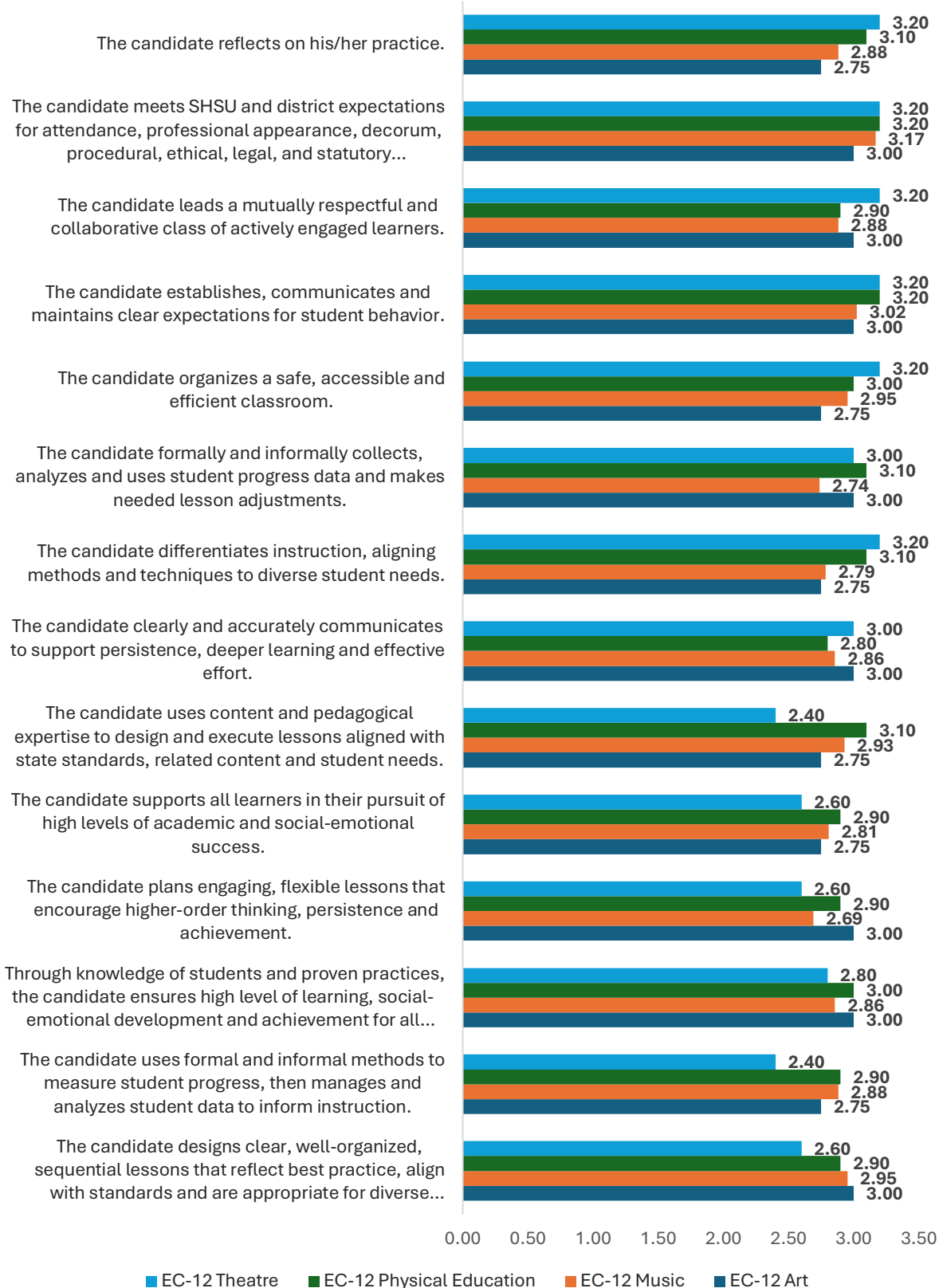# Teacher TCAR Results

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 Art	EC-12 Music	EC-12 Physical Educatio	EC-12 Theatre
The candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	3.00	2.95	2.90	2.60
The candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	2.75	2.88	2.90	2.40
Through knowledge of students and proven practices, the candidate ensures a high level of learning, social-emotional development and achievement for all students.	3.00	2.86	3.00	2.80
The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	3.00	2.69	2.90	2.60
The candidate supports all learners in their pursuit of high levels of academic and social-emotional success.	2.75	2.81	2.90	2.60
The candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	2.75	2.93	3.10	2.40
The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.	3.00	2.86	2.80	3.00
The candidate differentiates instruction, aligning methods, and techniques to diverse student needs.	2.75	2.79	3.10	3.20
The candidate formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.	3.00	2.74	3.10	3.00
The candidate organizes a safe, accessible and efficient classroom.	2.75	2.95	3.00	3.20
The candidate establishes, communicates and maintains clear expectations for student behavior.	3.00	3.02	3.20	3.20
The candidate leads a mutually respectful and collaborative class of actively engaged learners.	3.00	2.88	2.90	3.20
The candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	3.00	3.17	3.20	3.20
The candidate reflects on his/her practice.	2.75	2.88	3.10	3.20

