NOTE: Gray highlights indicate areas in which the teacher candidate has little control and/or responsibility; therefore, no rating is required in these areas. This does not apply to interns

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| Candidate: | School/District: | Date: |
| Grade/Subject: | Cooperating Teacher/Host Teacher/Mentor: | Faculty Field Supervisor: |

**Key:** The evaluation rubric (below) measures the candidate as a “student” and not as a teacher already in the field. The candidate will receive a score for each component based on the preponderance of evidence collected throughout the semester, as measured against the T-TESS descriptors.

**Note:** To successfully complete and receive credit (CR) for clinical teaching , residency, or internship, a candidate must meet minimum placement requirements, receive a rating of “2” or higher on each of the final evaluation components, complete all program and course requirements, and the faculty field supervisor **and** the cooperating teacher *(for clinical teaching candidates),* host teacher *(for residency candidates),* and campus supervisor (*for internship candidates*) recommend to OEP that the candidate be recommended for a standard certificate.

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| **Texas State Rating** | **Texas State Qualitative Rating Explanation** | **T-TESS for Teaching Correlation** |
| **AD (4) = Advanced** | Displays: a strong understanding of the domain; highly effective implementation with no need for guidance and/or support; a significant level of independence; growth that is often self-generated. | Consistently performing at the high Developinglevel with strong independence, with some occurrences at the Proficient level |
| **E (3) = Effective** | Displays: a solid understanding of the domain; generally consistent and effective implementation with some need for guidance and support; growing independence; adequate and/or steady progress and growth. | Generally performing at a Developing level with growing independence. |
| **AC (2) = Acceptable** | Displays: a lack of full understanding of the domain; inconsistent or partially successful implementation; the need for moderate guidance and support; moderate level of dependence; the need for more growth, although improvement has been shown. | Generally performing at the Developing level (with a few occurrences at the Improvement Needed level*)* with moderate levels of dependence. |
| **DNMS (1) = Does Not Meet Standard** | Displays: little to no understanding of the domain; very limited to no successful implementation; frequent errors and a lack of judgment within the context of the domain, even with continual guidance and support; a high level of dependence; a need for significant improvement. | Generally performing at the Improvement Needed level with high levels of dependence. |
| **NA=Not Applicable** |  |  |

**Domain 1: Planning and Preparation**

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| **Dimensions** | **1**  **DNMS** | **2**  **AC** | **3**  **E** | **4**  **AD** | **NA** |
| **1.1 Standards and Alignment**: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners.   * All goals are aligned to state content standards. * All activities, materials, and assessments that: * are sequenced. * are relevant to students. * Provide appropriate time for lesson and lesson closure. * Fit into the broader unit and course objectives. * are appropriate for diverse learners. * All objectives aligned to the lesson’s goal. * Integration of technology when applicable. |  |  |  |  |  |
| **1.2 Data & Assessment:** The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.   * Formal and informal assessments to monitor progress of all students. * Consistent feedback to students, families, and other school personnel while maintaining confidentiality. * Analysis of student data connected to specific instructional strategies. |  |  |  |  |  |
| **1.3 Knowledge of Students:** Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development, and achievement for all students.   * All lessons that connect to students’ prior knowledge and experiences. * Adjustments to address strengths and gaps in background knowledge, life experiences, and skills of all students |  |  |  |  |  |

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| **1.4 Activities:** The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement   * Questions that encourage all students to engage in complex, higher-order thinking. * Instructional groups based on the needs of all students. * All students understand their roles within instructional groups. * Activities, resources, technology, and instructional materials aligned to instructional purposes. |  |  |  |  |  |

**Domain 2: Instruction**

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| **Dimensions** | **1**  **DNMS** | **2**  **AC** | **3**  **E** | **4**  **AD** | **NA** |
| **2.1 Achieving Expectations:** The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.   * Sets academic expectations that challenge all students. * Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. * Addresses student mistakes and follows through to ensure student mastery. * Provides students opportunities to take initiative of their own learning. |  |  |  |  |  |
| **2.2 Content Knowledge and Expertise:** The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.   * Conveys accurate content knowledge in multiple contexts. * Integrates learning objectives with other disciplines. * Anticipates possible student misunderstandings. * Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research- based). * Accurately reflects how the lesson fits within the structure of the discipline and the state standards |  |  |  |  |  |
| **2.3 Communication:** The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.   * Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. * Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. * Provides explanations that are clear and uses verbal and written communication that is clear and correct. * Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. * Uses probing questions to clarify and elaborate learning. |  |  |  |  |  |
| **2.4 Differentiation:** The teacher differentiates instruction, aligning methods and techniques to diverse student needs.   * Adapts lessons to address individual needs of all students. * Regularly monitors the quality of student participation and performance. * Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. * Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. |  |  |  |  |  |
| **2.5 Monitor and Adjust:** The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments   * Consistently invites input from students in order to monitor and adjust instruction and activities. * Adjusts instruction and activities to maintain student engagement. * Monitors student behavior and responses for engagement and understanding. |  |  |  |  |  |

