teaches candidates to select and implement a variety of instructional strategies according to the content area and grade level.

Instructional strategies are imbedded throughout the programs. Special emphasis on strategies are addressed specifically in RDG 3336: Teaching Reading in the Language Arts Classroom; Practicums - ED 4309 Mathematics: Instructional Strategies for the Elementary and Middle School Teacher, ED 4311 Social Studies: Instructional Strategies for the Elementary and Middle School Teacher, ED 4314 Science: Instructional Strategies for the Elementary and Middle School Teacher, and Reading 4602: Reading and Language Arts in the Elementary and Middle School. In the secondary program instructional strategies are addressed in content courses and in ED 4322 and ED 4323. Emphasis is placed on planning appropriate strategies for each area of content taught. In the early childhood program, candidates gather extensive ideas on teaching strategies and assemble them in a resource file with more than 100 entries. In several classes the best artifacts involving strategies are assembled in TaskStream is library of resources.

A new endeavor is the incorporation of the outdoor school model in the social studies and science practicums. Using the resources of the San Angelo State Park, outdoor teaching strategies are presented. The candidates work with public school students implementing these strategies.

95. Explain how the candidates' skill in selecting a variety of instructional strategies is assessed.

The candidates delivery of a strategy is evaluated wherever the candidate presents a lesson. Whether it be a mini lesson or a series of lessons during student teaching, the candidate is evaluated by peers, faculty, and classroom teachers as to the effectiveness of the strategy and the delivery of the strategy. Appropriate rubrics are used to assess. Candidates reflect on the effectiveness of the strategy used throughout with the emphasis on how did the strategy facilitate student learning. In practicum classes, candidates' collection of resources and strategies are evaluated both for meeting quantity requirements but also for appropriateness and quality. All plans are evaluated for effectiveness including the selection of strategies to be used.

96. Explain how the program teaches candidates to integrate technology into classroom instruction.

Each candidate is expected to take ED 2323, a technology course based upon the Texas standards for what each beginning teach should know and be able to do with technology. Each part of the course emphasizes the application of technology to enhance student learning. All technology experiences are applied to instruction. Candidates fulfill the requirements of this course through classroom application.

Technology is used throughout the program by faculty and candidates appropriately in classroom work and presentations. All classes use the Blackboard platform to deliver curriculum electronically, provide supplemental materials electronically, submit artifacts electronically, keep course records, judge participation, conduct threaded discussions.

All classrooms are equipped with projectors, computer platform, digital projection devises, smartboards, , and are wired for the internet. The classrooms also have wireless internet access. Faculty use these extensively and encourage, if not require, student use for presentations. An example, in one reading class students create an electronic book.

All faculty have been given wireless electronic pads for use smartboards to further deomnstrate technology use. In additon, the College is presenting a series of technology experiences for the faculty throughout this academic year. October will focus on "second life." In additon, webinars

97. Explain how the candidates' skill in using technology in classroom instruction is assessed.

Candidate must obtain skills in technology. Faculty use a commercial product TaskStream throughout the curriculum to collect, revise, and evaluate artifacts produced by the candidate. The candidate owns the use of the product and can use it after graduation. It is a tool that enhances planning and teaching. All of the candidates work is done in TaskStream during the student teaching semester creating an evaluated record of knowledge and skills attainment.

All classes have a "Blackboard" component. This course level software is a place where all things related to a course are housed electronically. Candidates access syllabi, course materials, and course assignments electronically. They also submit artifacts electronically, have small group sessions, participate in class threaded discussions, check grades, receive feedback on assignments, and in general demonstrate technology competency.

Ed 2323 assess all technology skills, not in isolation, but as integrated use to enhance student learning. Each learning module emphasizes assessment based upon how the artifact enhances student learning. Candidates are aware that technology is only a tool to enhance student learning but not the only way to effectively enable student to learn.

98. How many clock hours of Pedagogy and Professional Responsibilities test preparation is provided?

- 6
- Less than 6
- More than 6

99. How does the program ensure that candidates transfer content knowledge and skills throughout the program?

All candidates continue to student teaching therefore a summative evaluation can be obtained. Candidates are evaluated against standards expected of first year teachers, their effect on student learning and other elements. The evaluations conducted during student teaching help ensure that the candidate has the knowledge and skills to be a successful first year teacher. The candidate also evaluated the program, completing a survey prior to graduation.

