

STANDARD 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards

The COE at SFASU strives to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development. The unit meets this [mission](#) by preparing professionals committed to academic excellence; life-long learning; collaboration and shared decision-making; openness to new ideas, to culturally diverse people, and to innovation and change; integrity; and service that enriches the community. The [CF](#) of the unit is grounded in state and national standards and delineates the knowledge, skills, and dispositions that will positively impact all learners. Teacher and professional candidates enrolled in the unit are afforded the opportunity to establish a strong foundation in content, pedagogical, and professional knowledge through their coursework as they progress through their initial and advanced programs. Candidates have multiple opportunities to apply their knowledge to real-world experiences, to understand and follow professional standards of practice, and to reflect on their performance. Graduates of the unit move into the professional community with the knowledge, skills, and dispositions that enable them to positively impact the learning of all students.

All Texas university degree programs must meet the [Texas Higher Education Coordinating Board](#) policies for course and graduation requirements. The Texas [State Board for Educator Certification](#) (SBEC) sets the standards for educator certification in Texas. SBEC requires all candidates seeking initial teacher certification in Texas to hold a bachelor's degree, pass all applicable certification exams, and complete a student teaching experience in an accredited P-12 school. SFASU offers initial teacher preparation programs and advanced programs in 45 state approved areas. These programs are listed in the [Certification Programs](#) section of the COE website.

Element 1: Content Knowledge for Teacher Candidates

Programs for Initial Preparation of Teachers

There are currently two routes to initial teacher certification at SFASU. The Preservice Certification Program is for [undergraduates](#) that meet certification requirements as part of their degree program. The second route is through the [Post Baccalaureate Initial Certification](#) (PBIC) Program at SFASU. The PBIC program is approved by SBEC as an acceptable alternative route to certification under the federal law "No Child Left Behind." The PBIC program is designed for individuals holding a bachelor's degree from an accredited college or university, who are seeking teacher certification. The PBIC programs are distance learning programs.

The [unit assessment system](#) is designed to measure candidate performance over time and reflects the vision, mission, and goals of the university. The assessment system is [aligned](#) with the [INTASC Principles](#), SBEC's [Learner-Centered Proficiencies](#), and the [specialized professional association](#) (SPA) standards. SFASU candidates receive preparation in programs that meet the

standards of SPAs of the subjects they will teach. The unit submitted 23 SPA reports for review in September 2006. At the time of this writing, the National Recognition Reports have not been received from NCATE. The recognition status will be updated on the COE web site as the reports are received. Hard copies of the SPA reports and Recognition reports are in the NCATE exhibit room.

The assessment system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and graduate success. The system has four benchmarks or transition points for the collection of data: Admission to Program, Field Experience/Clinical Practice, Program Exit, and Post Graduate Follow-Up Assessment. At each benchmark, data is collected on candidate acquisition of the content and pedagogical knowledge needed to help all students learn. Each assessment is scored using a unit assessment scoring guide and the results are recorded in the database. All programs in the unit use the standard unit scores of 3-Exemplary performance, 2-Acceptable performance, and 1-Unacceptable performance for assigning scores on unit assessments and specific program assessments. Scoring guides contain the specific language for each score for that assignment.

The following evidence is provided to document the acquisition of content knowledge by initial candidates: (a) Benchmark 1: standardized test results, overall GPA, and GPA in field of study; (b) Benchmark II: overall GPA in courses taken at SFASU, results of mastery exams on content, and results of candidate work samples; (c) Benchmark III: overall GPA in courses taken at SFASU, results of final field experience evaluations, results of state certification exams on content, and program completer results from candidate and mentor; (d) Benchmark IV: results from follow-up survey information.

Benchmark I-Admission to Teacher Certification

Candidates in the undergraduate programs seeking initial preparation receive a solid foundation in the core curriculum which strengthens their content knowledge. The content knowledge for initial preparation programs is developed through the unit's general education requirements and course work in specialty areas. The general education course requirements are located within the 2006-2007 University [General Bulletin](#). PBIC candidates must hold a bachelor's degree and meet the same teacher education admission standards as undergraduates.

Standardized tests. Assessment of candidates' mastery of the content knowledge in general education is conducted by analysis of course work grades. Content knowledge at admission to the Teacher Education Program is assessed through overall grade point average, grade point average in teaching field courses, and demonstrated knowledge and skills in reading, written communication, and mathematics. The candidates may demonstrate their knowledge and skills through one of several assessment criteria described in [Admission to Teacher Education](#). Candidates must have at least a composite score of 23 on the ACT, a total score of 1070 on the SAT, or THEA/TASP scores of 245 in Reading, 230 in Math, and 220 in Writing. Table 1.1.1 shows that candidates admitted to teacher education programs at SFASU have basic content knowledge when they enter the professional teacher education courses as measured by the required tests for admission to teacher education programs. Candidates entering teacher education programs have higher scores in all areas than the required scores. This demonstrates that teacher candidates have more than a basic grasp of content at the time of admission to

professional education courses. In addition, ACT and SAT scores of teacher candidates are above those of other university students at freshmen admission.

Table 1.1.1: Mean Standardized Test Scores at Admission to Teacher Education Programs

Minimum Scores	ACT Composite 23	SAT Total 1,070	THEA Reading 245	THEA Writing 220	THEA Math 230
Fall 2005					
Undergraduate (n=128)	24.7	1,125	263	245	252
PBIC (n=15)	25.5	N/A	274	244	249
Spring 2006					
Undergraduate (n=165)	23.1	1,152	265	245	225
PBIC (n=41)	24.3	1,035	261	244	252
Summer 2006					
Undergraduate (n=90)	25.2	1,138	262	249	247
PBIC (n=29)	25.1	1,010	278	248	259
SFASU *Admission scores for all entering freshmen for fall admission for the year 2005.					
SFA	20.6	1,005			
Texas	20.2	995			

*Data from SFASU [Fact Book](#).

GPA requirements. All candidates seeking teacher certification must be admitted to the Teacher Education program before beginning their professional teacher education courses. Candidates must have completed approximately 66 semester hours with at least 12 of those hours at SFASU. Candidates demonstrate content knowledge by completing 6 hours Freshman English with at least a C in each class and successfully completing at least 4 hours of science, 3 hours of history, 3 hours of political science, 3 hours of college level mathematics, and the introductory educational psychology class before applying for admission to the program. Candidates must have an Overall GPA in courses taken at SFA of 2.5 or higher (4 point scale) and a GPA of 2.5 or higher in teaching field courses that can be found on the degree plan under the specific teaching field. The GPA must be maintained throughout the program. Table 1.1.2 shows the overall GPA and the GPA in the field of study for undergraduate and PBIC candidates at the time of admission to teacher education.

Table 1.1.2: Teacher Candidate Mean GPA at Admission to Teacher Education

		Fall 2005	Spring 2006	Summer 2006
Undergraduate	Overall GPA	3.1	3.2	3.1
	Field of Study GPA	3.3 (n=128)	3.4 (n=165)	3.3 (n=90)
PBIC	Overall GPA	2.9	3.0	3.0
	Field of Study GPA	3.0 (n=15)*	3.4 (n=41)	3.5 (n=29)

*Candidates in PBIC programs whose undergraduate degree is not in the content area for the certification they are seeking do not have a Field of Study GPA.

GPA data for each semester are well above the required 2.5 for program admission and further

demonstrates that candidates at SFASU have both general knowledge and content knowledge in their field of study when admitted to teacher preparation programs.

Benchmark II-Field Experience/Clinical Practice

Candidates demonstrate their knowledge of content as they continue through their teacher preparation programs. At Benchmark II, candidates show their content knowledge through overall GPA, mastery exams on content, and the application of content knowledge when completing candidate work samples.

GPA. All candidates must maintain a 2.5 or higher GPA to continue in the teacher education program. Table 1.1.3 data shows that candidates continue to exceed minimum GPA requirements and demonstrate their knowledge of content through satisfactory course completion.

Table 1.1.3: Teacher Candidate Mean GPA at Benchmark II

		Fall 2005	Spring 2006
Undergraduate	Overall GPA	3.2 (n=198)	3.2 (n=178)
PBIC	Overall GPA	3.4 (n= 95)	3.5 (n=23)

Content mastery exams. Teacher candidates in Benchmark II complete their capstone courses and take departmental content [mastery exams](#). Candidates must pass the content mastery exam to complete their programs. Table 1.1.4 data shows that 97% of undergraduate candidates scored acceptable or above on content mastery exams demonstrating their knowledge of content. For the same period, 83% of the PBIC candidates demonstrated mastery in their content exams. Supporting candidate success on mastery exams, the OAA and departments provide materials and study sessions for those candidates who do not demonstrate initial content mastery.

