

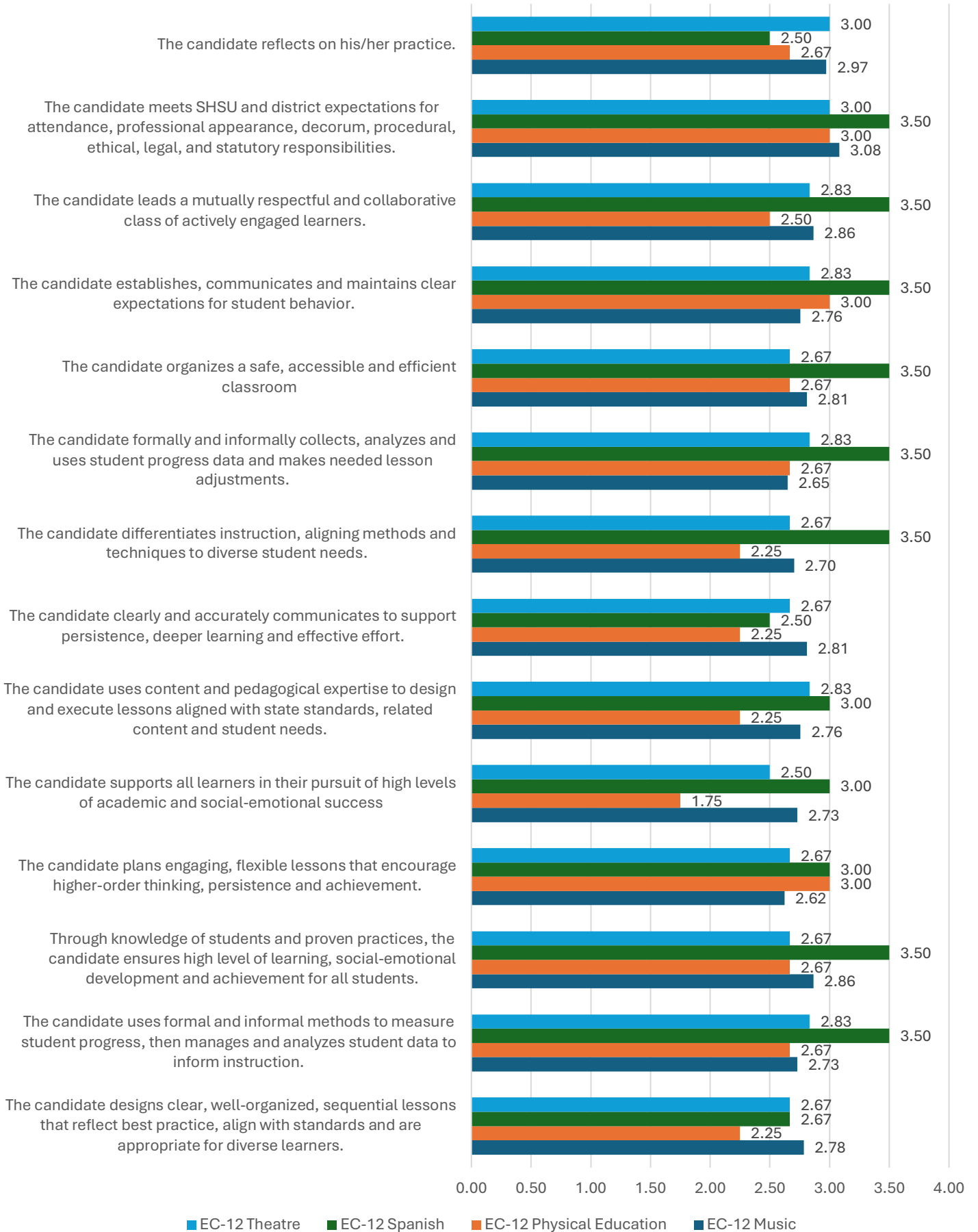
Teacher TCAR Results

The Teacher Candidate Assessment of Readiness (TCAR) is the performance-based assessment that teacher candidates complete. Candidates submit a sample video of their teaching, a lesson plan, and context regarding how the video connects to the lesson plan

