Print Report Card

Program Information

Name of Institution: Angelo State University
Institution/Program Type: Traditional
Academic Year: 2010-11
State: Texas

Address: ASU Station #10914

San Angelo, TX, 76909

Contact Name: Dr. John Miazga
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Email: jmiazga@angelo.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: Yes

TQE partnership name or grant number, if applicable: Through the Texas Higher Education Coordinating Board - #464 and #483

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No

Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum GRE score	Yes	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify: Proficiency demonstration coursework)	Yes	No

Provide a link to your website where additional information about admissions requirements can be found:
http://www.angelo.edu/dept/ceducation/certprocedures.html#adm

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

Does your initial teacher certification program conditionally admit students? No

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

Candidates are required to demonstrate proficiency in mathematics, reading, writing, and speaking.

Section I.b Program Enrollment

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

Total number of students enrolled in 2010-11:	348
Unduplicated number of males enrolled in 2010-11:	82

Unduplicated number of females enrolled in 2010-11:	266

2010-11	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	60
Race	
American Indian or Alaska Native:	2
Asian:	0
Black or African American:	10
Native Hawaiian or Other Pacific Islander:	0
White:	257
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	114
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	9
Number of students in supervised clinical experience during this academic year	161

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than

one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (Â§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	0
Teacher Education - Special Education	21
Teacher Education - Early Childhood Education	76
Teacher Education - Elementary Education	76
Teacher Education - Junior High/Intermediate/Middle School Education	32
Teacher Education - Secondary Education	41
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	1
Teacher Education - Art	7
Teacher Education - Business	0
Teacher Education - English/Language Arts	16
Teacher Education - Foreign Language	2
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	12
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	17

Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	1
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	7
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	1
Teacher Education - German	0
Teacher Education- History	6
Teacher Education - Physics	0
Teacher Education - Spanish	1
Teacher Education - Speech	2
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0

Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (Â§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	0
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0

Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0

Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	18
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	6
Foreign Languages	2
Family and Consumer Sciences/Human Sciences	0

English Language/Literature	8
Philosophy and Religious Studies	0
Agriculture	1
Communication or Journalism	2
Engineering	0
Biology	7
Mathematics and Statistics	9
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify: Interdisciplinary Studies with concentration in EC-6 Generalist, 4-8 Generalist, 4-8 ELAR, or 4-8 Math	97

Section I.e Program Completers

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

2010-11: 145

2009-10: 127

2008-09: 152

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: 2011-12 Goal: 10% Increase Goal met? Yes Description of strategies used to achieve goal: Dual credit summer program for high achieving mathematics students Open House by Mathematics Department featuring teacher certification Mathematics club feature teaching as a profession Future teachers club feature mathematics teaching as a profession in an open forum Promote teaching during university orientation course. Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Science	Academic year: 2011-12 Goal: 10% Increase Goal met? Yes Description of strategies used to achieve goal: Future Teachers Club featuring science educators presentation

	Physics club featuring science educator Promote science teaching at public school science fairs Promote science teaching at science days. Promote teaching during university orientation course. Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Special education	Academic year: 2011-12 Goal: 10% Increase Goal met? Yes Description of strategies used to achieve goal: Promote teaching during university orientation course. Use special education ambassadors at recruitment fairs Use special education ambassadors at orientation to recruit Promote open meetings of the Council for Exceptional Children meetings Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Instruction of limited English proficient students	Academic year: 2011-12 Goal: 50% program infusion Goal met? Description of strategies used to achieve goal: Analyze curriculum for LEP standard's infusion. Identify critical courses for LEP curricular infusion. Enhance practice through strategic fieldwork. Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
N/A	Academic year: 2011-12

	Goal: N/A Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institutions graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
Yes

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

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

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

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

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

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

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

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

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

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2010-11	5				99	269
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2008-09	3				100	270
TEX140 -CHEMISTRY 8-12 Educational Testing Service (ETS) All program completers, 2008-09	1				100	261
TEX117 -ENG LANGUAGE ARTS AND READING 4-8 Educational Testing Service (ETS) Other enrolled students	1				96	261
TEX117 -ENG LANGUAGE ARTS AND READING 4-8 Educational Testing Service (ETS) All program completers, 2010-11	1				99	266
TEX117 -ENG LANGUAGE ARTS AND READING 4-8 Educational Testing Service (ETS) All program completers, 2009-10	1				98	261
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) Other enrolled students	1				93	262
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2010-11	7				98	264
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2009-10	5				99	262
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2008-09	7				99	264
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) Other enrolled students	3				92	261
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS)	6				98	260

