

### 1.1.2 EPP Characteristics

**Name of Institution:** Prairie View A&M University

**Program Type:** Initial Teacher Preparation – Traditional Undergraduate

**Academic Year:** 2013-2014

**Admissions:** Students are formally admitted into the traditional undergraduate initial teacher preparation program during the junior year after completing 42 hours of core classes, and before taking specific Curriculum and Instruction (CUIN) courses. No students are admitted conditionally. The minimum GPA required for admission is 2.5. See Table 1 for the Required Elements for Admission into the undergraduate traditional program.

**Enrollment:**

See Table 2 for enrollment data based on gender and ethnicity.

**Field Experiences:** Candidates are required to complete 60 hours of field experiences before student teaching. These experiences are monitored by prescribed protocols. Specifically, candidates examine the characteristics of today's student learners; the significance and responsibility for addressing their individual needs; the importance of working to create a community of learners; the role of curriculum standards, assessment, and student learning; the importance of integrating technology into teaching, and the responsibility to continue professional growth and achievement.

**Supervised Clinical Experiences:** The Unit works with their educational partners to identify student teaching placements for candidates, monitor diversity of field placements, and maintains communication among constituents. Candidates are required to submit an application requesting two districts. Decisions are jointly made with the school administrators, cooperating teachers, and the Unit.

Candidates are provided opportunities to meet regularly with the Unit, Field Supervisor, and other field experts as outlined in the Student Teaching Seminar schedule. Candidates participate in a variety of enriching professional development activities that enhance their student teaching experience and their effect on teaching and learning. Candidates reflect, share problems and gain insight with peers.

The Education unit requires multiple experiences for candidates to reflect, to give and receive feedback from peers and faculty, and display their knowledge, skills, and dispositions.

All programs in the unit require that the field supervisor complete four (4) official evaluations addressing strengths and pertinent areas of improvement for a candidate in training. The field supervisor is trained using TxBESS, (Texas Beginning Educator Support System), and other

mentor training models as approved by the State of Texas and best practices. Initial contact is made to each candidate within the first two weeks.

The Pedagogy Evaluation Form is based on the professional development and appraisal system (PDAS), which is a widely accepted standard of measurement of effectiveness for school districts. The evaluations are required to be a minimum of 45 minutes with an interactive conference to follow. Both the candidate and field supervisor must sign the evaluation form. The evaluations are shared with the campus principal, candidate, cooperating teacher and mentor teacher. The cooperating teacher and/or mentor teacher will also evaluate the candidate regularly to ensure continuous growth and instill a process of self-reflection of teaching experiences.

Candidates employ assistive technology to enhance their classroom management practices. Smart Boards, Elmo(s), and response clickers are also used to generate a culture of learning and self-reflection. During their student teaching experience, candidates utilize technology to design, implement, and assess learner-centered lessons. Candidates utilize e-mail to communicate with those in the learning environment, and when possible, with parents. Candidates constantly receive feedback regarding knowledge, skills and dispositions through conferences during student teaching and with their advisors, cooperating teacher, field supervisor, content supervisor and Director of Student Teaching. Together the support is continuous and verified. Phone calls, emails, school visits, Skype, journals, and seminars are a few examples of how the communication is articulated and shared. Candidates that are having difficulties are placed on an Educator Growth Plan. This plan is developed with the candidate and shared with all parties involved in the development of the teacher educator. Candidates send weekly emails documenting knowledge, skills and dispositions to field supervisors, cooperating teachers, mentor teachers and the Director of Student Teaching. See Table 3 for Clinical Teaching Experience Requirements.

Table 1 Required Elements for Admission: Traditional Undergraduate Program

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	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	No	Yes
Minimum ACT score	No	No

Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	Yes	No
Other	No	No

Table 2 Enrollment Data: Traditional Undergraduate Program

<b>Total</b> number of students enrolled in 2013-14:	70
Unduplicated number of <b>males</b> enrolled in 2013-14:	11
Unduplicated number of <b>females</b> enrolled in 2013-14:	59
<b>2013-14</b>	<b>Number enrolled</b>
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	
Black or African American:	62
Native Hawaiian or Other Pacific Islander:	0
White:	6
Two or more races:	1

Table 3 Clinical Teaching Experience Requirements.