Table 1.1.4: Departmental Diagnostic or Content Mastery Exams

	Average Score	Exemplary 3	Acceptable 2	Unacceptable 1
Fall 2005				
Undergraduate	83.7	12% (14)	85% (100)	3% (3)
PBIC	75.4	9% (1)	73% (8)	18% (2)
Spring 2006				
Undergraduate	81.1	14% (25)	82% (143)	4% (7)
PBIC	78.4	0	100% (11)	0
Summer 2006				
Undergraduate	87	52% (11)	48% (10)	0
PBIC	88	0	63% (5)	37% (3)

Candidate work sample. Teacher candidates in Benchmark II work in public school classrooms in internship experiences. The unit requires all candidates to complete a [work sample](#) during this part of their preparation program. Candidates use their knowledge of content to plan and implement an instructional plan. Table 1.1.5 data demonstrates that candidates can successfully apply their knowledge of content to plan and deliver appropriate lessons. At least 94% of the undergraduate candidates successfully demonstrated their knowledge of content through the work sample assignment. Fall 2005 scores were found to have limited value for PBIC candidates because the assessment guide was used inconsistently. Program adjustments have been made to ensure that PBIC candidates have an opportunity to demonstrate content knowledge through the Work Sample Instructional Plan at Benchmark II. Spring 2006 scores indicate that 88% of PBIC

candidates demonstrated content knowledge in their instructional plans for the work sample assignment.

Table 1.1.5: Applying Content Knowledge in the Work Sample-Instructional Plan

Implementation of Instructional Plan	Average Scoring Guide Score	Exemplary 3	Acceptable 2	Unacceptable 1
Fall 2005				
Undergraduate	2.21	33%	61%	6%
PBIC	1.19 (2.46)*	15%	4%	1%
Spring 2006				
Undergraduate	2.15	54%	41%	4%
PBIC	2.35	65%	24%	11%

*A score of 0-Not Attempted was a part of the scoring guide in fall with 80% of candidates receiving this score. For candidates completing the project, all successfully used content to plan and deliver an instructional plan.

Benchmark III-Program Exit

Candidates in the final stage of preparation enter their student teaching experience. Content knowledge is measured in this phase of the program through GPA, results of state certification exams on content, results of final field experience evaluations, and program completer data.

GPA. All candidates must maintain a 2.5 or higher GPA to continue in the teacher education program. Table 1.1.6 shows that candidates continue to exceed the minimum GPA program requirement and successfully demonstrate their content knowledge as evidenced by satisfactory course completion.

Table 1.1.6: Teacher Candidate Mean GPA at Benchmark III

		Fall 2005	Spring 2006
Undergraduate	Overall GPA	3.2 (n=97)	3.2 (n=135)
PBIC	Overall GPA	3.4 (n=14)	3.5 (n=61)

State certification exams for content. Candidate scores on ExCET and TExES exams provide one measure of mastery of content knowledge. The state of Texas changed the examination leading to certification for some of the exams during the reporting period from the ExCET to the TExES exam. For the purposes of this report we will refer to all certification exams as the TExES exam. [The Unit Pass Rate for Content Tests for Initial Teacher Preparation Table](#) provides a summary of the TExES examination scores for each initial certification program during the years 2002-2005. Candidates participating in the PBIC program are also included with the scores.

The 2005 Title II National Report Card shows a 99% pass rate for all initial teacher preparation programs at SFASU. These data presented in pass rate table indicates that SFASU candidates for initial certification have the content knowledge and skills needed to be successful practitioners in today’s schools.

Field Experiences and Clinical Practice. All candidates seeking certification must fulfill requirements of [field experiences](#) and clinical practice. Field experiences are an integral part of the education process for SFASU candidates. During student teaching, SFASU teacher candidates are assigned to school district placements for a minimum of twelve weeks, where they gradually take control of the classroom during each placement, transitioning from student to teacher. Classroom mentor teachers and university mentors share the responsibility of assessing and evaluating the student teacher's ability to manage a classroom. Student teaching is completed

during the final semester prior to graduation. The final [Field Experience/Clinical Practice Evaluation](#) is utilized by the unit to assess the candidates' application of content knowledge. Candidates demonstrate their knowledge of content through the planning and implementation of appropriate lessons. Table 1.1.7 shows that 99-100% of candidates have the content knowledge necessary to plan and deliver appropriate lessons for all learners.

Table 1.1.7: Content Knowledge Application-Final Field Experience Evaluation

	Average Score	Exemplary 3		Acceptable 2		Unacceptable 1	
		Mentor 1	Mentor 2	Mentor 1	Mentor 2	Mentor 1	Mentor 2
Fall 2005							
Undergraduate (n=162)	2.69	70%	70%	29%	29%	1%	1%
PBIC (n=22)	2.65	65%	80%	35%	2%	0	0
Spring 2006							
Undergraduate (n=204)	2.55	54%	59%	45%	41%	1%	0
PBIC (n=102)	2.73	71%	89%	29%	11%	0	0

Program completer survey. The unit assessment system includes feedback from candidates and mentors at the end of the teacher preparation program. Through the use of the [completer survey](#) candidates and mentors provide feedback information on teacher preparation at SFASU. Table 1.1.8 shows that candidates and their mentors believe that they have the content knowledge necessary for successful teachers with 97-100% of both groups reporting use of content knowledge at acceptable and above levels.

Table 1.1.8: Content Knowledge-Program Completer Survey-Candidate & Mentor

	Average Score	Exemplary 3	Acceptable 2	Unacceptable 1
Fall 2005				
Undergraduate				
Candidates (n=65)	2.66	66%	34%	0
Mentors (n=88)*	2.67	67%	33%	0
PBIC				
Candidates (n=10)	2.90	90%	10%	0
Mentors (n=12)	2.75	75%	25%	0
Spring 2006				
Undergraduate				
Candidates (n=97)	2.68	69%	30%	1%
Mentors (n=121)	2.74	74%	25%	1%
PBIC				
Candidates (n=6)	2.80	80%	20%	0
Mentors (n=37)	2.62	65%	32%	3%

* Mentors assigned multiple candidates may complete multiple surveys.

Benchmark IV-Follow-up Surveys

The unit uses feedback from both internal and external sources to improve programs. Through the use of the alumni and [employer survey](#) the unit seeks to evaluate candidate performance in the profession. Summer 2006 was the first time SFASU made a coordinated effort to collect data in a systematic way from graduates. The Alumni survey will provide the COE with important

information in such areas as content knowledge, satisfaction with SFASU’s preparation programs, and their ability to impact P-12 learning. It should be noted that although alumni have never been successfully surveyed before, we have surveyed program completers in various forms for many years. The alumni data collected this year will serve as our baseline data for alumni surveys in the future and we will continue to work to improve tracking of candidates after they leave SFASU to better evaluate our programs.

Employers have been surveyed in a number of ways in the past with low return rates. In an effort to increase the return rate from employers, the unit sought information from three focus groups in spring 2006: employers attending the SFASU Career Fair held each semester; principals and superintendents in the PDS Advisory Council; and the principals of the student teaching field placement sites. Employers were asked to rate graduates’ skills on key CF items. This information has been aggregated and will be used for program and unit improvement. The COE will continue to refine the survey document and the process to increase the return rate to better evaluate our programs. The results shown in Table 1.1.9 indicate that both alumni and employers believe that candidates have the content knowledge necessary for successful teaching.

Table 1.1.9: 2006 Alumni and Employer Survey Results-Content Knowledge

Survey Item	% Acceptable to Exemplary	
	Alumni*	Employers**
Plan and deliver appropriate instruction	99%	100%
Use appropriate communication written/oral	99%	100%
Use content knowledge	99%	96%

*n=16; ** n=58

Content Knowledge of Teachers in Advanced Preparation Programs

SFASU candidates demonstrate a thorough and in-depth knowledge of their fields. They have knowledge and understanding of the state, professional, and institutional standards and are able to put this knowledge into practice in the field.

The COE offers [advanced preparation programs](#) for teaching in the fields of elementary education, secondary education, and special education. Candidates in advanced preparation programs are prepared to meet the [professional standards](#) of the national accrediting agencies for their teaching subjects and fields. Data in this section of the report is aggregated and includes all advanced teacher preparation programs. These data are disaggregated and used by programs for improvement.

The following evidence is provided to document the acquisition of content knowledge in advanced programs: (a) Benchmark 1: GRE, overall GPA, and GPA in field of study; (b) Benchmark II: GPA, admission to candidacy and results of candidate work samples; (c) Benchmark III: overall GPA in courses taken at SFASU, results of final field experience evaluations, results of state certification exams if applicable, results of comprehensive exams and program completer results from candidate and mentor; (d) Benchmark IV: results from follow-up survey information.