All program completers, 2010-11						
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2009-10	4				100	264
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2008-09	4				100	264
TEX101 -GENERALIST EC-4 Educational Testing Service (ETS) All program completers, 2009-10	43	261	42	98	98	264
TEX101 -GENERALIST EC-4 Educational Testing Service (ETS) All program completers, 2008-09	80	261	79	99	98	264
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) Other enrolled students	29	250	25	86	79	249
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2010-11	71	252	64	90	91	253
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2009-10	28	251	26	93	90	252
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2010-11	5				90	255
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2009-10	5				94	254
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2008-09	4				96	256
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) All program completers, 2009-10	1				90	257
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2010-11	2				96	258
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2009-10	6				97	256
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2008-09	6				96	257
TEX114 -MATH/SCIENCE 4-8 Educational Testing Service (ETS)	3				97	258

All program completers, 2009-10						
TEX114 -MATH/SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2008-09	2				98	258
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) All program completers, 2010-11	1				94	261
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) All program completers, 2009-10	2				99	263
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) All program completers, 2008-09	7				98	262
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) Other enrolled students	2				62	250
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2010-11	7				91	258
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2009-10	6				94	259
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2008-09	6				95	259
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2010-11	2				97	257
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2009-10	4				98	256
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2010-11	8				98	268
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2009-10	10	263	10	100	98	267
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2008-09	15	263	15	100	99	268
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) Other enrolled students	1				92	260
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS)	27	265	27	100	97	265

All program completers, 2010-11						
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2009-10	26	264	25	96	97	263
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2008-09	30	261	28	93	98	265
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	5				94	264
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2010-11	34	261	30	88	94	263
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2009-10	16	261	16	100	97	263
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2008-09	36	256	32	89	96	262
TEX100 -PEDAGOGY - PROF. RESP. EC-4 Educational Testing Service (ETS) All program completers, 2009-10	43	260	43	100	98	263
TEX100 -PEDAGOGY - PROF. RESP. EC-4 Educational Testing Service (ETS) All program completers, 2008-09	79	260	78	99	98	262
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) Other enrolled students	17	259	16	94	91	257
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2010-11	53	260	52	98	97	261
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2009-10	28	259	28	100	97	259
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2008-09	1				95	247
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2010-11	11	267	11	100	97	264
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2009-10	10	270	10	100	98	265
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS)	31	265	30	97	98	264

All program completers, 2008-09						
TEX151 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	2				100	270
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2009-10	1				90	258
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2008-09	1				92	254
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2008-09	1				93	260
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2010-11	1				90	255
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2009-10	1				90	252
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2008-09	2				96	255
TEX047 -SPANISH 6-12 Educational Testing Service (ETS) All program completers, 2010-11	1				100	85
TEX047 -SPANISH 6-12 Educational Testing Service (ETS) All program completers, 2008-09	4				98	85
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	8				94	259
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2010-11	13	251	12	92	96	261
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2009-10	1				98	259
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2008-09	17	257	15	88	98	261
TEX163 -SPECIAL EDUCATION SUPPLEMENTAL Educational Testing Service (ETS) All program completers, 2008-09	1				92	258
TEX155 -SPEECH 8-12	2				100	264

Educational Testing Service (ETS) All program completers, 2010-11						
TEX155 -SPEECH 8-12 Educational Testing Service (ETS) All program completers, 2009-10	2				100	266
TEX155 -SPEECH 8-12 Educational Testing Service (ETS) All program completers, 2008-09	5				98	265
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2009-10	2				98	263
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2008-09	2				100	265
TEX081 -TOPT-SPANISH Educational Testing Service (ETS) All program completers, 2010-11	1				100	7
TEX081 -TOPT-SPANISH Educational Testing Service (ETS) All program completers, 2008-09	4				99	7

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	127	116	91	89
All program completers, 2009-10	126	122	97	94
All program completers, 2008-09	163	154	94	96

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
  Yes
- use technology effectively to collect data to improve teaching and learning
  Yes
- use technology effectively to manage data to improve teaching and learning
  Yes
- use technology effectively to analyze data to improve teaching and learning
  Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Angelo State University has an institutional skills requirement in the area of technology literacy. The Educator Preparation Program identifies specific competencies and applications suitable for teacher education. Additionally, almost every academic experience utilizes the components of Blackboard as the portal for instruction and technology. In Educator Preparation, this is an expectation in all arenas.