The curriculum is spiraled so that each new concept is taught more than once and at more than one level. This approach, accompanied by evaluation, demonstrates ongoing accomplishment by the candidate. Major themes and concepts are applied in all practicum classes. This enables the candidate to demonstrate the acquisition of the knowledge and skills necessary for teaching.

Two companion courses accompany student teaching. These course serves two purposes, one to help integrate the experiences that the candidate is experiencing with what the candidate has been taught and second to help the candidate review these prior learnings.

100. Is more than 50% of your educator preparation program's curriculum offered online?

- Yes
- No

101. Component III Findings: TO BE COMPLETED BY TEA STAFF

Angelo State University, College of Education, is in compliance with TAC Section 228.30. The faculty at Angelo State is well qualified. All 14 faculty members have advanced degrees and are Texas Certified. The 13 field supervisors, full and part time, are also Texas Certified educators who are retired. The curriculum is well-developed and comprehensive. The course syllabi are required to contain common essential elements such as course objectives, course descriptions, and evaluation. Technology is emphasized throughout the program. The 17 PPR curriculum topics, mandated by TAC Section 228.30(b), are identified for both the elementary and secondary levels. Per the syllabi, the TEKS and TAKS as well as the TExES were also addressed. Test preparation is embedded in the curriculum, however, it is clearly defined, with 36 hours in the elementary level and 55 in the secondary level. In discussions with the Dean, John Miazga, it was discovered that instruction is delivered 30% via lecture & classroom discussion and 70% via hands-on or field experiences. The instructors pride themselves in modeling instructional strategies and techniques for the educator candidates.

102. Component III Findings Continued: TO BE COMPLETED BY TEA STAFF

According to the student teacher questionnaire, the areas that need strengthening are teaching gifted and talented students (40%), teaching strategies for limited English proficiency (35%), and conducting parent conferences (40%). The student teachers also expressed a need for more extensive coverage of technology, especially the newer technologies. One interesting comment was that there was greater need for more preparation geared toward the everyday routine of the classroom instead of waiting until student teaching.

103. Findings - Continued

104. TO BE COMPLETED BY TEA STAFF:**Compliance Status for Texas Administrative Code (TAC) Section 228.30 - EDUCATOR PREPARATION CURRICULUM**

In light of the findings detailed above, the educator preparation program (EPP) is

- in compliance
 not in compliance

105. Commendations: TO BE COMPLETED BY TEA STAFF

Angelo State University is commended for electronically posting on their website the course descriptions and the course syllabi for student information purposes.

Angelo State University is commended for the close teamwork between the content areas faculty and the College of Education to maintain a purposeful curriculum.

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10. ONLINE COURSE INFORMATION

106. Select all the methods you use to secure your online modules/courses.

- Develop our own
- Purchase modules/courses
- Subscribe to modules/courses

107. If you develop your own online courses, what standards for development and delivery are used by your program?

- Developed our own standards
- ISTE (International Society for Technology Education)
- No specific standards
- Other

Other (please specify)

Recommended quality University of Texas. Recommended guidelines for THECB.

108. Identify the following that are included as normal practice in your online programs.

- Identification of course instructors and their contact information
- A course orientation
- A clear and complete course overview and syllabus
- A course description explaining exactly what the course will do
- Competencies the student will demonstrate at the end of the course
- Course prerequisites, if applicable
- Total number of contact hours per online course
- Ample opportunities and methods for students to provide feedback
- Multiple ways exist for the student to assess course effectiveness
- Online content that is organized into units and lessons
- Essential activities and assignments with due dates
- Active learning techniques are embedded into content

- Students chat, ask questions or give feedback within a certain time period
- Multiple teaching methods and learning opportunities exist
- A list of important dates such as lectures, webinars, labs, exams and special assignments exist
- Mixed media is utilized in content presentations
- A management system exists to track student log-on, attendance, progress
- Issues associated with copyright materials are addressed
- Academic integrity and netiquette expectations are explained
- Privacy policies are clearly stated
- Feedback from the instructor is timely
- Grades are given numerically, or pass/fail