TCAR-All Levels

The candidate reflects on his/her practice.
- 3.20
- 3.10
- 2.88
- 2.75

The candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory...
- 3.20
- 3.20
- 3.17
- 3.00

The candidate leads a mutually respectful and collaborative class of actively engaged learners.
- 3.20
- 2.90
- 2.88
- 3.00

The candidate establishes, communicates and maintains clear expectations for student behavior.
- 3.20
- 3.20
- 3.02
- 3.00

The candidate organizes a safe, accessible and efficient classroom.
- 3.20
- 3.00
- 2.95
- 2.75

The candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
- 3.00
- 3.10
- 2.74
- 3.00

The candidate differentiates instruction, aligning methods and techniques to diverse student needs.
- 3.20
- 3.10
- 2.79
- 2.75

The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.
- 3.00
- 2.80
- 2.86
- 3.00

The candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
- 2.40
- 3.10
- 2.93
- 2.75

The candidate supports all learners in their pursuit of high levels of academic and social-emotional success.
- 2.60
- 2.90
- 2.81
- 2.75

The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
- 2.60
- 2.90
- 2.69
- 3.00

Through knowledge of students and proven practices, the candidate ensures high level of learning, social-emotional development and achievement for all...
- 2.80
- 3.00
- 2.86
- 3.00

The candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
- 2.40
- 2.90
- 2.88
- 2.75

The candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse...
- 2.60
- 2.90
- 2.95
- 3.00

