

Williams Baptist University Proprietary Key Assessment – Teacher Excellence Support System (TESS) Data
 All Undergraduate Programs and Graduate MAT– 3 Cycles of Data

CAEP Standards Addressed Highlighted in green throughout the document	R1.1, R1.2, R1.3, R1.4 R2.1, R2.2, R2.3 R3.2, R3.3 R5.1, R5.2, R5.3, R5.4
<u>InTASC / ARTS</u> Standard Alignment	InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Arkansas Teaching Standards (ARTS) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<u>TESS Components</u> (based on Danielson Framework for Teaching)	Arkansas-- Teacher Excellence Support System (TESS) Four Domains and 22 Components

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<p>Proprietary Assessment</p>	<p>The Teacher Excellence Support System (TESS) meets the definition of a proprietary assessment provided in the CAEP Glossary at http://caepnet.org/glossary?letter=P The definition of proprietary in the CAEP glossary: <i>A descriptor for assessments used as a source of evidence for CAEP standards that are created and/or administered by states, research organizations, or commercial test organizations.</i></p> <p>TESS is an Arkansas state teacher assessment that mirrors the <i>Danielson Framework for Teaching</i> with four domains and 22 components. All in-service teachers in Arkansas are evaluated using the TESS Rubric Descriptors as mandated since 2017 in AR HB1424. The use of TESS as a measure of teacher candidates’ pedagogical competence was piloted in Arkansas in the 2019-2020 academic year and formalized as a state-approved instrument for teacher candidate pedagogical knowledge as an alternative to the Praxis PLT. The Williams Teacher Education Program (WTEP) piloted the use of TESS as a formative and summative tool for pedagogical knowledge in Spring 2020. The WTEP did not discontinue the use of the Praxis PLT when Arkansas allowed a choice, but instead chose to use both the PLT and TESS along with the Teacher Work Sample in ED 4603 Internship Seminar to allow for triangulation of the data supporting pedagogical preparedness. (CAEP R5.1,R5.2, R5.3, R5.4)</p>
<p>Purpose</p>	<p>TESS serves both a formative and summative purpose in the WTEP. The integration of the 4 domains and 22 components of TESS in the WTEP from program entrance to exit is intentionally planned to develop candidate self-efficacy through multiple opportunities to interact with, reflect upon, and receive quality feedback from professionals to demonstrate intentional growth toward becoming a highly effective teacher. (see the Undergraduate Timeline and Graduate Timeline of candidate interaction with the TESS Domains) (CAEP R1.1., R1.2, R1.3, R1.4)</p> <p>As shown on the timeline, TESS is used throughout a candidate’s WTEP experience to provide support, collaboration, feedback and targeted professional development opportunities to ensure candidates have the ability to plan, implement, assess and reflect on effective teaching to positively impact K-12 student learning.</p> <p>At program completion, the assessment is used as a formative and summative assessment in the Clinical Internship (undergrad) or Clinical Track (MAT) to measure candidate effectiveness in Planning and Preparation, Classroom Management, Effective Instruction, and Professional Responsibilities. (CAEP R1.1., R1.2, R1.3, R1.4, R2.3, R3.2, R3.3, R5.1)</p> <p>Of critical importance to the WTEP choice to use the TESS assessment is the impact on our candidates’ careers as Arkansas teachers. Every school district in Arkansas is mandated to use the TESS rubric assessment (link) for in-service teacher evaluation. Thus, our candidates’ long-term interaction and assessment with the TESS domains may prove to have a positive impact on their future in the field of education. The explicit interactions with the TESS components is outlined on the Timeline of Interactions document linked here (link) (CAEP 5.1)</p>

<p>Purpose, continued</p>	<p>Alignment to the WTEP Mission The administration of the TESS Rubric as both a formative and summative assessment of internship aligns with the mission of the WTEP to prepare professional educators who are intentional, reflective, and growing in their teaching practice. During the progression through the program, candidates are intentional in developing their understanding of the four domains through quality coursework, development of a professional growth plan aligned to TESS, tagging evidence of their effective performance in domains two and three in a video of their teaching (link to example), and accessing and sharing with peers resources for growth in the four domains. Candidates reflect on their professional growth in each TESS domain, the results of their professional growth plan, their impact on K-12 student learning, and the comparison of their self-ratings in the TESS domains to those of their internship supervisor and cooperating teacher. Finally, candidates track their growth from progressing to effective or highly effective in each domain of TESS during the internship, discuss their growth and present a plan for continued growth in the four domains of TESS during the exit interview (link to example). (CAEP R5.1)</p>
<p>Administration</p>	<p>A detailed description of candidate interaction with the TESS domains and components including the administration for both formative and summative assessment in internship is explained below on the table of Undergraduate Interaction with TESS (link) and Graduate MAT Interaction with TESS (link).</p> <p>Undergraduate Administration The TESS Rubric Descriptors (link) are used to assess candidate application of content and pedagogical knowledge during the clinical internship semester at multiple points in all <u>undergraduate programs</u> in the following courses: ED 4603 Clinical Internship Seminar, ED 4526 Clinical Internship I, and ED 4536 Clinical Internship II. The assessment is scored by WTEP Internship Supervisors, Cooperating Teachers, and candidates self-assess using the TESS rubric descriptors. Actionable feedback is provided by the WTEP supervisor and cooperating teachers twice during the internship. Candidates also track their growth in the 22 components of TESS from in a beginning, formative, and summative rating and reflections on their growth throughout the Clinical Internship Semester. The details of each interaction with TESS can be viewed on the <i>Undergraduate Interaction with TESS Table</i> below (link). (CAEP R1.1, R1.2, R1.3, R1.4, R2.1, R2.3, R3.3, R5.2)</p> <p>Graduate Administration In the graduate MAT program, TESS is used to assess candidate application of content and pedagogical knowledge in either Clinical Track I ED 5113 or Clinical Track II ED 5123, depending on whether or not the candidate is serving as a teacher of record. In Track 1, the assessment is scored and actionable feedback provided by the Dean of Graduate Studies, the Principal of the district, and candidates self-assess using the TESS rubric descriptors. In Track II, the assessment is scored and actionable feedback provided by the Dean of Graduate Studies, the Master Teacher overseeing the internship and candidates self-assess using the TESS rubric descriptors. The details of each interaction with TESS can be viewed on the <i>Graduate Interaction with TESS Table</i> below (link). (CAEP R1.1, R1.2, R1.3, R1.4, R5.2)</p>

<p>Administration, continued</p>	<p>Integration of TESS into the WTEP While the internship is the primary point of assessment with TESS, the awareness of and reflection upon the 4 Domains and 22 Components of TESS are purposefully woven throughout the coursework. Thus, candidates build an explicit basis for judgment of the assessment components. From ED 2203 Introduction to Teaching throughout the WTEP program to the Exit Interview and beyond as a post-graduate assessment of teacher effectiveness used in every school district in Arkansas, TESS is a critical part of a teacher’s career in Arkansas. The use of TESS as a tool for growth in content and pedagogical knowledge aligns with the WTEP mission for completers to be prepared as professional educators who are intentional, reflective, and growing professionally. An example of the survey completed by candidates in Introduction to Teaching in which they identify personal areas for growth in each of the four domains of TESS is included in this document (link) (CAEP R1.1, R1.2, R1.3, R1.4, R5.2)</p> <p><u>The basis for judgment of TESS assessment components is made explicit to candidates through multiple measures</u> beginning in ED 2203 (undergraduate) or MAT 5013 Educational Characteristics (graduate) and progressing throughout the program. The interactions include candidate opportunities to rate their understanding of the components, design and implement professional growth plans aligned to the TESS components, tag evidence of the components in video observations, and much more. A detailed timeline for how candidates’ basis for judgment is augmented through interaction with the TESS Components is included in this document for both the undergraduate (link) and graduate programs (link). (CAEP R5.2)</p> <p>The basis for judgment of TESS assessment components is made explicit to Cooperating Teachers through state-department mandated professional development within every school district in Arkansas. Arkansas teachers have exceptional basis for judgment of TESS because it is the same instrument by which in-service teachers in Arkansas are scored. Arkansas teachers collect artifacts of each component of TESS for their annual performance review. (CAEP R5.2)</p> <p>The basis for judgment of TESS assessment components is made explicit to WTEP Internship Supervisors through TESS training provided by the WTEP if a supervisor was not trained by the state as a teacher or administrator. (CAEP R5.2)</p>
<p>Content of Assessment & Alignment to InTASC</p>	<p>The 4 Domains and 22 Components of TESS can be viewed on the TESS Smart Card below (link). The TESS Rubric for all 22 components of TESS can be viewed on the Arkansas Department of Education Website at https://dese.ade.arkansas.gov/Files/20210115162439_Classroom_Teacher_Rubric.pdf</p> <p>TESS is an Arkansas state teacher assessment that mirrors the <i>Danielson Framework for Teaching with 4 domains and 22 components</i>. The <i>Danielson Framework for Teaching</i> is a nationally-recognized professional tool that identifies those aspects of a teacher’s responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning (Danielson, 2013). Danielson created the framework to capture “good teaching” in all</p>

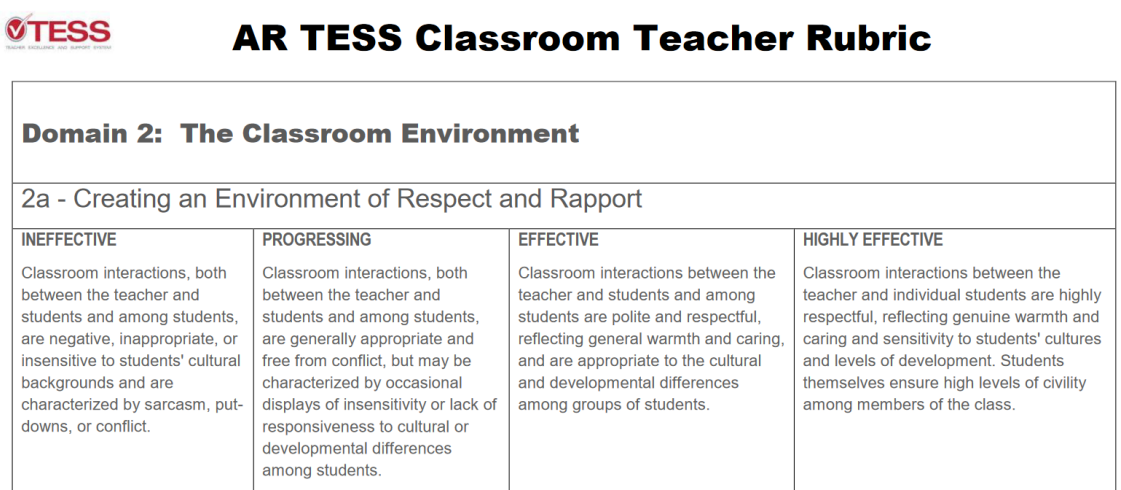
**Content of
 Assessment
 &
 Alignment to
 InTASC,
 continued**

of its complexity. The Arkansas TESS Rubric is based on Charlotte Danielson’s Framework for Teaching and provides a shared vocabulary and understanding of high-impact instructional practices which provide learning and growth possibilities for every Arkansas student (Arkansas Department of Elementary and Secondary Education website [TESS page, 2021](#)). (CAEP R5.1, R5.2, R5.4)

As shown on the chart below, the 4 Domains and 22 components of TESS have an established crosswalk to the InTASC Standards. (CAEP R1.1, R1.2, R1.3, R1.4, R5.1, R5.2, R5.4)

TESS Domain 1	Planning and Preparation	InTASC Alignment	CAEP Alignment
1a	Demonstrating Knowledge of Content and Pedagogy	4	CAEP R1.2
1b	Demonstrating Knowledge of Students	1, 2, 7	CAEP R1.1, R1.3
1c	Setting Instructional Outcomes	1	CAEP R1.1
1d	Demonstrating Knowledge of Resources	1	CAEP R1.1
1e	Designing Coherent Instruction	1, 4, 7	CAEP R1.1, R1.2, R1.3
1f	Designing Student Assessments	6	CAEP R1.3
TESS Domain 2	The Classroom Environment	InTASC Alignment	CAEP Alignment
2a	Creating an environment of respect and rapport	3	CAEP R1.1
2b	Establishing a culture for learning	3	CAEP R1.1
2c	Managing classroom procedures	3	CAEP R1.1
2d	Managing student behavior	1, 2, 3	CAEP R1.1
2e	Organizing physical space	3	CAEP R1.1
TESS Domain 3	Instruction	InTASC Alignment	CAEP Alignment
3a	Communicating with students	5	CAEP R1.2
3b	Using questioning and discussion techniques	8	CAEP R1.3
3c	Engaging students in learning	1, 3, 4, 5, 8	CAEP R1.1, R1.2, R1.3
3d	Using assessment in instruction	6	CAEP R1.3
3e	Demonstrating flexibility and responsiveness	5	CAEP R1.2
TESS Domain 4	Professional Responsibilities	InTASC Alignment	CAEP Alignment
4a	Reflecting on Teaching	9	CAEP R1.4
4b	Maintaining Accurate Records	9	CAEP R1.4
4c	Communicating with Families	9, 10	CAEP R1.4
4d	Participating in a Professional Community	9, 10	CAEP R1.4
4e	Growing and Developing Professionally	9	CAEP R1.4
4f	Showing Professionalism	9, 10	CAEP R1.4

Established [crosswalk](#) to the [InTASC Standards](#) (2013).

