1.1.4. Candidate Evaluation Instrument (CEI)  
To Be Completed By the Clinical Instructor/Cooperating Teacher/Field Supervisor/Candidate

Evidence and Analysis of the Candidate Evaluation Instrument (CEI) and Implications for Continuous Improvement:

The Ethical and Professional Dispositions for the unit were developed by education faculty as part of our shared vision/conceptual framework to ensure ethical and professional behaviors in our candidates [1.1.1k.]. As a unit, we believe that we are going beyond merely preparing professional behaviors by equipping our candidates’ preparation in ethical behaviors with the Texas Code of Ethics for Educators [1.1.4a.].

The Educators’ Code of Ethics is set forth in Texas Administrative Code to provide rules for standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. The unit requires our candidates to sign a Statement of Affirmation that indicates they have read, understand, and will abide by the Code of Ethics. In part, the Statement of Affirmation states the following:

“I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment of all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward the realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.”

“I hereby affirm that I have read and thoroughly understand the Texas Educators’ Code of Ethics TAC 247, and shall abide by all enforceable standards of this rule.” [See Texas Administrative Code, Educators’ Code of Ethics, Title 19, Part 7, Chapter §247.1, and §247.2].

The Texas Education Agency has created videos for educators as training for the Educators’ Code of Ethics that our EPP provides to our candidates. The training is located on the TEA YouTube channel, and a playlist called "Texas Education Agency Teacher Ethics Training" is available to stream the ten video segments. Assessment for the training is available here, and while it is not required by TEA, it is recommended. The EPP will begin requiring this training for all candidates in EDPD 3340 and EPSY 3341 in the spring 2016 semester.

Module 1 (3 video segments) - Boundaries, approximately 25 minutes in length  
Module 2 (2 video segments) - Social Media, approximately 10 minutes in length  
Module 3 (3 video segments) - Anger Management, approximately 10 minutes in length  
Module 4 (2 video segments) - Behavior off Campus, approximately 10 minutes in length

The purpose of this training is to make teachers aware of their actions and hold them accountable for their behavior. Organizations are encouraged to keep a record signed by the educator that
they have been trained on ethics. TEA encourages teachers and education organizations to revisit ethics regularly to ensure that educators know and understand the district procedures in case an issue ever arises.

From 2013 to 2015, the EPP worked with our partners, stakeholders, and program faculty to develop new dispositions and program educational outcomes for our candidates. The EPP began the implementation of these Ethical and Professional Dispositions in 2015 while using other data sources such as Capstones in 2013 and Knowledge Effectiveness Indicators (KEI) assignments during coursework in 2014 to assess candidate development. The intent of the unit is to ensure the successful progression of candidate development in Ethical and Professional Dispositions [See. 1.1.4.] by assessing candidates with the following rubric five times throughout the progression of the program: Candidates are assessed at admission (EDPD 3341); during development (Methods courses); and three times upon completion (Student Teaching/Clinical Teaching Experience) by the University Supervisor, the Cooperating Teacher, and the Candidate as Clinical Teacher. The CEI rubric was evaluated against the CAEP Assessment Rubric (AR) and exceeded 3 or higher on the AR [See 1.1.2a]. The EPP’s Decision/Transition Points [See 1.1.16] are used by the EPP to determine candidates’ continuation within the program.

As the development of the dispositions of candidates is monitored, the EPP provides support and remediation for candidates of the dispositions through mentoring, tutoring, remediation by faculty and remediation specialists, and the availability and accessibility of online resources. Should a need arise; faculty may submit disposition infraction documentation to the EPP for any candidate who does not meet proficient expectations of the Ethical and Professional Dispositions. A departmental meeting is scheduled for the candidate, department head, clinical teaching director, and faculty who then meet with the candidate to formulate any additional remediation actions that will be taken to ensure their successful continuation in the program.
# 1.1.4. Candidate Evaluation Instrument (CEI)

*To Be Completed By the Clinical Instructor/Cooperating Teacher/Field Supervisor/Candidate*

<table>
<thead>
<tr>
<th>WT ID#:</th>
<th>Name of Candidate: (First, Middle, Last)</th>
<th>Clinical Instructor/Cooperating Teacher: (First, Last Name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Program: (Circle One)</td>
<td>University Field Supervisor: (First, Last Name)</td>
</tr>
<tr>
<td></td>
<td>Elem.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sec.</td>
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<tr>
<td></td>
<td>SpEd</td>
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<tr>
<td>Date:</td>
<td>Subject:</td>
<td>Grade:</td>
</tr>
<tr>
<td></td>
<td>Term: (Circle One)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mid-Point</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final</td>
<td></td>
</tr>
</tbody>
</table>

**West Texas A & M University** Department of Education develops educators who are **confident** in knowledge, teaching, and learning; educators who are **skilled** as critical, creative thinkers in practice, collaboration, and assessment, and educators who are **reflective** professionals through research, theory, and practice.

**Evaluation Scale:**
- **3** = Accomplished
- **2** = Proficient
- **1** = Developing
- **0** = Improvement Needed

<table>
<thead>
<tr>
<th>A (3)</th>
<th>P (2)</th>
<th>D (1)</th>
<th>IN (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

## 1. Demonstrates an expectation that all students can learn and are a vital part of the learning community.

- Candidate has high expectations for all students in meeting instructional goals, and values all students as contributing members of the classroom.
- Candidate has high expectations for all students in meeting instructional goals, and values students as members of the classroom.
- Candidate does not clearly communicate to students that they are capable of meeting instructional goals and students do not feel valued.
- Candidate does not communicate high expectations to students in meeting instructional goals and students do not feel valued.