109. Select types of module/course assessments used in your online course work.

- Online quiz/tests
- Sent-in quiz/tests
- Online essay questions
- Sent-in essay questions
- Student-written reports submitted online
- Sent-in student-written reports
- Online portfolios graded by instructor
- Sent-in portfolios graded by instructor
- Online reactions to case studies/hypothetical classroom situations
- Sent-in reactions to case studies/classroom situations
- Projects submitted online
- Sent-in projects
- Lesson Plans submitted online
- Sent-in lesson plans
- None Required

Other (please specify)

110. How does the program store/manage student assessments for online work?

- Saved electronically for five years
- Saved electronically for one year
- Saved as paper copies in student's file
- No student assessment from online courses are saved or recorded
-

Other

Other (please specify)

111. Select each method of assistance (technical or instructional) available to your students from your program for online modules/courses.

- Phone contact with instructor
- Online contact with instructor
- Face-to-face contact with instructor
- Phone contact with field supervisor
- Online contact with field supervisor
- Face to face contact with field supervisor
- Free telephone helpline
- Telephone helpline at additional cost
- Free online help
- Online help at additional cost
- Free user's manual
- User's manual at additional cost
- Instructor resources and notes available to students
- Ability for students to access grades online
- Ability for students to access grades through instructor
- None available
- Other

112. Do any of your modules/courses provide expert speakers, video of master teachers, activities, or anything that enhances student learning?

Yes

No

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11. COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT

Texas Administrative Code (TAC) Section 228.35 - Preparation Program Coursework and/or Training

This section focuses on program delivery and support provided to candidates, mentors/cooperating teachers, and field supervisors.

113. How many clock hours of field-based experiences prior to student teaching does your program require?

- less than 30 clock hours
- 30 clock hours
- more than 30 clock hours
- Do not have a field-based component

114. If you selected less or more than 30 clock hours or do not have a field-based component, please explain.

115. If you selected less or more than 30 clock hours or do not have a field-based component, please explain.

116. Does the program use video media as part of the field-based experience?

- Yes
 No

117. If "yes" to the above question, how many hours of video are being counted as field experiences?

118. Does the program require that field-based experiences occur in a variety of educational settings with diverse student populations?

- Yes
 No

119. Identify how candidates respond to and document their field-based experiences. (Select as many as apply)

- Time logs
 Reflective journals
 Classroom discussions
 Responses to online questions
 Classroom activities to reinforce field-based observations
 Focused observation instruments
 Other

Other (please specify)

120. Does the program require candidates to experience a minimum of 12 weeks of student teaching/clinical teaching or 180 days of internship?

- Yes
- No

121. Does the program accept 50 hours or less of professional training from the school district toward program credit.

- Yes
- No

122. If "yes" to the above question, identify how the contact hours are verified.

- CPE Certificate
- School District Record
- Other
- Not Applicable

Other (please specify)

123. What is the total number of required contact hours in your program, excluding student teaching/clinical teaching or internship? (See Program Hours worksheet attached to notification email.)

There are hundreds of contact hours. Each course equals 45 contact hours.

124. What is the total number of required contact hours in your program, excluding student teaching/clinical teaching or internship? (See Program Hours worksheet attached to notification email.)

125. Select EACH criteria used by your program to select Cooperating Teachers or Campus Mentors.

- Teachers in the same grade and content area
- Three years or more teaching experience
- National Board Certified Teachers
- Master teachers
- Department head/team leader
- Teachers with previous mentor training
- Whomever the principal/district selects
-

Other

Other (please specify)

126. Has the program's selection criteria been shared with partner schools and school districts?

- Yes
 No

127. If school district personnel select the cooperating teacher/mentor, have they developed selection criteria and shared their criteria with you?

- Yes
 No
 Some have/some have not

128. Does the program provide scientifically-based training yearly to cooperating teachers/campus mentors on how to work effectively with candidates?