<p>Content of Assessment & Alignment to InTASC, continued</p>	<p>Prior to Spring 2020 Before the WTEP adopted TESS as our assessment of content and pedagogical knowledge at the completion of the internship semester, an EPP-created assessment was used. The assessment did not meet the CAEP sufficiency criteria for validity and reliability. In the Spring 20 semester, TESS was piloted by the WTEP internship supervisor and the candidates for the summative assessment of the internship. Spring 2020 was the semester of Covid, and the WTEP was not able to pilot the assessment with cooperating teachers. Thus, one cycle of the data available in this document is from the previous WTEP Internship Assessment scored by cooperating teachers. The previous assessment components and scoring levels can be viewed below (link). (CAEP R5.1, R5.2, R5.4)</p>								
<p>Scoring</p>	<p>The TESS Rubric for all 22 components of TESS can be viewed on the Arkansas Department of Education Website at https://dese.ade.arkansas.gov/Files/20210115162439_Classroom_Teacher_Rubric.pdf</p> <p>An example of the TESS performance levels for Domain 2a is shown on the screenshot below. All 22 rubrics have a scale of <i>1=Ineffective</i>, <i>2=Progressing</i>, <i>3=Effective</i>, and <i>4=Highly Effective</i>. As shown below, each level has performance-based criteria.</p> <div style="text-align: center;">  <p>AR TESS Classroom Teacher Rubric</p> <p>Domain 2: The Classroom Environment</p> <p>2a - Creating an Environment of Respect and Rapport</p> <table border="1"> <thead> <tr> <th>INEFFECTIVE</th> <th>PROGRESSING</th> <th>EFFECTIVE</th> <th>HIGHLY EFFECTIVE</th> </tr> </thead> <tbody> <tr> <td>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.</td> <td>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</td> <td>Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</td> <td>Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</td> </tr> </tbody> </table> </div> <p>As shown on the <i>Interaction with TESS Chart</i> (link), candidates are scored using the rubrics in the clinical internship by both the WTEP internship supervisor, the cooperating teacher and themselves at both a formative stage (the end of the first 7 week placement) and a summative stage (the end of the second and final placement of internship).</p>	INEFFECTIVE	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
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<p>Scoring, continued</p>	<p>The target level at the summative stage on any single component is level 2 Progressing. Candidates scoring below level 2 at the formative stage are provided support and resources by the WTEP Internship Supervisor and Cooperating Teacher. Candidates scoring below level 2 at the summative stage on any single component must detail their strategies for continued improvement and link the resources to improve on the <i>TESS Growth in Domains 2 and 3 Self-Assessment</i> (link to example below). In the Spring 2020 pilot cycle and the two subsequent cycles, no candidate has scored below the target level. (CAEP R1.1, R1.2, R1.3, R2.3, R3.2, R3.3)</p> <p>On the TESS Domains Growth Chart, as shown on the linked example, (link) the directions require candidates to consider their growth in each component of Domains 2 and 3. On any component in which growth was not demonstrated, candidates are asked to link resources to use for continued growth in that area. An example of a Health & PE K-12 candidate growth chart (link) shows that the candidate scored herself at <i>level 2 progressing</i> on TESS 2d, 3c, and 3d. On the reflection for those components, the candidate included details about her plan for improvement with links to resources she will use for continued growth. (CAEP R1.1, R1.2, R1.3, R2.3, R3.2, R3.3, R5.1)</p> <p>Target Level of Performance on Cooperating Teacher and WTEP Supervisor Ratings Candidates are expected to meet a minimum <u>average</u> score of 2.0 (Progressing) or above on each of the four domains. Candidates receiving a minimum average of less than 2.0 (Progressing) for each domain will receive support provided by the WTEP to reach the established target. A candidate who is ultimately unable to meet the established benchmark will not be recommended for licensure by the WTEP licensure officer. These target level performance expectations are aligned with other EPPs in Arkansas. (See TESS growth data below to see how growth is tracked.) (CAEP R2.3, R3.2, R3.3, R5.1)</p> <p>As shown on the <i>Timeline of Candidates' Interaction with TESS</i>, actionable feedback is provided to candidates at several points throughout the program. Beginning in ED 2203 (undergraduate) and MAT 5013 (graduate) candidates have opportunities to receive feedback from WTEP faculty, their peers, field experience teachers, the WTEP Internship Supervisor, and the Internship Cooperating Teacher. See the column entitled, “<i>Opportunities for Reflection and Feedback</i>” on the <i>Interaction with TESS Chart Undergraduate</i> (link) and Graduate documents below (link).</p>
<p>Validity</p>	<p>Arkansas utilizes the <i>Danielson Framework for Teaching</i> under the name Teacher Excellence Support System (TESS). The <i>Danielson Framework</i> is a professional tool that identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning (Danielson Group, 2014). Each component of the Framework for Teaching has been validated by the Measures of Effective Teaching (MET) study, and the Framework for Teaching has been found to have <u>predictive validity</u> (Kane & Staiger, 2012). (CAEP R5.2)</p> <p>The <i>validity</i> for the Danielson Framework for Teaching (or FFT) rubric, which Arkansas uses under the name TESS Rubric Descriptors, has been established by the MET project (Bill and Melinda Gates Foundation). The MET project found that the Danielson rubric was positively associated with student achievement gains, reliably characterized a teachers' practice based</p>

	<p>on observation, and could be used for predictive power and student achievement gains (Gates Foundation, 2012; 2013a; 2013b). (CAEP R5.2)</p>
<p>Reliability (CAEP R2.3, R5.1, R5.2, R5.3, R5.4)</p>	<p>Reliability is established through calibration training and frequent interaction with the components of the assessment prior to the use of the TESS rubrics as the formative and summative assessment instrument in the clinical internship semester. Three stakeholders use the assessment; cooperating teachers, WTEP internship supervisors, and the candidates. The training received by each is state-approved and involves scoring and identification of artifacts for each component.</p> <p>Cooperating Teachers receive uniform training through state-department mandated professional development within every school district in Arkansas or at regional educational cooperative across the state. Arkansas teachers have an exceptional basis for judgment of TESS because it is the same instrument by which in-service teachers in Arkansas are scored. Arkansas teachers collect artifacts of each component of TESS for their annual performance review. The training includes scoring and calibration criteria as well as identifying artifacts for each component.</p> <p>WTEP Internship Supervisors all hold an Arkansas teaching license and have completed state-approved TESS training. The training includes scoring and calibration criteria as well as identifying artifacts for each component.</p> <p>By the time teacher candidates within the WTEP use the TESS rubrics for self-assessment, they have been interacting with the components of the rubric for, typically, three or more semesters in their WTEP coursework. As shown in the <i>Interaction with TESS Chart</i>, candidates have reflected on their performance and growth in the components, created Professional Growth Plans, created a video of their teaching in a Methods course and tagged evidence of the TESS components, and had many other opportunities to reflect on and receive feedback about their performance on the TESS rubric descriptors. (See example of reflection from Introduction to Teaching and Internship)</p>
<p>Data Review and Use (Quality Assurance)</p>	<p>Data Available in This Document is Linked Below (CAEP R5.1, R5.4)</p> <p>Cooperating Teacher Summative Internship TESS Evaluations (Aggregate Undergraduate 3 cycles) Two Cycles of TESS Evaluations and One Cycle with the previous assessment Previous assessment (spring 20) Domains 2 and 3 (fall 2020/spring 2021) Domains 1 and 4 (spring 2021)</p> <p>Cooperating Teacher Summative Internship TESS Evaluations (Disaggregated by Undergraduate Program 3 cycles)</p> <p>WTEP Supervisor Summative Internship TESS Evaluations (Aggregate Undergraduate 3 cycles) Three cycles of TESS Evaluations Domains 2 and 3 (spring 20/ fall 2020/ spring 2021) Domains 1 and 4 (spring 2021)</p> <p>WTEP Supervisor Summative Internship TESS Evaluations (Disaggregated by Undergraduate Program 3 cycles)</p>

**Data Review
and Use,
continued**

Candidate Self-Assessment Internship TESS Growth Ratings at Three Points (Aggregate Undergraduate 2 cycles)
Domains 2 and 3 (fall 2020/ spring 2021)

Candidate Self-Assessment Internship TESS Growth Ratings at Three Points (Disaggregated by Undergraduate Program)
Domains 2 and 3 (fall 2020/ spring 2021)

Graduate MAT Summative Clinical Track Evaluation by WTEP Supervisor (Aggregate Graduate 3 cycles)
Domains 2 and 3 (spring 20/ fall 2020/ spring 2021)

Data Preparation (CAEP R5.1, R5.3, R5.4)

The Education Coordinator accesses the Google Forms submitted by the Cooperating Teachers and WTEP Internship Supervisors. She compiles the ratings of cooperating teachers and WTEP Internship supervisors for the summative rating at the end of the internship semester. The Education Coordinator stages the data in aggregate and disaggregated by program. **Before Spring 2021**, the data were shared in the WTEP Faculty Council Meeting. A more robust data review process was developed in Spring 2021.

In Fall 2021, the summative TESS ratings in aggregate and disaggregated by program will be disseminated through Google Drive Program Data Folders. Program faculty will meet to review the data and complete a feedback form to submit to the Education Coordinator sharing their perceptions of the data and the suggestions for improvement based on their review of the data. Data review meetings will be conducted by program faculty in early Fall 2021 and each fall thereafter. The CAEP Leadership Team and selected stakeholders from the Education Advisory Committee will meet to review the feedback forms from the program-level data review meetings, and decisions will be made based on the review of the data. The team will share the overall findings of the review at the WTEP Faculty Council meeting in mid-fall 2021.

Use of Candidate self-assessment data ([link to data](#))

Candidate self-assessment data is reviewed by the WTEP Internship Supervisor at both the formative and summative stages to determine if a candidate needs additional support in any single component.

Exit Interview

Candidates present their TESS Growth Chart ([link to example](#)) on which they tracked their beginning, formative, and summative ratings with written reflections about their growth throughout the internship. Exit Interview questions include:

1. In what components of TESS have you experienced the most growth during internship?
2. What components of TESS are areas of weakness for you, and how can you continue to address them?

(CAEP R3.2, R3.3, R5.1, R5.3, R5.4)

Use of data for program improvement

These data, disaggregated by program, are reviewed by program faculty in the WTEP faculty council meeting to make decisions about program quality and the need for revisions to address any negative trends in the data or identify strengths.

	<p>Considering the two cycles of data gathered have been during the pandemic, the faculty will wait to make any decisions. The WTEP were encouraged that no candidates scored below the target performance level in the first three cycles of data. (CAEP R3.2, R5.1, R5.4)</p>
<p>Continuous Improvement Timeline and Details</p>	<p>Spring 2018 - Identified Gap in the existing internship assessment (From CAEP Annual Report) Standards 2.3, 5.2, and 5.3 - A gap that has been identified includes the CAEP requirement of establishing reliability and validity of our EPP-created assessment instruments. One aspect of this for which we are currently planning is revising our instrument used to evaluate teacher interns in our program. Up to and including the spring 18 semester, we have used an EPP-created rubric for this purpose which is used by the cooperating teacher and internship supervisor to evaluate the intern. In our consideration of this requirement, the plan at this time is to revise our internship evaluation instrument so that it is aligned with the Arkansas Teacher Excellence Support System (TESS) Rubrics. In addition, this will require us to revise the training and support materials for cooperating teachers and internship supervisors. The AR State Department of Education announced that the existing TESS Rubrics that are used to assess content and pedagogy of in-service teachers in the state are under review for use in Educator Preparation Programs as a summative instrument at candidate completion. The department chair is monitoring that review closely. If the state department approves the use of TESS for teacher candidates the department will consider adopting TESS for the internship assessment instrument. (CAEP R5.1, R5.4)</p> <p>Fall 2019 – Adoption of TESS for Internship Instrument (From WTEP Faculty Council Meeting Minutes) Dr. Wheelless explained the weakness in our current Internship Assessment to the faculty. Our current instrument does not have established validity and reliability. The proposal was put forth to adopt the Arkansas Teacher Excellence Support System (TESS) rubrics that are currently used by the state to evaluate all teachers in Arkansas. Dr. Wheelless explained that Arkansas has established the validity of the instrument. The TESS rubrics are based on the Danielson Framework for Teaching. Mrs. Neeley explained that the WTEP Intro to Teaching course uses the Danielson book, “A Framework for Teaching,” as the textbook for the course. There was some discussion from faculty. The faculty considered it a positive move since the instrument is validated and familiar to all teachers in the state. Dr. Wheelless explained that multiple universities in the state are already using the TESS rubrics for their internship assessment. A motion was made by Professor Gibbens and seconded by Laura Wooldridge to adopt the TESS rubrics as the instrument for evaluating teacher interns in the WTEP. Dr. Wheelless will create a Google Form for the pilot of the assessment in Spring 2020. (CAEP R5.1, R5.3, R5.4)</p> <p>Spring 2020 – TESS Pilot Decision (From WTEP Faculty Council Meeting on Zoom) <i>Due to the Covid crisis, classes were moved online and faculty were teaching from home. The faculty met briefly on Zoom, and the decision was made to continue with the pilot of TESS, but without involving the cooperating teachers due to the trauma all teachers are experiencing. The WTEP supervisors are all TESS trained because they hold Arkansas teaching licenses, so the pilot will go forward but will only include WTEP Internship Supervisors and candidate self-assessments for Domains 2 and 3. Since the state approved the use of Domains 2 and 3 as a replacement for the PLT Pedagogy requirement, the WTEP will conduct the pilot with those two domains. The pilot data can be reviewed in the data section of this document (link to pilot data) Faculty did not review the pilot data due to Covid interruptions in all meetings. The data were not compiled and staged because the Education Coordinator retired due to Covid.</i> (CAEP R5.1, R5.4)</p>

Continuous Improvement Timeline and Details,
continued

Beginning of Fall 2020 – The self-assessment TESS Domains Growth Chart assignment was added to ED 4063 Internship Seminar for the undergraduate program. The faculty member teaching ED 4603 Internship Seminar and the faculty member teaching ED 2203 Introduction to Teaching created the assignment directions. Candidates will rate themselves on the components of Domains 2 and 3 during the internship, and reflect on their growth. ([link to example below](#)) (CAEP R1.1, 1.2, R1.3, R3.2, R5.1, R5.3, R5.4)

End of Fall 2020

Exit Interview data revealed that candidates reflected deeply on their performance through the use of the growth chart to track their growth in the components of TESS Domains 2 and 3. ([link to example below](#)) The WTEP continued the growth chart assignment in Spring 2021. Candidate self-assessment ratings can be viewed below in the data section of this document. ([link to self-assessment data](#)) (CAEP R5.1, R5.3, R5.4)

The Education Coordinator and Education Department Chair/CAEP Coordinator met to review pilot data from TESS. They discussed the addition of Domains 1 and 4 to the evaluation to gather data aligned to all of the InTASC Standards. The concern was that some components of Domain 4 like maintaining accurate records (4b) and others might not be observed in the one-semester internship. The decision was made to include Domains 1 and 4 in the Spring 21 assessment and add an option for supervisors and teachers to choose, “no opportunity to observe this component.” The Education Department Chair created the new Google Form with all four domains included to be used in Spring 2021. The input of cooperating teachers and supervisors will be sought to determine the value of the Domain 4 data. (CAEP R5.1, R5.3, R5.4)

Spring 2021

The revised Google Form including Domains 1 and 4 was used by Cooperating Teachers and WTEP Internship Supervisors to evaluate interns. Data for three cycles for Domains 2 and 3 and one cycle of Domains 1 and 4 can be viewed on the tables below ([link](#)). The areas of domain four that were a concern to faculty did not seem difficult for cooperating teachers to evaluate using the TESS rubrics. Some of the internship supervisors from the WTEP did choose “no opportunity to observe” on 4b maintaining accurate records, 4c communicating with families, and 4d participating in a professional community. With just one cycle of data for domain four, no decisions could be made about the inclusion of the domain, so the Fall 2021 data collection will continue to collect data for all 4 Domains of TESS. At the beginning of Fall 2021, the WTEP will seek feedback from cooperating teachers who used the assessment in Spring 2021 to influence the decision to continue to assess all four domains. At the end of Fall 2021, the WTEP Leadership Team will revisit the value of including Domain 4 on the internship summative evaluation. (CAEP R5.1, R5.3, R5.4)

Improved data review process – The Education Coordinator will compile the ratings of cooperating teachers and WTEP Internship supervisors for the summative rating at the end of the internship semester. The Education Coordinator will stage the data in aggregate and disaggregated by program. Data will be disseminated through the Google Drive program data folders. Program Chairs will use the data folders to conduct review meetings with their program faculty at the beginning of

the fall semester. **Program faculty will complete a data review feedback form in Google Drive for each program to share their analysis of the data.** The CAEP Leadership Team and selected stakeholders from the Education Advisory Committee will meet to review the feedback forms from the program-level data review meetings, and decisions will be made based on the review of the data. If decisions require the action of the WTEP Faculty Council, the action items will be presented in a council meeting for discussion and vote. (CAEP R5.1, R5.3, R5.4)

Summer 2021

The Education Coordinator compiled and staged the TESS data for the three cycles Spring 2020, Fall 2020, and Spring 2021. The data were added to the program data folders for review in program meetings in early Fall 2021. (CAEP R5.1, R5.4)

Fall 2021

Program faculty will review the TESS data in early fall. Feedback forms will be submitted to the Education Coordinator. The CAEP Leadership Team and selected stakeholders from the Education Advisory Committee will meet to review the feedback forms from the program-level data review meetings, and decisions will be made based on the review of the data. The team will share the overall findings of the review at the WTEP Faculty Council meeting in mid-fall 2021. (CAEP R5.1, R5.3, R5.4)