Benchmark I-Admission to Graduate Program

Candidates in all advanced degree seeking teacher preparation programs must meet the requirements for [admission to graduate school](#) and the specific requirements of the selected advanced program. Candidates must hold an undergraduate degree and present the required cumulative undergraduate GPA of 2.5 overall (4 point scale) and 2.8 in the last 60 hours of coursework in order to be admitted to the program. In addition to the GPA, candidates must meet the criteria of the particular programs regarding the General Test of the GRE. Some programs require additional credentials and use a formula containing the GPA and GRE information for admission. Advanced programs leading to additional certification require a teaching certificate and a minimum number of years of teaching. The following table shows the admission data for graduate candidates and demonstrates the content knowledge of candidates when they enter the advanced programs. Candidates score well above the required admission standards.

Table 1.1.10: Advanced Programs Mean Scores at Admission to Programs

	Fall 2005	Spring 2006	Summer 2006
GPA			
Overall (2.5/4.0)	3.2	3.1	3.2
Last 60 hours (2.8)	3.4	3.4	3.2
GRE			
Verbal	409	435	480
Quantitative	425	455	452
Total	834	890	932

F n=7; Sp n=3; S n=6

Benchmark II-Field Experience/Clinical Practice

Candidates demonstrate their knowledge of content as they continue through their advanced programs. At Benchmark II, candidates show their content knowledge through overall GPA, admission to candidacy and the application of content knowledge when completing candidate work samples.

GPA. Content knowledge of advanced preparation program candidates is assessed through grade point averages (GPAs) in the required program courses and at the point of [Admission to Candidacy](#). Candidates in graduate programs must maintain at least a 3.0 GPA throughout the program. The table *Advanced Teacher Candidate GPA* shows that candidates are well above 3.0 at Benchmark II and when they are admitted to candidacy confirming sound content knowledge in their field.

Table 1.1.11: Advanced Teacher Candidate GPA

	Fall 2005	Spring 2006	Summer 2006
Overall GPA Benchmark II	3.2	3.7	3.6
Admission to Candidacy GPA	3.8	3.8	3.7

Candidate work sample. Advanced teacher candidates in Benchmark II complete field experience assignments or practica in their assigned coursework. The unit requires all candidates to complete a [work sample](#) during this part of their preparation program. Candidates use their knowledge of content to plan and implement an instructional plan. Table 1.1.12 shows that advanced candidates can apply their knowledge of content to plan and deliver appropriate instructional plans. Advanced candidates successfully demonstrated their knowledge of content through the work sample assignment at this point in the program.

Table 1.1.12: Advanced Program Content Knowledge in Work Sample-Instructional Plan

Implementation of Instructional Plan	Average Scoring Guide Score
Fall 2005	2.0
Spring 2006	2.25

Benchmark III-Program Exit

Advanced candidates in the final stage of preparation complete their field or practica experience. Content knowledge is measured in this phase of the program through GPA, results of final field experience evaluations, results of state certification exams if required, comprehensive exams, and program completer results.

GPA. All candidates must maintain a 3.0 (4 point scale) or higher GPA to continue in graduate programs. Table 1.1.13 shows that candidates continue to exceed minimum GPA requirements and demonstrate their knowledge of content through satisfactory course completion.

Table 1.1.13: Advanced Candidate Mean GPA at Benchmark III

	Fall 2005	Spring 2006	Summer 2006
GPA	3.5	3.8	3.8

Field Experiences and Clinical Practice. Advanced candidates seeking certification must fulfill requirements of field experiences and clinical practice through course assignments and practica experiences. The [Field Experience/Clinical Practice Evaluation](#) is the unit assessment for evaluation of field experiences although each program utilizes additional evaluation tools to meet specialized standards. Candidates demonstrate their knowledge of content through the planning and implementation of appropriate lessons. Table 1.1.14 shows that advanced candidates demonstrate the content knowledge necessary to plan and deliver appropriate lessons for all learners at the acceptable and above range.

Table 1.1.14: Advanced Content Knowledge Application- Field Experience Evaluation

Appropriate Instructional Planning	Average Score
Fall 2005	2.00
Spring 2006	2.90

State certification exams for content. Advanced candidate scores on TExES exams provide another measure of mastery of content knowledge. The table, [Unit Pass Rate for Content Tests for Advanced Teacher Preparation](#), provides a summary of the TExES examination scores for each certification program during the years 2002-2005 and shows that 100% of the candidates passed the exam.

Comprehensive Mastery Exams. One of the assessment benchmarks of the advanced programs is the comprehensive mastery examination. [Comprehensive mastery exams](#) ensure that candidates have the required content knowledge and skills to meet professional, state, and institutional standards. Comprehensive exams are administered in the advanced programs that lead to master’s degrees. These exams are used by programs to assess for content knowledge. An example of the [Study Guides for Comprehensive exams](#) utilized by Elementary Education show

the content knowledge that is tested. Hard copies of comprehensive exams may be obtained in the departmental offices. Comprehensive exam results show that 100% of the candidates demonstrate knowledge of content.

Table 1.1.15: Advanced Program Comprehensive Exams

	Average Score	Exemplary 3	Acceptable 2	Unacceptable 1
Fall 2005				
Quality of paper	2.0		100%	
Critical reflective application to P-12 Learning	2.0		100%	
Written communication skills	2.0		100%	
Spring 2006				
Quality of paper	2.43	43%	57%	
Critical reflective application to P-12 Learning	2.43	43%	57%	
Written communication skills	2.43	43%	57%	
Summer 2006				
Quality of paper	2.0		100%	
Critical reflective application to P-12 Learning	2.0		100%	
Written communication skills	2.0		100%	

[Program completer survey](#). Advanced candidates and mentors provide feedback on their program preparation at the end of their programs. Through the use of the [completer survey](#) candidates and mentors provide information on programs at SFASU. The [Advanced Program Completer Chart](#) shows that candidates and their mentors believe that they have the content knowledge necessary for successful teaching with scores in the acceptable to exemplary range.

Benchmark IV-Follow-up Surveys

[Alumni](#) and [employer surveys](#) are used to evaluate candidate performance in the profession. The alumni data collected this year will serve as our baseline data for alumni surveys in the future and we will continue to work to improve tracking of candidates after they leave SFASU to better evaluate our programs. Employer survey results are also used in advanced programs for program improvement. As indicated in the discussion of initial certification programs, steps are being made to improve data collection from both alumni and employers. Data collected in 2006 is aggregated for all programs since small return rates did not yield program specific data. The [summary data](#) reveals that both alumni and employers believe that candidates have the content knowledge necessary for successful teaching.

The data collected by the unit at each benchmark indicates that initial and advanced candidates in teacher programs have mastered the content necessary for successful teaching experiences.

Element 2: Content Knowledge for Other School Personnel

SFASU Other School Personnel (OSP) candidates exemplify an in-depth knowledge of their fields and can explain core concepts as outlined by state, professional, and institutional standards. Content knowledge for OSP is demonstrated and developed in the prerequisites and course content that candidates are exposed to in their programs. The following programs are

offered by the unit: Doctor of Education in Educational Leadership, superintendent, principal, school counseling, school psychology, and educational diagnostician.

Transition or benchmark unit assessments are the same for OSP programs as other advanced programs in the unit. Evidence presented in this section to support this element include: (a) Benchmark I-admission to program GPA and testing requirements; (b) Benchmark II: GPA, admission to candidacy, and results of candidate work samples; (c) Benchmark III: overall GPA in courses taken at SFASU, results of final field experience evaluations, results of state certification exams if applicable, results of comprehensive exams and program completer results from candidate and mentor; (d) Benchmark IV: results from follow-up survey information.

Benchmark I-Admission to Graduate Program

Candidates in all OSP programs must meet the requirements for [admission to graduate school](#) and the specific requirements of the selected program. Candidates must hold an undergraduate degree and present the required cumulative undergraduate GPA of 2.5 overall (4 point scale) and 2.8 in the last 60 hours of coursework in order to be admitted to the program. In addition to the GPA, candidates must meet the criteria of the particular programs regarding the General Test of the GRE. Some programs require additional credentials and use a formula containing the GPA and GRE information for admission. OSP programs leading to additional certification require a teaching certificate and a minimum number of years of teaching and in most cases a Master’s degree. The following table shows the admission data for OSP candidates and demonstrates content knowledge at program entrance. Candidates score well above the required admission standards.