During the first courses in professional education, candidates are introduced to TaskStream, an online platform and repository for cumulative professional experiences in education. Early on, candidates use components of TaskStream to develop and practice elements of instructional planning. All candidates are prepared in the knowledge and skills as prescribed in the Texas Education Agency/State Board of Educator Certification document: Technology Requirements for Beginning Teachers.

An increasing amount of instruction is now becoming available on line or web blended. These choices for candidates can be positive. The expectations are that all candidates use technology in academic pursuits.

All members of the campus community rely on electronic communications and data submission. Academic progress is available to candidates and to faculty advisors electronically.

All admission/application forms for Educator Preparation are accessed and completed on line. Candidates are notified instantaneously when an application has been approved.

The technology of TaskStream allows candidates to plan and develop instruction, to share resources, to receive feedback, and to showcase progress. Clinical practice is also evaluated using rubrics and evaluation tools available on TaskStream.

Real and relevant technology experiences are a part of most course experiences. A variety of representations are expected. The overall intent is that technology affects student learning in a positive manner.

Section VI. Teacher Training

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes
- teach students who are limited English proficient effectively
  Yes

Provide a description of how your program prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All educator preparation candidates complete coursework and experiences specifically directed to the knowledge and skills and dispositions necessary to teach learners with special needs and exceptionalities in any classroom. Elementary level candidates complete a semester-long course, entitled, A Survey of Exceptionalities. Included in this course is a minimum of 10-clock hours of field observations in classrooms with special needs students. Secondary level candidates complete coursework, experiences and observations in consort with their a pedagogy courses prior to student teaching. All initial certification candidates have direct and applied experiences with special needs students as a part of their supervised clinical teaching.

In both levels, content related to characteristics of students with disabilities and defining conditions are presented within legal requirements and mandates as well as within practical planning and decision-making for instruction and achievement. Candidates are introduced to individualized education program teams and their roles as classroom teachers in contributing to the development of educational plans for identified students.

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

Does your program prepare **special education** teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes
- teach students who are limited English proficient effectively
  Yes

Provide a description of how your program prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

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

student teaching in a special education classroom along with preparation to be a classroom teacher. There are 6 SCH of special education practicum experiences prior to student teaching where the candidates experience all aspects of working with special students including ARDS and ESL students. These candidates also take a course that focuses on the learning needs of ESL students: Linguistically Diverse Learners.

The progression of courses and experiences in Special Education fully prepares the candidate to participate in the individualized education program (IEP) preparation process. It also prepares the candidate to work with regular education teachers in implementing the IEP and other recommendations of the ARD committee.

Candidates can also minor in special education at the middle and secondary level. This preparation focuses on the highly qualified standards for secondary school special education teachers.

Often, in-service teachers return for additional specialization at the graduate level in Special Education or Educational Diagnostics.

