Print Report Card

Institution Information

Name of Institution: Angelo State University
Institution/Program Type: Traditional
Academic Year: 2011-12
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 an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

Yes

If yes, provide the following:

Award year: 2012

Grantee name: Federally funded through THECB

Project name: Algebra for Upper Elemenatry Teachers

Grant number: 516

List partner districts/LEAs: San Angelo ISD

List other partners: NA

Project Type: Residency

Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agriculture Science & Technology 6-12	No
Art ECH-12	No
Chemistry 8-12	No
English Language Arts & Reading 4-8	No
English Language Arts & Reading 8-12	No
French ECH-12	No
Generalist 4-8	No
Generalist ECH-6	No
German ECH-12	No
History 8-12	No
Journalism 8-12	No
Life Science 8-12	No
Mathematics 8-12	No
Mathematics-Physics 8-12	No
Music ECH-12	No
Social Studies 8-12	No
Spanish ECH-12	No
Special Education ECH-12	No
Speech 7-12	No
Theatre Arts ECH-12	No
Total number of teacher preparation programs: 20	

Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students? No

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

Please provide any additional about or exceptions to the admissions

information provided above:

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

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

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

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

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.2

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in

academic year 2011-12

3.29

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

No

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

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

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

What was the median GPA of individuals accepted into the program in academic year 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

Section I.c 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 2011-12:	275
Unduplicated number of males enrolled in 2011-12:	63
Unduplicated number of females enrolled in 2011-12:	212
2011-12	**Number enrolled**
Ethnicity	
Hispanic/Latino of any race:	60
Race	
American Indian or Alaska Native:	2
Asian:	3
Black or African American:	9
Native Hawaiian or Other Pacific Islander:	0
White:	185
Two or more races:	16

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	114
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	18
Number of students in supervised clinical experience during this academic year	142

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	29
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	88
Teacher Education - Junior High/Intermediate/Middle School Education	10
Teacher Education - Secondary Education	23
Teacher Education - Multiple Levels	15
Teacher Education - Agriculture	1
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	9
Teacher Education - Foreign Language	1
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	12
Teacher Education - Music	4
Teacher Education - Physical Education and Coaching	4
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	3
Teacher Education - Social Science	
Teacher Education - Social Studies	6
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	2
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	5
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	2
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	

Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	

Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	1
Sociology	
Visual and Performing Arts	10
History	5
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	4
English Language/Literature	7
Philosophy and Religious Studies	
Agriculture	1
Communication or Journalism	2
Engineering	
Biology	2
Mathematics and Statistics	8
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Interdisciplinary Studies	98

Section I.f Program Completers

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

2011-12: 139

2010-11: 145

2009-10: 127

Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

2

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

Dual credit summer program for high achieving mathematics students.

Open House by Mathematics Department featuring teacher certification.

STEM camp and required USTD course for incoming, at-risk Freshman.

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, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Science

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

program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

1

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

Future Teachers' Club featuring Science educator.

Physics club featuring Science educator.

STEM camp and required USTD course for incoming, at-risk Freshman.

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, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

4

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

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.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

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

5

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

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

6

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction

of limited English proficient students in 2011-12?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

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

Provide any additional comments, exceptions and explanations below:

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

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide

documentation and evidence for your responses, when requested, to support the following assurances.

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

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

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

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

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

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

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

Describe your 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 of Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR) measures of achievement and accountability. All program experiences, coursework, assignments, and field experiences, are aligned with standards and expectations, proficiencies, and outcomes delineated for all teacher certification areas. In this regard, the entire preparation program is held accountable.

The development of teacher candidates in the Educator Preparation Program (EPP) is progressive and cumulative. Candidates are assessed at numerous key points in their academic and pedagogical programs. The final application and reflection experience, supervised student teaching is evaluated over a fourteen-week experience in diverse school settings with diverse learners. To evaluate clinical teaching, ASU has adopted the Texas Beginning Educator Support System (TxBESS), a framework for preparation of educators, evaluation of teachers' knowledge and skills, and support for emerging professionals. The components of the TxBESS framework focus first on the learner and the school community. Educator candidates gather descriptive and demographic information about their learners and schools. Then they apply this information when incorporating standards and expectations for instruction and assessment of learners.