Scale: 0.00, 0.50, 1.00, 1.50, 2.00, 2.50, 3.00, 3.50

Legend:
- ■ EC-12 Theatre
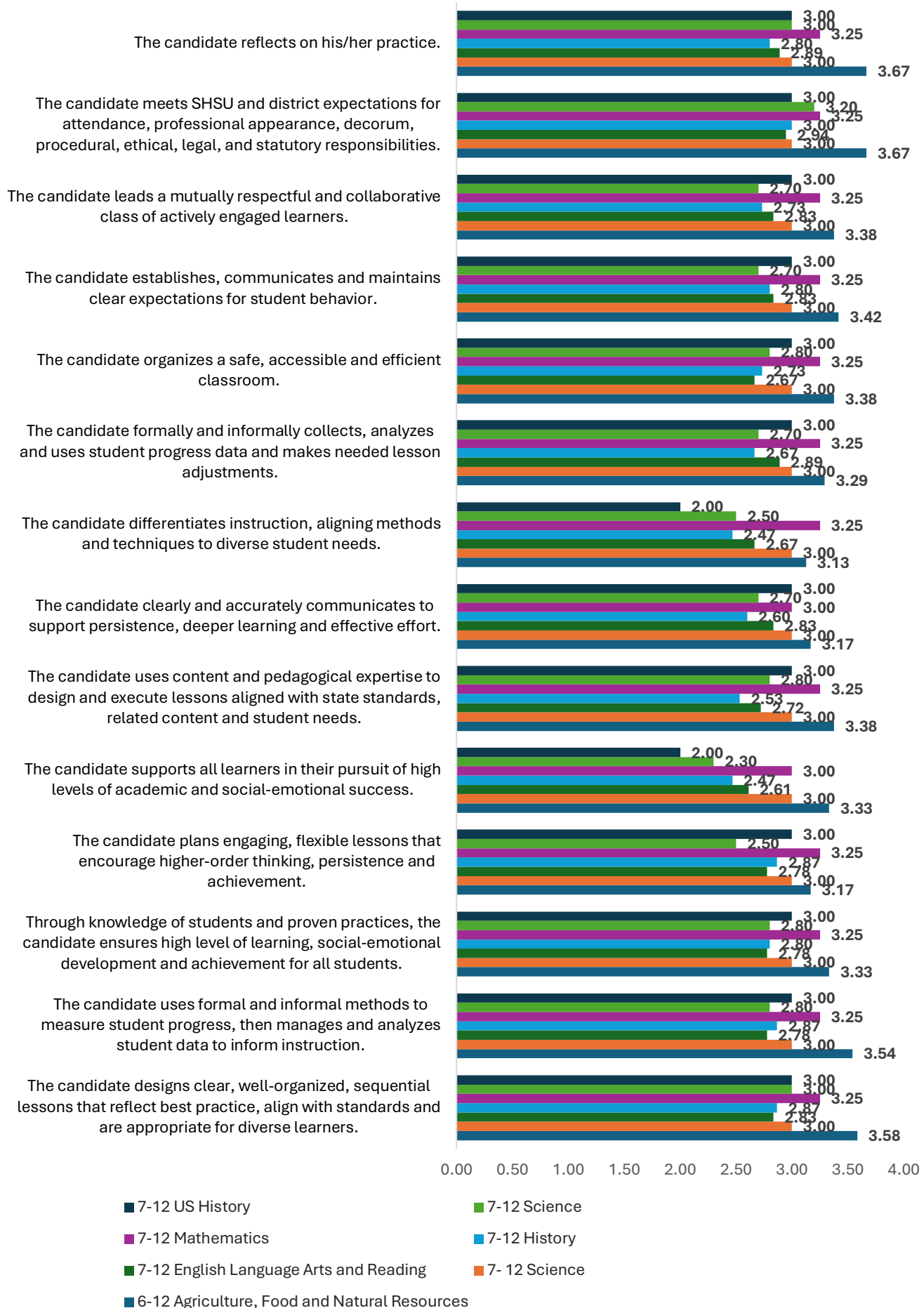- ■ EC-12 Physical Education
- ■ EC-12 Music
- ■ EC-12 Art

TCAR Scores: Secondary Programs

Indicator/Program	6-12 Agriculture, Food and Natural	7-12 Science	7-12 English Language Arts and	7-12 History	7-12 Mathematics	7-12 Science	7-12 US History
The candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	3.58	3.00	2.83	2.87	3.25	3.00	3.00
The candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	3.54	3.00	2.78	2.87	3.25	2.80	3.00
Through knowledge of students and proven practices, the candidate ensures a high level of learning, social-emotional development and achievement for all students.	3.33	3.00	2.78	2.80	3.25	2.80	3.00
The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	3.17	3.00	2.78	2.87	3.25	2.50	3.00
The candidate supports all learners in their pursuit of high levels of academic and social-emotional success.	3.33	3.00	2.61	2.47	3.00	2.30	2.00
The candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	3.38	3.00	2.72	2.53	3.25	2.80	3.00
The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.	3.17	3.00	2.83	2.60	3.00	2.70	3.00
The candidate differentiates instruction, aligning methods and techniques to diverse student needs.	3.13	3.00	2.67	2.47	3.25	2.50	2.00
The candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	3.29	3.00	2.89	2.67	3.25	2.70	3.00
The candidate organizes a safe, accessible and efficient classroom.	3.38	3.00	2.67	2.73	3.25	2.80	3.00
The candidate establishes, communicates and maintains clear expectations for student behavior.	3.42	3.00	2.83	2.80	3.25	2.70	3.00
The candidate leads a mutually respectful and collaborative class of actively engaged learners.	3.38	3.00	2.83	2.73	3.25	2.70	3.00
The candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	3.67	3.00	2.94	3.00	3.25	3.20	3.00
The candidate reflects on his/her practice.	3.67	3.00	2.89	2.80	3.25	3.00	3.00