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	540
Average number of clock hours required for mentoring/induction support	30

**Program Type:** Initial Teacher Preparation – Alternative Post Graduate

**Academic Year:** 2013-2014

**Admissions:** The Alternative Program is an initial teacher preparation program at the postgraduate level; students are formally admitted as postgraduates. The Alternative Program does conditionally admit students. The minimum GPA requirement for admission into the program is 2.5. A minimum GPA of 3.0 is required for completing the program. See Table 4 for the Required Elements for Postgraduate Admission into the Postgraduate Alternative Program. Following is a link on the PVAMU website where additional information about admissions requirements can be found:

<https://www.pvamu.edu/education/alternative-teacher-certification/application-process/>

Table 4 Required Elements for Postgraduate Admission

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	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	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Haberman	Yes	No

**Enrollment:** See Table 5 below for alternative program enrollment data based on gender and ethnicity.

Table 5 Alternative Program Enrollment Data

Total number of students enrolled in 2013-14:	11
Unduplicated number of males enrolled in 2013-14:	4
Unduplicated number of females enrolled in 2013-14:	7
2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	
Black or African American:	10
Native Hawaiian or Other Pacific Islander:	0
White:	0
Two or more races:	1

**Supervised Clinical Experiences:** Candidates in the Alternative Teacher Certification Program (ATCP), complete 30 clock hours of pre-service field experience observations. ATCP candidates will remain in the program for 1-3 years depending on how long it takes the candidate to complete all the program requirements.

The Alternative Teacher Certification Program (ATCP) conducts a mentor training workshop before the beginning of each cycle of internships. The workshop covers several topics including the stages of mentoring (invitation, development, and separation), effective mentoring and communication skills, coaching skills, observing and conferencing, motivation, and conflict resolution. The workshop also provides the mentors an overview of decision points and benchmarks of the ATCP program. The mentors are awarded a certificate of attendance at the end of the workshop. See Table 6 below for Clinical Teaching Experiences Requirements.

Table 6 Clinical Teaching Experiences Requirements – Alternative Program

Average number of clock hours of supervised clinical experience required prior to student teaching	30
Average number of clock hours required for student teaching	84
Average number of clock hours required for mentoring/induction support	15

**1.1.3(a) Program Listings: Undergraduate Traditional Program**

<b>Traditional Teacher Preparation Programs</b>
Agriculture Science and Technology 6-12
Art EC-12
Core Subjects 4-8
Core Subjects EC-6
English Language Arts and Reading 4-8
English Language Arts and Reading 7-12
English Language Arts and Reading 8-12
English Language Arts and Reading/Social Studies 4-8
Generalist 4-8
Generalist EC-6
Health EC-12
History 8-12
Journalism 8-12
Life Sciences 8-12
Mathematics 4-8
Mathematics 7-12
Mathematics 8-12
Music EC-12
Physical Education EC-12
Science 4-8
Science 7-12

Science 8-12
Social Studies 4-8
Special Education EC-12
Speech 7-12
Trade and Industrial Education
<b>Total number of teacher preparation programs: 26</b>

### **1.1.3(b) Program Listings: Alternative Program**

<b>Teacher Preparation Programs</b>
Agricultural Science and Technology (Grades 6-12)
Art (Grades EC-12)
Computer Science (Grades 8-12)
English Language Arts and Reading
Family and Consumer Sciences (Grades 6-12)
Generalist (
Health (Grades EC-12)
Health Science Technology Education (Grades 8-12)
History (Grades 8-12)
Journalism (Grades 8-12)
Life Sciences (Grades 8-12)
Mathematics
Music (Grades EC-12)
Physical Education (Grades EC-12)
Physical Science (Grades 8-12)
Physical Science/Mathematics/Engineering (Grades 8-12)
Science
Social Studies
Special Education (Grades EC-12)
Speech (Grades 7-12)

Technology Applications (Grades 8-12)
Technology Education (Grades 6-12)
Trade and Industrial Education (Grades 8-12)
Total Programs: 23

## Section 2 Program Completers – All Programs

**2.1** How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014?

**Response: 235**

JUSTIFICATION

0

### 2.1.1 EXPLANATION OF SUBMITTED RESPONSE

The information needed for this subsection is not information that is contained in the Title II Report, as Title II only pertains to initial teacher preparation programs (traditional and alternative). The Title II Report does not require submission of data regarding professional certifications, licenses, etc. Consequently, to complete this section of the NCATE Report, it was necessary for me to calculate the number of completers for each professional program area using the 2013-2014 ASEP “finishers” data, which is available in the TEA ASEP system. The original figures that I submitted for this section on yesterday included the total of 235. I added the JUSTIFICATION information in order to explain what areas made up the 235. Here is the breakdown by program area as originally submitted:

School Counselor: 93

Principal: 71

Educational Diagnostician: 1

patricia miller 3/31/2015 7:46 AM

**Comment [1]:** As I recall, this section should include data pertaining to completers in programs leading to a credential (certificate) endorsement or degree. Please refer to instructions provided by Title II. This data is needed for Annual Report.



Initial Teacher: 70 (includes traditional and alternative)

Therefore, the total number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools: 235

#### 2.2.1 EXPLANATION OF SUBMITTED RESPONSE

The information below was submitted on yesterday, and is accurate based on 2013-14 ASEP data.

2.2.1 Number of completers in programs leading to initial teacher certification or licensure

Response: 70

#### 2.1.2 UPDATED RESPONSE WITH NEW CALCULATIONS:

2.1.2 Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools. Do not include those completers counted above.

Response: 165

#### JUSTIFICATION

School Counselor: 93

Principal: 71

Educational Diagnostician: 1