TCAR Scores: All Level Programs

Indicator/Program	EC-12 Music	EC-12 Physical	EC-12 Spanish	EC-12 Theatre
The candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	2.78	2.25	2.67	2.67
The candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	2.73	2.67	3.50	2.83
Through knowledge of students and proven practices, the candidate ensures high level of learning, social-emotional development and achievement for all students.	2.86	2.67	3.50	2.67
The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	2.62	3.00	3.00	2.67
The candidate supports all learners in their pursuit of high levels of academic and social-emotional success	2.73	1.75	3.00	2.50
The candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	2.76	2.25	3.00	2.83
The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.	2.81	2.25	2.50	2.67
The candidate differentiates instruction, aligning methods and techniques to diverse student needs.	2.70	2.25	3.50	2.67
The candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	2.65	2.67	3.50	2.83
The candidate organizes a safe, accessible and efficient classroom	2.81	2.67	3.50	2.67
The candidate establishes, communicates and maintains clear expectations for student behavior.	2.76	3.00	3.50	2.83
The candidate leads a mutually respectful and collaborative class of actively engaged learners.	2.86	2.50	3.50	2.83
The candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	3.08	3.00	3.50	3.00
The candidate reflects on his/her practice.	2.97	2.67	2.50	3.00

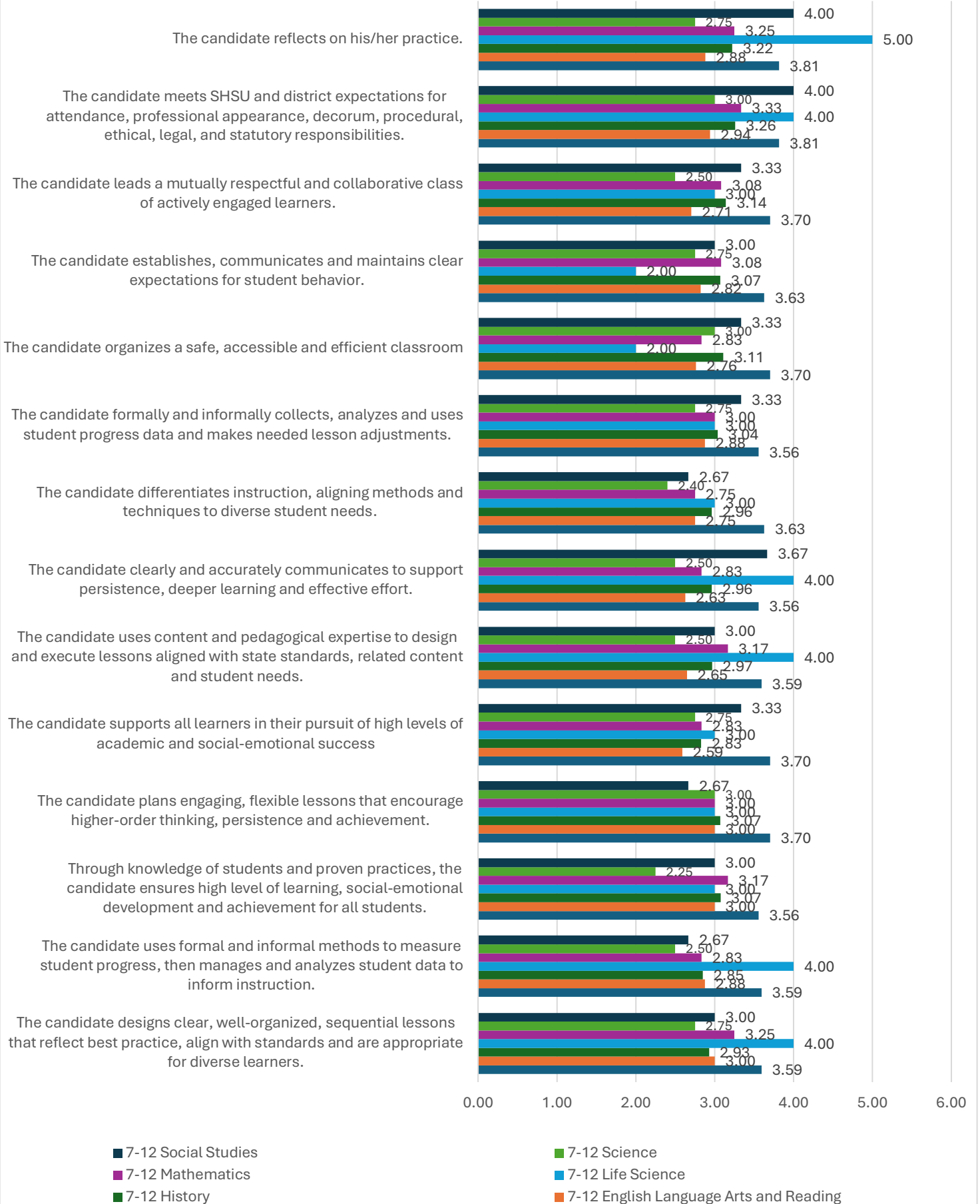
TCAR-All Levels



TCAR Scores: Secondary Programs

Indicator/Program	6-12 Agriculture, Food & Natural	7-12 English Language Arts	7-12 History	7-12 Life Science	7-12 Mathematics	7-12 Science	7-12 Social Studies
The candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	3.59	3.00	2.93	4.00	3.25	2.75	3.00
The candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	3.59	2.88	2.85	4.00	2.83	2.50	2.67
Through knowledge of students and proven practices, the candidate ensures high level of learning, social-emotional development and achievement for all students.	3.56	3.00	3.07	3.00	3.17	2.25	3.00
The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	3.70	3.00	3.07	3.00	3.00	3.00	2.67
The candidate supports all learners in their pursuit of high levels of academic and social-emotional success.	3.70	2.59	2.83	3.00	2.83	2.75	3.33
The candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	3.59	2.65	2.97	4.00	3.17	2.50	3.00
The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.	3.56	2.63	2.96	4.00	2.83	2.50	3.67
The candidate differentiates instruction, aligning methods and techniques to diverse student needs.	3.63	2.75	2.96	3.00	2.75	2.40	2.67
The candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	3.56	2.88	3.04	3.00	3.00	2.75	3.33
The candidate organizes a safe, accessible and efficient classroom	3.70	2.76	3.11	2.00	2.83	3.00	3.33
The candidate establishes, communicates and maintains clear expectations for student behavior.	3.63	2.82	3.07	2.00	3.08	2.75	3.00
The candidate leads a mutually respectful and collaborative class of actively engaged learners.	3.70	2.71	3.14	3.00	3.08	2.50	3.33
The candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	3.81	2.94	3.26	4.00	3.33	3.00	4.00
The candidate reflects on his/her practice.	3.81	2.88	3.22	5.00	3.25	2.75	4.00

