2.3.2. Samples of Candidate Individual Folder Content Evidence.

Evidence and Analysis of Candidate Individual Folder Content for Continuous Improvement:

Analyses of the individual folder content of our candidates demonstrate the EPP’s strong commitment to providing varied opportunities in coursework, and in diverse field and clinical experiences for all candidates within our programs. From the rigorous standards of admission at 2.75 GPA, to maintaining a C or higher in all education coursework, successfully completing their 40 hours of field observations, passing both their state Content and PPR exams, successfully completing twelve weeks of clinical teaching, and applying for certification and graduation, our quality candidates accomplish and exceed these expectations of the EPP during their preparation to become educators as confident, skilled, and reflective professionals. As state requirements, from the candidate’s application to the Teacher Education Program to their application for certification, documentation of each candidate’s progression through the program is housed in individual folders that are securely kept in the Office of Teacher Preparation and Advising. The multiple evidence sources included in the CAEP Standard 2 Notebook as raw data exemplify a sample of the content housed within candidates’ individual folders [See 2.3.2].

As the 40-hours of field observations required during Methods courses are assigned, candidates are placed in classrooms with our partnering school districts in the grade level(s) and content areas in which they are seeking certification. Each field experience has been designed to be specific, focused, and purposeful. Topics are assigned to each enrolled candidate in Methods to observe, to document, and to write reflective writing assignments for the course. Data-driven, these topics are derived from former student/clinical teacher exit surveys and questionnaires over time.

Additional field experiences are provided to our candidates in many of our courses, including: Early Childhood (EC-6); Reading; Special Education (EC-12); and Elementary/Middle School Science. Candidates in Early Childhood and Reading have several opportunities to observe instruction at the Opportunity School in Amarillo, Texas and to work with teachers, young children, and their parents. Faculty provides specific course assignments in these courses to reflect upon their experiences. Special Education candidates are encouraged to attend community/parent meetings at the Center for Learning Disabilities each Monday night of the semester. Special speakers, parents of students with special needs, and the students meet with program faculty and community members to learn research-based ways to improve the academic achievement and behavioral development of their students. The Center for Learning Disabilities hosts a special event one Saturday in October that is led by a nationally recognized keynote speaker or presenter and invites the community of teachers, parents, and students from Region 16 and throughout the state. In 2015, a renowned ADHD author taught the audience the latest research on ADHD.

Some examples of field experiences for Elementary and Middle School candidates include the following:
2.3.2. Samples of Candidate Individual Folder Content Evidence.

In May of 2012, candidates in Classroom Management read Ron Clark’s book, *The End of Molasses Classes*. After completing the book, all class members were invited to apply to travel to The Ron Clark Academy. Applications had to be accompanied by a video made by the candidate explaining why s/he should be selected to attend. Five candidates were selected to travel to Atlanta to attend a professional development day at The Ron Clark Academy.

In November of 2012, Methods candidates were invited to submit an essay application to attend the National Association for Gifted Children (NAGC) Conference in Denver, Colorado, where Dr. Temple Grandin was a keynote speaker. Four students were selected to attend this conference.

In May of 2014, Dr. Ghosh (Biology), an instructor, and one faculty member accompanied the freshman participating in the Living Learning Community for Education on an informal science education exploration to the Dallas-Fort Worth area. They visited the Perot Museum of Nature and Science, the Dallas Arboretum, and the Fort Worth Zoo.

Over the last ten years, our Science Methods professor, Dr. Ashley Campbell, the Helen Piehl Distinguished Chair of Education has maintained an ongoing partnership with the Panhandle Plains Historical Museum, the Don Harrington Discovery Center, the Amarillo Botanical Gardens, and the Amarillo Zoo. Each semester Dr. Campbell takes her Methods students to one or more of these venues to learn more about informal science centers and how to partner with them as a classroom teacher. The student chapter of the National Science Teachers Association has also hosted traveling programs from the Discovery Center on the WTAMU campus. Each year, we partner with Pantex in hosting the Regional Science Bowl competition with hundreds of area students participating from Middle Schools and High Schools.

During their field and clinical experiences, mentors or cooperating teachers, university field supervisors, and program faculty assess the performance of our candidates [See 1.1.11]. Reflection writings, presentations, and KEI assignments provide additional evidence of these focused and purposeful field and clinical experiences.

A purposive sample of candidate individual folders and their content that follows the progression of our candidates from admission, during development, to the completion of our program serve as representative individual folders of all candidates. These samples are included as concrete evidence from multiple data sources in the assembled CAEP Standard 2 Notebooks that are available onsite. By following a candidate’s “story” through the content of his/her individual folder, the EPP believes that all of the combined presented evidence will present a comprehensive overview of our program from a candidate’s perspective.

**Multiple Evidence Sources:**

- [See 1.1.3. InTASC Standards of the EPP].
2.3.2. Samples of Candidate Individual Folder Content Evidence.

- [See 1.1.8b. Professional Development Appraisal System (PDAS) Framework].
- [See 1.1.8c. PDAS Appraisal Form for Clinical Teachers].
- [See 1.1.8k. KEI Assignments Exemplars/Development/Rubrics].
- [See 1.1.8l. West Texas A&M University Field Supervisor/Student/Clinical Teacher Summative Evaluation [See 1.1.10a. Grade Distribution for Student/Clinical Teaching 2012-2015 (Completion) as reported by the Office of Institutional Research]. (Summative).]
- [See 1.1.11. Candidate Field and Clinical Experience Assessments (Fall 2014, Spring 2015, and Fall 2015)].
- 1.1.11a. Candidate Exemplars from Methods Courses (Development). (Formative).
- 1.1.11b. WTAMU Classroom Observation Log Sheet. (Formative).
- 1.1.11c. West Texas A&M University Methods Field Experience. (Formative).
- 1.1.11d. Summative Evaluations of Clinical Teachers by Cooperating Teachers (Fall 2014, Spring 2015, and Fall 2015).
- 1.1.11e. Summative Evaluations of Clinical Teachers by University Field Supervisors (Fall 2014, Spring 2015, and Fall 2015).
- 1.1.11f. PDAS Observations 1, 2, and 3 of Clinical Teachers by University Field Supervisors (Fall 2014, Spring 2015, and Fall 2015).
- [See 2.3.2a. The Center for Learning Disabilities Brochure].