Section VII. Contextual Information

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

What is unique about the Angelo State University Educator Preparation Program (EPP)? Candidates and other college students choose Angelo State for its vision, mission, academic programs, history, traditions, and dedication to success: The ASU educator candidate population reflects the demographics of West Texas and beyond. Substantial numbers of candidates represent first generation college students, non-native English speakers, diversity in heritage and culture, economic status, and geography. Teacher Education Faculty, and other contributing university faculty combined, have completed hundreds of years of teaching, professional research, scholarly accomplishments, and service to the university, public schools, and the community at large. The Educator Preparation Program is large enough to be comprehensive in its preparation of teachers and other school personnel. It is small enough to reflect personal commitment on the part of the faculty to nurture and support the development of candidates. Approximately 30 percent of ASU graduates are Educator Preparation Program completers. This percentage climbs to 47 percent at the graduate level. The Robert G. and Nona K. Carr Foundation is one of the largest private endowments for scholarship assistance for a university the size of Angelo State. Carr scholarships are awarded annually to one in every six ASU students, many of whom are in the Educator Preparation Program. Candidates who successfully complete the Educator Preparation Program are sought after by school districts for employment. They are highly qualified and well prepared to be effective teachers or other school professionals when they complete the Educator Preparation Program. Angelo State University is a senior, public, regional 4-year comprehensive educational institution meeting the local and far-reaching needs of learners. Angelo State is a member of the Texas Tech University System. It is located in the city of San Angelo (population 100,000) near the exact geographic center of the state of Texas. Some would say the city is the true heart of Texas; others describe the community as located in west central Texas. ASU is a dynamic institution of higher education long recognized for its strong academic programs, its technological sophistication, and its nurturing environment, all of which help students reach their full potential. Angelo State draws its students primarily from west central Texas, but almost all of the 254 counties in TX send students to study at ASU. The institution's location and rich history contribute to attracting a substantial number of first generation college students. Additionally, numerous students arrive to study at ASU having been non-native English speakers. College student demographics at Angelo State denote approximately two-thirds Caucasian population and one- fourth Hispanic heritage. The institution has met the eligibility requirements for designation as an Hispanic Serving Institution (HSI). The College of Education serves approximately one fourth of the total enrollment in educator preparation. The college recommends between 20-25% of the campus population for graduation. The student/faculty ratio at ASU is 20/1. As a

comprehensive university, Angelo State touches tomorrow in the lives of students, in the growth of their communities, whether local or global, and in the pursuit of the common good of society. Angelo State offers both undergraduate and graduate programs and has a student population of more than 6200, which includes both residential and commuting students. A significant portion of the EPP candidate population is identified as non-traditional in age, experience, family circumstances, background, and need. These candidates may also be commuters. As they progress through their programs, they form cohort support groups that last long after graduation. Candidates supporting candidates is a unique characteristic of ASU's programs. Large enough to make significant and innovative impact on the region and in society, ASU Educator Preparation is also small enough to be personal and supportive. Faculty in Professional Education makes connections with their students as program advisors and professors both on campus and in the field. Candidates know faculty and know their assigned program advisors. They develop strong relationships during the preparation program. Faculty develops relationships with their candidates and follow and support them from freshman to senior years and beyond. The Angelo State University faculty supports its dynamic Educator Preparation Program with high expectations for all learners. Candidates are challenged to integrate content knowledge, pedagogical skills, professional dispositions, instructional decision-making, student-centered learning, and culturally relevant and responsive teaching to become effective practitioners in diverse learning communities. The Educator Preparation Program Vision at Angelo State is preparing: A New Generation of Educators to Lead Others toward lifelong learning. ASU provides a full range of educational opportunities that prepares students for successful careers and for entry into graduate and professional schools. Academically, the university is organized with five colleges, Arts and Sciences, Business, Education, Graduate Studies, and Health and Human Services. The College of Education began as a department. It then progressed in focus and size to the College of Education. Most recently, it became the College of Education, with departments of Teacher Education, Curriculum and Instruction, and Kinesiology. These changes are indicative of the University's continuing emphasis on the importance of Educator Preparation and its support of and commitment to achieving national accreditation. In April of 2010, the Educator Preparation Program completed the initial accreditation self-study process and review from the National Council for Accreditation of Teacher Education (NCATE). Angelo State has been granted NCATE accreditation. National accreditation communicates Angelo State is commitment to excellence in teacher education. Not only does Angelo State provide excellent academic preparation for students but also excellent facilities for learning and living. Angelo State has the financial resources to help its students reach their educational goals. Long-time ASU supporter, Robert G. Carr, upon his death in 1978, established a foundation funded by his mineral and royalty interests from oil-producing properties in 16 West Texas counties. His wife, Nona Carr, would add her interest in those properties to the foundation upon her death nine years later. The Robert G. and Nona K. Carr Foundation, established to provide scholarships for needy and worthy students, would have a profound impact on Angelo State. The first scholarships were awarded in 1981. By 2007 the fund was valued at more than $65 million and provided scholarships for one in every six ASU students for an annual total of 3.3 million dollars. Additionally, the College of Education and other academic departments are housed in the Robert G. and Nona K. Carr Building on the campus. Success at ASU, in the classroom, in student organizations, or on playing fields, translates into success in life. ASU graduates have headed major national corporations, played in Super Bowls, anchored national newscasts, served on Pulitzer Prize juries, held statewide political office, and made numerous contributions to their communities and society. Angelo State has grown substantially since its initial role as San Angelo Junior College in 1928. In 1965, it became a four-year, baccalaureate granting institution, and in 1969, its name was changed to Angelo State University. In 2007 Angelo State became a member of the Texas Tech University System.