- Yes
 No

129. Select all providers used to train your cooperating teachers/mentors.

- School District
 Educator Preparation Program
 Education Service Center
 Online
 Other

130. Identify how the program documents training for cooperating teachers/mentors.

- Sign-in sheets at training
 Certificates of completion
 CPE credit records
 School district professional development records
 Other

131. Explain how your program documents cooperating teacher/mentor training provided by other entities such as school districts, etc.

- Sign-in sheets at training
 Certificates of completion
 CPE credit records
 School district professional development records

Other

Other (please specify)

do not do this

132. Identify all criteria that you consider in selection of field supervisors.

- Experienced professional educators currently certified in Texas
- Former principals or other administrators currently certified in Texas
- Current EPP faculty/instructors certified in Texas
- Experienced professional educators currently certified out-of-state
- Former principals or other administrators currently certified out-of-state
- Current EPP faculty/instructors certified out-of-state
- A minimum of 5 years teaching/administrative experience
- Non-certified educators
- Other

Other (please specify)

133. Identify the training that you provide to field supervisors and its frequency.

- TxBESS training
- Refresher TxBESS training
- Coaching techniques
- Mentoring methods
- Orientation to field-based instruction
- Orientation to student teaching/internship
- Handbook review
- Once a year
- Every Other Year
- Once Every Three Years
- As Needed Basis
- None
- Other

Other (please specify)

supervisors are trained at least twice a year.

134. Does the program require initial contact by the field supervisor during the first three weeks of the candidate's assignment?

- Yes
 No

135. Identify how the program documents the initial contact?

- Field-supervisor contact log/records
 Signed contact form by teaching candidate and field supervisor
 Signed observation form by field supervisor
 None
 Other

Other (please specify)

Candidates meet with supervisor prior to first visit to school campus.

136. Is a minimum of three formal observations required during the candidate's teaching assignment?

- Yes
 No

137. Identify how the program documents formal observations by the field supervisor.

- PDAS records
 Field supervisor contact log/records
 Signed contact form by teaching candidate and field supervisor
 Signed observation form by field supervisor/teaching candidate
 None
 Other

Other (please specify)

Data is entered into online system.

138. Indicate the duration of a formal observation conducted by the field supervisor.

0

- less than 45 minutes
- 45 minutes
- more than 45 minutes

139. Does the program require that the first observation of the candidate occur within the first six weeks of placement.

- Yes
- No

140. If you answered no to the above question, please explain.

141. Does the program require that a field supervisor provide written feedback to the candidate?

- Yes
- No

142. If you answered no to the above question, please explain.

143. Does the program require the field supervisor to debrief with the candidate after the observation?

- Yes
 No

144. If you answered no to the above question, please explain.

145. Does the field supervisor provide a copy of the formal observation documentation to the teaching candidate's campus administrator?

- Yes
 No

146. If you answered "no" to the above question, please explain.

Supervisors work with cooperating teacher. Contact is made with the principal and candidates are discussed. Principals make their own formal observation. Documentation is provided if the principal requests it.

147. How many student teachers/clinical teachers/interns are typically assigned to one Field Supervisor?

- 1-3

- 4-7
- 8-11
- 12-15
- 16 or 20
- more than 20
- other

Other (please specify)

18 student teachers equals 1 FTE. This would be a full time load for one supervisor. Proportionate loads are assigned depending on how much work the supervisor wants and is able to do.

148. Describe additional support provided to candidates who are struggling to meet the requirements of the program.

Candidates have benchmark conferences throughout student teaching. If the candidate is rated unacceptable a growth plan is formulated. The cooperating teacher, the university supervisor, and the candidate sign a formal document which describe the action that will take place. Each cooperating teacher works with the university supervisor whenever a problem occurs. Candidates are guided, given strategies, and helped to overcome areas of deficiencies.

149. Describe ongoing support provided to cooperating teachers/mentors.

The university supervisor usually checks with the cooperating teaches weekly. A minimum of six classroom observations is documented. University supervisors usually check more often. Email, telephone, and the online TaskStream messenger are all means of communication.

