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.
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**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.
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| **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.
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| **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.
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| **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.
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**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.
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| **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.
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| **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.
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**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.
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| **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.
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| **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.
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| **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. ❏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. ❏ Growth Plan: If a Growth Plan is in place, the requirements of this plan have **not** been met. |

***NOTE: This hard copy form is intended as a working copy for the faculty field supervisor. The final evaluation report must be completed in the Student Learning and Licensure Tool.***

***\*Reminder – The Recommendation Form must be signed by the faculty field supervisor & cooperating teacher (clinical teaching), host teacher (residency), and campus supervisor (internship)*** *- This is a required component of the final evaluation. This form with signatures will be uploaded into the Student Learning & Licensure System (SL&L) 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 document*