Print Report Card

Program Information

Name of Institution: Angelo State University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2010-11
State: Texas

Address: ASU Station #10914

San Angelo, TX, 76909

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

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: Yes

TQE partnership name or grant number, if applicable: Through the Texas Higher Education Coordinating Board - #464 and #483

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	Yes	Yes
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credites/semester	Yes	Yes

hours completed		
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum GRE score	Yes	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify: Proficiency demonstration coursework)	Yes	No

Provide a link to your website where additional information about admissions requirements can be found: http://www.angelo.edu/dept/ceducation/pbcert.html

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

Does your initial teacher certification program conditionally admit students? No

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

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one

or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2010-11:	78
Unduplicated number of males enrolled in 2010-11:	14
Unduplicated number of females enrolled in 2010-11:	64

2010-11	**Number enrolled**
Ethnicity	
Hispanic/Latino of any race:	14
Race	
American Indian or Alaska Native:	1
Asian:	2
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	60
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	30
Average number of clock hours required for student teaching	550
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0

Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	22

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (Â§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	1
Teacher Education - Elementary Education	1
Teacher Education - Junior High/Intermediate/Middle School Education	23
Teacher Education - Secondary Education	13
Teacher Education - Multiple Levels	4
Teacher Education - Agriculture	1
Teacher Education - Art	2
Teacher Education - Business	0

Teacher Education - English/Language Arts	5
Teacher Education - Foreign Language	2
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	3
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	5
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0

Teacher Education - German	0
Teacher Education- History	0
Teacher Education - Physics	0
Teacher Education - Spanish	2
Teacher Education - Speech	1
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	0

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (Â§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	

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

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

Education	
Education - Curriculum and Instruction	32
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	

Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: These candidates were undergraduate, non-degree seeking, certification only, therefore, there was not a declared major.	9

Section I.e Program Completers

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

2010-11: 41

2009-10: 26

2008-09: 17

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHE's that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: 2010-11 Goal: 10% increase Goal met? Yes Description of strategies used to achieve goal: Dual credit summer program for high achieving mathematics students Open House by Mathematics Department featuring teacher certification Mathematics club feature teaching as a profession Future teachers club feature mathematics teaching as a profession in an open forum Promote teaching during university orientation course. Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Science	Academic year: 2010-11 Goal: 10% increase Goal met? Yes Description of strategies used to achieve goal: Future Teacher's Club featuring science educators presentation Physics club featuring science educator Promote science teaching at public school science fairs

	Promote science teaching at science days. Promote teaching during university orientation course. Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Special education	Academic year: 2010-11 Goal: 10% increase Goal met? Yes Description of strategies used to achieve goal: Promote teaching during university orientation course. Use special education ambassadors at recruitment fairs Use special education ambassadors at orientation to recruit Promote open meetings of the Council for Exceptional Children meetings Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Instruction of limited English proficient students	Academic year: 2011-12 Goal: 50% program infusion Goal met? Description of strategies used to achieve goal: Analyze curriculum for LEP standard's infusion. Identify critical courses for LEP curricular infusion. Enhance practice through strategic fieldwork. Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
NA	Academic year: 2011-12 Goal: NA Goal met?

	Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
Yes

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

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

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

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

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

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

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

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

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

Section III. Assessment Rates

Assessment code - Assessment name	Number taking	Avg. scaled	Number passing	Pass rate	State Average	State Average

Test Company Group	tests	score	tests	(%)	pass rate (%)	scaled score
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) Other enrolled students	1					
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2010-11	1					
TEX178 -ART EC-12 Educational Testing Service (ETS) Other enrolled students	1				93	263
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2010-11	2				100	266
TEX140 -CHEMISTRY 8-12 Educational Testing Service (ETS) All program completers, 2009-10	1				100	259
TEX117 -ENG LANGUAGE ARTS AND READING 4-8 Educational Testing Service (ETS) All program completers, 2010-11	2				100	270
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) Other enrolled students	2				96	262
TEX131 -ENG LANGUAGE ARTS AND READING 8-12	3				100	264

Educational Testing Service (ETS) All program completers, 2010-11						
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2009-10	3				98	266
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) Other enrolled students	14	268	14	100	90	256
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2010-11	16	257	16	100	100	262
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2009-10	7				100	265
TEX101 -GENERALIST EC-4 Educational Testing Service (ETS) All program completers, 2009-10	1				99	264
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2010-11	1				98	257
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2009-10	1				94	255
TEX133 -HISTORY 8-12 Educational Testing Service	1				93	252

(ETS) Other enrolled students						
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2009-10	1				96	259
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) All program completers, 2010-11	1					
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2010-11	5				95	260
TEX613 -LOTE-SPANISH EC-12 Educational Testing Service (ETS) Other enrolled students	1					
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) Other enrolled students	1				76	248
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) All program completers, 2010-11	1				98	261
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) All program completers, 2009-10	1				100	261
TEX135 -MATHEMATICS 8-	2				93	258

12 Educational Testing Service (ETS) All program completers, 2010-11						
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) Other enrolled students	1				96	263
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2010-11	19	270	19	100	99	271
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2009-10	9				99	272
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2010-11	14	265	13	93	98	267
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2009-10	10	261	10	100	98	266
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	1				89	263
TEX160 -PEDAGOGY - PROF RESP EC-12	2				100	268

Educational Testing Service (ETS) All program completers, 2010-11						
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2009-10	2				98	267
TEX100 -PEDAGOGY - PROF. RESP. EC-4 Educational Testing Service (ETS) All program completers, 2009-10	1				100	267
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2010-11	1				99	266
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2009-10	1				98	263
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	3				90	255
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2009-10	1				97	260
TEX137 -PHYSICAL SCIENCE 8-12	1					

Educational Testing Service (ETS) All program completers, 2010-11						
TEX143 - PHYSICS/MATHEMATICS 8-12 Educational Testing Service (ETS) Other enrolled students	1					
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) Other enrolled students	1				90	257
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2010-11	1				100	258
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2009-10	1				95	257
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) Other enrolled students	1				69	243
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2009-10	2				97	258
TEX047 -SPANISH 6-12 Educational Testing Service (ETS) All program completers, 2010-11	2				100	84
TEX047 -SPANISH 6-12	1				99	87

Educational Testing Service (ETS) All program completers, 2009-10						
TEX155 -SPEECH 8-12 Educational Testing Service (ETS) Other enrolled students	1					
TEX155 -SPEECH 8-12 Educational Testing Service (ETS) All program completers, 2009-10	4				100	269
TEX081 -TOPT-SPANISH Educational Testing Service (ETS) All program completers, 2010-11	2				99	7
TEX081 -TOPT-SPANISH Educational Testing Service (ETS) All program completers, 2009-10	1				96	6

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	37	36	97	98
All program completers, 2009-10	23	23	100	96

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
  Yes
- use technology effectively to collect data to improve teaching and learning
  Yes
- use technology effectively to manage data to improve teaching and learning
  Yes
- use technology effectively to analyze data to improve teaching and learning
  Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Angelo State University has an institutional skills requirement in the area of technology literacy. The Educator Preparation Program identifies specific competencies and applications suitable for teacher education. Additionally, almost every academic experience utilizes the components of Blackboard as the portal for instruction and technology. In Educator Preparation, this is an expectation in all arenas.

During the first courses in professional education, candidates are introduced to TaskStream, an online platform and repository for cumulative professional experiences in education. Early on, candidates use components of TaskStream to develop and practice elements of instructional planning. All candidates are prepared in the knowledge and skills as prescribed in the Texas Education Agency/State Board of Educator Certification document: Technology Requirements for Beginning Teachers.

