**CAEP Accountability Measure 3**

**Candidate Competency and Program Completion (R3.3)**

**Assessment Method:**

**The Texas Teacher Evaluation and Support System (T-TESS)** is an observation tool developed by the state and used to determine the clinical teacher’s performance in the field. T-TESS is based on four domains and provides faculty and programs with feedback on the extent to which the clinical teacher is prepared to demonstrate proficient performance in the following areas:

1) planning for instruction (standards and alignment, data and assessment, knowledge of students, activities);

2) instruction (achieving expectations, content knowledge and expertise, communication, differentiation, monitoring and adjusting)

3) establishment of a learning environment (classroom environment, routines, and procedures; managing student behavior, classroom culture)

4) professional practices and responsibilities (professional demeanor and ethics, goal setting, professional development, and school community involvement)

The T-TESS utilizes a 5-point scoring system: DISTINGUISHED 5pts, ACCOMPLISHED 4pts, PROFICIENT 3pts, DEVELOPING 2pts, IMPROVEMENT

NEEDED 1PT. A score of 2 or higher is the required minimum score.

With input from the EPP Advisory Council that includes external stakeholders the minimum criteria clinical teachers must meet is “Developing” or 2pts.

**Directions delivered to the clinical teacher candidate:**

For each placement, your field supervisor will complete the T-TESS assessment at least 2-3 separate times while observing your teaching for at least 45 minutes each time. Be sure to complete the online T-TESS module training to familiarize yourself with the T-TESS before your field supervisor completes a formal observation.

**Instructions to faculty completing the T-TESS Assessment:**

Complete the T-TESS assessment for each formal observation of the clinical teacher’s teaching which must be a minimum of 45 minutes in duration. Select the specific level which best represents candidate performance for each item. This assessment is designed to indicate and provide feedback on the extent to which the candidate demonstrates proficient planning, instruction, classroom environment, routines, and procedures, managing student behavior, classroom culture, professional demeanor and ethics, goal setting, professional development, and school community involvement. Note that faculty using this instrument have completed a Six-hour training with annual recalibration.

**Analysis and Interpretation:**

In Fall 2020 and Spring 2021 overall mean clinical teacher scores across all certification pathways were at 2.0 or higher indicating the EPP required minimum score was met in the areas of 1) planning for instruction, 2) instruction, 3) establishment of a learning environment, 4) professional practices and responsibilities. Disaggregation of data by certification as well as gender and ethnicity also revealed mean scores were at 2.0 or higher indicating the EPP required minimum score was met in the areas of 1) planning for instruction, 2) instruction,

3) establishment of a learning environment, 4) professional practices and responsibilities. Patterns in these data were that “establishment of a learning environment (classroom environment, routines, and procedures; managing student behavior, classroom culture)” was consistently the highest mean category while “professional practices and responsibilities (professional demeanor and ethics, goal setting, professional development, and school community involvement) was consistently the lowest mean score despite still meeting the minimum required score.

Mean scores less than 2.0 were for groups with less than 10 clinical teachers. The EPP will monitor to see if a pattern in these results develops with time and as more clinical teacher scores are included in the calculation.