TCAR-Secondary

The candidate reflects on his/her practice.
- 3.00
- 3.25
- 2.80
- 2.89
- 3.00
- 3.67

The candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.
- 3.00
- 3.20
- 3.25
- 3.00
- 2.94
- 3.00
- 3.67

The candidate leads a mutually respectful and collaborative class of actively engaged learners.
- 3.00
- 2.70
- 3.25
- 2.73
- 2.83
- 3.00
- 3.38

The candidate establishes, communicates and maintains clear expectations for student behavior.
- 3.00
- 2.70
- 3.25
- 2.80
- 2.83
- 3.00
- 3.42

The candidate organizes a safe, accessible and efficient classroom.
- 3.00
- 2.80
- 3.25
- 2.73
- 2.67
- 3.00
- 3.38

The candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
- 3.00
- 2.70
- 3.25
- 2.67
- 2.89
- 3.00
- 3.29

The candidate differentiates instruction, aligning methods and techniques to diverse student needs.
- 2.00
- 2.50
- 3.25
- 2.47
- 2.67
- 3.00
- 3.13

The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.
- 3.00
- 2.70
- 3.00
- 2.60
- 2.83
- 3.00
- 3.17

The candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
- 3.00
- 2.80
- 3.25
- 2.53
- 2.72
- 3.00
- 3.38

The candidate supports all learners in their pursuit of high levels of academic and social-emotional success.
- 2.00
- 2.30
- 3.00
- 2.47
- 2.61
- 3.00
- 3.33

The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
- 3.00
- 2.50
- 3.25
- 2.87
- 2.78
- 3.00
- 3.17

Through knowledge of students and proven practices, the candidate ensures high level of learning, social-emotional development and achievement for all students.
- 3.00
- 2.80
- 3.25
- 2.80
- 2.78
- 3.00
- 3.33

The candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
- 3.00
- 2.80
- 3.25
- 2.87
- 2.78
- 3.00
- 3.54

The candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
- 3.00
- 3.00
- 3.25
- 2.87
- 2.83
- 3.00
- 3.58