Based on candidate feedback in the undergraduate program concerning the positive impact of using the growth chart to track their TESS growth, MAT program faculty have decided to adopt the TESS Domains Growth Chart assignment in Track 1 or Track II Clinical courses in Fall 2021. (CAEP R5.1, R5.4)

Arkansas TESS Domains and Components (Danielson Framework) from the [DESE Website](#)

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child development • Learning process • Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment • Clarity • Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom • To extend content knowledge • For students
- 1e Designing Coherent Instruction**
 - Learning activities • Instructional materials and resources
 - Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with outcomes • Criteria and standards
 - Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students • Student interaction with students
- 2b Establishing a Culture for Learning**
 - Importance of content • Expectations for learning and achievement
 - Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups • Transitions
 - Materials and supplies • Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations • Monitoring behavior • Response to misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
 - Accuracy • Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning • Non-instructional records
- 4c Communicating with Families**
 - About instructional program • About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues • Participation in school projects
 - Involvement in culture of professional inquiry • Service to school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues • Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

- 3a Communicating With Students**
 - Expectations for learning • Directions and procedures
 - Explanations of content • Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions • Discussion techniques • Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments • Student groups
 - Instructional materials and resources • Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria • Monitoring of student learning
 - Feedback to students • Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment • Response to students • Persistence

**Undergraduate Interaction with Teacher Excellence Support System (TESS) for Formative and Summative Assessment
 Preparation and Assessment in the WTEP from ED 2203 to Post-Graduate School District Teaching Evaluation**

TESS is an Arkansas state teacher assessment that mirrors the *Danielson Framework for Teaching* with four domains and 22 components. All in-service teachers in Arkansas are evaluated using the TESS Rubric Descriptors as mandated in [AR HB1424](#). The research-based Framework for Teaching was developed by Dr. Charlotte Danielson and includes four domains: Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

The use of TESS as a measure of teacher candidates’ pedagogical competence was **piloted in Arkansas** in the 2019-2020 academic year and formalized as a state-approved instrument for candidate pedagogical knowledge as an alternative to the Praxis PLT. **The WTEP piloted** the use of TESS as a formative and summative tool for pedagogical knowledge in Spring 2020. The chart below shows the progression of the use of the TESS domains and components from ED 2203 Introduction to Teaching throughout the program to the Exit Interview and beyond as a post-graduate assessment of teacher effectiveness used in every school district in Arkansas. The use of TESS as a tool for growth in content and pedagogical knowledge aligns with the WTEP mission for completers to be prepared as professional educators who are intentional, reflective, and growing professionally.

Program Milestone	Interaction with TESS Domains	Opportunities for Reflection and Feedback
ED 2203 Introduction to Teaching (Gate 1)	Candidates are introduced to the Teacher Excellence Support System Domains 1-4 and Components Candidates conduct a hands-on, interactive crosswalk group activity in which they collaborate to create a crosswalk between InTASC standards and TESS components Candidates reflect on their current understanding and choose a single domain on which to focus their professional growth during ED 2203 Candidates observe in area classrooms, and identify strengths and weaknesses of in-service teachers that align with the TESS components.	Informal self-assessment of components and response on Google Form to the following question for all Domains 1-4: <i>“Please select the component of each domain in which you would like to experience the most growth during your college experience.”</i> PGP Assignment – Choose a TESS domain, plan and complete professional development, and submit artifacts at the completion of ED 2203 Feedback is provided by the WTEP Faculty teaching ED 2203
WTEP Education Courses (Gate 2)	Education courses are aligned to TESS domains and components. Students interact with the components of Domains 1-4 through key assignments aligned to TESS	Candidates’ assignments are scored with rubrics aligned to TESS domains and components. Reflection occurs through course discussion and peer and faculty feedback on scored rubrics Examples: <ul style="list-style-type: none"> • ED 4183 Integrated Methods Unit/Classroom Management Plan • GS 3213 Science for Teachers 5E Lesson Planned and Taught • ED 4333 Ed Tech Google Site Page with TESS Standards and Reflection on Use of Technology to address TESS
Capstone Course ED 4113 Study of the School (Gate 3)	TESS Training – State of Arkansas-approved TESS training is conducted by WTEP faculty for Domains 1-4 Candidates view video exemplars of each component, view sample artifacts of each component, attend a Zoom session with the Arkansas Office of Educator Effectiveness to learn more about how TESS is used to evaluate in-service teachers in Arkansas.	Course Assignments Aligned Specifically with TESS Domains 1-4 Examples: <ul style="list-style-type: none"> • Capstone Professional Development Project (PGP) candidates set a personal learning goal and attend PD throughout the semester • Diverse Learner Project field experience in Newport School District is aligned to TESS Domains and Components Feedback is provided by the WTEP Faculty teaching ED 4113

	Candidates are made aware of the TESS domains, components, and rubric performance levels. Candidates identify evidence of TESS components in teaching videos.	
ED 4526 Clinical Internship I <i>Formative ratings</i> ED 4536 Clinical Internship II <i>Summative ratings</i> (Internship I and II occur in sequence in a single semester and concurrent to ED 4603 Internship Seminar) (Gate 5)	Candidates are full-time clinical interns in a partnership school district directed by a cooperating teacher and supported by a WTEP Internship Supervisor. Arkansas requires that all cooperating teachers must have scored at either the Effective or Highly Effective performance levels on each TESS Domain (AR mandate)	Cooperating Teachers (CT) – formative and summative ratings on Domains 1-4 AND WTEP Internship Supervisor – formative and summative ratings on Domains 1-4 Domain 1: Planning Domain 2 – The Classroom Environment Domain 3 – Instruction Domain 4: Professional Responsibilities Feedback is provided by the WTEP Internship Supervisor and CT
ED 4526 Clinical Internship I (Gate 5)	Candidates teach and create a video of one lesson in the first placement of their internship Candidates reflect on their teaching practice in the video and tag evidence of two components of their choosing from TESS Domains 2 and 3	Candidates upload to their Google Site Portfolio a 15-minute excerpt of their teaching video along with a Google Document of timestamped evidence of the two chosen TESS components from Domains 2 and 3 Feedback on video evidence is provided by the WTEP Internship Supervisor
ED 4603 Internship Seminar (concurrent to clinical internship) (Gate 5)	Faculty member teaching ED 4603 conducts final TESS training. Candidates view artifacts and complete a collaborative class activity identifying TESS components in a video lesson Candidates track their growth in both Domain 2 – The Classroom Environment And Domain 3 – Instruction Candidates complete Google Forms for the ratings and complete a TESS Domains Growth Chart on a Google Document	Candidate self-assessment of Domains 2 and 3: Beginning, Formative, and Summative ratings during the internship semester on a Google Form. Candidates complete a TESS Domains Growth Chart on which they track their progress from the beginning, middle, and end of the clinical internship, and reflect on their growth. Feedback on the TESS Domains Growth Chart is provided by the WTEP Internship Supervisor and WTEP Faculty member teaching ED 4603
WTEP Exit Interview (Gate 6)	Candidates reflect upon the self-assessment ratings in Domains 2 and 3 that they tracked from beginning to completion of internship in ED 4603	Exit Interview – Candidates present their TESS Growth Chart on which they tracked their beginning, formative, and summative ratings with written reflections about their growth throughout the internship. Questions include: 1. In what components of TESS have you experienced the most growth during internship? 2. What components of TESS are areas of weakness for you, and how can you continue to address them? Candidates present excerpts of their teaching video from ED 4526 in the Exit Interview and discuss their evidence of TESS components. Feedback is provided by the WTEP Ed. Department Chair
Post-graduate	<i>Novice Teacher Survey</i> administered by AR Department of Elementary and Secondary Education (DESE)	

<p>Teaching in Arkansas Schools Years 1-3 and beyond</p>	<p>Survey administered to teachers in Years 1-3 of their careers through the Educational Cooperatives' Novice Teacher Mentoring Program After year 3, districts use the TESS rubric as an assessment of teaching effectiveness.</p>	<p>AR DESE Survey of WTEP graduates who are in Years 1-3 of teaching Completers rate their level of preparation in the WTEP for each of the 4 TESS Domains and 22 Components Data provided to WTEP by DESE No feedback is provided to candidates from Arkansas DESE on survey responses</p>
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**Graduate Interaction with Teacher Excellence Support System (TESS) for Formative and Summative Assessment
 Preparation and Assessment in the MAT from MAT 5013 to Post-Graduate School District Teaching Evaluation**

TESS is an Arkansas state teacher assessment that mirrors the *Danielson Framework for Teaching* with four domains and 22 components. All in-service teachers in Arkansas are evaluated using the TESS Rubric Descriptors as mandated in [AR HB1424](#). The research-based Framework for Teaching was developed by Dr. Charlotte Danielson and includes four domains: Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

The use of TESS as a measure of teacher candidates’ pedagogical competence was **piloted in Arkansas** in the 2019-2020 academic year and formalized as a state-approved instrument for candidate pedagogical knowledge as an alternative to the Praxis PLT. **MAT candidates were** evaluated utilizing the TESS Domains for pedagogical knowledge in Spring 2020. The chart below shows the progression of the use of the TESS domains and components from MAT 5013 Educational Characteristics throughout the program to the Internship during Track I or Track II and beyond as a post-graduate assessment of teacher effectiveness used in every school district in Arkansas. [The use of TESS as a tool for growth in pedagogical knowledge aligns with the WTEP mission for completers to be prepared as professional educators who are intentional, reflective and growing professionally.](#)

Program Milestone	Interaction with TESS Domains in the MAT	Opportunities for Reflection and Feedback
<p>Admission to the Program Assignment to Track I or II</p> <p>MAT 5013 Educational Characteristics (MAT Gate 1)</p>	<p>Candidates are introduced to the Teacher Excellence Support System Domains 1-4 and Components throughout the program</p> <p>Candidates are prepared for the Track I or II requirement to select exemplary artifacts of products, teaching performances, and presentations that demonstrate their understanding of TESS</p> <p>Candidates reflect on their current understanding of Domains 1-4 and will work with the Dean of Online and Graduate Studies as well as their principal to create a Professional Growth Plan</p>	<p>Informal self-assessment of components and response on Google Form to the following question for all 4 Domains: <i>“Please select the component of each domain in which you would like to experience the most growth during your college experience.”</i></p> <p>PGP Assignment – Choose a TESS domain, plan and complete professional development, and submit artifacts at the completion of Track I or II</p> <p>Feedback is provided by the Dean and the administration concerning their TESS evaluations in Track I or II</p>
<p>MAT Courses (MAT Gates 2 and 3)</p>	<p>The MAT courses are aligned to TESS domains and components. Students interact with the components through key assignments aligned to TESS</p> <p>Candidates will be proficient in all coursework which will illustrate their understanding of the TESS Domains 1-4.</p>	<p>Candidates’ assignments are scored with rubrics aligned to TESS domains and components. Reflection occurs through course discussion and peer and faculty feedback on scored rubrics</p> <p>Courses are offered on a rotating basis in 8-week segments over two years. TESS is introduced during MAT 5013 Educational Characteristics. Elements of TESS are integrated into all courses. The TESS rubric moves to the application stage in Track I or Track II.</p>
<p>ED 5113 Clinical Track I <i>OR</i> ED 5123 Clinical Track II</p> <p>TESS Competency Application</p>	<p>TESS Evaluations</p> <p>All candidates submit video exemplars of each component, and then they attend a Zoom session with the Dean to discuss their performance. Candidates learn how TESS is utilized to evaluate in-service teachers in Arkansas.</p> <p>Candidates develop a deeper understanding of the TESS domains, components, and rubric performance levels. Candidates identify evidence of TESS components in teaching videos, which they will submit as part of the course requirements in Track I or Track II.</p>	<p>Course Assignments Aligned Specifically with TESS Domains 1-4</p> <p>Examples:</p> <ul style="list-style-type: none"> • Students complete the Capstone Professional Development Project (PGP), which aligns with all four components of TESS • Diverse Learning Experience – Students will gain experience within the classrooms as the “teacher of record” or with a Master Teacher

<p>(MAT Gate 4)</p>	<p>Track II -- Candidates are full-time clinical interns in a partnership school district directed by a cooperating teacher who must be scoring in either the Effective or Highly Effective performance levels on each TESS Domain (AR mandate) and that have at least three years of experience with a Master’s Degree OR Track I -- Candidates are the full-time “teacher of record” in a partner school district. They are receiving a salary from the district and typically hold a provisional AR teaching license.</p>	<p>Feedback is provided by the Dean and the Principal of the School during the Track I course and the Dean and the Master Teacher during the Track II courses: Domain 1: Planning Domain 2 – The Classroom Environment Domain 3 – Instruction Domain 4: Professional Responsibilities</p>
<p>Fulfill All MAT program requirements</p> <p>Complete Capstone Assignment</p> <p>Complete Disposition and Compare & Reflect assignment aligned to TESS</p> <p>(Gate 5)</p>	<p>Candidates teach and create four videos of lessons during their internship in Track I or Track II</p> <p>Candidates reflect on their teaching practice in the video and tag evidence of two components of their choosing from TESS Domains 2 and 3</p> <p>Candidates will state their <i>grows</i> (weaknesses) and <i>glows</i> (strengths) from each video</p> <p>Candidates will complete an assessment of their professional dispositions in a Google Form to be analyzed by the graduate faculty and stakeholders.</p> <p>Students will complete the compare and reflect assignment to compare their disposition ratings with the faculty member ratings.</p>	<p>Candidates upload their videos in the course framework. They reflect on the learning from the first video to the second video during each 8-week course. Candidates track their growth in both Domain 2 – The Classroom Environment And Domain 3 – Instruction</p> <p>Track I the “teacher of record”- Feedback on video evidence is provided by the Dean and the Principal</p> <p>Track II internship -- Feedback on video evidence is provided by the Dean and the Master Teacher in the partnership school district</p> <p>Feedback on the TESS Domains Growth Chart is provided by the Dean and the Master Teacher during Track I or Track II</p> <p>After all submissions, the Dean signs off on all requirements of completion</p>
<p>Complete and submit WBU end of program survey</p> <p>Agreement to Submit TESS evaluations for post-graduate (Year 1-2-3)</p> <p>(Gate 6)</p>	<p>Candidates write a paragraph illustrating their understanding of submitting all EdReflect evaluations for years 1-2-3 after graduation</p> <p>Candidates state they will keep in touch with the Dean at WBU for the next three years after graduation</p>	<p>Candidates provide feedback on their progress in understanding the TESS Domains and how they are evaluated in the classroom.</p> <p>Candidates specifically discuss their strengths and weaknesses in the TESS Domains.</p> <p>Candidates provide suggestions to assist in improving the understanding of the TESS Domains</p>
<p>Post-graduate</p>	<p><i>Novice Teacher Survey</i> administered by AR Department of Elementary and Secondary Education (DESE)</p>	<p>AR DESE Survey of Years 1-3 teachers who rate their level of preparation in the WTEP for each of the 4 TESS Domains and 22 Components</p>

Teaching in Arkansas Schools Years 1-3 and beyond	Survey administered to teachers in Years 1-3 of their careers through the Educational Cooperatives' Novice Teacher Mentoring Program After year 3, districts use the TESS rubric as an assessment of teaching effectiveness.	Data provided to WBU by DESE No feedback is provided to candidates from Arkansas DESE on survey responses
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Example of Internship Video Annotation with Time Stamped TESS Components

Internship Video Analysis – TESS 2d and 3e

Introduction

Video Topic/Subject: Calendar Time into Math Block

Grade Level: Kindergarten at Alma Spikes Elementary

Cooperating Teacher: [REDACTED]

Time: 8:17-31:11

Focus TESS Domains: **2D**: Managing Student Behavior & **3E** Demonstrating Flexibility and Responsiveness

Annotations of TESS Evidence

9:40-10:11 & 13:20-15:17: **3A**- In this time stamp, I expect students to listen, and then I explain why this content has a particular place, and used with the daily charts for cues for the students to understand. Note that I use the charts to show the students what concepts need to be learned.