Planning, analysis, and reflection are evident in every aspect of the candidate 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 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 (%)
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2011-12	2			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2010-11	5			
TEX140 -CHEMISTRY 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX117 -ENG LANGUAGE ARTS AND READING 4-8 Educational Testing Service (ETS) All program completers, 2011-12	2			
TEX117 -ENG LANGUAGE ARTS AND READING 4-8 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX117 -ENG LANGUAGE ARTS AND READING 4-8 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2011-12	5			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2010-11	7			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2009-10	5			
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS)	1			

Other enrolled students				
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2011-12	4			
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2010-11	6			
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2009-10	4			
TEX101 -GENERALIST EC-4 Educational Testing Service (ETS) All program completers, 2009-10	43	261	42	98
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) Other enrolled students	24	252	20	83
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2011-12	78	251	71	91
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2010-11	72	252	67	93
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2009-10	28	251	26	93
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2011-12	3			
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2010-11	5			
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2009-10	5			
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2009-10	6			
TEX613 -LOTE-SPANISH EC-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX115 -MATHEMATICS 4-8	4			

Educational Testing Service (ETS) All program completers, 2011-12				
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) All program completers, 2009-10	2			
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2011-12	8			
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2010-11	7			
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2009-10	6			
TEX114 -MATHSCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2009-10	3			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2011-12	3			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2009-10	4			
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2010-11	8			
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2009-10	10	263	10	100
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2010-11	27	265	27	100
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2009-10	25	265	25	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	8			

TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2011-12	105	262	102	97
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2010-11	40	261	37	93
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2009-10	18	259	18	100
TEX100 -PEDAGOGY - PROF. RESP. EC-4 Educational Testing Service (ETS) All program completers, 2009-10	43	260	43	100
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) Other enrolled students	1			
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2011-12	16	259	15	94
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2010-11	52	260	52	100
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2009-10	28	259	28	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2011-12	4			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2010-11	14	267	14	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2009-10	11	271	11	100
TEX151 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	2			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX047 -SPANISH 6-12 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS)	8			

Other enrolled students				
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2011-12	26	256	26	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2010-11	14	251	13	93
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2009-10	4			
TEX155 -SPEECH 8-12 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX155 -SPEECH 8-12 Educational Testing Service (ETS) All program completers, 2009-10	2			
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2009-10	2			
TEX081 -TOPT-SPANISH Educational Testing Service (ETS) All program completers, 2010-11	1			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	125	116	93
All program completers, 2010-11	130	123	95
All program completers, 2009-10	127	124	98

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 Other (specify: TEA)

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

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

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

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

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

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence your program uses to show that it 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 “4 Core” 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 the evidence your program uses to show that it 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.

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 maintaining 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'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.

Supporting Files

Title II, Higher Education Act OMB Control No.: 1840-0744 (exp. 12/31/2015)

Print Report Card

Institution Information

Name of Institution: Angelo State University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2011-12
State: Texas

Address: ASU Station #10914

San Angelo, TX, 76909

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

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

Yes

If yes, provide the following:

Award year: 2012

Grantee name: Federally funded through THECB

Project name: Algebra for Upper Elementary Teachers

Grant number: 516

List partner districts/LEAs: San Angelo ISD

List other partners: NA

Project Type: Residency

Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?

Curriculum & Instruction (Graduate Level)	No
Post-Bachelor (Undergraduate Level)	No
Total number of teacher preparation programs: 2	

Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students? No

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

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

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

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

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

Interview	No	No
Other Proficiency coursework	Yes	Yes

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

2.76

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2011-12

2.89

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

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

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

Other Bachelor degree/CPR	Yes	Yes

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

2.76

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2011-12

2.89

Section I.c 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 2011-12:	74
Unduplicated number of males enrolled in 2011-12:	19
Unduplicated number of females enrolled in 2011-12:	55
2011-12	**Number enrolled**
Ethnicity	
Hispanic/Latino of any race:	12
Race	
American Indian or Alaska Native:	1
Asian:	1
Black or African American:	8
Native Hawaiian or Other Pacific Islander:	0
White:	48
Two or more races:	4

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	3

	0
Average number of clock hours required for student teaching	5 50
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	9
Number of students in supervised clinical experience during this academic year	12

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

No teachers prepared in academic year 2011-12

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

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

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	

Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Master of Art in Curriculum & Instruction: Content area earned at Baccalaureate level.	28

Section I.f Program Completers

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

2011-12: 28

2010-11: 41

2009-10: 26

Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

No

How many prospective teachers did your program plan to add in mathematics in 2011-12?