An increasing amount of instruction is now becoming available on line or web blended. These choices for candidates can be positive. The expectations are that all candidates use technology in academic pursuits.

All members of the campus community rely on electronic communications and data submission. Academic progress is available to candidates and to faculty advisors electronically.

All admission/application forms for Educator Preparation are accessed and completed on line. Candidates are notified instantaneously when an application has been approved.

The technology of TaskStream allows candidates to plan and develop instruction, to share resources, to receive feedback, and to showcase progress. Clinical practice is also evaluated using rubrics and evaluation tools available on TaskStream.

Real and relevant technology experiences are a part of most course experiences. A variety of representations are expected. The overall intent is that technology affects student learning in a positive manner.

Section VI. Teacher Training

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes
- teach students who are limited English proficient effectively
  Yes

Provide a description of how your program prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All educator preparation candidates complete coursework and experiences specifically directed to the knowledge and skills and dispositions necessary to teach learners with special needs and exceptionalities in any classroom. Elementary level candidates complete a semester-long course, entitled, A Survey of Exceptionalities. Included in this course is a minimum of 10-clock hours of field observations in classrooms with special needs students. Secondary level candidates complete coursework, experiences and observations in consort with their pedagogy courses prior to student teaching. All initial certification candidates have direct and applied experiences with special needs students as a part of their supervised clinical teaching.

In both levels, content related to characteristics of students with disabilities and defining conditions are presented within legal requirements and mandates as well as within practical planning and decision-making for instruction and achievement. Candidates are introduced to individualized education program teams and their roles as classroom teachers in contributing to the development of educational plans for identified students.

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

Often, pre-service candidates and in-service teachers return for additional course experiences to augment their initial preparation related to teaching students with disabilities.

Does your program prepare **special education** teachers to:

- teach students with disabilities effectively
  Yes

- participate as a member of individualized education program teams
  Yes
- teach students who are limited English proficient effectively
  Yes

Provide a description of how your program prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Candidates preparing to be special education teachers are prepared to be elementary teachers and all-level special education teachers. These individuals take a specific 18 SCH sequence of courses in addition to student teaching in a special education classroom along with preparation to be a classroom teacher. There are 6 SCH of special education practicum experiences prior to student teaching where the candidates experience all aspects of working with special students including ARDS and ESL students. These candidates also take a course that focuses on the learning needs of ESL students: Linguistically Diverse Learners.

The progression of courses and experiences in Special Education fully prepares the candidate to participate in the individualized education program (IEP) preparation process. It also prepares the candidate to work with regular education teachers in implementing the IEP and other recommendations of the ARD committee.

Candidates can also minor in special education at the middle and secondary level. This preparation focuses on the highly qualified standards for secondary school special education teachers.

Often, in-service teachers return for additional specialization at the graduate level in Special Education or Educational Diagnostics.

Section VII. Contextual Information

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

What is unique about the Angelo State University Educator Preparation Program (EPP)? Candidates and other college students choose Angelo State for its vision, mission, academic programs, history, traditions, and dedication to success: The ASU educator candidate population reflects the demographics of West Texas and beyond. Substantial numbers of candidates represent first generation college students, non-native English speakers, diversity in heritage and culture, economic status, and geography. Teacher Education Faculty, and other contributing university faculty combined, have completed hundreds of years of teaching, professional research, scholarly accomplishments, and service to the university, public schools, and the community at large. The Educator Preparation Program is large enough to be comprehensive in its preparation of teachers and other school personnel. It is small enough to reflect personal commitment on the part of the faculty to nurture and support the development of candidates. Approximately 30 percent of ASU graduates are Educator Preparation Program completers. This percentage climbs to 47 percent at the graduate level. The Robert G. and Nona K. Carr Foundation is one of the largest private endowments for scholarship assistance for a university the size of Angelo State. Carr scholarships are awarded annually to one in every six ASU students, many of whom are in the Educator Preparation Program. Candidates who successfully complete the Educator Preparation Program are sought after by school districts for employment. They are highly qualified and well prepared to be effective teachers or other school