13:00-15:17: **2C**- transitions are good from one concept into another/smooth flow. This time stamp shows transitions. I use transitions to go from one concept to the next so the lesson has a smooth flow and the children stay engaged.

13:20-15:09: **3E**- On this time stamp, I use persistence to stay on task for a lesson even while students are distracted. It is important for me to keep teaching so other students can see that the lesson is crucial for learning.

14:59-15:13: **3C**- This time stamp shows the use of hands over their eyes. This gives me time to get the item for the questions ready. This allows the students to interact with lesson content and have fun.

15:13-18:00: **3C**- In this time stamp I use instructional materials/coins to be identified and sings jingles. Note that I use the materials/coins that are magnetized to the board for reference with the lesson and student understanding.

15:18-16:44: **3E**- This time stamp shows students singing the jingle to learn useful everyday information. Note, it is another way to learn everyday information for students and I sing along to show the importance of this information.

15:18-15:34: **3E**- This time stamp shows redirection of students to listen and to stay on task. Note, I talk about why we need to learn things and it is important to stay on task.

- 15:30-15:35: **2D**- This time stamp shows discipline for a student. I have him go back to his seat with a counting method. I also show persistence at staying on task and keeping the lesson flowing.
- 16:23-17:18: **2D**- In this time stamp, I let the students know what is expected while teaching. I like to keep the students engaged and try to explain why they need to learn certain criteria.
- 16:40-17:33: **2B**- This enthusiastic time stamp shows that the students are excited about counting to 100 in their 10's. I make it challenging by choosing students that are confident with the information and I use a sense of mystery because the students do not know who will be called on from 10 to 100.
- 18:30-19:14: **3D**- This time stamp shows me asking informal questions to check for understanding of the students. This allows me to know if the students are showing knowledge of the lesson.
- 20:44-21:05: **2D**- This time stamp shows discipline again. It redirects the student's attention back to the teacher and gets the student back to the seat. It is important for me to keep the students on task so learning can take place and the student knows they are to stay on task.
- 21:44-22:00: **2D**- The time stamp shows students walking to get pencils sharpened and I remind them of the rule. Repetition is important for students and they must be reminded to follow the rules for safety in the classroom.
- 26:48-31:22: **2A**: This time stamp shows positive expectations. I move around the room, and say positive comments with verbal cues and helpful questioning so the students know to stay on task. Students use a specific paper at the table and I walk around and give positive comments/encouragement to students.

Example -- TESS Growth in Domains 2 and 3 Candidate Self-Assessment Spring 21 Internship

Please use your ratings on the beginning, formative, and summative TESS self-evaluations to compile the data on the chart below. Each rating in the chart should be the rating you gave yourself on the self-evaluation. If you do not have those ratings, reach out to Mrs. Austin, and she will send you the ratings you submitted. Reflect on your growth in the reflections column. Then, share this chart with your WBU supervisor to obtain his/her feedback in the comments. If you have areas in which your ratings do not show growth, explain your thoughts about why and include ideas or resources for your continued growth in that component.

WBU Supervisors: After the intern has completed this chart, please use the comments feature to provide any feedback you have for the intern. This might include affirming the ratings or offering ideas for continued growth in some areas.

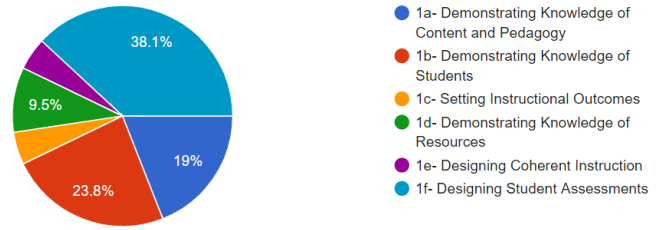
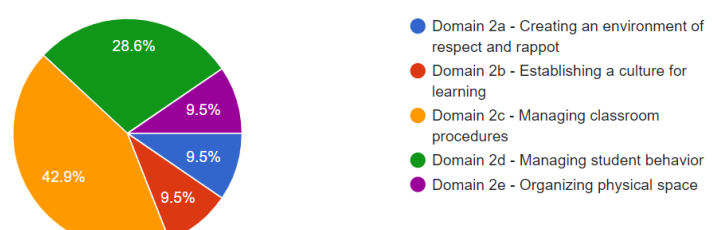
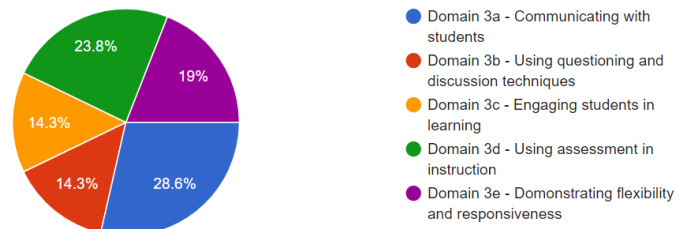
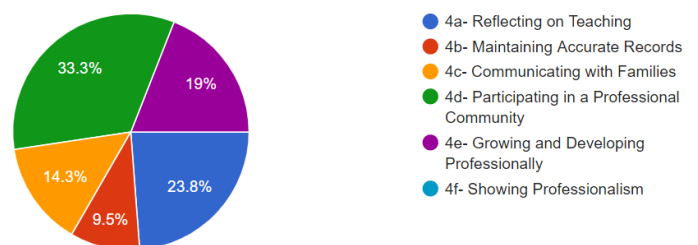
TESS Domain/ Component Domain 2 Classroom Environment Domain 3 Instruction	Intern Self-Eval. Rating Beginning (First seminar) Ineffective, Progressing, Effective, or Highly Effective	Intern Self-Eval. Rating Formative (End of First Placement) Ineffective, Progressing, Effective, or Highly Effective	Intern Self-Eval. Rating Summative (End of Second Placement) Ineffective, Progressing, Effective, or Highly Effective	<div style="text-align: center;">Intern Reflections</div> Consider your ratings for each TESS component and share your thoughts about how you have grown. Note: If there are components in which you did not show growth, share your thoughts about why and include ideas or resources for your continued growth in that component.
2a Creating an environment of respect and rapport	Effective	Highly Effective	Highly Effective	In domain 2a I rated myself effective and highly effective because my interactions with the students were in a good and respectful manner. In the beginning I just got comfortable with the students and talked about why I was in class with them. Further on when it became my time to teach I had more interactive conversations and I tried to make a healthy relationship between student and teacher.
2b Establishing a culture for learning	Progressing	Effective	Effective	I chose to rate myself as progressing during the beginning stage since I was still getting my foot in the door, and I didn't have much confidence in my teaching. I proceeded to an effective level for my other ratings because I had more of an understanding and had seen examples of an effective culture. I didn't move to a highly effective level because I didn't obtain high levels of student and teacher energy during class. There was commitment to the work, but the students didn't show much passion. I should have motivated the students better.
2c Managing classroom procedures	Ineffective	Effective	Effective	I was ineffective in the beginning because I was unsure of techniques that would be most effective in the PE environment. I became effective after observing many classes and different teachers. I incorporated many tips that they gave to me, such as making sure all the students are kept busy and they don't have to wait in long lines, as well as setting up the activities early and before the students get there if possible. Another tip I learned along the

				way is to make sure to have an instructional period at the beginning and before I give them any type of object that can distract them.
2d Managing student behavior	Progressing	Progressing	Progressing	I stayed progressing throughout the entire process because I didn't have a consistent result with managing the students. Some classes or days were better than others, but I found it difficult to catch and keep their attention for long time periods. The gym atmosphere is hard because I have to make sure everyone can hear me as well as understand what I am instructing. I had to repeat myself a lot, but I made sure to let the students ask questions before we started an activity. 7 Tips for Effective Classroom Management in Physical Education (gophersport.com) Behavior Management in Physical Education The PE Project
2e Organizing physical space	Effective	Highly Effective	Highly Effective	I was effective and highly effective with organizing the physical space during class. I made sure to space out groups, and set up the equipment while keeping in mind the amount of space there was. This is an important area for PE because there is so much physical space available, and things will work more efficiently if everything is organized and spaced out well enough. I gave myself a high rating because I used these techniques every day in class.
3a Communicating with students	Progressing	Highly Effective	Highly Effective	I was highly effective in this area by being responsive to my students and offering them the information they need in order to participate each day and improve their skills. Communication affects the whole classroom atmosphere because if there is no communication, then students are not being motivated or challenged.
3b Using questioning and discussion techniques	Progressing	Effective	Effective	I was effective in using these techniques because I did question my students, and made time for competency questions throughout the lessons. Looking back I could have taken advantage of more learning opportunities, so that's why I stayed effective. I understand the importance of this section because it makes the students apply the lesson to their life and they must think critically.
3c Engaging students in learning	Progressing	Effective	Progressing	I went from effective back to progression because while I was at Walnut Ridge I struggled with getting the high school students engaged in the learning. I was more focused on getting the students involved in the activity rather than pushing them to reach a higher level of learning. I found some resources that could help me in this area in the future. How to Get Your Students Motivated in PE Advancement Courses
3d Using assessment in instruction	Progressing	Progressing	Progressing	I stayed at a progressing level because I mainly did formative assessment during the lessons, and monitored student's skills. I

				<p>would let the students know what areas to focus on during the activity, but I didn't consistently let them know what they were being evaluated on. I did more research and found some effective ways to incorporate assessment during class.</p> <p>Assessment For Learning In Physical Education (thephysicaleducator.com)</p> <p>Assessment In Physical Education The PE Project</p>
3e Demonstrating flexibility and responsiveness	Effective	Effective	Effective	<p>I stayed effective throughout my internship by paying attention to my students, and doing my best to find learning opportunities that came along organically. I did not move to a highly effective level because I didn't use a wide range of instructional strategies.</p> <p>Instructional Strategies – For the Teachers</p>

ED 2203 Introduction to Teaching – TESS Areas for Growth Identified by Candidates in Spring 2021 Course

Candidates in ED 2203 Introduction to Teaching reflect on their current understanding of TESS Domains 1-4 to choose an the component of each domain in which they need to experience the most growth in their WTEP program experience. ED 2203 is the candidates’ first exposure the TESS Domains as shown on the Timeline for Interaction with TESS ([link](#)).

<p><b style="color: red;">Domain 1: Planning and Preparation Areas for Growth Identified in ED 2203</p> <p>Please select below the component of Domain 1 in which you would like to experience the most significant growth during your college experience.</p> <p>21 responses</p>  <ul style="list-style-type: none"> ● 1a- Demonstrating Knowledge of Content and Pedagogy ● 1b- Demonstrating Knowledge of Students ● 1c- Setting Instructional Outcomes ● 1d- Demonstrating Knowledge of Resources ● 1e- Designing Coherent Instruction ● 1f- Designing Student Assessments 	<p><b style="color: red;">Domain 2: The Classroom Environment Areas for Growth Identified in ED 2203</p> <p>Please select below the component of Domain 2 in which you would like to experience the most significant growth during your college experience.</p> <p>21 responses</p>  <ul style="list-style-type: none"> ● Domain 2a - Creating an environment of respect and rapport ● Domain 2b - Establishing a culture for learning ● Domain 2c - Managing classroom procedures ● Domain 2d - Managing student behavior ● Domain 2e - Organizing physical space
<p><b style="color: red;">Domain 3: Instruction Areas for Growth Identified in ED 2203</p> <p>Please select below the component of Domain 3 in which you would most like to experience the most significant growth during your college experience.</p> <p>21 responses</p>  <ul style="list-style-type: none"> ● Domain 3a - Communicating with students ● Domain 3b - Using questioning and discussion techniques ● Domain 3c - Engaging students in learning ● Domain 3d - Using assessment in instruction ● Domain 3e - Demonstrating flexibility and responsiveness 	<p><b style="color: red;">Domain 4 Professional Responsibilities Areas for Growth Identified in ED 2203</p> <p>Please select below the component of Domain 4 in which you would most like to experience the most significant growth during your college experience.</p> <p>21 responses</p>  <ul style="list-style-type: none"> ● 4a- Reflecting on Teaching ● 4b- Maintaining Accurate Records ● 4c- Communicating with Families ● 4d- Participating in a Professional Community ● 4e- Growing and Developing Professionally ● 4f- Showing Professionalism

WTEP Internship Cooperating Teacher Summative TESS Evaluation

Cooperating Teacher Evaluation of TESS Domains at Program Exit

3 Cycles of Aggregate Data for Undergraduate Programs

TESS Domain	Survey Indicator Scale: 1=Ineffective, 2=Progressing, 3=Effective, 4=Highly Effective	Spring 2020 <i>n=10</i> <i>See Below for Data</i> <i>Previous assessment was used</i>	Fall 2020 <i>n = 6</i> Covid Semester	Spring 2021 <i>n = 11</i>
TESS Domain 1	Planning and Preparation		Mean Scores	Mean Score
1a	Demonstrating knowledge of content & pedagogy	Previous Assessment	Domains 1 and 4 were	3.4
1b	Demonstrating knowledge of students	TESS was not used by	not assessed in Fall 20	3.1
1c	Setting instructional outcomes	CTs until Fall 2020	*	3.1
1d	Demonstrating knowledge of resources	due to Covid	*	3.4
1e	Designing coherent instruction	Data for Spring 2020	*	3.1
1f	Designing student assessments	is below	*	3.1
	Mean Domain 1		*	3.2
TESS Domain 2	Classroom Environment		Mean Score	Mean Score
2a	Creating an environment of respect and rapport	See data for Spring	3.5	3
2b	Establishing a culture for learning	2020 Below	3.2	2.9
2c	Managing classroom procedures		3	2.6
2d	Managing student behavior		3	2.5
2e	Organizing physical space		2.8	2.8
	Mean Domain 2	2.96	3.10	2.76
TESS Domain 3	Instruction		Mean Score	Mean Score
3a	Communicating with students	See data for Spring	3.2	2.7
3b	Using questioning and discussion techniques	2020 Below	2.5	2.6
3c	Engaging students in learning		2.8	2.7
3d	Using assessment in instruction		2.8	2.6
3e	Demonstrating flexibility and responsiveness		3	2.7
	Mean Domain 3	3.00	2.86	2.66
TESS Domain 4	Professional Responsibility			Mean Score
4a	Reflecting on teaching	See data for Spring	Domains 1 and 4 were	3.3

4b	Maintaining accurate records	2020 Below	not assessed in Fall 20	3.1
4c	Communicating with families		*	2.9
4d	Participating in a professional community		*	3.2
4e	Growing and developing professionally		*	3.1
4f	Showing professionalism		*	3.3
Mean Domain 4			*	3.15

Qualitative Comments from Cooperating Teachers Spring 21

Comments - Your feedback is valuable to us - please add any information that would be helpful to the intern or the WBU supervisor.

Cooperating Teacher Comments

Kyla is ready to step into a classroom at this minute. She is organized, works very hard, and is reliable and creative. If this is the quality of intern that Williams produces, then it should be very proud. I am so grateful for the work that she has done for GCT.

I would hire Mr. Helvey immediately. He has an exceptional work ethic, he is committed to growing as a teacher, he receives and implements feedback professionally, and genuinely cares about his subject matter and students.

I greatly enjoyed hosting Chasaty. She is a hard worker, flexible, animated, and strives to make improvements. If I offered feedback in the first block she would act upon that feedback in the remaining instructional blocks. She will continue to grow with additional support in classroom management and assessment.