Scale: 0.00 0.50 1.00 1.50 2.00 2.50 3.00 3.50 4.00

Legend:
- 7-12 US History
- 7-12 Science
- 7-12 Mathematics
- 7-12 History
- 7-12 English Language Arts and Reading
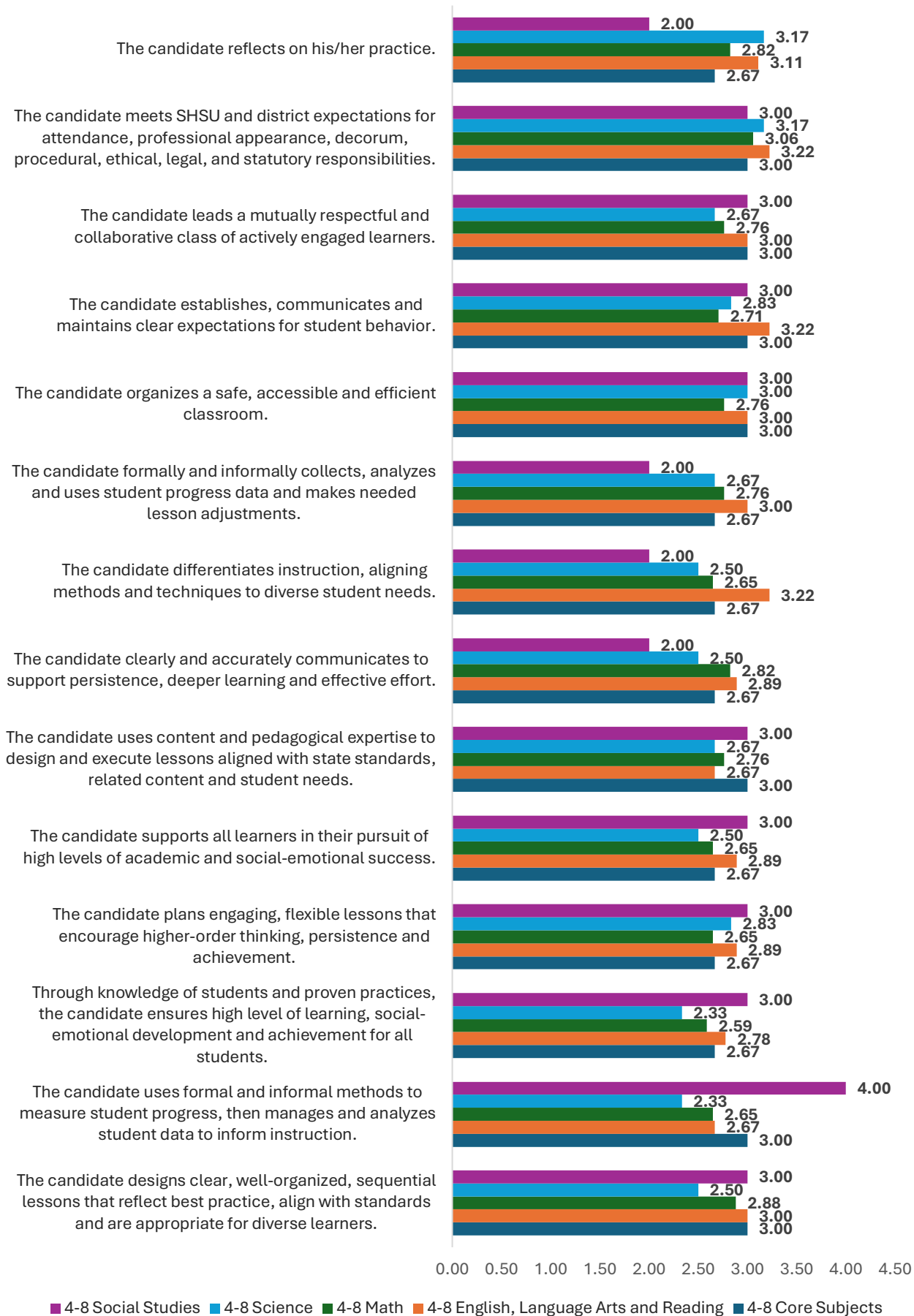- 7-12 Science
- 6-12 Agriculture, Food and Natural Resources

TCAR Scores: Middle Level Programs

Indicator/Program	4-8 Core Subjects	4-8 English, Language Arts and	4-8 Math	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	3.00	2.88	2.50	3.00
The candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	3.00	2.67	2.65	2.33	4.00
Through knowledge of students and proven practices, the candidate ensures a high level of learning, social-emotional development and achievement for all students.	2.67	2.78	2.59	2.33	3.00
The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	2.67	2.89	2.65	2.83	3.00
The candidate supports all learners in their pursuit of high levels of academic and social-emotional success.	2.67	2.89	2.65	2.50	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	2.76	2.67	3.00
The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.	2.67	2.89	2.82	2.50	2.00
The candidate differentiates instruction, aligning methods and techniques to diverse student needs.	2.67	3.22	2.65	2.50	2.00
The candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	2.67	3.00	2.76	2.67	2.00
The candidate organizes a safe, accessible and efficient classroom.	3.00	3.00	2.76	3.00	3.00
The candidate establishes, communicates and maintains clear expectations for student behavior.	3.00	3.22	2.71	2.83	3.00
The candidate leads a mutually respectful and collaborative class of actively engaged learners.	3.00	3.00	2.76	2.67	3.00
The candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	3.00	3.22	3.06	3.17	3.00
The candidate reflects on his/her practice.	2.67	3.11	2.82	3.17	2.00