150. Describe ongoing support provided to field supervisors.

The Director of Field Experiences is responsible for university supervisor training and support. The Director is available 24/7 to assist with problems. Students that the supervisor cannot reach report to the Director. The Director reports directly to the Dean and consults regularly when a supervisor is in need of assistance.

151. Component IV Findings: TO BE COMPLETED BY TEA STAFF.

Angelo State University is in compliance with TAC Section 228.35 with the exception of TAC 228.35 (f) that pertains to providing written feedback of student teacher observations to the campus principals. The program meets and exceeds the requirements for field based experience hours, total program hours, and the requirements for formal observations. Teaching candidates in the elementary area experience 147 hours of field based experiences and 36 clock hours for secondary candidates. Student teaching requires 14 weeks of full time in-classroom experience. The total number of program hours are 418 for the elementary candidates and 316 for the secondary. Angelo State University has increased the number of formal student teaching observations; it requires four formal observations plus two informal. Observation records are kept electronically and become part of the students' portfolio. This was substantiated by observations forms presented with the electronic student information. Angelo State maintains a contract with school districts for student teaching. On the website, a cooperating teacher's application, which includes qualifications, a student teaching handbook and additional forms such as a student teacher's schedule for the week, is available. The field supervisor observation forms and a record of student teacher visits were also accessible.

152. Component IV Findings Continued: TO BE COMPLETED BY TEA STAFF.

TxBESS Training is provided for the field supervisors and the cooperating teachers. The cooperating teachers are trained individually by the field supervisors. The ratio of student teachers to field supervisors is 18 to 1 for full-time and 9 to 1 for part-time. These numbers may vary based on enrollment. Ninety-eight percent of the educator candidates reported that field supervision was helpful and supportive.

Candidates have benchmark conferences throughout student teaching. Students who receive a failing observation are placed on a growth plan and monitored closely. Additional support services, such as the Center for Academic Excellence, First-Year Experience, and faculty appointment hours are readily available for candidates. There are mandatory group advising sessions that always include topics on certification, field experience and student teaching. Individual advising sessions are conducted after the group sessions.

153. TO BE COMPLETED BY TEA STAFF:**Compliance status for Texas Administrative Code (TAC) Section 228.35 - PREPARATION PROGRAM COURSEWORK AND/OR TRAINING**

In light of the findings detailed above, the educator preparation program (EPP) is

- in compliance
 not in compliance

154. Commendations:

Angelo State University is commended for exceeding the requirements for field based experiences, program hours, and formal classroom observations.

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12. COMPONENT V. PROGRAM EVALUATION

Texas Administrative Code (TAC)228.40 - ASSESSMENT AND EVALUATION OF CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT

This section focuses on evaluation of student progress and the overall program.

155. How often does your program evaluate the overall performance of the program?

- Once every 12 months
- More than once every 12 months
- Every two years
- Every 3-5 years
- More than five years between evaluations
- Never

156. Identify individuals who are involved in the evaluation of your program?

- Dean/Program Director
- Faculty/Instructor
- Advisory Committee Members
- Public/Private School Campus Administrators
- Cooperating Teachers/Mentors
- Student Teachers/Clinical Teachers/Interns
- Human Resource Directors
- Other

Other (please specify)

157. Identify specific internal and external data used to analyze the program.

- ASEP Data
- Advisory Committee input
- Qualitative evaluations from teaching candidates
- Qualitative evaluations from principals or other school district staff
- Qualitative evaluations from faculty members
- Qualitative evaluations from cooperating teachers/mentors
- Qualitative evaluations from program staff including field supervisors
- Student retention information
- Number of students passing the TExES on the first attempt
- Number of testing attempts by each student
- Outside evaluation results
- Other
- None

Other (please specify)

158. Does the program have a system in place to evaluate the curriculum's design and delivery based on performance data, scientifically-based research practices, and results of internal and external assessments?