Mrs. Williamson was a pleasure to work with. She is very self-motivated and open to suggestions. She is always willing to jump in and help. (ex. A student from study hall wants to join basketball, so while I had practice, she took the student and worked with her on basic skills without being asked to). Mrs. Williamson is always prepared and on time for class. She has a fantastic attitude, which is contagious. The students love her and are sad to see her go. She is the most prepared intern I have ever had (and I've had a lot). Mrs. Williamson will be an asset to any school district. If I had the ability to hire her, I would. Her passion for physical education and her students is very evident daily. Mrs. Williamson is going to be a fabulous physical education teacher!

I was very impressed by Karly as a student intern. She was very comfortable teaching and working with the students from day 1. She planned engaging lessons that the students enjoyed. I enjoyed her and so did the kids.

Kelsey is genuinely concerned about student achievement and works to make sure everyone has the opportunity to excel in skill levels while having fun in her classroom.

Spring 2020 WTEP Internship Cooperating Teacher Summative Evaluation Previous Assessment

Cooperating Teacher Evaluation of Interns at Program Exit

1 Cycle of Aggregate Data for Undergraduate Programs N=10

4 = Exceptional, consistently exceeds performance standards 3 = Acceptable/Adequate, meets the average performance standards

2 = Needs improvement, is inconsistent in meeting minimum performance standards 1 = Unsatisfactory, does not meet minimum performance standards

A1: Becomes familiar with relevant aspects of students' background knowledge and experiences	3.1
A2: Articulates clear learning goals for the lesson that are appropriate to the students	3.3
A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	3.5
A4: Creates or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson	3.2
A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lessons	3.2
B1: Creates a climate that promotes fairness	3.8
B2: Establishes and maintains rapport with students	3.7
B3: Communicates challenging learning expectations to each student	3.2
B4: Establishes and maintains consistent standards of classroom behavior	3.2
B5: Makes the physical environment as safe and conducive to learning as possible	3.5
C1: makes learning goals and instructional procedures clear to students	3.3
C2: Makes content comprehensible to students	3.3
C3: Encourages students to extend their thinking	3.2
C4: Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts learning activities as the situation demands	3.2
C5: Uses instructional time effectively	3.5
D1: Reflects on the extent to which the learning goals were met	3.2
D2: Demonstrates a sense of efficacy (is tenacious in helping students achieve learning objectives)	3.2
D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	3.6
D4: Communicates with parents or guardians about student learning	3.0

WTEP Cooperating Teacher Summative TESS Evaluation - Disaggregated by Program

Cooperating Teacher Evaluation of TESS Domains at Program Exit

The following pages include Cooperating Teacher Internship Evaluations for all undergraduate programs with completers in Spring 2020, Fall 2020, or Spring 2021. Programs included are: Elementary K-6, Health & PE K-12, Middle Level Math/Science 4-8, Secondary Social Studies 7-12, Art K-12, Secondary English 7-12, and Middle Level Literacy/Social Studies 4-8.

Programs not included: Music Education K-12 (no completers in the 3 cycles)

Data were not disaggregated by race because there was no diversity in these three cycles of data. In an effort toward continuous improvement and to inform programs, beginning in Fall 2021, the data will be disaggregated by gender and first generation college student designation.

Elementary K-6 Education

TESS Evaluations by Cooperating Teachers

Standards Alignment	Survey Indicator Scale: 1=Ineffective, 2=Progressing, 3=Effective, 4=Highly Effective	Spring 2020 (pilot) <i>n</i> = 4	Fall 2020 <i>n</i> = 3	Spring 2021 <i>n</i> = 4
TESS Domain 1	Planning and Preparation			Mean Score
1a	Demonstrating knowledge of content & pedagogy	Previous Assessment	Domains 1 and 4 were not assessed in Fall 20	2.7
1b	Demonstrating knowledge of students	TESS was not used by	*	2.7
1c	Setting instructional outcomes	CTs until Fall 2020	*	2.7
1d	Demonstrating knowledge of resources	due to Covid	*	2.7
1e	Designing coherent instruction	Data for Spring 2020	*	2.5
1f	Designing student assessments	is below	*	2.7
	Mean of Domain 1	*	*	2.66
TESS Domain 2	Classroom Environment		Mean Score	Mean Score
2a	Creating an environment of respect and rapport	See data for Spring	3.3	3
2b	Establishing a culture for learning	2020 Below	3	3
2c	Managing classroom procedures		3	2.7
2d	Managing student behavior		3	2.5
2e	Organizing physical space		2.7	3
	Mean of Domain 2		3.0	2.84
TESS Domain 3	Instruction		Mean Score	Mean Score
3a	Communicating with students	See data for Spring	3	3
3b	Using questioning and discussion techniques	2020 Below	2.3	2.5

3c	Engaging students in learning		3	3
3d	Using assessment in instruction		2.7	2.5
3e	Demonstrating flexibility and responsiveness		2.7	2.5
	Mean of Domain 3		2.34	2.70
TESS Domain 4	Professional Responsibilities	Mean Score	Mean Score	Mean Score
4a	Reflecting on teaching	Previous Assessment	Domains 1 and 4 were not assessed in Fall 20	2.5
4b	Maintaining accurate records	TESS was not used by	*	2.7
4c	Communicating with families	CTs until Fall 2020	*	2.3
4d	Participating in a professional community	due to Covid	*	3
4e	Growing and developing professionally	Data for Spring 2020	*	2.7
4f	Showing professionalism	is below	*	3
	Mean of Domain 4			2.70

Spring 2020 WTEP Internship Cooperating Teacher Summative Evaluation **Previous Assessment**
Cooperating Teacher Evaluation of Interns at Program Exit
Disaggregated by Program
Elementary K-6, N=4

4 = Exceptional, consistently exceeds performance standards 3 = Acceptable/Adequate, meets the average performance standards
 2 = Needs improvement, is inconsistent in meeting minimum performance standards 1 = Unsatisfactory, does not meet minimum performance standard

A1: Becomes familiar with relevant aspects of students' background knowledge and experiences	3.25
A2: Articulates clear learning goals for the lesson that are appropriate to the students	3.5
A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	3.75
A4: Creates or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson	3.25
A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lessons	3.25
B1: Creates a climate that promotes fairness	4
B2: Establishes and maintains rapport with students	3.5
B3: Communicates challenging learning expectations to each student	3.5
B4: Establishes and maintains consistent standards of classroom behavior	3.5
B5: Makes the physical environment as safe and conducive to learning as possible	3.75
C1: makes learning goals and instructional procedures clear to students	3.5
C2: Makes content comprehensible to students	3.5
C3: Encourages students to extend their thinking	3.5
C4: Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts learning activities as the situation demands	3.5
C5: Uses instructional time effectively	3.75
D1: Reflects on the extent to which the learning goals were met	3.5
D2: Demonstrates a sense of efficacy (is tenacious in helping students achieve learning objectives)	3.5
D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	3.75
D4: Communicates with parents or guardians about student learning	3

WTEP Cooperating Teacher Summative TESS Evaluation - Disaggregated by Program

Cooperating Teacher Evaluation of TESS Domains at Program Exit

Health & Physical Education K-12

Standards Alignment	Survey Indicator Scale: 1=Ineffective, 2=Progressing, 3=Effective, 4=Highly Effective	Spring 2020 (<i>pilot</i>) <i>n</i> = 2	Fall 2020 <i>n</i> = 0	Spring 2021 <i>n</i> = 4
TESS Domain 1	Planning and Preparation			Mean Score
1a	Demonstrating knowledge of content & pedagogy	Previous Assessment		3.5
1b	Demonstrating knowledge of students	TESS was not used by		3
1c	Setting instructional outcomes	CTs until Fall 2020		3.5
1d	Demonstrating knowledge of resources	due to Covid		3.5
1e	Designing coherent instruction	Data for Spring 2020		3.5
1f	Designing student assessments	is below		3.3
	Mean of Domain 1	*		3.33
TESS Domain 2	Classroom Environment			Mean Score
2a	Creating an environment of respect and rapport	See data for Spring		3.8
2b	Establishing a culture for learning	2020 Below		3.5
2c	Managing classroom procedures			3
2d	Managing student behavior			3
2e	Organizing physical space			3.3
	Mean of Domain 2			3.32
TESS Domain 3	Instruction			Mean Score
3a	Communicating with students	See data for Spring		3.8
3b	Using questioning and discussion techniques	2020 Below		3.5
3c	Engaging students in learning			3
3d	Using assessment in instruction			3
3e	Demonstrating flexibility and responsiveness			3.3
	Mean of Domain 3			3.32
TESS Domain 4	Professional Responsibilities	Mean Score		Mean Score

4a	Reflecting on teaching	Previous Assessment		3.5
4b	Maintaining accurate records	TESS was not used by		3.3
4c	Communicating with families	CTs until Fall 2020		3
4d	Participating in a professional community	due to Covid		3.3
4e	Growing and developing professionally	Data for Spring 2020		3.3
4f	Showing professionalism	is below		3.5
	Mean of Domain 4			3.31

Spring 2020 WTEP Internship Cooperating Teacher Summative Evaluation Previous Assessment
Cooperating Teacher Evaluation of Interns at Program Exit
Disaggregated by Program
Health & Physical Education K-12, N=2

4 = Exceptional, consistently exceeds performance standards 3 = Acceptable/Adequate, meets the average performance standards
 2 = Needs improvement, is inconsistent in meeting minimum performance standards 1 = Unsatisfactory, does not meet minimum performance standards

A1: Becomes familiar with relevant aspects of students' background knowledge and experiences	3
A2: Articulates clear learning goals for the lesson that are appropriate to the students	3.5
A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	3.5
A4: Creates or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson	3.5
A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lessons	3.5
B1: Creates a climate that promotes fairness	4
B2: Establishes and maintains rapport with students	4
B3: Communicates challenging learning expectations to each student	3
B4: Establishes and maintains consistent standards of classroom behavior	3
B5: Makes the physical environment as safe and conducive to learning as possible	4
C1: makes learning goals and instructional procedures clear to students	3.5
C2: Makes content comprehensible to students	3.5
C3: Encourages students to extend their thinking	3
C4: Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts learning activities as the situation demands	3
C5: Uses instructional time effectively	4
D1: Reflects on the extent to which the learning goals were met	3
D2: Demonstrates a sense of efficacy (is tenacious in helping students achieve learning objectives)	3
D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	4
D4: Communicates with parents or guardians about student learning	3

WTEP Cooperating Teacher Summative TESS Evaluation - Disaggregated by Program
Cooperating Teacher Evaluation of TESS Domains at Program Exit
Middle Level Math/Science 4-8

TESS Domains	Survey Indicator Scale: 1-Ineffective, 2 – Progressing, 3 – Effective, 4 – Highly Effective	Spring 2020 <i>n=1</i> <i>See Below for Data</i> <i>Previous assessment</i>	Fall 2020 <i>n = 1</i>	Spring 2021 <i>n = 0</i>
TESS Domain 2				
2a	Creating an environment of respect and rapport	Previous Assessment	4	
2b	Establishing a culture for learning	TESS was not used by	3	
2c	Managing classroom procedures	CTs until Fall 2020	2	
2d	Managing student behavior	due to Covid	2	
2e	Organizing physical space	See data below	3	
	Mean of Domain 2		2.8	
TESS Domain 3				
3a	Communicating with students		4	
3b	Using questioning and discussion techniques		3	
3c	Engaging students in learning		3	
3d	Using assessment in instruction		3	
3e	Demonstrating flexibility and responsiveness		3	
	Mean of Domain 3		3.2	

Spring 2020 WTEP Internship Cooperating Teacher Summative Evaluation **Previous Assessment**

Cooperating Teacher Evaluation of Interns at Program Exit

Disaggregated by Program

Middle Level Math/Science 4-8, N=1

4 = Exceptional, consistently exceeds performance standards 3 = Acceptable/Adequate, meets the average performance standards
 2 = Needs improvement, is inconsistent in meeting minimum performance standards 1 = Unsatisfactory, does not meet minimum performance standards

A1: Becomes familiar with relevant aspects of students' background knowledge and experiences	3
A2: Articulates clear learning goals for the lesson that are appropriate to the students	3
A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	3
A4: Creates or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson	3
A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lessons	3
B1: Creates a climate that promotes fairness	3
B2: Establishes and maintains rapport with students	3
B3: Communicates challenging learning expectations to each student	3
B4: Establishes and maintains consistent standards of classroom behavior	3
B5: Makes the physical environment as safe and conducive to learning as possible	3
C1: makes learning goals and instructional procedures clear to students	3
C2: Makes content comprehensible to students	3
C3: Encourages students to extend their thinking	3
C4: Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts learning activities as the situation demands	3
C5: Uses instructional time effectively	3
D1: Reflects on the extent to which the learning goals were met	3
D2: Demonstrates a sense of efficacy (is tenacious in helping students achieve learning objectives)	3
D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	3
D4: Communicates with parents or guardians about student learning	3

TESS Cooperating Teacher Summative Evaluation
Evaluation at Program Exit

K-12 Art Education

NOTE: Art Education K-12 Program was eliminated at the end of Fall 2020 due to low enrollment

Standards Alignment	Survey Indicator <i>Scale: 1-Ineffective, 2 – Progressing, 3 – Effective, 4 – Highly Effective</i>	Spring 2020 <i>n=1</i> See Below for Data <i>Previous assessment</i>	Fall 2020 <i>n = 1</i>	Spring 2021 <i>n = 0</i>
TESS Domain 2				
2a	Creating an environment of respect and rapport		4	
2b	Establishing a culture for learning		3	
2c	Managing classroom procedures		3	
2d	Managing student behavior		2	
2e	Organizing physical space		3	
TESS Domain 3				
3a	Communicating with students		4	
3b	Using questioning and discussion techniques		3	
3c	Engaging students in learning		3	
3d	Using assessment in instruction		4	
3e	Demonstrating flexibility and responsiveness		3	

Spring 2020 WTEP Internship Cooperating Teacher Summative Evaluation **Previous** Assessment

Cooperating Teacher Evaluation of Interns at Program Exit

Disaggregated by Program

Art K-12, N=1

4 = Exceptional, consistently exceeds performance standards 3 = Acceptable/Adequate, meets the average performance standards
 2 = Needs improvement, is inconsistent in meeting minimum performance standards 1 = Unsatisfactory, does not meet minimum performance standards

A1: Becomes familiar with relevant aspects of students' background knowledge and experiences	3
A2: Articulates clear learning goals for the lesson that are appropriate to the students	3
A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	4
A4: Creates or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson	3
A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lessons	3
B1: Creates a climate that promotes fairness	3
B2: Establishes and maintains rapport with students	4
B3: Communicates challenging learning expectations to each student	3
B4: Establishes and maintains consistent standards of classroom behavior	3
B5: Makes the physical environment as safe and conducive to learning as possible	3
C1: makes learning goals and instructional procedures clear to students	3
C2: Makes content comprehensible to students	3
C3: Encourages students to extend their thinking	3
C4: Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts learning activities as the situation demands	3
C5: Uses instructional time effectively	3
D1: Reflects on the extent to which the learning goals were met	3
D2: Demonstrates a sense of efficacy (is tenacious in helping students achieve learning objectives)	3
D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	3
D4: Communicates with parents or guardians about student learning	3