Table 1.2.1: OSP Program Scores at Admission

	Fall 2005	Spring 2006	Summer 2006
GPA			
Overall (2.5/4.0)	3.1	3.2	3.2
Last 60 hours (2.8)	3.3	3.4	3.5
GRE			
Verbal	459	465	440
Quantitative	508	549	509
Total	967	1015	949

F n=41; Sp n=31; S n=20

Benchmark II-Field Experience/Clinical Practice

Candidates demonstrate their knowledge of content as they continue through their advanced programs. At Benchmark II, candidates show their content knowledge through overall GPA, admission to candidacy, and the application of content knowledge when completing candidate work samples.

GPA. Content knowledge of OSP candidates is assessed through grade point averages (GPAs) in the required program courses and at the point of [Admission to Candidacy](#). Candidates in graduate programs must maintain at least a 3.0 GPA throughout the program. The table OSP Candidate GPA shows that the candidates are well above 3.0 at Benchmark II and when they are admitted to candidacy demonstrating content knowledge in their field.

Table 1.2.2: OSP Candidate GPA at Admission to Candidacy

	Fall 2005	Spring 2006	Summer 2006
Overall GPA Benchmark II	3.9	3.9	3.9
Admission to Candidacy GPA	4.0	3.9	3.9

F n=36; Sp n=14; S n=17

Candidate work sample. OSP candidates in Benchmark II complete field experience assignments or practica in their assigned coursework. The unit requires all candidates to complete a [work sample](#) during this part of their preparation program. Candidates use their knowledge of content to develop and implement an appropriate plan for the OSP program they are enrolled. Table 1.2.3 demonstrates that advanced candidates can apply their knowledge of content to plan and deliver appropriate plans for the selected OSP program. Candidates successfully demonstrated their knowledge of content through the work sample assignment with scores ranges of 2.75-2.94.

Table 1.2.3: OSP Content Knowledge in Work Sample- Plan

Implementation of Plan	Average Scoring Guide Score
Fall 2005	2.75
Spring 2006	2.94

Benchmark III-Program Exit

OSP candidates in the final stage of preparation complete their field or practica experience. Content knowledge is measured in this phase of the program through GPA, results of final field experience evaluations, results of state certification exams if required, comprehensive exams, and program completer results.

GPA. All candidates must maintain a 3.0 (4 point scale) or higher GPA to continue in graduate programs. Table 1.2.4 shows that candidates continue to exceed minimum GPA requirements and successfully demonstrate their knowledge of content through their satisfactory completion of coursework.

Table 1.2.4: OSP Candidate Mean GPA at Benchmark III

	Fall 2005	Spring 2006	Summer 2006
GPA	3.91	3.93	3.94

Field Experiences and Clinical Practice. OSP candidates must fulfill requirements of field experiences and clinical practice through course assignments and practica experiences. The [Field Experience/Clinical Practice Evaluation](#) is the unit assessment for evaluation of field experiences although each program utilizes additional evaluation tools to meet specialized standards. Candidates demonstrate their knowledge of content through the implementation of an appropriate plan for the OSP program they are enrolled. Table 1.2.5 shows that OSP candidates demonstrate content knowledge necessary for the selected OSP program.

Table 1.2.5 OSP Content Knowledge Application- Field Experience Evaluation

	Spring 2006	Summer I 2006	Summer II 2006
Average Score	2.73	2.85	3.0

State certification exams for content. In order to ensure that each candidate has the professional skills and knowledge for the specific program area, the state of Texas requires certification exams. The [summary chart](#) demonstrates passing percentage rates (80-100%) for OSP on the TExES certification exams. There is no TExES test for the area of School Psychology although state licensure is required. 100% of School Psychology candidates pass the exam.

Comprehensive exams. One of the assessment benchmarks of OSP programs is the comprehensive mastery examination. The comprehensive mastery exams ensure that candidates have the required content knowledge to meet the professional, state, and institutional standards. The comprehensive exam results in Table 1.2.6 reveal that OSP candidates demonstrate knowledge of content at the acceptable to exemplary range.

Table 1.2.6: OSP Comprehensive Exams

	Fall * 2005	Spring 2006	Summer 2006
Quality of content	2.81	2.24	2.40
Critical and Reflective Application to P-12 Learning	2.83	2.28	2.40
Written Communication Skills	2.83	2.24	2.40

* F n=6; Sp n=25;S n=30

Candidates in the Educational Leadership Doctoral program complete a portfolio to demonstrate their professional knowledge. Portfolio results indicate that candidates have the knowledge necessary for success as leaders in the profession.

Program completer survey. OSP candidates and mentors provide feedback on their program preparation at the end of the program. Through the use of the completer survey candidates and mentors provide information on programs at SFASU. The [OSP Program Completer Chart](#) shows that candidates and their mentors believe that they have the content knowledge necessary for success in the chosen field with all scores for content knowledge at acceptable and above levels.

Benchmark IV-Follow-up Surveys

[Alumni](#) and [employer surveys](#) are used to evaluate candidate performance in the profession. The alumni data collected this year will serve as our baseline data for alumni surveys in the future and the COE will continue to work to improve tracking of candidates after they leave SFASU to better evaluate, and improve, its programs. As indicated in the discussion of initial certification programs, steps are being made to improve data collection from both alumni and employers. Data collected in 2006 are aggregated for all programs since small return rates did not yield program specific data. The [survey data](#) reveals that both alumni and employers believe that candidates have the content knowledge necessary for success in the profession. Above and beyond the utilization of survey data, the unit utilizes focus groups and advisory panels made up of both alumni and employers to determine areas for continuous program improvement.

Technology in Programs for Other School Personnel.

OSP candidates at SFASU are required to complete assignments using their technological skills and abilities. The use of technology is seen through course presentations and disaggregating research data. Through a [study of technology](#) in the unit, it was determined that OSP are

encouraged to utilize technology throughout their course of study. This is accomplished by requiring candidates to use technology in their coursework. Examples include: PowerPoint presentations, data analysis, and online research. OSP are encouraged to use technology in the field and to utilize technology when making public presentations. The report also found that faculty for OSP utilize technology to assess their progress and to make revisions and improvement in their programs.

Element 3: Pedagogical Content Knowledge for Teacher Candidates

Candidates in initial preparation programs (undergraduate and PBIC) have a broad knowledge of instructional strategies that are grounded in pedagogical and content knowledge and [aligned](#) with the CF. They facilitate learning through the presentation of content in clear and meaningful ways and through integration of technology.

Programs for Initial Preparation of Teachers

Candidates acquire an understanding of pedagogy, the use of technology in educational settings, and an appreciation of the diverse needs of all students through the structured sequence of coursework leading to field experiences and student teaching. Evidence presented in this section documenting this preparation includes: (a) the COE Technology report; (b) Benchmark I-admission to program field of study GPA data; (c) Benchmark II: results of candidate work samples and results of content mastery exams for pedagogy data; (d) Benchmark III: selected results of final field experience evaluations, program completer results from candidate and mentor data; and, (e) Benchmark IV: results from follow-up survey information data.

Technology

The unit is committed to the use of technology in course offerings and in preparing candidates to integrate technology in their instruction to enhance P-12 student learning. All courses have access to SFASU's web based course delivery system, WebCT, and all PBIC programs are currently delivered through [on-line courses](#). The unit has conducted a thorough investigation of the integration of technology into its programs and the [Technology Report](#) details the unit's technology integration efforts. This comprehensive assessment of technology clearly documents that SFASU candidates are well-prepared to integrate technology in P-12 classrooms.

Benchmark I-Admission to Teacher Education

All candidates at SFASU must meet criteria for admission to educator certification which includes a teaching field GPA of 2.5 or higher in courses taken at SFASU. These courses include preprofessional courses and initial courses in the major that provide the candidate with a beginning knowledge of pedagogy. Admission to teacher education is a prerequisite for enrolling in internships or student teaching and data are collected at Benchmark I. The data in Table 1.1.2 shows that teacher candidates are averaging 3.3-3.4 (4 point scale) in their field of study GPA with the content area being two or three tenths higher than the overall GPA.

Benchmark II-Field Experience/Clinical Practice

Candidates demonstrate their knowledge of pedagogy as they continue through the program. Specific key assessments collected by the unit provide data for candidates' broad knowledge of instructional strategies in the subject they plan to teach. One such assessment is the [Candidate Work Sample](#).

Work sample. Candidates demonstrate their pedagogical content knowledge in three ways on the work sample: pre-assessment; implementation of instructional plans; recording/documentation of assessment. Scores are reported on a three-point scale. These data suggests that most candidates are developing the ability to use pedagogy to complete the assignment at this stage of the program. After reviewing these data, program adjustments were made to assist PBIC candidates with the documentation of assessment and to ensure that all candidates complete all parts of the assignment.

