
Evidence and Analysis of Candidates Developing Understanding of Professional/Ethical Aspects of Teaching for Continuous Improvement:

Before the EPP recommends any completing candidates for certification, we are confident and assured that our candidates understand and demonstrate the expectations of the profession; including the Texas Code of Ethics for Educators; professional standards of practice as aligned with our Shared Vision/Conceptual Framework and research-based Program Educational Outcomes (PEOs), Ethical and Professional Dispositions of Candidates, and Standards Alignment of the EPP; and relevant laws and policies.

Our candidates understand the professional and ethical do’s and don’ts of teaching as evidenced by the following:

- Candidates receive instruction concerning ethics, professional practice, and relevant laws and policies at admission, during development, and at the completion phases of progression of their preparation in the EPP as evidenced in course materials; and KEI assignments;

- Candidates view and discuss the Ethics for Educators videos provided by the Texas Education Agency during development;

- Candidates read and sign the Texas Code of Ethics for Educators Affirmation Statement (housed in candidates’ individual folders in the Office of Teacher Preparation and Advising);

- Candidates pass state certification assessments that includes both the TExES content certification exam and the TExES PPR exam (exams based on state law, policies, and the required thirteen competencies for educators); and

- Program faculty, cooperating teachers, university field supervisors, and the Director of Teacher Preparation and Advising complete candidates’ field and clinical experience formative and summative assessments. Candidates’ self-assess clinical teaching performance experiences.

Evidence previously presented in CAEP Standards 1, 2, and 3 indicates the EPP’s assurance that as “stewards of the profession” our candidates understand and demonstrate the expectations of our noble profession. By preparing educators as confident, skilled, and

reflective professionals, the EPP believes with confidence and great pride that our candidates are prepared to be effective teachers who will have positive impacts on P-12 student learning and development for decades to come.

Multiple Evidence Sources:

- [See Texas Administrative Code (TAC), §4.53(12)].
- [See Texas Education Code (TEC), §51.3062(l)(1) and (2)].
- [See 1.1.1. Program Educational Outcomes (PEOs), Ethical and Professional Dispositions, and Standards Alignment of the EPP].
- [See 1.1.1j. Texas Essential Knowledge and Skills].
- [See 1.1.3a. Academic Catalog Course Offerings 2015-2016].
- [See 1.1.3c. Course Syllabi].
- [See 1.1.4. Candidate Evaluation Instrument (CEI)].
- [See 1.1.4b. InTASC Standards].
- [See 1.1.5. GPAs at Admission and Grade Distribution of Candidates in Teacher Education (Aggregate Reported) 2012-2015].
- [See 1.1.5a. GPAs of Candidates at Admission 2012-2013 (as reported to the Texas Education Agency)].
- [See 1.1.5b. GPAs of Candidates at Admission 2013-2014 (as reported to the Texas Education Agency)].
- [See 1.1.5c. GPAs of Candidates at Admission 2014-2015 (as reported to the Texas Education Agency)].
- [See 1.1.5d. Grade Distribution for Courses 2012-2015 (as reported by the Office of Institutional Research, West Texas A&M University)].
- [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 1.1.8a. Content Exam Data].
- [See 1.1.9. Pedagogical Knowledge of Candidates].
- [See 1.1.10. Program Progression of the EPP 2013-2015].
- [See 1.1.10a. Grade Distribution for Student Teaching 2012-2015 (Completion) [As reported by the Office of Institutional Research].
- [See 1.1.14. Progression of Candidates’ Deep Understanding].

- [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 Texas College- and Career-Readiness Standards (TCCRS)].
- [See 1.4.1a. Fall 2015 District Demographics of Participating School Campuses/Districts].
- [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].