3.5.1. Employing High Exit Criteria.

Evidence and Analysis of Employing High Exit Criteria for Continuous Improvement:

The EPP ensures the quality of our candidates by employing rigorous and high exit criteria for continuous improvement at completion. For selection at completion, candidates meet the rigorous exit criteria before the EPP recommends them for certification as effective teachers who will have positive impacts on P-12 student learning and development. Evidence presented by the EPP demonstrates that our candidates have reached a high standard for content and pedagogical knowledge in the fields where certification is sought by successfully passing the state’s TExES content certification exam and the TExES PPR certification exam prior to being admitted to clinical teaching. Through coursework, field and clinical experiences, and assessments that culminate in their student/clinical teaching, candidates successfully demonstrate that they can teach effectively with positive impacts on P-12 student learning and development. After candidates successfully complete meeting all exit criteria, the EPP proudly recommends them for certification as effective teachers who will impact student learning and development.

High Exit Criteria/Standards.

Criterion #1: Candidates must pass both the TExES Content Exam in their certification area(s) and the TExES PPR certification exam prior to being admitted to clinical teaching.

Criterion #2: Candidates not only possess content and pedagogical knowledge by passing the state certification exams, but also demonstrate the application and skill of their knowledge through performance assessments in both field and clinical experiences by program faculty, their cooperating teachers, and the director of teacher preparation and advising.

Criterion #3: Candidates have achieved and maintained a 2.75 GPA and a C or higher on all education coursework.

Criterion #4: Candidates must successfully complete their field and clinical experiences as evidenced by assessments completed by their cooperating teacher, university field supervisor, self-assessments, and reflection writings.

Criterion #5: After successfully completing and passing clinical teaching, candidates are encouraged to complete exit assessments.

Criterion #6: Upon meeting all criteria, candidates are then recommended to apply for certification by the EPP.

The WTAMU Certification Officer certifies all candidates once criteria have been met successfully.
3.5.1. Employing High Exit Criteria.

Evidence previously presented for CAEP Standard 1 documents the rigor of the EPP’s high exit requirements for all candidates [See 1.1; 1.2; 1.3; 1.4; and 1.5]. For example in 1.1.1, as aligned with our Shared Vision or Conceptual Framework: the PEOs, Ethic al and Professional Dispositions of Candidates, and Standards Alignment of the EPP are rigorous expectations of the EPP for learning outcomes of candidates in all programs and at all levels. Candidates are assessed in these outcomes throughout our programs [See 1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.5; 1.1.6; 1.1.7; 1.1.8; 1.1.9; 1.1.10; 1.1.11; 1.1.12; 1.1.13; 1.1.14; 1.1.15; 1.1.16; 1.2.1; 1.3.1; 1.4.1; and 1.5.1].

Multiple Evidence Sources:

- [See 1.1.1. Program Educational Outcomes (PEOs), Ethical and Professional Dispositions of Candidates, and Standards Alignment of the EPP].
- [See 1.1.2. Program Educational Outcomes (PEOs) Rubric of the EPP].
- [See 1.1.3. InTASC Standards of the EPP].
- [See 1.1.4. Candidate Evaluation Instrument (CEI)].
- [See 1.1.5. GPAs at Admission and Grade Distribution of Candidates in Teacher Preparation 2012-2015].
- [See 1.1.6. GPA Requirements and Median - Texas A&M University (TAMU) System].
- [See 1.1.7. ASEP and LBB Performance Measures 2012-2015].
- [See 1.1.8. Content Knowledge of Candidates].
- [See 1.1.9. Pedagogical Knowledge of Candidates].
- [See 1.1.10. Program Progression of the EPP (2013-2015)].
- [See 1.1.11. Candidate Field and Clinical Experience Assessments (Fall 2014, Spring 2015, and Fall 2015)].
- [See 1.1.12. Ethical and Professional Dispositions of Candidates].
- [See 1.1.13. InTASC Standards and Representative Samples of the Learner and Learning in 10 Course Syllabi (2013-2015). Syllabi Analysis I].
- [See 1.1.14. Progression of Candidates’ Deep Understanding].
- [See 1.1.15. Summary Tables of Current Performance of the West Texas A&M University EPP Graduates].
- [See 1.1.16. Decision Points of the EPP].
- [See 1.2.1. Candidate Application of Content-Specific Practices Flexibly and InTASC Standards].
- [See 1.3.1. Application of Content and Pedagogical Knowledge of Candidates as Reflected in Outcome Assessments].
- [See 1.4.1. Candidates Demonstrate Skills and Commitment for All P-12 Students Access to TCCRS].
3.5.1. Employing High Exit Criteria.

- [See 1.5.1. Candidates Model and Apply Technology Standards to Engage Students, Improve Learning, and Enrich Professional Practice].
- [See also 2.2.2. Candidate, Clinical, and Diversity Placement Evidence].
- [See also 2.3.2. Samples of Candidate Individual Folder Content Evidence].
- [See 4.1.1. Impact on P-12 Student Learning and Development Evidence].
- [See 5.1.1. Quality and Strategic Evaluation Evidence].