Table 1.3.1: Pedagogical Content Knowledge in the Work Sample

	Average Scoring Guide Score		Exemplary 3		Acceptable 2		Unacceptable 1	
	Undergrad n=185	PBIC n=72	Undergrad n=185	PBIC n=72	Undergrad n=185	PBIC n=72	Undergrad n=185	PBIC n=72
Fall 2005								
Pre-Assessment	2.20	2.63	35%	67%	61%	31%	4%	1%
Implementation of Instructional Plan	2.21	2.46	24%	15%	69%	24%	5%	1%
Documentation of Assessment	2.18	1.85	31%	2%	61%	37%	3%	5%
Spring 2006								
Pre-Assessment	2.10	2.40	33%	75%	49%	5%	15%	5%
Implementation of Instructional Plan	2.17	2.35	40%	55%	42%	30%	12%	10%
Documentation of Assessment	2.09	1.75	39%	5%	39%	76%	15%	10%

Content Mastery Exams. Candidates complete teaching methods classes during this portion of their preparation. As a part of required unit assessments, all candidates complete a content mastery exam ([diagnostic or proficiency exam](#)) over pedagogy. Candidates must be successful on the exam to complete the program. Table 1.3.2 shows that the average score of all initial candidates ranges from 70-82 demonstrating that candidates have knowledge of pedagogy at this transition point in the program. The data is disaggregated by program for review. Those candidates who are not successful receive remediation assistance through additional readings, assignments or coursework and must pass the test to complete the capstone course.

Table 1.3.2: Pedagogical Content-Mastery Exams

	Average Score	Scoring Guide Average
Fall 2005		
Undergraduate (n=149)	79.58	2.02
PBIC (n=68)	70.66	1.44*
Spring 2006		
Undergraduate (N=131)	79.07	2.0
PBIC (n=13)	80.18	2.00
Summer 2006		
Undergraduate	N/A**	N/A
PBIC (n=5)	82.41	2.33

*Candidates who are not successful may take the mastery exam again.

**Undergraduate capstone courses are not offered in the summer semesters.

Benchmark III-Program Exit

Candidates in the final stage of preparation enter their student teaching experience. Knowledge of pedagogy is measured in this phase of the program through selected results of final field experience evaluation and program completer data from the candidate and mentor.

Field Experiences and Clinical Practice. During student teaching, candidates have a final opportunity to demonstrate their pedagogical content knowledge. The [field experience/clinical practice form](#) is completed by both the district mentor and the university mentor. Candidates are expected to demonstrate an understanding of pedagogy through evidence of effective planning and delivery of appropriate instruction. Analysis of the data suggests that candidates have acquired the requisite knowledge of pedagogy with overall scores falling in the acceptable and above range. [Undergraduate candidates](#) scored 2.69 in the fall of 2005 and 2.54 in the spring of 2006. During the same time PBIC candidates posted scores of 2.65 for fall and 2.71 in the spring. These data confirm that SFASU candidates have the pedagogical content knowledge necessary for successful P-12 teaching at the completion of their preparation program.

Program evaluation. At the end of the program, candidates complete the [Program Completer Survey](#) and the district mentor completes the [Program Evaluation](#) by District Mentor. Knowledge of pedagogy is demonstrated through the evaluation of the planning and delivery of appropriate instruction. These data presented in the [Program Completer Survey chart](#) provide additional supporting evidence that all candidates and mentors believe that SFASU prepares candidates with the knowledge of pedagogy necessary for success in the P-12 classrooms of Texas with scores in all areas at the acceptable or above level.

Benchmark IV-Follow-up Surveys

Candidate knowledge of pedagogy is measured through the alumni and employer surveys. The [survey results](#) shown indicate that 100% of alumni and employers believe that candidates have the pedagogical knowledge necessary to plan and deliver appropriate P-12 instruction.

Advanced Programs

Candidates in advanced teacher preparation programs have a broad knowledge of instructional strategies that is grounded in pedagogical and content knowledge aligned with related professional and state standards. Candidates in these programs facilitate learning through presentation of content in clear and meaningful ways. As with the Initial Certification Programs, the Advanced Programs collect data at various points: (a) Technology report; (b) Benchmark II: results of candidate work samples; and, (c) Benchmark III: results from the comprehensive exam and program completer results from candidate and mentor.

Technology

Many [advanced programs](#) in the unit are delivered to candidates via stimulating on-line lessons. Candidates in these web-based courses are required to submit assignments, actively participate in discussion boards and chat discussions with other candidates and the instructor, and take exams through the on-line delivery system WebCT. To provide evidence of successful technology integration, the unit conducted a thorough examination of technology utilization in its programs.

This [Technology Report](#) shows that all candidates are well-prepared to use technology in their professional assignments.

Benchmark II-Field Experience/Clinical Practice

Advanced candidates demonstrate their knowledge of pedagogy at benchmark points as they proceed through their preparation program. Pedagogical content knowledge is thoroughly assessed through a variety of assignments which are linked to professional, state and institutional standards. The Candidate Work Sample is the unit assessment of this content.

Work sample. Candidates demonstrate their pedagogical content knowledge in three ways on the [work sample](#): pre-assessment; implementation of instructional plans; and, recording/documentation of assessment. These data suggest that candidates are successfully using pedagogy to fulfill the assignment at Benchmark II.

Table 1.3.3: Advanced Candidate Pedagogical Content Knowledge in the Work Sample

Area Assessed	Fall 2005	Summer* 2006
Pre-Assessment	2.33	2.83
Implementation of Instructional Plan	2.00	2.25
Recording/Documentation of Assessment	2.33	2.75

*No courses offered in spring were data collected.

Benchmark III-Program Exit

Comprehensive Exams. Pedagogical content knowledge is evaluated at Benchmark III through the candidate’s [comprehensive mastery examination](#). Scores are reported in the same manner as other Benchmarks. The summary of the data for [advanced comprehensive exams](#) shows that 100% of advanced candidates across the fall, spring, and summer semesters demonstrated the knowledge and skills necessary for success in the profession.

Program evaluation. At the end of the program, advanced candidates and mentors complete the [Program Completer Survey](#). Analysis of these data reveals that all advanced candidates demonstrate a high level (2.9-3.0 out of 3) of knowledge of pedagogy when they complete the program.

The evidence presented in this section demonstrates that all teacher candidates in SFASU preparation programs have the pedagogical content knowledge and skills necessary for success in the teaching profession.

Element 4: Professional and Pedagogical Knowledge and Skills for Teacher Candidates

The unit’s teacher preparation program curriculum provides the professional and pedagogical knowledge and skills for teacher candidates, seeking undergraduate and initial certification, through the process of theory-based course instruction and [field-based internship and clinical practice](#).

Programs for Initial Preparation of Teachers

All teacher candidates seeking initial certification in a teaching field offered through the university must practice in the field of study through practica, internships, and/or clinical practice. Evidence presented in this section to document element four include: (a) Benchmark

III: state exams for pedagogy and professional responsibilities; final field experience evaluations; program completer results from candidate and mentor; (b) Benchmark IV: results from follow-up survey information.

Benchmark III-Program Exit

State Certification Exams. Teacher candidates successfully completing all university coursework and field experiences take the professional and specialization exams required for certification through the State of Texas (TExES/ExCET). SFASU evaluates the effectiveness of the coursework and field experiences by disaggregating the percentage of students passing the TExES/ExCET professional and specialization exams, field experience evaluations, and candidate and mentor feedback. The [summary chart for the pedagogy exam](#) shows that 100% of the candidates taking the new TExES test passed. The older ExCET test was taken by candidates who completed their programs after the new test was implemented and were therefore allowed to take the older exam.

Field Experience Evaluations. The [final field experience](#) unit assessment is used to measure candidates' professional pedagogical knowledge and skills necessary for success in P-12 schools. This assessment helps to determine the candidates' application of knowledge about teaching gained in the program including ways in which children and adolescents develop; professional ethics, laws, and policies; the use of reflection in teaching; the roles and responsibilities of the professional communities; diversity of student populations, families and communities; and the consideration of school, family and community context and prior experiences of students. The [Field Experience Summary Chart](#) shows that SFASU candidates have the professional knowledge necessary for success in school.

Program evaluation. The [Program Completer Survey](#) and the [Program Evaluation](#) by District Mentor demonstrates candidate application of professional and pedagogical knowledge. The [Program Completer Survey chart](#) shows that candidates demonstrate professionalism and successfully use pedagogy to implement appropriate instruction in the P-12 classroom.