- Yes
- No

159. How often do you evaluate your program's curriculum?

- Once every 12 months
- More than once every 12 months
- Every two years
- Every 3-5 years
- More than five years between evaluations
- Never

160. Identify individuals who are involved in curriculum evaluation?

- Dean/Program Director
- Faculty/Instructors
- Advisory Committee Members
- Public/Private School Campus Administrators
- Cooperating Teachers/Mentors
- Student Teachers/Clinical Teachers/Interns
- Human Resource Directors
- Other

Other (please specify)

161. Identify specific internal and external data used to analyze the curriculum.

- ASEP Data
- Advisory Committee input
- Qualitative evaluations from students
- Qualitative evaluations from principals or other school district staff
- Qualitative evaluations from faculty members
- Qualitative evaluations from program staff including field supervisors
- Student retention information
- Number of students passing the TExES on the first attempt
- Number of testing attempts by each student
- Outside evaluation results
- Other

Other (please specify)

162. Explain benchmarks and structured assessments that are in place to monitor the candidate's progress throughout the program.

The candidate must pass each of the programs' courses with a C or better. This is evaluated at application to the program, at application for student teaching, at application for a degree, and at application for the recommendation of a teaching certificate.

The candidate at each of these decision points must have a minimum of a 2.5 GPA in content work, in pedagogy work, and overall GPA.

163. Identify ways the program determines the candidate's readiness for TExES testing.

- Completion of test review course
- Successful completion of a practice test
- Course grades
- Completion of the program
- Other

Other (please specify)

When candidate completes all content courses, the candidate may receive permission to test by the appropriate department. Upon recommendation of the program advisor, the candidate may test.

164. Identify the trend in your program's ASEP data over the past three years.

- Scores have improved over the past three years.
- Scores have been about the same over the past three years.
- Scores have declined over the past three years.
- Scores show fluctuation over the past three years.
- Scores reflect problem areas in specific groups.
- Scores reflect improvement in specific groups.
- Other

Other (please specify)

165. How do you manage student records? Check all that apply.

- Records are retained for at least five years
-

Records are kept under secure conditions

- Records are stored electronically
- Records are kept in paper format

166. Identify how the program processes and addresses student/candidate's grievances.

- A specific process is outlined and communicated to the student in the handbook.
- A specific process is provided by the university.
- The program director addresses each problem individually after a written request.
- The Dean addresses each problem individually after a written request.
- A panel reviews and responds after a written request.
- There are no procedures currently.
- Other

Other (please specify)

167. Describe aspects of your program that you feel illustrate best practices or uniqueness. This is your opportunity to describe attributes of your program that were not identified in the questionnaire.

1. Student teaching now focuses on student learning and best practices using the TExBESS modified format.
2. Student artifact storage and evaluation is conducted in TaskStream which enables candidates to maximise success and places many of the needed materials a click away.
3. The EC6 program is well rounded but has a strong emphasis in literacy.
4. The program continues to look for new and innovative ways to improve. The program is a member of CREATE. It uses specially prepared PACE data. It participates in the SCOPE project. It involves faculty in research opportunities provided by CREATE.
5. The EC6 program is developing a comprehensive outdoor school program.

168. Component V Findings: TO BE COMPLETED BY TEA STAFF

Angelo State University is in compliance with TAC Section 228.40. The overall program and curriculum are evaluated every year. A nationally normed evaluation system, IDEA (Individual Development and Education Assessment, is used for faculty and curriculum evaluation. TExES Scores are also utilized for evaluation of curriculum. Scores have traditionally been above the state requirements in all areas in both the initial and final categories. The Educator Program Experience Evaluation is administered to candidates at the end of their student teaching semester. This provides feedback to the program on the field supervisor and the elements of student teaching. The Teacher Job Fair Survey is completed by administrators from throughout Texas. This instrument evaluates the teachers that have been hired from ASU. ASU is in the process of installing software to be used for strategic planning for the program. TaskStream, an electronic records system, monitors all aspects of student progress and success throughout the program and readiness for testing. Processes are also in place to address those students who need additional assistance in being successful in the program or who have a grievance. Record management is in compliance with TEA standards.

169. Component V Findings Continued: TO BE COMPLETED BY TEA STAFF

170. TO BE COMPLETED BY TEA STAFF:**Compliance Status for Texas Administrative Code (TAC) Section 228.40 - ASSESSMENT AND EVALUATION OF CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT**

In light of the findings detailed above, the educator preparation program (EPP) is

- in compliance
 not in compliance

171. Commendations: TO BE COMPLETED BY TEA STAFF

Angelo State University is commended for the depth of its evaluation system, utilizing both internal and external sources, including those that are nationally normed.