WTEP Cooperating Teacher Summative TESS Evaluation - Disaggregated by Program

Cooperating Teacher Evaluation of TESS Domains at Program Exit

Secondary Social Studies 7-12

Standards Alignment	Survey Indicator Scale: 1=Ineffective, 2=Progressing, 3=Effective, 4=Highly Effective	Spring 2020 (<i>pilot</i>) <i>n</i> = 1	Fall 2020 <i>n</i> = 1	Spring 2021 <i>n</i> = 2
TESS Domain 1	Planning and Preparation		Mean Score	Mean Score
1a	Demonstrating knowledge of content & pedagogy	Previous Assessment	Domains 1 and 4 were not assessed in Fall 20	4
1b	Demonstrating knowledge of students	TESS was not used by	*	4
1c	Setting instructional outcomes	CTs until Fall 2020	*	3.5
1d	Demonstrating knowledge of resources	due to Covid	*	4
1e	Designing coherent instruction	Data for Spring 2020	*	3.5
1f	Designing student assessments	is below	*	3.5
	Mean of Domain 1	*	*	3.75
TESS Domain 2	Classroom Environment		Mean Score	Mean Score
2a	Creating an environment of respect and rapport	See data for Spring	3	3
2b	Establishing a culture for learning	2020 Below	3	3
2c	Managing classroom procedures		4	4
2d	Managing student behavior		4	3
2e	Organizing physical space		3	4
	Mean of Domain 2		3.40	3.40
TESS Domain 3	Instruction		Mean Score	Mean Score
3a	Communicating with students	See data for Spring	2	3
3b	Using questioning and discussion techniques	2020 Below	2	3
3c	Engaging students in learning		2	3
3d	Using assessment in instruction		2	3
3e	Demonstrating flexibility and responsiveness		3	3
	Mean of Domain 3		2.20	3.00
TESS Domain 4	Professional Responsibilities	Mean Score	Mean Score	Mean Score

4a	Reflecting on teaching	Previous Assessment	Domains 1 and 4 were not assessed in Fall 20	4
4b	Maintaining accurate records	TESS was not used by	*	4
4c	Communicating with families	CTs until Fall 2020	*	3
4d	Participating in a professional community	due to Covid	*	3.5
4e	Growing and developing professionally	Data for Spring 2020	*	3.5
4f	Showing professionalism	is below	*	3.5
	Mean of Domain 4		*	3.58

Spring 2020 WTEP Internship Cooperating Teacher Summative Evaluation **Previous** Assessment

Cooperating Teacher Evaluation of Interns at Program Exit

Disaggregated by Program

Secondary Social Studies 7-12, N=1

4 = Exceptional, consistently exceeds performance standards 3 = Acceptable/Adequate, meets the average performance standards
 2 = Needs improvement, is inconsistent in meeting minimum performance standards 1 = Unsatisfactory, does not meet minimum performance standards

A1: Becomes familiar with relevant aspects of students' background knowledge and experiences	3
A2: Articulates clear learning goals for the lesson that are appropriate to the students	3
A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	3
A4: Creates or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson	3
A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lessons	3
B1: Creates a climate that promotes fairness	4
B2: Establishes and maintains rapport with students	4
B3: Communicates challenging learning expectations to each student	3
B4: Establishes and maintains consistent standards of classroom behavior	3
B5: Makes the physical environment as safe and conducive to learning as possible	3
C1: makes learning goals and instructional procedures clear to students	3
C2: Makes content comprehensible to students	3
C3: Encourages students to extend their thinking	3
C4: Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts learning activities as the situation demands	3
C5: Uses instructional time effectively	3
D1: Reflects on the extent to which the learning goals were met	3
D2: Demonstrates a sense of efficacy (is tenacious in helping students achieve learning objectives)	3
D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	3
D4: Communicates with parents or guardians about student learning	3

Previous Assessment ONLY Cooperating Teacher Summative Evaluation
Evaluation at Program Exit

Secondary 7-12 English Education

Standards Alignment	Survey Indicator <i>Scale: 1-Ineffective, 2 – Progressing, 3 – Effective, 4 – Highly Effective</i>	Spring 2020 <i>n=1</i>	Fall 2020 <i>n = 0</i> Response Rate = 100%	Spring 2021 <i>n = 0</i> Response Rate = 100%
TESS Domain 2		TESS was not Used by		
2a	Creating an environment of respect and rapport	Cooperating		
2b	Establishing a culture for learning	Teachers in		
2c	Managing classroom procedures	Spring 2020		
2d	Managing student behavior	See data for		
2e	Organizing physical space	Previous		
TESS Domain 3		assessment below		
3a	Communicating with students			
3b	Using questioning and discussion techniques			
3c	Engaging students in learning			
3d	Using assessment in instruction			
3e	Demonstrating flexibility and responsiveness			

Spring 2020 WTEP Internship Cooperating Teacher Summative Evaluation **Previous Assessment**
 Cooperating Teacher Evaluation of Interns at Program Exit
 Disaggregated by Program

Secondary English 7-12, N=1

4 = Exceptional, consistently exceeds performance standards 3 = Acceptable/Adequate, meets the average performance standards
 2 = Needs improvement, is inconsistent in meeting minimum performance standards 1 = Unsatisfactory, does not meet minimum performance standards

A1: Becomes familiar with relevant aspects of students' background knowledge and experiences	3
A2: Articulates clear learning goals for the lesson that are appropriate to the students	3
A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	3
A4: Creates or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson	3
A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lessons	3
B1: Creates a climate that promotes fairness	4
B2: Establishes and maintains rapport with students	4
B3: Communicates challenging learning expectations to each student	3
B4: Establishes and maintains consistent standards of classroom behavior	3
B5: Makes the physical environment as safe and conducive to learning as possible	3
C1: makes learning goals and instructional procedures clear to students	3
C2: Makes content comprehensible to students	3
C3: Encourages students to extend their thinking	3
C4: Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts learning activities as the situation demands	3
C5: Uses instructional time effectively	3
D1: Reflects on the extent to which the learning goals were met	3
D2: Demonstrates a sense of efficacy (is tenacious in helping students achieve learning objectives)	3
D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	3
D4: Communicates with parents or guardians about student learning	3

WTEP Cooperating Teacher Summative TESS Evaluation - Disaggregated by Program

Cooperating Teacher Evaluation of TESS Domains at Program Exit

Middle Level Literacy/Social Studies 4-8

Standards Alignment	Survey Indicator Scale: 1=Ineffective, 2=Progressing, 3=Effective, 4=Highly Effective	Spring 2020 (<i>pilot</i>) <i>n</i> = 0	Fall 2020 <i>n</i> = 0	Spring 2021 <i>n</i> = 1
TESS Domain 1	Planning and Preparation			Mean Score
1a	Demonstrating knowledge of content & pedagogy			3
1b	Demonstrating knowledge of students			3
1c	Setting instructional outcomes			3
1d	Demonstrating knowledge of resources			4
1e	Designing coherent instruction			3
1f	Designing student assessments			3
	Mean of Domain 1			3.16
TESS Domain 2	Classroom Environment			Mean Score
2a	Creating an environment of respect and rapport			3
2b	Establishing a culture for learning			3
2c	Managing classroom procedures			3
2d	Managing student behavior			3
2e	Organizing physical space			3
	Mean of Domain 2			3.00
TESS Domain 3	Instruction			Mean Score
3a	Communicating with students			4
3b	Using questioning and discussion techniques			3
3c	Engaging students in learning			3
3d	Using assessment in instruction			3
3e	Demonstrating flexibility and responsiveness			3
	Mean of Domain 3			3.20
TESS Domain 4	Professional Responsibilities			Mean Score

4a	Reflecting on teaching			4
4b	Maintaining accurate records			3
4c	Communicating with families			4
4d	Participating in a professional community			3
4e	Growing and developing professionally			3
4f	Showing professionalism			3
	Mean of Domain 4			3.33

WTEP Internship Supervisor Summative TESS Evaluation

WTEP Supervisor Evaluation of TESS Domains at Program Exit

3 Cycles of Aggregate Data for Undergraduate Programs

TESS Domain	Survey Indicator Scale: 1=Ineffective, 2=Progressing, 3=Effective, 4=Highly Effective	Spring 2020 (<i>pilot</i>) <i>n</i> = 10 Covid Semester	Fall 2020 <i>n</i> = 6 Covid Semester	Spring 2021 <i>n</i> = 11
TESS Domain 1	Planning and Preparation		Mean Scores	Mean Score
1a	Demonstrating knowledge of content & pedagogy	Domains 1 and 4 were	Domains 1 and 4 were	2.8
1b	Demonstrating knowledge of students	not assessed in Spring 20	not assessed in Fall 20	3
1c	Setting instructional outcomes	*	*	2.8
1d	Demonstrating knowledge of resources	*	*	2.8
1e	Designing coherent instruction	*	*	2.9
1f	Designing student assessments	*	*	2.6
	Mean Domain 1	*	*	2.82
TESS Domain 2	Classroom Environment		Mean Score	Mean Score
2a	Creating an environment of respect and rapport	3.1	3	2.9
2b	Establishing a culture for learning	3.1	2.8	3
2c	Managing classroom procedures	2.8	3	3.1
2d	Managing student behavior	2.6	2.3	2.6
2e	Organizing physical space	3.2	3.3	3
	Mean Domain 2	2.96	2.88	2.90
TESS Domain 3	Instruction	Mean Score	Mean Score	Mean Score
3a	Communicating with students	3.2	2.8	2.8
3b	Using questioning and discussion techniques	2.6	2.5	2.6
3c	Engaging students in learning	2.8	3	2.7
3d	Using assessment in instruction	2.9	2.5	2.8
3e	Demonstrating flexibility and responsiveness	3.5	3	3.2
	Mean Domain 3	3.00	2.36	2.82

TESS Domain 4	Professional Responsibility			Mean Score
4a	Reflecting on teaching	Domains 1 and 4 were	Domains 1 and 4 were	3.2
4b	Maintaining accurate records	not assessed in Spring 20	not assessed in Fall 20	3
4c	Communicating with families	*	*	3
4d	Participating in a professional community	*	*	2.7
4e	Growing and developing professionally	*	*	2.8
4f	Showing professionalism	*	*	3
	Mean Domain 4	*	*	2.95

Qualitative Comments from Supervisors Spring 21

TESS Domain 1	Now that you have evaluated TESS Domain 1: Planning and Preparation, in what components of Domain 1 did you observe the most growth in the intern this semester?
Supervisor Comments	<p>1B- Chasaty really grew in her ability to reach and teach students of different cultures and those who have a variety of needs.</p> <p>1A! Kyla's content knowledge is and has been top notch. Where I have seen the most growth is in her pedagogical knowledge. It has been an absolute pleasure seeing her seek out ideas and implement them!</p> <p>1a- Abby really absorbed so many teaching strategies and pedagogical knowledge from Ms. Studebaker.</p>
TESS Domain 2	Now that you have evaluated TESS Domain 2: Classroom Environment, in what components of Domain 1 did you observe the most growth in the intern this semester?
Supervisor Comments	<p>2a- I'm so proud of Abby. She encountered many new cultures and backgrounds during her placement. She was able to not only communicate with each student; she connected with each student!</p> <p>2E- Hayden balanced virtual and in person teaching at the same time.</p> <p>2c- Chasaty really zoned in on how to make transitions and activities run smoother.</p> <p>2c- Kyla really improved on her management of time- Not one lost minute was observed in her last evaluation!</p>
TESS Domain 3	Now that you have evaluated TESS Domain 3: Instruction, in what components of Domain 1 did you observe the most growth in the intern this semester?
Supervisor Comments	<p>3e</p> <p>3E- Snow, Covid, Transitioning rooms for each class period, teaching out of her comfort zone, making decisions on the run!</p> <p>3E- Snowstorms- being out of school and Covid protocols allowed Hayden to really develop in this component.</p> <p>3E! Chasaty really got to refine her flexibility skills. With snow, Covid, and normal school, she rolled with the punches!</p> <p>3d</p> <p>3C- Kyla's intentional planning for engagement demonstrated great growth. I challenged her to work on getting max brains working, and she rose to the challenge!</p>

	Demonstrating Flexibility and Responsiveness
TESS Domain 4	Now that you have evaluated TESS Domain 4: Professional Responsibilities, in what components of Domain 1 did you observe the most growth in the intern this semester?
Supervisor Comments	<p>4a Reflecting on Teaching 4c - Communicating with Families 4a- Abby's ability to cite evidence of her strengths and weaknesses became richer and more relevant.</p> <p>4A- So many times in our debrief sessions, Chasaty would mention something on my list before I even said it. Her ability to reflect upon her practice will reap many benefits for her students and her practice.</p> <p>4D! Kyla is a volunteer member of my Content Google Classroom- she is a part of this because she had so much interest in gaining new strategies! 4a - Reflecting on teaching</p>
Overall Supervisor Comments	Optional Comment Opportunity
	<p>Julie brings lots of enthusiasm to her classroom. She is excited to be there and it shows. Her lessons align with the pacing guide of the district and state standards. Activities to engage students are implemented. She knows how to research for more information and use technology to enhance the classroom. Student Behavior is a weaker area. Part of this is due to being in a classroom that does not have a set plan. She is aware of this and is improving in this area. We have discussed ways to begin her teaching career while addressing this area.</p> <p>Abby has a heart for students. She puts tremendous thought into planning lessons that are intentional. Abby is very coachable. She responds to feedback and implements ideas provided. She is very determined and reflective. I am excited about her future!</p> <p>Elizabeth showed she was capable of learning new content and developing lesson plans to teach standards. In her second placement there was not a set curriculum for her to follow. She worked well with her cooperating teacher to choose the topic which needed to be taught. Then she researched and found interesting ways to impart that knowledge to her students. This resulted in a good classroom environment where students were well behaved and completed their work. Her parent involvement incorporated student and parent working together and being accountable for completing assignments. Her reflections showed thought and related things she could do to improve.</p> <p>Chasaty's enthusiasm about students, teaching, and learning is contagious. She has a keen eye for making learning accessible and enjoyable. My favorite thing about Chasaty is that she has never stopped growing. Her willingness to become a better person each day makes her a joy to supervise and collaborate with.</p> <p>Kyla has tremendous content knowledge. She is able to build relationships with students easily. Her ability to teach virtual and in person students at the same time demonstrates 3E and her desire to reach all students. Kyla is very coachable. We had great debrief sessions where she was very reflective upon her practice and extremely accepting of feedback. She plans for engagement in her lessons! I am so proud of Kyla's growth. She is going to help students relate to and understand history!</p> <p>Karly has shown herself to be serious about her work including developing lesson plans, getting to know her students, and presenting lessons in an environment conducive to learning. Behavior in the classroom was very good. Students knew routines, paid attention, and completed work. I</p>

	<p>saw her confidence grow when teaching math in her second placement. At first, she was not as sure when presenting lessons but as visits continued I could tell she felt in control of the subject matter. Reading was great during the first assignment, you could tell it is her passion. She reached out with questions when appropriate. Her cooperating teacher was pleased with her work.</p>
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WTEP Internship Supervisor Summative TESS Evaluation - Disaggregated by Program

Internship Supervisor Evaluation of TESS Domains at Program Exit

The following pages include WTEP Internship Supervisor evaluations for all undergraduate programs with completers in Spring 2020, Fall 2020, or Spring 2021. Programs included are: Elementary K-6, Health & PE K-12, Middle Level Math/Science 4-8, Secondary Social Studies 7-12, Art K-12, Secondary English 7-12, and Middle Level Literacy/Social Studies 4-8.

Programs not included: Music Education K-12 (no completers in the 3 cycles)

Data were not disaggregated by race because there was no diversity in these three cycles of data. In an effort toward continuous improvement and to inform programs, beginning in Fall 21, data will be disaggregated by gender and first-generation college student designation.