## 2. Displays sensitivity to students’ needs.

- Candidate demonstrates a thorough understanding of student backgrounds, interests, experiences, and prior knowledge. Effectively uses this knowledge in developing learning experiences that are relevant and meaningful.
- Candidate demonstrates adequate understanding of student backgrounds, interests, experiences, and prior knowledge and uses this knowledge in developing learning experiences that are relevant and meaningful.
- Candidate demonstrates limited understanding of student backgrounds, interests, experiences, and prior knowledge and does not use the information in developing learning experiences that are relevant and meaningful.
- Candidate lacks understanding of knowledge of student backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.

## 3. Works with peers, cooperating teachers, field supervisors, and relevant stakeholders to advance student learning.

- Candidate cooperatives, collaborates, and responds to constructive criticism to advance student learning and contributes valuable ideas while seeking ways to improve.
- Candidate cooperates, collaborates, accepts constructive criticism in a positive manner and makes changes accordingly.
- Candidate is cooperative and listens to criticism, but does not change behavior.
- Candidate is uncooperative and defensive when provided with constructive criticism.

## 4. Model poise, maturity, and sound judgment.

- Candidate exhibits poise, maturity, and sound judgment through professional dress and punctuality [i.e., completes all before-, during-, and/or after-school duties as assigned].
- Candidate demonstrates poise, maturity, and sound judgment through professional dress and punctuality [i.e., has limited, legitimate absences or tardies (1-2) with proper notification].
- Candidate is lacking in poise, maturity, and sound judgment by not dressing professionally and not being punctual [i.e., more than 2 absences or tardies with or without proper notification].
- Candidate lacks poise, maturity, and sound judgment through unprofessional behavior or inappropriate dress [i.e. has excessive absences or tardiness with or without proper notification].

## 5. Engages in continuous self-evaluation and improvement.

- Through research and inquiry, the candidate regularly self-evaluates and seeks advice from colleagues, students, and professional literature for continuous improvement.
- Candidate self-evaluates and makes continuous improvements through observations, course progression, and clinical experiences.
- Candidate self-evaluates, but makes no improvements.
- No self-evaluation is evident.

## 6. Promote ethical and professional standards in teaching, learning, and research.

- Candidate plays a leadership role in ethical and professional activities and enthusiastically advocates and advances the profession.
- Candidate participates in professional activities and exhibits a positive attitude in advancing the profession.
- Candidate’s participation in professional activities is limited and is apathetic toward advancing the profession.
- Candidate does not participate in professional activities and/or has made inappropriate comments concerning the teaching profession.

Total points earned _____________ / 24

Sources:
- Dimensions of Quality Teaching and Learning: Shared Vision/Conceptual Framework; and InTASC Standards

Signature of Clinical Instructor/Cooperating Teacher/University Field Supervisor/or Candidate  
Date

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West Texas A&M University
1.1.4. Candidate Evaluation Instrument (CEI)
To Be Completed By the Clinical Instructor/Cooperating Teacher/Field Supervisor/Candidate

Evidence and Analysis of the Candidate Evaluation Instrument (CEI) and Implications for Continuous Improvement (continued):

Table 1 shows representative assessment data of the Ethical and Professional Dispositions for candidates in the Reading Program of the EPP. The CEI Rubric was used as the assessment tool. Candidates take EDRD 3301 as their first course in Reading and EDRD 4302 as their last course in Reading. The numbers of candidates are also reported. The implications for continuous improvement for the EPP demonstrate that candidates in Reading are making gains ranging from 0.5 percent to 1.03 percent in their Ethical and Professional Dispositions.

Table 1. Ethical and Professional Dispositions Assessment in Reading.

<table>
<thead>
<tr>
<th>Ethical and Professional Dispositions</th>
<th>EDRD 3301 N= 39 Candidates</th>
<th>EDRD 4302 N= 34 Candidates</th>
<th>Gain(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Demonstrate an expectation that all students can learn and are a vital part of the learning community.</td>
<td>Mean: 3.94</td>
<td>Mean: 4.44</td>
<td>0.5</td>
</tr>
<tr>
<td>B Display sensitivity to students’ needs.</td>
<td>3.48</td>
<td>4.44</td>
<td>0.96</td>
</tr>
<tr>
<td>C Work with peers, clinical instructors, cooperating teachers, university field supervisors, and relevant stakeholders to advance learning.</td>
<td>3.46</td>
<td>4.26</td>
<td>0.8</td>
</tr>
<tr>
<td>D Model poise, maturity, and sound judgment.</td>
<td>3.66</td>
<td>4.26</td>
<td>0.6</td>
</tr>
<tr>
<td>E Engage in continuous self-evaluation and improvement.</td>
<td>3.64</td>
<td>4.29</td>
<td>0.65</td>
</tr>
<tr>
<td>F Promote ethical and professional standards in teaching, learning, and research.</td>
<td>3.38</td>
<td>4.41</td>
<td>1.03</td>
</tr>
</tbody>
</table>

Multiple Evidence Sources:
- 1.1.4a. Texas Code of Ethics for Educators and Statement of Affirmation.
- [See 1.1.1a. CAEP Standards].
- [See 1.1.1b. InTASC Standards].
- [See 1.1.1k. Ethical and Professional Dispositions (Shared Vision/Conceptual Framework)].
- [See 1.1.11. Dimensions of Quality Teaching and Learning].
- [See 1.1.2a. CAEP Assessment Rubric].