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

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

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

No

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

Provide any additional comments, exceptions and explanations below:

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

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

No

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

Provide any additional comments, exceptions and explanations below:

Candidates admitted to the alternative Educator Preparation Program have completed a Bachelor degree and passed the Pre-Admission Content Test (PACT) for the subject area

intended to teach. Therefore, alternative program coursework only provides pedagogical instruction and extensive field experience to prepare for teaching.

Section II. Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

No

How many prospective teachers did your program plan to add in science in 2011-12?

Did your program meet the goal for prospective teachers set in science in 2011-12?

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

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

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

No

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

Provide any additional comments, exceptions and explanations below:

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

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

No

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

Provide any additional comments, exceptions and explanations below:

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

Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

No

How many prospective teachers did your program plan to add in special education in 2011-12?

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

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

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

No

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

Provide any additional comments, exceptions and explanations below:

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

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

No

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

Provide any additional comments, exceptions and explanations below:

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

Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

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

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

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

Provide any additional comments, exceptions and explanations below:

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

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

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

Provide any additional comments, exceptions and explanations below:

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

Section II. Assurances

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

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

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

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

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

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

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

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

Describe your 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 State of Texas Assessment of Academic Readiness (STAAR) measures of achievement and accountability. All program experiences, coursework, assignments, and field experiences, are aligned with standards and expectations, proficiencies, and outcomes delineated for all teacher certification areas. In this regard, the entire preparation program is held accountable.

The development of teacher candidates in the Educator Preparation Program (EPP) is progressive and cumulative. Candidates are assessed at numerous key points in their academic and pedagogical programs. The final application and reflection experience, supervised student teaching is evaluated over a fourteen-week experience in diverse school settings with diverse learners. To evaluate clinical teaching, ASU has adopted the Texas Beginning Educator Support System (TxBESS), a framework for preparation of educators, evaluation of teachers' knowledge and skills, and support for emerging professionals. The components of the TxBESS framework focus first on the learner and

the school community. Educator candidates gather descriptive and demographic information about their learners and schools. Then they apply this information when incorporating standards and expectations for instruction and assessment of learners. Planning, analysis, and reflection are evident in every aspect of the candidate 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 Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX178 -ART EC-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX140 -CHEMISTRY 8-12 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX113 -ENG LANG ARTS -READSOC STUDIES 4-8 Educational Testing Service (ETS) Other enrolled students	1			
TEX117 -ENG LANGUAGE ARTS AND READING 4-8 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX131 -ENG LANGUAGE ARTS AND READING 8-	3			

12 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			
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) Other enrolled students	8			
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2011-12	13	261	13	100
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2010-11	17	258	17	100
TEX111 -GENERALIST 4-8 Educational Testing Service (ETS) All program completers, 2009-10	7			
TEX101 -GENERALIST EC-4 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) Other enrolled students	3			
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2011-12	2			
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX191 -GENERALIST EC-6 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX133 -HISTORY 8-12 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX138 -LIFE SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2010-11	5			
TEX613 -LOTE-SPANISH EC-12	2			

Educational Testing Service (ETS) Other enrolled students				
TEX613 -LOTE-SPANISH EC-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) Other enrolled students	1			
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX115 -MATHEMATICS 4-8 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX135 -MATHEMATICS 8-12 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2010-11	19	270	19	100
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2009-10	9			
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2010-11	13	268	13	100
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2009-10	10	261	10	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	3			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2011-12	21	265	21	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2010-11	3			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2009-10	2			
TEX100 -PEDAGOGY - PROF. RESP. EC-4 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2010-11	1			

TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	3			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2011-12	2			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX137 -PHYSICAL SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2010-11	1			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2009-10	2			
TEX047 -SPANISH 6-12 Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX047 -SPANISH 6-12 Educational Testing Service (ETS) All program completers, 2009-10	1			
TEX155 -SPEECH 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX155 -SPEECH 8-12 Educational Testing Service (ETS) All program completers, 2009-10	4			
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX081 -TOPT-SPANISH Educational Testing Service (ETS) All program completers, 2010-11	2			
TEX081 -TOPT-SPANISH Educational Testing Service (ETS)	1			

All program completers, 2009-10				

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	22	21	95
All program completers, 2010-11	38	38	100
All program completers, 2009-10	23	23	100

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

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

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 the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and

a timeline if any of the four elements listed above are not currently in place.

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

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

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence your program uses to show that it 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 "4 Core" 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 the evidence your program uses to show that it 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 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 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.

Supporting Files

Title II, Higher Education Act OMB Control No.: 1840-0744 (exp. 12/31/2015)