Elementary K-6 Education - 3 cycles

Standards Alignment	Survey Indicator Scale: 1=Ineffective, 2=Progressing, 3=Effective, 4=Highly Effective	Spring 2020 (<i>pilot</i>) <i>n</i> = 4	Fall 2020 <i>n</i> = 3	Spring 2021 <i>n</i> = 4
TESS Domain 1	Planning and Preparation		Mean Score	Mean Score
1a	Demonstrating knowledge of content & pedagogy	Domains 1 and 4 were not assessed in Spring 20	Domains 1 and 4 were not assessed in Fall 20	3
1b	Demonstrating knowledge of students	*	*	3
1c	Setting instructional outcomes	*	*	3
1d	Demonstrating knowledge of resources	*	*	3
1e	Designing coherent instruction	*	*	3
1f	Designing student assessments	*	*	2.5
	Mean of Domain 1	*	*	2.9
TESS Domain 2	Classroom Environment	Mean Score	Mean Score	Mean Score
2a	Creating an environment of respect and rapport	3.25	3	3
2b	Establishing a culture for learning	3	2.7	2.75
2c	Managing classroom procedures	2.75	2.7	2.5
2d	Managing student behavior	3.25	2	2.25
2e	Organizing physical space	2.75	2.3	3
	Mean of Domain 2	2.95	2.14	2.70
TESS Domain 3	Instruction	Mean Score	Mean Score	Mean Score
3a	Communicating with students	3	2.7	2.75
3b	Using questioning and discussion techniques	3.5	2.3	2.5
3c	Engaging students in learning	3	2.7	2.5

3d	Using assessment in instruction	3	2	2.5
3e	Demonstrating flexibility and responsiveness	2.75	3	3.25
	Mean of Domain 3	3.05	2.54	2.70
TESS Domain 4	Professional Responsibilities	Mean Score	Mean Score	Mean Score
4a	Reflecting on teaching	Domains 1 and 4 were not assessed in Spring 20	Domains 1 and 4 were not assessed in Fall 20	3.25
4b	Maintaining accurate records	*	*	3
4c	Communicating with families	*	*	3
4d	Participating in a professional community	*	*	3
4e	Growing and developing professionally	*	*	3
4f	Showing professionalism	*	*	3
	Mean of Domain 4			3.04

WTEP Internship Supervisor Summative TESS Evaluation - Disaggregated by Program
Internship Supervisor Evaluation of TESS Domains at Program Exit
K-12 Health & Physical Education - 3 cycles

Standards Alignment	Survey Indicator Scale: 1=Ineffective, 2=Progressing, 3=Effective, 4=Highly Effective	Spring 2020 (pilot) <i>n</i> = 2	Fall 2020 <i>n</i> = 0	Spring 2021 <i>n</i> = 4
TESS Domain 1	Planning and Preparation	Mean Score		Mean Score
1a	Demonstrating knowledge of content & pedagogy	Domains 1 and 4 were not assessed in Spring 20		2.75
1b	Demonstrating knowledge of students	*		2.75
1c	Setting instructional outcomes	*		2.75
1d	Demonstrating knowledge of resources	*		2.5
1e	Designing coherent instruction	*		3
1f	Designing student assessments	*		2.5
	Mean of Domain 1			2.70
TESS Domain 2	Classroom Environment	Mean Score		Mean Score
2a	Creating an environment of respect and rapport	3.5		2.8
2b	Establishing a culture for learning	3		3
2c	Managing classroom procedures	2		3.3
2d	Managing student behavior	3		2.5
2e	Organizing physical space	3		3
	Mean of Domain 2	2.70		2.92
TESS Domain 3	Instruction	Mean Score		Mean Score
3a	Communicating with students	3.5		2.8
3b	Using questioning and discussion techniques	3.5		2.5
3c	Engaging students in learning	3		2.5
3d	Using assessment in instruction	2.5		2.8
3e	Demonstrating flexibility and responsiveness	2.5		3.3
	Mean of Domain 3	3.00		2.78
TESS Domain 4	Professional Responsibilities	Mean Score		Mean Score

4a	Reflecting on teaching	Domains 1 and 4 were not assessed in Spring 20		3.25
4b	Maintaining accurate records	*		not observed
4c	Communicating with families	*		not observed
4d	Participating in a professional community	*		2.5
4e	Growing and developing professionally	*		2.5
4f	Showing professionalism	*		3
	Mean of Domain 4			2.81

WTEP Internship Supervisor Summative TESS Evaluation - Disaggregated by Program
Internship Supervisor Evaluation of Domains 2 & 3 at Program Exit
Middle Level Math/Science 4-8 - 3 cycles

Standards Alignment	Survey Indicator Scale: 1=Ineffective, 2=Progressing, 3=Effective, 4=Highly Effective	Spring 2020 (pilot) <i>n</i> = 1	Fall 2020 <i>n</i> = 1 Domains 1 and 4 were not assessed in Fall 2020	Spring 2021 <i>n</i> = 0
TESS Domain 2	Classroom Environment	Mean Score	Mean Score	
2a	Creating an environment of respect and rapport	3	2	
2b	Establishing a culture for learning	3	3	
2c	Managing classroom procedures	4	3	
2d	Managing student behavior	2	2	
2e	Organizing physical space	4	3	
	Mean of Domain 2	3.2	2.6	
TESS Domain 3	Instruction	Mean Score	Mean Score	
3a	Communicating with students	3	2	
3b	Using questioning and discussion techniques	4	2	
3c	Engaging students in learning	3	3	
3d	Using assessment in instruction	3	3	
3e	Demonstrating flexibility and responsiveness	3	3	
	Mean of Domain 3	3.2	2.6	

WTEP Internship Supervisor Summative TESS Evaluation - Disaggregated by Program

Internship Supervisor Evaluation of Domains 2 & 3 at Program Exit

Art Education K-12

NOTE: The Art Education program was eliminated at the end of the Fall 2020 Semester.

Standards Alignment	Survey Indicator Scale: 1=Ineffective, 2=Progressing, 3=Effective, 4=Highly Effective	Spring 2020 (<i>pilot</i>) <i>n</i> = 1 Domains 1 and 4 were not assessed in Spring 2020	Fall 2020 <i>n</i> = 1 Domains 1 and 4 were not assessed in Fall 2020	Spring 2021 <i>n</i> = 0
TESS Domain 2	Classroom Environment	Mean Score	Mean Score	
2a	Creating an environment of respect and rapport	4	4	
2b	Establishing a culture for learning	3	3	
2c	Managing classroom procedures	3	4	
2d	Managing student behavior	3	3	
2e	Organizing physical space	3	4	
	Mean of Domain 2	3.2	3.6	
TESS Domain 3	Instruction	Mean Score	Mean Score	
3a	Communicating with students	3	4	
3b	Using questioning and discussion techniques	4	3	
3c	Engaging students in learning	3	4	
3d	Using assessment in instruction	3	3	
3e	Demonstrating flexibility and responsiveness	3	4	
	Mean of Domain 3	3.2	3.6	

WTEP Internship Supervisor Summative TESS Evaluation - Disaggregated by Program

Internship Supervisor Evaluation of TESS Domains at Program Exit

Secondary Social Studies 7-12 - 3 cycles

Standards Alignment	Survey Indicator Scale: 1=Ineffective, 2=Progressing, 3=Effective, 4=Highly Effective	Spring 2020 (<i>pilot</i>) <i>n</i> = 1	Fall 2020 <i>n</i> = 1	Spring 2021 <i>n</i> = 2
TESS Domain 1	Planning and Preparation	Mean Score		Mean Score
1a	Demonstrating knowledge of content & pedagogy	Domains 1 and 4 were not assessed in Spring 20	Domains 1 and 4 were not assessed in Fall 2020	2.5
1b	Demonstrating knowledge of students	*	*	3.5
1c	Setting instructional outcomes	*	*	2.5
1d	Demonstrating knowledge of resources	*	*	2.5
1e	Designing coherent instruction	*	*	2.5
1f	Designing student assessments	*	*	2.5
	Mean of Domain 1			2.66
TESS Domain 2	Classroom Environment	Mean Score	Mean Score	Mean Score
2a	Creating an environment of respect and rapport	3	3	3
2b	Establishing a culture for learning	3	3	2.5
2c	Managing classroom procedures	3	3	3
2d	Managing student behavior	3	3	3
2e	Organizing physical space	3	2	3
	Mean of Domain 2	3	2.8	2.9
TESS Domain 3	Instruction	Mean Score	Mean Score	Mean Score
3a	Communicating with students	2	3	3
3b	Using questioning and discussion techniques	2	3	2
3c	Engaging students in learning	3	2	2
3d	Using assessment in instruction	3	2	2.5
3e	Demonstrating flexibility and responsiveness	3	2	2.5
	Mean of Domain 3	2.6	2.4	2.4
TESS Domain 4	Professional Responsibilities	Mean Score		Mean Score

4a	Reflecting on teaching	Domains 1 and 4 were not assessed in Spring 20	Domains 1 and 4 were not assessed in Fall 2020	3
4b	Maintaining accurate records	*	*	not observed
4c	Communicating with families	*	*	not observed
4d	Participating in a professional community	*	*	not observed
4e	Growing and developing professionally	*	*	3
4f	Showing professionalism	*	*	3
	Mean of Domain 4			3.00

WTEP Internship Supervisor Summative TESS Evaluation - Disaggregated by Program

Internship Supervisor Evaluation of Domains 2 & 3 at Program Exit

Secondary English 7-12 - 3 cycles

Standards Alignment	Survey Indicator Scale: 1=Ineffective, 2=Progressing, 3=Effective, 4=Highly Effective	Spring 2020 (<i>pilot</i>) <i>n</i> = 1 Domains 1 and 4 were not assessed in Spring 2020	Fall 2020 <i>n</i> = 0	Spring 2021 <i>n</i> = 0
TESS Domain 2	Classroom Environment	Mean Score		
2a	Creating an environment of respect and rapport	3		
2b	Establishing a culture for learning	4		
2c	Managing classroom procedures	2		
2d	Managing student behavior	2		
2e	Organizing physical space	4		
	Mean of Domain 2	3.0		
TESS Domain 3	Instruction	Mean Score		
3a	Communicating with students	4		
3b	Using questioning and discussion techniques	4		
3c	Engaging students in learning	4		
3d	Using assessment in instruction	4		
3e	Demonstrating flexibility and responsiveness	3		
	Mean of Domain 3	3.8		

WTEP Internship Supervisor Summative TESS Evaluation - Disaggregated by Program

Internship Supervisor Evaluation of TESS Domains at Program Exit

Middle Level Literacy/Social Studies 4-8

Standards Alignment	Survey Indicator Scale: 1=Ineffective, 2=Progressing, 3=Effective, 4=Highly Effective	Spring 2020 (<i>pilot</i>) <i>n</i> = 0	Fall 2020 <i>n</i> = 0	Spring 2021 <i>n</i> = 1
TESS Domain 1	Planning and Preparation	Mean Score		Mean Score
1a	Demonstrating knowledge of content & pedagogy			3
1b	Demonstrating knowledge of students			3
1c	Setting instructional outcomes			3
1d	Demonstrating knowledge of resources			4
1e	Designing coherent instruction			3
1f	Designing student assessments			3
	Mean of Domain 1			3.16
TESS Domain 2				Mean Score
2a	Creating an environment of respect and rapport			3
2b	Establishing a culture for learning			3
2c	Managing classroom procedures			3
2d	Managing student behavior			3
2e	Organizing physical space			3
	Mean of Domain 2			3.00
TESS Domain 3	Instruction			Mean Score
3a	Communicating with students			3
3b	Using questioning and discussion techniques			3
3c	Engaging students in learning			3
3d	Using assessment in instruction			3
3e	Demonstrating flexibility and responsiveness			3
	Mean of Domain 3			3.00
TESS Domain 4	Professional Responsibilities			Mean Score
4a	Reflecting on teaching			3

4b	Maintaining accurate records			3
4c	Communicating with families			3
4d	Participating in a professional community			3
4e	Growing and developing professionally			3
4f	Showing professionalism			3
	Mean of Domain 4			3.00

TESS Candidate Self-Assessment Growth Chart in Internship - Aggregate Data – Undergraduate
2 Cycles – Fall 2020 and Spring 2021 (The growth chart assignment was added to undergraduate ED 4603 in Fall 2020)
Continuous Improvement: Growth Chart will be added to MAT Program Clinical Track in Fall 2021

Undergraduate candidates enrolled in ED 4603 Internship Seminar and Clinical Internship reflect on their performance in TESS Domains 2 and 3 and rate themselves at the beginning, middle, and end of the one semester of clinical internship. Ratings shown below are in aggregate for all undergraduate programs.

Beginning = Start of Internship **Formative** = End of first 7 week placement **Summative** = End of second 7 week placement/Program Exit

Domain 2: Classroom Environment - Fall 2020 - Aggregate N=6

Domain 2a Creating an environment of respect and rapport	Beginning	Formative	Summative		Domain 2b Establishing a culture for learning	Beginning	Formative	Summative
	3	4	4			3	3	3
	3	3	3			3	3	3
	3	4	4			3	4	3
	3	4	4			3	3	3
	3	3	3			3	3	3
	3	3	4			3	3	3
Average Rating	3.0	3.5	3.7		Average Rating	3	3.2	3.0
Domain 2c Managing Classroom Procedures	Beginning	Formative	Summative		Domain 2d Managing student behavior	Beginning	Formative	Summative
	2	3	3			2	3	3
	2	3	3			2	3	3
	2	3	4			2	3	4
	2	3	4			3	3	3
	2	3	3			3	3	2
	2	4	4			2	3	2
Average Rating	2	3.2	3.5		Average Rating	2.3	3.0	2.8
Domain 2e Organizing physical space	Beginning	Formative	Summative		See Fall 2020 Domain 2 Disaggregated by Program			
	3	3	3					
	3	3	2					
	3	3	4					
	2	4	4					
	3	4	3					
	2	3	3					
Average Rating	2.7	3.3	3.2					

TESS Domains Self-Assessment Growth Chart in Internship - Aggregate Data – Undergraduate
2 Cycles – Fall 2020 and Spring 2021 (The growth chart assignment was added in Fall 2020)

Undergraduate candidates enrolled in ED 4603 Internship Seminar and Clinical Internship reflect on their performance in TESS Domains 2 and 3 and rate themselves at the beginning, middle, and end of the one semester of clinical internship. Ratings shown below are in aggregate for all undergraduate programs.