Benchmark IV-Follow-up Surveys

Candidate knowledge of pedagogy is measured through the alumni and employer surveys. The results shown in the [Follow-up Survey Summary](#) indicate that 100% of alumni and employers believe that candidates have the pedagogical knowledge and skills necessary to plan and deliver appropriate instruction.

Advanced Programs

Candidates in advanced programs in teacher education have established a foundation of professional and pedagogical knowledge and skills on which they build as they earn their degrees. Coursework for advanced programs are aligned with the respective SPAs. All programs require appropriate P-12 field experiences that enable candidates to obtain experience in the application of professional skills. Performance in the field experiences for advanced programs reinforces candidates' professional and pedagogical knowledge and skills. Graduate level field-based instruction is included in required courses and through practica experiences. Evidence presented in this section to document element four for advanced programs include the following Benchmark III assessments: (a) comprehensive exams; (b) final field experience evaluations; and, (c) program completer results from candidate and mentor.

Benchmark III-Program Exit

Comprehensive Exams. The [Summary Report for Comprehensive Exams](#) shows that candidates in advanced programs effectively demonstrate pedagogical knowledge through acceptable responses. All advanced candidates successfully completed their exams during the semesters presented.

Field Experience Evaluations. The final field experience measures the application of professional and pedagogical knowledge and skills needed for success in P-12 schools. The [Field Experience Summary Chart](#) shows that SFASU advanced candidates demonstrated professionalism and possess the knowledge necessary to deliver successful P-12 instruction.

Program evaluation. At the end of the program, [advanced candidates](#) and mentors complete the Program Completer Survey. Analysis of these data reveals that advanced candidates demonstrate professionalism and knowledge of pedagogy upon completion of their program of study.

Element 5: Professional Knowledge and Skills for Other School Personnel

SFASU candidates in programs for OSP have an in-depth understanding of the professional knowledge expected in their field as delineated in professional, state, and institutional standards. Program goals are aligned with SPA standards and all advanced programs seek and/or maintain national recognition ([SPA Reports](#)). Candidates know and understand students, families, and communities and utilize a quality research-base to inform their practice and support P-12 student learning through professional service.

Each OSP program requires coursework and experiences that lead to the development of professional knowledge and skills. Professional standards found within each program guides how knowledge and skills are developed and integrated into the curricula for: [Doctor of Education in Educational Leadership](#), [principal](#), [superintendent](#), [school counseling](#), [school psychology](#) and [educational diagnostician](#). The following evidence supports the successful attainment of this element: (a) Benchmark II- work samples; (b) Benchmark III-field experiences and clinical practice evaluations; certification and licensure exams; program evaluation by candidates; and, (f) Benchmark IV-follow-up survey alumni and employers.

Benchmark II-Field Experience/Clinical Practice

OSP programs in the unit require candidate work samples which are program-specific. For example, in the educational leadership program candidates must submit a portfolio project that is the culmination of their preparation program. Included in the candidate's portfolio are artifacts and other evidence that demonstrate the candidate has sufficient knowledge of three domains of school leadership aligned with state standards: school/community relations; instructional leadership; and, school management and operations. In one key assessment, candidates are assessed on their ability to develop a comprehensive plan for encouraging community involvement in schools. These involvements include the identification of key stakeholders, both internal and external, and the detailing of a process that can be implemented by their school for communication and involvement of these stakeholders.

Work samples. Aggregated data for OSP candidates presented in the [Summary of Work Samples for OSP Candidates](#) indicates that 100% of the candidates demonstrated professional practice through the implementation of an instructional plan at this point in the program.

Benchmark III-Program Exit

All OSP candidates participate in a field experience or clinical practice assignment as indicated in the [Field Experience Chart](#). Candidates are engaged in a variety of experiences appropriate for the field of study and aligned with program standards and expectations. Unit assessments are used to evaluate those experiences which are augmented by aligned program-specific evaluations.

Field Experiences/Clinical practice. Candidates in all of the programs for OSP are required to complete assignments that utilize technology (i.e., web searches, PowerPoint presentations, etc.) and demonstrate their ability to search for, evaluate, and utilize current research in their field. As an example of this, in educational leadership, one key assessment is an action research project where the candidates must plan and implement a research project that addresses a related area of need at their school site that can support their school's continuous improvement efforts. Requirements such as this contribute to the body of evidence ensuring that candidates have the professional knowledge and skills to successfully work with P-12 students, families, and communities upon completion of their program. The [Summary Chart for OSP Field Experiences](#) demonstrates that 100% of the OSP candidates possess, and can apply, the professional knowledge and skills for success in their chosen field and/or specialty.

Certification and Licensure. Candidates in OSP programs at SFASU demonstrate their professional knowledge and skills through state certification exams for the field or state licensure for School Psychology. [TExES examination reports](#) indicate that SFASU candidates in programs for OSP have an outstanding pass rate, ranging from 80-100%, on certificate and licensure exams. All School Psychology candidates pass the state licensure exams.

Program evaluation. OSP candidates use the [Program Completer Survey](#) to provide feedback on the quality indicators for the continuous improvement of preparation programs. In addition to this document, some programs collect program information at the time of the comprehensive exam or through focus groups. The [OSP Program Completer Summary Chart](#) for OSP Programs indicates that 100% of the OSP program completers believe they have the professional knowledge and skills for success in the profession.

Alumni and Employer Survey. Data are collected from alumni and employers of OSP candidates in the form of the alumni survey and the employer survey. In addition to the surveys, OSP programs typically have advisory councils to provide feedback information about program graduates and suggest program improvements from the P-12 practitioner perspective. For example, the Educational Leadership programs utilize an advisory council for feedback about graduates as well as providing insight into specific professional needs of the field. The [Alumni and Employer Survey Chart](#) reveals that 100% of alumni and 100% of employers believe that SFASU candidates are well prepared for the profession.

Element 6: Dispositions for All Candidates

The primary focus of the unit is to prepare candidates who exhibit the knowledge, skills, and dispositions of professional educators. The challenges and requirements of an ever-changing society demand that educators become knowledgeable about, and sensitive to, issues such as equality and human diversity. Professional educators must recognize the highly contextualized nature of learning, and be able to facilitate learning and development through the expression of appropriate dispositions that are learner-centered, ethical, socially just, culturally responsive, and provide alternative possibilities. Through the collaborative process of developing the CF, six core values were identified. The COE dispositions, our core values, include:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

Assessment of Dispositions

The unit assessment system was designed to assess candidate dispositions at multiple points in the program through both internal and external evaluation. Key assessments for candidate dispositions include: (a) Benchmark I-Initial Dispositions Checklist completed by the candidate and the written pre-philosophy of education paper; (b) Benchmark II- Candidate Work Sample; (c) Benchmark III-Final Dispositions Checklist completed by the candidate and mentor; Final Field Evaluation jointly completed by the university mentor and the district mentor; Program Completer Survey completed by the mentor; written philosophy of education paper; and (d) Benchmark IV-follow-up surveys of alumni and employers. Candidates have multiple opportunities to learn about ethical behavior, participate in service activities and reflect on their practice while completing the SFASU program. Through various field experiences, candidates are placed in a variety of settings and have many opportunities to collaborate with others.

Programs for Initial Preparation of Teachers

Dispositions serve to inform and guide educators in their practice and the profession. The contextualized character of teaching and learning implies that P-12 teachers' expertise rests on their ability to create situated knowledge about professional practice, which in turn is used to change social practice and instruct the design of appropriate learning activities for students. The following evidence is presented to document candidate dispositions: (a) dispositions checklist; (b) philosophy paper; (c) work sample; (d) field experience/clinical practice evaluation; (e) program completer survey and mentor program evaluation; and, (f) follow-up survey of alumni and employers. Evidence presented in this section will be organized around the documents used to assess dispositions rather than the benchmark transition points.

Initial Dispositions Checklist

Becoming a professional educator involves learning the dispositions which lead to success in the discipline, comparing one's dispositions to expected attitudes and behaviors, practicing the behaviors, and changing behaviors and attitudes in response to self analysis and constructive criticism. Each candidate is asked to self-assess dispositions when admitted to the program and at the end of the program. All candidates have the opportunity to explore the professional

behaviors and attitudes expected in the teaching profession.

Unit faculty administer the [Initial Dispositions Checklist](#) when the candidate is in the first education course and the [Dispositions Checklist](#) at program exit. The candidate self-evaluates dispositions at both points in the program. The district mentor completes a [Dispositions Checklist](#) for the candidate at the end of the program. Mentors, assigned to each candidate in the field, assess the candidate with the disposition checklist to determine if mentors perceive the dispositions valued by the unit.