Angelo State University is commended for the staff's commitment to enhance the electronic database record keeping system to more effectively monitor student and program outcomes.

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[Exit this survey](#)

Self-Report for Monitoring Visit 2009-2010

13. PROGRAM RECOMMENDATIONS

The following are recommendations based on the findings of the Texas Education Agency Visit. If the program is NOT in compliance with any component, please consult the TAC rules and correct the issue IMMEDIATELY. Program recommendations are suggestions for general program improvement. A progress report will be required in one year on Compliance Recommendations.

172. PROGRAM COMPLIANCE RECOMMENDATIONS:

Implement the plan to provide campus administrators electronic access to the student teacher observation forms per Texas Administrative Code Section 228.35(f). This should be initiated with the fall 2009 student teachers. (NOTE: On October 31, 2009, a plan for submitting this information electronically to the campus administrators was sent to TEA. See Attached.)

173. GENERAL RECOMMENDATIONS:

- 1) Review the curriculum courses in the areas of gifted and talented learning, English language learners, technology, parent conferencing, classroom management, curriculum development, and TAKS responsibilities.
- 2) Provide an advisory committee handbook which outlines the roles and responsibilities and provides other pertinent information for the advisory committee members.
- 3) Continue to promote creative long term strategic planning to enhance all aspects of the educator preparation program.
- 4) Continue to advance the elaborate use of technology to efficiently operate and evaluate the educator preparation program.
- 5) Continue to seek creative ways to increase secondary field-observation experiences.

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Nix, Sandra

From: John Miazga [john.miazga@angelo.edu]
Sent: Saturday, October 31, 2009 2:33 PM
To: Nix, Sandra
Cc: Wendy Storms
Subject: Example Report to Principal
Attachments: image.gif; Example Principal Report.xlsx

Ms. Nix,

Attached is the report format that we will be sending to the principals for the candidates that have been on their campus. Attached will be the rubric used. The scores for the candidates represent the summative evaluation during student teaching and are related to the rubric that the principal will have.

--
[cid:3339844384_964787]

John J. Miazga, ED. D.
Dean and Professor
College of Education
Angelo State University
Member, Texas Tech University System
ASU Station #10914
San Angelo, TX 76909
Phone: (325) 942-2212 Fax: (325) 942-2039
<<mailto:jmiazga@angelo.edu>>

We cannot solve our problems with the same thinking we used when we created them.
Albert Einstein
P Please consider the environment before printing this e-mail

Report: Final Scores for Folio Area: Effect on Student Learning - 4 (Artifacts and
Report Generated by TaskStream

DRF Template: 200920 Student Teaching

Used with Program: Student Teaching Spring 2009

Authors: 4 Authors matched search criteria

Report Generated: Saturday, October 31, 2009

Author LastName	Author FirstName	Status	Final Score	Rubric Name
		Inactiv e	Pass	Effects on Student Learning Four
		Inactiv e	Pass	Effects on Student Learning Four
		Inactiv e	Pass	Effects on Student Learning Four
		Inactiv e	Pass	Effects on Student Learning Four

| documentation for observed 2nd lesson.)

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7	Criterion 8
3	3	3	3	3	4	4	4
4	4	4	4	4	3	4	4
4	4	4	4	3	3	4	4
4	4	4	4	4	4	4	4

Criterion 9	Criterion 10	Criterion 11	Criterion 12	Criterion 13	Criterion 14	Criterion 15
4	4	4	3	4	4	3
3	4	4	3	4	4	3
4	4	4	4	3	3	4
4	4	4	4	4	4	4

Criterion 16	Criterion 17	Criterion 18	Criterion 19	Criterion 20	Criterion 21	Criterion 22
4	4	4	3	4	4	4
4	4	3	4	4	3	4
4	3	4	3	3	4	4
4	4	4	4	4	4	4

Average Rubric Score	Evaluator
3.64	minda parks
3.73	minda parks
3.68	minda parks
4	minda parks