Beginning = Start of Internship **Formative** = End of first 7 week placement **Summative** = End of second 7 week placement/Program Exit

Domain 3: Instruction - Fall 2020 - Aggregate N=6

Domain 3a Communicating with students	Beginning	Formative	Summative		Domain 3b Using questioning and discussion techniques	Beginning	Formative	Summative	
	2	3	3			3	3	3	3
	2	3	3			3	3	3	3
	3	4	4			2	4	3	3
	3	3	3			2	3	3	3
	3	3	3			3	3	3	3
	2	3	4			2	2	3	3
Average Rating	2.5	3.2	3.3	Average Rating	2.5	3.0	3.0		
Domain 3c Engaging students in learning	Beginning	Formative	Summative		Domain 3d Using assessment in instruction	Beginning	Formative	Summative	
	2	3	3			2	2	3	3
	2	3	3			3	3	3	3
	2	4	3			2	3	3	3
	2	3	4			2	3	3	3
	3	3	3			2	3	2	3
	3	3	3			2	3	4	3
Average Rating	2.3	3.2	3.2	Average Rating	2.2	2.8	3.0		
Domain 3e Demonstrating flexibility and responsiveness	Beginning	Formative	Summative		See Fall 2020 Domain 3 Disaggregated by Program				
	2	2	3						
	2	3	3						
	3	4	3						
	3	4	4						
	3	4	3						
	2	2	3						
Average Rating	2.5	3.2	3.2						

TESS Domains Self-Assessment Growth Chart in Internship - Aggregate Data – Undergraduate

2 Cycles – Fall 2020 and Spring 2021 (The growth chart assignment was added in Fall 2020)

Beginning = Start of Internship **Formative** = End of first 7 week placement **Summative** = End of second 7 week placement/Program Exit

Domain 2: Classroom Environment - Spring 2021 - Aggregate N=11

		Beginning	Formative	Summative			Beginning	Formative	Summative
Domain 2a Creating an environment of respect and rapport		3	3	4		Domain 2b Establishing a culture for learning	2	3	3
		2	3	4			2	2	3
		2	3	4			2	2	3
		2	3	4			2	3	4
		3	3	3			2	3	3
		3	4	4			2	4	4
		2	3	4			2	2	3
		2	3	3			2	3	3
		2	3	4			2	3	4
		3	4	4			2	3	3
		2	3	3			2	4	4
Average Rating		2.4	3.2	3.7		Average Rating	2	2.9	3.4
Domain 2c Managing Classroom Procedures		2	3	4		Domain 2d Managing student behavior	2	3	3
		2	2	3			2	2	2
		2	3	4			2	3	4
		3	3	4			2	3	4
		2	2	3			2	2	3
		3	3	4			2	3	3
		1	2	2			1	2	3
		2	3	3			2	3	3
		2	2	3			2	2	3
		1	3	3			2	2	2
		2	3	4			3	4	4
Average Rating		2	2.6	3.4		Average Rating	2	2.6	3.1
Domain 2e Organizing physical space		3	3	3		See Spring 2021 Domain 2 Disaggregated by Program			
		2	3	3					
		2	2	3					
		3	3	4					
		2	3	3					
		3	4	4					
		2	2	4					
		3	4	4					
		2	2	3					
		3	4	4					
		3	4	4					
Average Rating		2.5	3.1	3.5					

TESS Domains Self-Assessment Growth Chart in Internship - Aggregate Data – Undergraduate

2 Cycles – Fall 2020 and Spring 2021 (The growth chart assignment was added in Fall 2020)

Beginning = Start of Internship **Formative** = End of first 7 week placement **Summative** = End of second 7 week placement/Program Exit

Domain 3: Instruction - Spring 2021 - Aggregate N=11

	Beginning	Formative	Summative			Beginning	Formative	Summative
Domain 3a Communicating with students	3	4	4		Domain 3b Using questioning and discussion techniques	2	3	3
	2	2	3			2	2	2
	2	2	3			2	3	4
	2	3	3			2	2	3
	2	3	3			2	2	2
	2	4	4			2	4	4
	2	2	3			2	2	2
	3	4	3			2	3	3
	2	3	4			2	2	3
	2	4	4			2	3	3
	2	4	4			2	2	2
Average Rating	2.2	3.2	3.5		Average Rating	2	2.5	2.8
Domain 3c Engaging students in learning	2	3	4		Domain 3d Using assessment in instruction	2	3	3
	2	2	3			2	2	3
	2	3	4			2	3	4
	2	3	4			2	3	4
	2	3	3			2	3	3
	2	4	4			3	4	4
	2	2	3			2	2	3
	2	3	3			2	3	3
	2	3	4			2	2	3
	2	3	2			2	2	2
	2	3	3			2	3	3
Average Rating	2	2.9	3.4		Average Rating	2.1	2.7	3.2
Domain 3e Demonstrating flexibility and responsiveness	3	3	4		See Spring 2021 Domain 3 Disaggregated by Program			
	2	3	4					
	2	3	4					
	2	3	4					
	2	2	3					
	2	4	4					
	2	3	4					
	2	4	4					
	2	3	4					
	3	3	3					
	3	3	4					
Average Rating	2.3	3.1	3.8					

TESS Domains Self-Assessment Growth Chart in Internship – Undergraduate Data Disaggregated by Program
2 Cycles – Fall 2020 and Spring 2021 (The growth chart assignment was added to ED 4603 Intern Seminar in Fall 2020)

Beginning = Start of Internship **Formative** = End of first 7 week placement **Summative** = End of second 7 week placement/Program Exit

Domain 2: Instruction AND Domain 3 Classroom Environment – Fall 2020 – N=6

(Elementary K-6 n=3, Middle Level Math/Science n=1, Secondary Social Studies 7-12 n=1, Art K-12 n=1)

Program: Elementary K-6				Program: Middle Level Math/Science 4-8			
Spring 2021 Average Ratings (N=3)				Spring 2021 Average Ratings (N=1)			
Domain	Beginning	Formative	Summative	Domain	Beginning	Formative	Summative
2a	3	3.7	3.7	2a	3	4	4
2b	3	3.3	3	2b	3	3	3
2c	2	3	3.3	2c	2	3	4
2d	2	3	3.3	2d	3	3	3
2e	3	3	3	2e	2	4	4
Mean	2.6	3.2	3.26	Mean	2.6	3.4	3.6
3a	2.3	3.3	3.3	3a	3	3	3
3b	2.7	3.3	3	3b	2	3	3
3c	2	3.3	3	3c	2	3	4
3d	2.3	2.7	3	3d	2	3	3
3e	2.3	3	3	3e	3	4	4
Mean	2.32	3.12	3.06	Mean	2.4	3.2	3.4

Program: Secondary Social Studies 7-12				Program: K-12 Art			
Spring 2021 Average Ratings (N=1)				Spring 2021 Average Ratings (N=1)			
Domain	Beginning	Formative	Summative	Domain	Beginning	Formative	Summative
2a	3	3	3	2a	3	3	4
2b	3	3	3	2b	3	3	3
2c	2	3	3	2c	2	4	4
2d	3	3	2	2d	2	3	2
2e	3	4	3	2e	2	3	3
Mean	2.8	3.2	2.8	Mean	2.4	3.2	3.2
3a	3	3	3	3a	2	3	4
3b	3	3	3	3b	2	2	3
3c	3	3	3	3c	3	3	3
3d	2	3	2	3d	2	3	4
3e	3	4	3	3e	2	2	3
Mean	2.8	3.2	2.8	Mean	2.2	2.6	3.4

TESS Domains Self-Assessment Growth Chart in Internship – Undergraduate Data Disaggregated by Program
2 Cycles – Fall 2020 and Spring 2021 (The growth chart assignment was added to ED 4603 Intern Seminar in Fall 2020)

Beginning = Start of Internship **Formative** = End of first 7 week placement **Summative** = End of second 7 week placement/Program Exit

Domain 2: Instruction AND Domain 3 Classroom Environment – Spring 2021 – N=11

(Elementary K-6 n=4, Middle Level Lit/SS 4-8 n=1, Secondary Social Studies 7-12 n=2, Health & PE K-12 n=4)

Program: Elementary K-6				Program: Secondary Social Studies 7-12			
Spring 2021 Average Ratings (N=4)				Spring 2021 Average Ratings (N=2)			
Domain	Beginning	Formative	Summative	Domain	Beginning	Formative	Summative
2a	2.5	3.3	3.8	2a	2	3	4
2b	2	3	3.5	2b	2	2	3
2c	2.3	2.3	3.3	2c	2.5	3	4
2d	2	2.3	2.8	2d	2	3	4
2e	2.3	3	3.3	2e	2	2.5	3
Mean	2.22	2.78	3.34	Mean	2.1	2.7	3.6
3a	2	3	3.5	3a	2	2	3
3b	2	2.5	2.8	3b	2	2.5	3.5
3c	2	3	3.5	3c	2	3	4
3d	2.3	2.8	3.3	3d	2	3	4
3e	2	3	3.8	3e	2	3	4
Mean	2.06	2.86	3.38	Mean	2	2.7	3.7

Program: Middle Level Literacy/Social Studies 4-8				Program: Health & PE K-12			
Spring 2021 Average Ratings (N=1)				Spring 2021 Average Ratings (N=4)			
Domain	Beginning	Formative	Summative	Domain	Beginning	Formative	Summative
2a	2	3	3	2a	2.5	3.3	3.8
2b	2	3	3	2b	2	3	3.3
2c	2	3	3	2c	1.5	2.8	3.3
2d	2	3	3	2d	2	2.8	3
2e	3	4	4	2e	2.8	3.3	3.8
Mean	2.2	3.2	3.2	Mean	2.16	3.04	3.44
3a	3	4	3	3a	2.3	3.5	3.8
3b	2	3	3	3b	2	2.5	2.5
3c	2	3	3	3c	2	2.8	3
3d	2	3	3	3d	2	2.5	2.8
3e	2	4	4	3e	2.8	3	3.8
Mean	2.2	3.4	3.2	Mean	2.22	2.86	3.18

TESS Graduate MAT Clinical Track Supervisor Summative Evaluation

Internship Supervisor Evaluation of TESS Domains 2 and 3 at Program Exit Aggregate Data

Domains 1 and 4 were not scored in the MAT Program

Note: MAT Data is not disaggregated because candidates are not in content area programs.

TESS Domain	Survey Indicator Scale: 1-Ineffective, 2 – Progressing, 3 – Effective, 4 – Highly Effective	Spring 2020 (<i>pilot</i>) <i>n</i> = 8	Fall 2020 <i>n</i> = 1	Spring 2021 <i>n</i> = 5
TESS Domain 2				
2a	Creating an environment of respect and rapport	2.9	2	3.05
2b	Establishing a culture for learning	2.9	2.2	2.95
2c	Managing classroom procedures	2.85	2.2	2.95
2d	Managing student behavior	2.85	2.2	2.90
2e	Organizing physical space	2.9	2.2	2.7
Mean of Domain 2		2.88	2.16	2.91
TESS Domain 3				
3a	Communicating with students	3	2.7	3
3b	Using questioning and discussion techniques	2.6	2.2	2.85
3c	Engaging students in learning	2.7	2	2.8
3d	Using assessment in instruction	2.5	2	2.8
3e	Demonstrating flexibility and responsiveness	2.8	2	2.8
Mean of Domain 3		2.72	2.18	2.85

AR TESS Rubric

<h2>Domain 1: Planning and Preparation</h2>			
<h3>1a - Demonstrating Knowledge of Content and Pedagogy</h3>			
<p>INEFFECTIVE</p> <p>The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.</p>	<p>PROGRESSING</p> <p>The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.</p>	<p>EFFECTIVE</p> <p>The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.</p>
<h3>1b - Demonstrating Knowledge of Students</h3>			
<p>INEFFECTIVE</p> <p>The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>PROGRESSING</p> <p>The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>EFFECTIVE</p> <p>The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.</p>

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1c - Setting Instructional Outcomes			
<p>INEFFECTIVE</p> <p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p>	<p>PROGRESSING</p> <p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.</p>	<p>EFFECTIVE</p> <p>The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.</p>	<p>HIGHLY EFFECTIVE</p> <p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account.</p>
1d - Demonstrating Knowledge of Resources			
<p>INEFFECTIVE</p> <p>The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.</p>	<p>PROGRESSING</p> <p>The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.</p>	<p>EFFECTIVE</p> <p>The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.</p>

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1e - Designing Coherent Instruction			
<p>INEFFECTIVE</p> <p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.</p>	<p>PROGRESSING</p> <p>The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p>EFFECTIVE</p> <p>The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.</p>
1f - Designing Student Assessments			
<p>INEFFECTIVE</p> <p>The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p>PROGRESSING</p> <p>The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>EFFECTIVE</p> <p>The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p>

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Domain 2: The Classroom Environment			
2a - Creating an Environment of Respect and Rapport			
<p>INEFFECTIVE</p> <p>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.</p>	<p>PROGRESSING</p> <p>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>EFFECTIVE</p> <p>Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>HIGHLY EFFECTIVE</p> <p>Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</p>
2b - Establishing a Culture for Learning			
<p>INEFFECTIVE</p> <p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p>	<p>PROGRESSING</p> <p>The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."</p>	<p>EFFECTIVE</p> <p>The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p>	<p>HIGHLY EFFECTIVE</p> <p>High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance--for example, by initiating improvements to their work.</p>

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2c - Managing Classroom Procedures			
<p>INEFFECTIVE</p> <p>Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.</p>	<p>PROGRESSING</p> <p>Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.</p>	<p>EFFECTIVE</p> <p>Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.</p>	<p>HIGHLY EFFECTIVE</p> <p>Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.</p>
2d - Managing Student Behavior			
<p>INEFFECTIVE</p> <p>There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p>	<p>PROGRESSING</p> <p>It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>EFFECTIVE</p> <p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.</p>	<p>HIGHLY EFFECTIVE</p> <p>Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p>

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2e - Organizing Physical Space			
<p>INEFFECTIVE</p> <p>The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.</p>	<p>PROGRESSING</p> <p>The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>EFFECTIVE</p> <p>The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.</p>	<p>HIGHLY EFFECTIVE</p> <p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>
Domain 3: Instruction			
3a - Communicating with Students			
<p>INEFFECTIVE</p> <p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.</p>	<p>PROGRESSING</p> <p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.</p>	<p>EFFECTIVE</p> <p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.</p>	<p>HIGHLY EFFECTIVE</p> <p>Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.</p>

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3b - Using Questioning and Discussion Techniques			
<p>INEFFECTIVE</p> <p>The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.</p>	<p>PROGRESSING</p> <p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.</p>	<p>EFFECTIVE</p> <p>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p>	<p>HIGHLY EFFECTIVE</p> <p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p>
3c - Engaging Students in Learning			
<p>INEFFECTIVE</p> <p>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>PROGRESSING</p> <p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.</p>	<p>EFFECTIVE</p> <p>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>	<p>HIGHLY EFFECTIVE</p> <p>Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>

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3d - Using Assessment in Instruction			
<p>INEFFECTIVE</p> <p>Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.</p>	<p>PROGRESSING</p> <p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>EFFECTIVE</p> <p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>HIGHLY EFFECTIVE</p> <p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.</p>
3e - Demonstrating Flexibility and Responsiveness			
<p>INEFFECTIVE</p> <p>The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>PROGRESSING</p> <p>The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>EFFECTIVE</p> <p>The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>

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<h2>Domain 4: Professional Responsibilities</h2>			
<h3>4a - Reflecting on Teaching</h3>			
<p>INEFFECTIVE</p> <p>The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.</p>	<p>PROGRESSING</p> <p>The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.</p>	<p>EFFECTIVE</p> <p>The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.</p>
<h3>4b - Maintaining Accurate Records</h3>			
<p>INEFFECTIVE</p> <p>The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.</p>	<p>PROGRESSING</p> <p>The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.</p>	<p>EFFECTIVE</p> <p>The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.</p>

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4c - Communicating with Families			
<p>INEFFECTIVE</p> <p>The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.</p>	<p>PROGRESSING</p> <p>The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.</p>	<p>EFFECTIVE</p> <p>The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.</p>
4d - Participating in a Professional Community			
<p>INEFFECTIVE</p> <p>The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.</p>	<p>PROGRESSING</p> <p>The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</p>	<p>EFFECTIVE</p> <p>The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.</p>

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4e - Growing and Developing Professionally			
<p>INEFFECTIVE</p> <p>The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.</p>	<p>PROGRESSING</p> <p>The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.</p>	<p>EFFECTIVE</p> <p>The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.</p>
4f - Showing Professionalism			
<p>INEFFECTIVE</p> <p>The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.</p>	<p>PROGRESSING</p> <p>The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>EFFECTIVE</p> <p>The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.</p>	<p>HIGHLY EFFECTIVE</p> <p>The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.</p>

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