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| Candidate: | Faculty Field Supervisor: |
| School: | Grade/Subject: |
| Cooperating Teacher/Host Teacher/Mentor:  Campus Supervisor *(for Residents and Interns):* | Date: |

*The Teacher Candidate Evaluation Rubric is aligned with the Texas Teacher Evaluation and Support System (T-TESS).* [*Here*](https://teachfortexas.org/Resource_Files/Evaluation_Process/T-TESS_Rubric-Working_Copy.pdf) *is a link to a copy of the T-TESS Rubric Containing all domains, dimensions, descriptors, and performance levels, which can be downloaded.* 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, candidates must meet minimum placement requirements, fulfill all program and course requirements, and receive a rating of **2 or higher** on each component of the final evaluation to be eligible for a **standard certificate** recommendation. In addition, the faculty field supervisor **and** thecooperating teacher (for clinical teaching), the host teacher and campus supervisor (for residency), or the campus supervisor (for internship) must recommend the candidate to OEP for certification. Residency candidates must also receive a rating of **3 or higher** on the following components of the final evaluation as part of the eligibility criteria for an **enhanced standard certificate** recommendation:1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3.

**Proficiency Ratings\*: 1 = Improvement Needed 2 = Developing 3 = Proficient**

**\*Ratings are based on the preponderance of evidence. Evidence in this form is based on the Proficient performance level.**

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| **Dimensions** | **1**  **Improvement Needed** | **2**  **Developing** | **3**  **Proficient** |
| **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 |  |  |  |
| **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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| **Dimensions** | **1**  **Improvement Needed** | **2**  **Developing** | **3**  **Proficient** |
| **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. |  |  |  |

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| **Dimensions** | **1**  **Improvement Needed** | **2**  **Developing** | **3**  **Proficient** |
| **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. |  |  |  |

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| **Dimensions** | **1**  **Improvement Needed** | **2**  **Developing** | **3**  **Proficient** |
| **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. |  |  |  |

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| **SUMMARY COMMENTS** |
| **Area(s) of Reinforcement -** Address at least one area in which the candidate excels-strength(s). Cite evidence, *connect to T-TESS rubric descriptors/language, and explain impact on student learning.* |
| **Area(s) of Refinement -** Address no more than two areas in which the candidate should continue to develop knowledge and practice. Cite evidence, *connect to T-TESS rubric descriptors/language, and explain impact on student learning.* |
| **FINAL COMMENTS** |
| **Cooperating Teacher, Host Teacher, or Mentor and Campus Supervisor** *(for residents and interns***):** |
| **Faculty Field Supervisor:** |
| **SUMMATIVE STATEMENT** *(Required for all candidates)* |
| *Please select applicable summary statement below*  The candidate **has made adequate progress earning a “2” or higher on all domains and dimensions of the Final Evaluation.**  Growth Plan: If a Growth Plan is in place, the requirements of this plan have been met.  Growth Plan: (Split Placement- if applicable) The Growth Plan requirements have been met; however, based on the Student Review meeting, it is recommended that the plan remain in place for the second placement to support continued progress monitoring.  The candidate **has not made adequate progress and did not earn a “2” or higher on all domains and dimensions of the Final Evaluation.**  Growth Plan: If a Growth Plan is in place, the requirements of this plan have **not** been met.  Growth Plan: (Split Placement- if applicable) The Growth Plan requirements have **not** been met. Based on the Student Review meeting, it is recommended that the plan remain in place for the second placement to support continued progress monitoring.  Growth Plan: (Split Placement- if applicable) Based on the Student Review meeting, it is recommended that a growth plan be enacted for the second placement. |
| **REQUIRED FOR RESIDENCY CANDIDATES ONLY** |
| The residency candidate **earned** a “**3” or higher** on the following domain dimensions of the Final Evaluation as part of the requirements for an **enhanced certificate**: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3  The residency candidate **did not earn** a “**3” or higher** on the following domain dimensions of the Final Evaluation as part of the requirements for an **enhanced certificate**: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 |

\***Reminder**: The **Recommendation Form** must also be signed and uploaded to the Student Learning & Licensure System (SL&L).