The initial disposition checklist serves to inform the candidate about the dispositions valued by the unit and to give an indication of the candidate's disposition for the profession. The final checklist and the checklist by the mentor provides another measure for evaluating a candidate's disposition for teaching. The data in Table 1.6.1 indicates that candidates have the dispositions necessary for success in the profession. Analysis of the data shows that mentor ratings for service during the student teaching experience is at the unacceptable level. Discussions with the university mentors revealed that the candidates were not documenting service during the student teaching experience. Adjustments were made in communicating expectations to students and district mentors. As data is collected over time, trend analysis will reveal what program changes, if any, are necessary.

Table 1.6.1: Summary Report for Dispositions Checklist Initial Programs

Item	Fall 2005			Spring 2006		
	Initial Candidate	Final Candidate	District Mentor	Initial Candidate	Final Candidate	District Mentor
Academic Excellence						
Undergrad	2.26	2.53	2.27	2.23	2.49	2.41
PBIC	3.0	2.75	2.58	2.68	2.20	2.30
Lifelong Learning						
Undergrad	2.35	2.47	2.28	2.47	2.62	2.42
PBIC	3.0	2.75	2.33	2.82	2.40	2.49
Collaboration						
Undergrad	2.38	2.67	2.56	2.46	2.54	2.43
PBIC	3.0	2.50	2.83	2.48	2.00	2.47
Openness						
Undergrad	2.18	2.51	2.57	2.27	2.45	2.43
PBIC	3.0	2.25	2.67	2.34	2.00	2.30
Integrity						
Undergrad	2.55	2.77	2.63	2.76	2.82	2.53
PBIC	3.0	2.50	2.67	2.77	2.80	2.58
Service						
Undergrad	2.18	2.12	1.56	2.21	2.21	1.69
PBIC	3.0	2.25	1.67	2.39	1.80	2.21

Philosophy Paper

Candidates write a philosophy of education paper at the beginning of the program and at program completion. The purpose of the paper is to provide an opportunity for the candidate to

reflect on teaching practices and identify the dispositions valued by the unit that are reflected in the philosophy paper. The [pre-philosophy paper](#) serves to inform the candidate about the values of the unit. The final [philosophy paper](#) demonstrates the knowledge of dispositions for teaching in relationship to the unit's values. Faculty evaluate the papers using the unit scoring guide. The summary data chart reveals that candidates show growth over the course of the preparation program. By the end of the program all candidates scored acceptable or better on criticality and reflection of the dispositions. SFASU candidates demonstrate the ability to reflect on personal values and make connections to the dispositions valued by the unit.

Table 1.6.2: Summary Report for Philosophy of Education Paper Initial Programs

Item	Fall 2005		Spring 2006	
	Pre-Philosophy Paper	Philosophy Paper	Pre-Philosophy Paper	Philosophy Paper
Quality of Content				
Undergrad	2.39	2.91	2.23	2.62
PBIC	N/A*	3.00	2.00	2.13
Critical and Reflective Evaluation of Values an Ideas				
Undergrad	1.83	2.82	1.69	2.48
PBIC	N/A*	2.95	1.00	2.00
Written Communication Skills				
Undergrad	2.09	2.66	2.12	2.37
PBIC	N/A*	2.63	2.37	2.06

*Course not offered where data is collected.

Work Sample

As candidates move through the program, the evaluation of dispositions changes to observation of candidate interactions with P-12 students, families and P-12 faculty and staff. During internship and field experiences university mentors and district mentors evaluate the candidates' implementation of dispositions in the field. Candidates have opportunities to receive feedback from faculty members and make adjustments as they work in classrooms. Faculty and mentors provide both informal and formal evaluation of dispositions. If formal documentation is needed to enact a change in dispositions, the [Notice of Concern](#) provides the mechanism for informing the candidate. The [work sample](#) provides evidence of candidates' knowledge and understanding of dispositions through application of the core values of the unit while interacting with P-12 students. The [Work Sample Summary Chart](#) shows that candidates are able to reflect on practice, modify instruction to meet the needs of diverse learners and identify appropriate strategies for teaching thus demonstrating their emerging understanding of dispositions for teaching.

Field Experience Evaluation

The [Field Experience Final Evaluation](#) provides another measure of the application of candidate dispositions. The university mentor and district mentor provide informal feedback during the student teaching experience as well as completing the final evaluation. The results of the final evaluation indicate that candidates are demonstrating the dispositions valued by the unit at a rating of acceptable or above.

Program Evaluation Surveys

The [Program Completer Survey](#) and the [Program Evaluation by Mentor](#) are used by the unit to gain information for program improvement and revision. Candidates and mentors provide feedback on dispositions through several items on the document. Dispositions for teaching are reflected in the following elements of the document: establish a positive environment/climate; use appropriate responsive communication; demonstrate understanding of influences of diversity on children; assume professional roles and responsibilities and demonstrate ethical behavior; participate in activities that serve children/youth and families; and advocate for the children/youth, families and the profession. The results shown on the [summary chart](#) indicate that when candidates complete the SFASU programs for initial certification they are demonstrating the skills necessary for successful teaching at the acceptable or above rating.

Alumni and Employer Feedback

The alumni and the employer surveys are used by the unit to gain insightful information for program improvement and revision. These surveys also include elements for the evaluation of dispositions. The [survey summary chart](#) shows that 95% or more of the respondents for both surveys believe that SFASU candidates have the dispositions necessary for success in the teaching profession.

Programs for Advanced and Other School Personnel

Graduate candidates complete the same benchmark assessments for dispositions required of initial candidates. In addition, advanced programs and programs for other school personnel use other methods to determine the dispositions of the candidates in the program. For example, the School Psychology Practicum candidates demonstrate dispositions through a presentation to the class that includes an assessment interview, a psychological assessment and a parent conference in which the assessment explanations and recommended interventions are discussed. The [Graduate Philosophy Paper Summary Chart](#) and the [Summary Chart for Graduate Dispositions](#) reveals that 100% of candidates in graduate programs demonstrate the dispositions valued by the unit and the chosen profession.

The unit collects internal and external data over time to document the acquisition of appropriate dispositions for the profession. The data presented shows that all SFASU candidates have the dispositions necessary to positively impact learning for all students. Our candidates value and demonstrate academic excellence, collaboration, openness, and integrity. They are dedicated to service and committed to lifelong learning and professional development.

Element 7: Student Learning for Teacher Certification

The theme of the educator preparation program at SFASU is to prepare professional educators who positively impact learning for *all* students. Across the unit, candidates develop an understanding that student learning is a result of the application of their knowledge, skills, and dispositions for professional practice. Throughout the program of study, candidates engage in reflective decision making as they consider how to apply their knowledge and skills to improve P-12 student learning.

Programs for Initial Preparation of Teachers

Preparing educators who positively impact learning for all students requires candidates to learn to address the needs of *all* learners, not just the average learner. To accomplish this goal, attention to diversity is embedded in all experiences, from coursework to field experiences. Candidates learn through coursework about children’s diverse backgrounds due to gender, ethnicity, disability and other specific learning needs. The [Diversity Proficiencies Alignment Chart](#) shows how the diversity proficiencies in the CF are imbedded in courses across programs and throughout the SFASU preparation program. Other examples of specific course activities are included in [Standard 4, Element 1](#).

Sequence of Learning Experiences

SFASU teacher candidates acquire and apply skills as they progress through a structured sequence of experiences that enable them to address learners at the individual level and group level. The unit provides initial candidates with opportunities to work with learners from diverse cultural backgrounds and with exceptionalities. The [Demographics of Site Placements for Student Teaching](#) shows that candidates are placed on campuses with diverse students and faculty which allows them to develop skill in meeting the needs of all learners. Throughout field experiences, including the student teaching semester, they monitor and analyze the learning of students and make appropriate adjustments to instructional plans and lesson delivery. Through these experiences, candidates learn to use assessments to plan and deliver appropriate instruction for all learners and to document student learning through the use of technology.

Assessment of Student Learning

Unit assessments are designed to measure the quality of candidate performance in the field. Formal assessment of candidate impact on P-12 student learning is measured through the candidate work sample and the field experience/clinical practice final evaluation. Candidate work samples are completed during the internship semester and the final field experience evaluation is completed at the conclusion of student teaching. External evaluation of candidate ability to assess student learning is through the Program Completer Survey, Program Evaluation by the district mentor and the follow-up survey of alumni and employers.