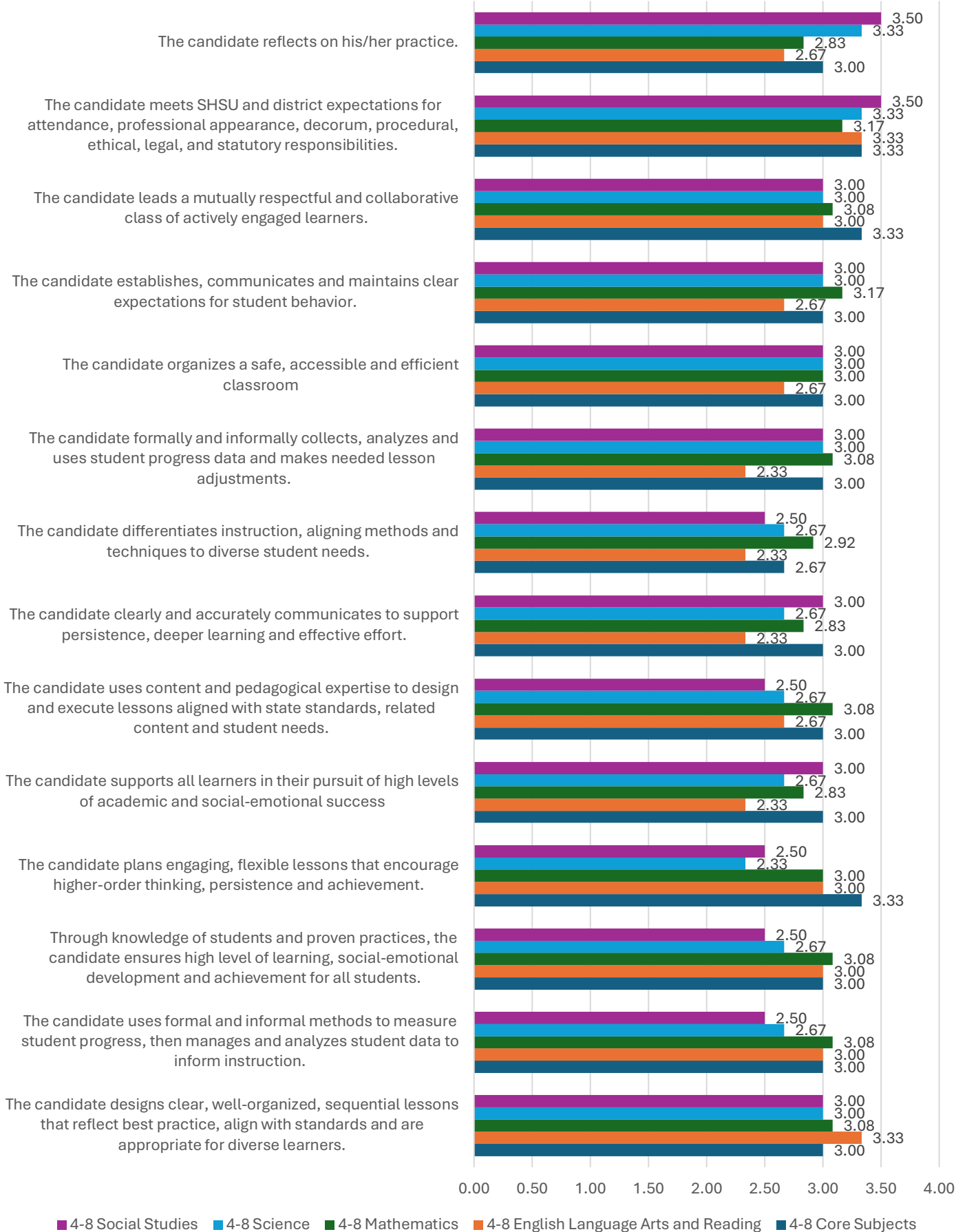
TCAR-Secondary



TCAR Scores: Middle Level Programs

Indicator/Program	4-8 Core Subjects	4-8 English Language Arts	4-8 Mathematics	4-8 Science	4-8 Social Studies
The candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	3.00	3.33	3.08	3.00	3.00
The candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	3.00	3.00	3.08	2.67	2.50
Through knowledge of students and proven practices, the candidate ensures high level of learning, social-emotional development and achievement for all students.	3.00	3.00	3.08	2.67	2.50
The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	3.33	3.00	3.00	2.33	2.50
The candidate supports all learners in their pursuit of high levels of academic and social-emotional success	3.00	2.33	2.83	2.67	3.00
The candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	3.00	2.67	3.08	2.67	2.50
The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.	3.00	2.33	2.83	2.67	3.00
The candidate differentiates instruction, aligning methods and techniques to diverse student needs.	2.67	2.33	2.92	2.67	2.50
The candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	3.00	2.33	3.08	3.00	3.00
The candidate organizes a safe, accessible and efficient classroom	3.00	2.67	3.00	3.00	3.00
The candidate establishes, communicates and maintains clear expectations for student behavior.	3.00	2.67	3.17	3.00	3.00
The candidate leads a mutually respectful and collaborative class of actively engaged learners.	3.33	3.00	3.08	3.00	3.00
The candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	3.33	3.33	3.17	3.33	3.50
The candidate reflects on his/her practice.	3.00	2.67	2.83	3.33	3.50

TCAR-Middle Level



TCAR Scores: PK-3 and EC-6 Programs

Indicator/Program	EC-6 Bilingual	EC-6 Core Subjects	EC-6 Core Subjects	PK-3 Early Childhood
The candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	2.88	2.88	2.85	2.97
The candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	2.84	2.92	2.81	2.85
Through knowledge of students and proven practices, the candidate ensures high level of learning, social-emotional development and achievement for all students.	2.88	2.94	2.85	2.90
The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	2.90	2.94	2.58	2.92
The candidate supports all learners in their pursuit of high levels of academic and social-emotional success	2.84	2.87	2.81	2.82
The candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	2.65	2.88	2.73	2.79
The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.	2.97	2.90	2.67	2.85
The candidate differentiates instruction, aligning methods and techniques to diverse student needs.	2.94	2.87	2.70	2.85
The candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	2.74	2.91	2.78	2.79
The candidate organizes a safe, accessible and efficient classroom	2.84	2.99	2.88	3.03
The candidate establishes, communicates and maintains clear expectations for student behavior.	2.90	2.96	2.74	3.03
The candidate leads a mutually respectful and collaborative class of actively engaged learners.	2.90	2.94	2.89	3.13
The candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	3.00	3.13	2.93	3.15
The candidate reflects on his/her practice.	3.03	3.13	2.96	3.13