professionals when they complete the Educator Preparation Program. Angelo State University is a senior, public, regional 4-year comprehensive educational institution meeting the local and far-reaching needs of learners. Angelo State is a member of the Texas Tech University System. It is located in the city of San Angelo (population 100,000) near the exact geographic center of the state of Texas. Some would say the city is the true heart of Texas; others describe the community as located in west central Texas. ASU is a dynamic institution of higher education long recognized for its strong academic programs, its technological sophistication, and its nurturing environment, all of which help students reach their full potential. Angelo State draws its students primarily from west central Texas, but almost all of the 254 counties in TX send students to study at ASU. The institution's location and rich history contribute to attracting a substantial number of first generation college students. Additionally, numerous students arrive to study at ASU having been non-native English speakers. College student demographics at Angelo State denote approximately two-thirds Caucasian population and one-fourth Hispanic heritage. The institution has met the eligibility requirements for designation as an Hispanic Serving Institution (HSI). The College of Education serves approximately one fourth of the total enrollment in educator preparation. The college recommends between 20-25% of the campus population for graduation. The student/faculty ratio at ASU is 20/1. As a comprehensive university, Angelo State touches tomorrow in the lives of students, in the growth of their communities, whether local or global, and in the pursuit of the common good of society. Angelo State offers both undergraduate and graduate programs and has a student population of more than 6800, which includes both residential and commuting students. A significant portion of the EPP candidate population is identified as non-traditional in age, experience, family circumstances, background, and need. These candidates may also be commuters. As they progress through their programs, they form cohort support groups that last long after graduation. Candidates supporting candidates is a unique characteristic of ASU's programs. Large enough to make significant and innovative impact on the region and in society, ASU Educator Preparation is also small enough to be personal and supportive. Faculty in Professional Education makes connections with their students as program advisors and professors both on campus and in the field. Candidates know faculty and know their assigned program advisors. They develop strong relationships during the preparation program. Faculty develop relationships with their candidates and follow and support them from freshman to senior years and beyond. The Angelo State University faculty supports its dynamic Educator Preparation Program with high expectations for all learners. Candidates are challenged to integrate content knowledge, pedagogical skills, professional dispositions, instructional decision-making, student-centered learning, and culturally relevant and responsive teaching to become effective practitioners in diverse learning communities. The Educator Preparation Program Vision at Angelo State is preparing: A New Generation of Educators to Lead Others toward lifelong learning. ASU provides a full range of educational opportunities that prepares students for successful careers and for entry into graduate and professional schools. Academically, the university is organized with six colleges, Business, Education, Liberal and Fine Arts, Sciences, Nursing and Allied Health, and Graduate Studies. The College of Education began as a department. It then progressed in focus and size to the School of Education. Most recently, it became the College of Education, with departments of Teacher Education, Curriculum and Instruction, and Kinesiology. These changes are indicative of the University's continuing emphasis on the importance of Educator Preparation and its support of and commitment to achieving national accreditation. In April of 2010, the Educator Preparation Program completed the initial accreditation self-study process and review from the National Council for Accreditation of Teacher Education (NCATE). ASU is now accredited by NCATE. National accreditation continues to communicate Angelo State's commitment to excellence in teacher education. Not only does Angelo State provide excellent academic preparation for students but also excellent facilities for learning and living. Angelo State has the financial resources to help its students reach their educational goals. Long-time ASU supporter, Robert G. Carr, upon his death in 1978, established a foundation funded by his mineral and royalty interests from oil-producing properties in 16 West Texas counties. His wife, Nona Carr, would add her interest in those properties to the foundation upon her death nine years later. The Robert G. and Nona K. Carr Foundation, established to provide scholarships for needy and worthy students, would have a profound impact on Angelo State. The first scholarships were awarded in 1981. By 2007 the fund was valued at more than $65 million and provided scholarships for one in every six ASU students for an annual total of 3.3 million dollars. Additionally, the College of Education and other academic departments are housed in the Robert G. and Nona K. Carr Building on the campus. Success at ASU, in the classroom, in student organizations, or on playing fields, translates into success in life. ASU graduates have headed major national corporations, played in Super Bowls, anchored national newscasts, served on Pulitzer Prize juries, held statewide political office, and

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