Benchmark II-Field Experience/Clinical Practice

Candidate work sample. The [candidate work sample](#) includes a component for assessing the impact on P-12 learning. To complete the work sample assignment, students are required to demonstrate their ability to pre-assess, plan appropriate instruction based on the needs of the students, reflect on the delivery and impact of instruction, modify the teaching segment and document and track learning through the use of technology. The assignment guidelines define the requirements for the assignment. At a minimum, candidates are expected to show pre-assessment data and post assessment data and provide reasons for success or failure. Candidates must also make plans for future instruction based on their findings. The results in Table 1.7.1 indicate that candidates are developing the ability to use assessment to plan and deliver instruction and they have a beginning knowledge of how to document student learning at Benchmark II ([Summary Report Work Sample-Initial](#)).

Table 1.7.1: Work Sample Impact on P-12 Learning-Initial Programs

	Average Scoring Guide Score		Exemplary 3		Acceptable 2		Unacceptable 1	
	Undergrad n=185	PBIC n=72	Undergrad n=185	PBIC n=72	Undergrad n=185	PBIC n=72	Undergrad n=185	PBIC n=72
Fall 2005								
Pre-Assessment	2.20	2.63	35%	67%	61%	31%	4%	1%
Reflection	2.25	2.58	31%	61%	63%	36%	5%	3%
Future Plans	2.14	2.46	32%	50%	56%	44%	6%	5%
Impact on P-12 Learning	2.09	2.44	28%	57%	59%	31%	7%	12%
Spring 2006								
Pre-Assessment	2.10	2.40	33%	75%	49%	5%	15%	5%
Reflection	2.06	2.35	42%	60%	37%	20%	8%	15%
Future Plans	1.95	1.65	30%	5%	49%	60%	7%	30%
Impact on P-12 Learning	1.85	1.00	33%	0	35%	0	18%	90%

Benchmark III-Program Exit

Field Experience/Clinical Practice. Candidates in the final field experience, are evaluated using the [Field Experience/Clinical Practice Final Evaluation](#) form. During this twelve-week student teaching experience, candidates gradually assume teaching responsibilities including assessment, planning and delivery of appropriate instruction for the assigned class or content area and documenting student learning. University mentors and district mentors provide ongoing feedback on candidate progress through informal discussions and the Field Experience Evaluation form. The final evaluation is jointly completed by the both mentors. Candidates are required to demonstrate and document student learning during the student teaching process. The table below demonstrates candidate scores on the Field Experience/Clinical Practice Final Evaluation. Scores indicate that 99% of the candidates are having a positive impact on student learning. ([See Summary Report for Field Experience for all elements](#))

Table 1.7.2: Summary Field Experience Impact on Learning-Initial

Area Addressed	Average Score		Exemplary 3		Acceptable 2		Unacceptable 1	
	Mentor 1	Mentor 2	Mentor 1	Mentor 2	Mentor 1	Mentor 2	Mentor 1	Mentor 2
Fall 2005								
Assessment *								
Undergraduate (n=94-66)	2.47	2.39	51%	44%	46%	53%	2%	1%
PBIC (n=17-5)	2.35	2.80	41%	80%	53%	20%	6%	0
Impact on PK-12 Learning								
Undergraduate	2.37	2.37	46%	39%	48%	58%	0	0
PBIC	2.00	2.50	31%	40%	50%	60%	6%	0
Spring 2006								
Assessment								
Undergraduate (n=134-70)	2.25	2.20	34%	27%	62%	69%	1%	1%
PBIC (n=93-9)	2.35	2.56	35%	56%	65%	44%	0	0
Impact on PK-12 Learning								
Undergraduate	2.16	2.11	32%	29%	60%	66%	1%	1%
PBIC	2.24	2.44	31%	44%	66%	56%	0	0

External Evidence of Student Learning

The unit collects additional evidence to determine if SFASU candidates use assessments to plan and deliver appropriate instruction and document student learning. Candidates complete a [Program Completer Survey](#) at Benchmark III-Program Exit and the district mentor completes the Program Evaluation Survey. In addition to these documents, alumni and employers are asked to respond to a question regarding perceived impact on P-12 student learning.

Program Completer Survey. The data in the [Summary Chart for Program Completers](#) indicates that at program exit candidates believe they are prepared to use appropriate assessment to plan and deliver instruction and analyze and evaluate P-12 student learning. 100% of the candidates and mentors indicate that SFASU candidates are prepared to positively impact student learning.

Alumni and Employer Survey. Through the use of the alumni and employer survey, additional information is collected to determine if SFASU graduates are prepared to positively impact the learning of all students. The [results](#) of the survey indicate that 100% of alumni and employers believe that SFASU graduates are prepared to deliver appropriate instruction and document student learning.

In addition to survey data, informal face-to-face responses are extremely positive and many districts continue to seek SFASU graduates for teaching positions. The hiring of SFASU's graduates at the same schools over time speaks highly for our success rate in developing effective teachers.

Advanced Programs

Candidates in advanced teacher preparation programs demonstrate the ability to positively impact the learning of all P-12 students through course assignments, the candidate work sample and field experience and practica requirements. The unit assessments are used to evaluate advanced candidates as well as assessments designed to meet program standards. The aggregated summary data on the [work sample](#) reveals that advanced candidates have the ability to assess, plan appropriate instruction, and document the learning of all students. Additional documentation is found in [the assessment of field experiences summary](#) and the [program completer survey summary](#) for advanced candidates. 100% of advanced candidates score acceptable and above demonstrating the ability to positively impact the learning of all students.

Element 8: Student Learning for Other School Personnel

Candidates in programs for the preparation of OSP, promote student learning through assessment, counseling, consultation, and collaboration with teachers and leadership. Candidates for OSP impact student learning in both direct and indirect ways. OSP candidates impact student learning by assessing and planning for students' learning and/or by working in various roles with teachers and other school staff who directly work with students to promote learning. In both direct and indirect areas of responsibility, it is critical that candidates promote positive educational environments that support student learning. Further, these candidates must collect and analyze data and make decisions related to student learning. Finally, candidates must reflect on their own work related to student learning. The following evidence is provided to demonstrate candidates' impact on student learning for OSP: (a) candidate work samples; (b) field experience and clinical practice; (c) program completer survey; and, (d) program advisory groups.

Benchmark II-Field Experience/Clinical Practice

Candidate Work Samples. Candidates for OSP programs are required to submit various work samples for evaluation of their impact on student learning. Each program designs the work sample assignment to match the program standards. For example, educational leadership requires that candidates submit a cumulative portfolio in which the candidate provides evidence that they have met all standards for certification purposes including the impact on P-12 student learning. School counselor candidates use case studies to demonstrate their ability to assess P-12 student needs and develop a plan for the student based on the findings. The evidence presented in the [Summary Chart for OSP Work Samples](#) indicates that OSP candidates demonstrate the ability to create environments and learning opportunities that positively impact the learning of all students. Scores are in the acceptable to exemplary range across all semesters presented. Additional data is collected at the program level to document professional standards.

Benchmark III-Program Exit

Field Experience/Clinical Practice. Candidates for OSP programs are required to fulfill field experience/clinical practice requirements during the course of their program. This requirement is completed through clinical practice, case studies and practica and internship experiences. Candidates are assessed on the application of the knowledge, skills and dispositions acquired in the program. The unit uses these assessments as a means of evaluating the candidates' impact on student learning. Aggregated unit data is presented in the [Summary Chart for OSP Field Experiences](#). This data provides an avenue for program assessment and improvement for the unit. The data shows that 100% of the OSP candidates demonstrate the ability to track the progress of student learning with scores ranging from acceptable to exemplary.

Program Completer Survey

OSP Candidates provide feedback on the program through completion of the Program Completer Survey and other program specific documents. The results shown on the [Summary Chart for OSP Program Completers](#) indicate that OSP candidates and their mentors rate their ability to positively impact learning for all students at the acceptable and above range.

Advisory Groups

The [follow-up survey](#) data indicates that SFASU graduates have the ability to positively impact student learning. In addition to survey data, various OSP programs utilize focus groups and advisory panels made up of both alumni and employers to gather feedback for program improvement.

Summary

The unit assessment system is designed to monitor candidate acquisition of the knowledge, skills and dispositions necessary for success in the profession. Candidate progress is assessed at benchmarks (transition points) throughout the program. SFASU program candidates demonstrate proficiency on unit assessments during their program of study and at program completion. In addition, ninety-nine percent of Stephen F. Austin State University students seeking initial teacher certification during 2004-2005 passed all state-required assessments in basic skills, professional knowledge/pedagogy, academic content area, and or teaching special populations. These data presented in this section shows that SFASU graduates have the knowledge, skills, and

dispositions to become competent, caring professionals who positively impact the learning of all P-12 students.