**Domain 3: Learning Environment**

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| **Dimensions** | **1**  **DNMS** | **2**  **AC** | **3**  **E** | **4**  **AD** | **NA** |
| **3.1 Classroom Environment, Routines, and Procedures:** The teacher organizes a safe, accessible and efficient classroom.   * All procedures, routines and transitions are clear and efficient. * Students actively participate in groups, manage supplies and equipment with very limited teacher direction. * The classroom is safe and organized to support learning objectives and is accessible to most students. |  |  |  |  |  |
| **3.2 Managing Student Behavior:** The teacher establishes, communicates and maintains clear expectations for student behavior.   * Consistently implements the campus and/or classroom behavior system proficiently. * Most students meet expected classroom behavior standards. |  |  |  |  |  |
| **3.3 Classroom Culture:** The teacher leads a mutually respectful and collaborative class of actively engaged learners.   * Engages all students in relevant, meaningful learning. * Students work respectfully individually and in groups. |  |  |  |  |  |

**Domain 4: Professional Practices and Responsibilities**

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| **Components and Elements** | **1**  **DNMS** | **2**  **AC** | **3**  **E** | **4**  **AD** | **NA** |
| **4.1 Professional Demeanor and Ethics:** The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.   * Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. * Meets all professional standards (e.g., attendance, professional appearance and behaviors). * Advocates for the needs of students in the classroom. |  |  |  |  |  |
| **4.2 Goal Setting:** The teacher reflects on his/her practice.   * Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. * Meets all professional goals resulting in improvement in practice and student performance. |  |  |  |  |  |
| **4.3 Professional Development:** The teacher enhances the professional community.   * Engages in professional development activities (e.g., TXST seminars, campus professional learning) * Collaboration and planning with CT, grade level, or subject level team   T-TESS Language for reference only:  Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities. |  |  |  |  |  |
| * 1. **School Community Involvement:** The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach. * Contacts parents/guardians regularly regarding students’ academic and social/emotional growth. * Actively participates in all school outreach activities * Communicates the mission, vision and goals of the school to students, colleagues, parents and families. |  |  |  |  |  |
| **Summary Comments** | | | | | |
| Areas of Reinforcement - Address one or more areas in which the candidate excels, citing evidence. | | | | | |
| Areas of Refinement - Address and offer suggestions for any area in which the candidate should continue to develop knowledge and practice, citing evidence. | | | | | |
| **Final Comments** | | | | | | | |
| **Cooperating Teacher/Host Teacher/Mentor:** | | | | | | | |
| **Faculty Field Supervisor:** | | | | | | |
| **Summative Statement:** *Please select applicable summary statement below*  The candidate **has made adequate progress** (earning a rating of 2 or higher) in all domains and components of the final evaluation and has met the program standards for **successful completion** of the clinical experience**.** The faculty field supervisor **and** the cooperating teacher *(clinical teaching)*, host teacher *(residency),* and campus supervisor *(internship)* recommend to the TXST Office of Educator Preparation (OEP) that the candidate should be **recommended** for a standard certificate. (NOTE: *The candidate must also complete all certification requirements before the EPP can recommend to TEA for certification)*  ❏Growth Plan: If a Growth Plan is in place, the requirements of this plan have been met.  The candidate **has not made adequate progress** (earning a rating of a 2 or higher) in all domains and components of the final evaluation and/or has not met the program standards for successful completion of the clinical experience. The faculty field supervisor **and** the cooperating teacher *(clinical teaching)*, host teacher *(residency),* and campus supervisor *(internship)* recommend to the TXST Office of Educator Preparation (OEP) that the candidate **should not be recommended** for a standard certificate.  ❏ Growth Plan: If a Growth Plan is in place, the requirements of this plan have **not** been met. | | | | | | |

***(This is hard copy form is a working copy for the faculty field supervisor and is not included in the Student Learning and Licensure Tool.)***

***\*Reminder - Recommendation Form must be signed by the faculty field supervisor and cooperating teacher (clinical teaching), host teacher (residency), and campus supervisor (internship)*** *- This is a required component of the final evaluation (TAC Chapter 19, 228.35). This form with signatures will be uploaded into ePortfolio as evidence that the candidate has this additional required recommendation for a standard certificate. The faculty field supervisor is responsible for securing signatures on the form and for uploading it as a part of the Final Evaluation documentation.*