TCAR-Middle Level

The candidate reflects on his/her practice.
- 2.00
- 3.17
- 2.82
- 3.11
- 2.67

The candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.
- 3.00
- 3.17
- 3.06
- 3.22
- 3.00

The candidate leads a mutually respectful and collaborative class of actively engaged learners.
- 3.00
- 2.67
- 2.76
- 3.00
- 3.00

The candidate establishes, communicates and maintains clear expectations for student behavior.
- 3.00
- 2.83
- 2.71
- 3.22
- 3.00

The candidate organizes a safe, accessible and efficient classroom.
- 3.00
- 3.00
- 2.76
- 3.00
- 3.00

The candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
- 2.00
- 2.67
- 2.76
- 3.00
- 2.67

The candidate differentiates instruction, aligning methods and techniques to diverse student needs.
- 2.00
- 2.50
- 2.65
- 3.22
- 2.67

The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.
- 2.00
- 2.50
- 2.82
- 2.89
- 2.67

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
- 2.76
- 2.67
- 3.00

The candidate supports all learners in their pursuit of high levels of academic and social-emotional success.
- 3.00
- 2.50
- 2.65
- 2.89
- 2.67

The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
- 3.00
- 2.83
- 2.65
- 2.89
- 2.67

Through knowledge of students and proven practices, the candidate ensures high level of learning, social-emotional development and achievement for all students.
- 3.00
- 2.33
- 2.59
- 2.78
- 2.67

The candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
- 4.00
- 2.33
- 2.65
- 2.67
- 3.00

The candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
- 3.00
- 2.50
- 2.88
- 3.00
- 3.00

Legend:
- 4-8 Social Studies
- 4-8 Science
- 4-8 Math
- 4-8 English, Language Arts and Reading
- 4-8 Core Subjects

TCAR Scores: PK-3 and EC-6 Programs

Indicator/Program	PK-3 Early Childhood	EC-6 Bilingual Core Subjects	EC-6 Core Subjects	EC-6 Core Subjects and EC-12 Special Education
The candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	3.08	2.97	2.90	2.71
The candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	2.83	2.81	2.79	2.68
Through knowledge of students and proven practices, the candidate ensures a high level of learning, social-emotional development and achievement for all students.	2.75	2.84	2.84	2.75
The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	2.67	2.84	2.85	2.75
The candidate supports all learners in their pursuit of high levels of academic and social-emotional success.	2.75	2.81	2.77	2.64
The candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	2.75	2.68	2.66	2.50
The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.	2.75	2.95	2.80	2.75
The candidate differentiates instruction, aligning methods and techniques to diverse student needs.	2.75	2.78	2.79	2.46
The candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	2.83	2.92	2.75	2.75
The candidate organizes a safe, accessible and efficient classroom.	2.83	2.95	2.90	2.79
The candidate establishes, communicates and maintains clear expectations for student behavior.	2.92	3.05	2.90	2.82
The candidate leads a mutually respectful and collaborative class of actively engaged learners.	2.92	2.97	2.90	2.71
The candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	3.17	3.19	3.06	2.86
The candidate reflects on his/her practice.	3.08	3.03	2.97	2.86

TCAR-Early Childhood

The candidate reflects on his/her practice.
- 2.86
- 2.97
- 3.03
- 3.08

The candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.
- 2.86
- 3.06
- 3.19
- 3.17

The candidate leads a mutually respectful and collaborative class of actively engaged learners.
- 2.71
- 2.90
- 2.97
- 2.92

The candidate establishes, communicates and maintains clear expectations for student behavior.
- 2.82
- 2.90
- 3.05
- 2.92

The candidate organizes a safe, accessible and efficient classroom.
- 2.79
- 2.90
- 2.95
- 2.83

The candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
- 2.75
- 2.75
- 2.92
- 2.83

The candidate differentiates instruction, aligning methods and techniques to diverse student needs.
- 2.46
- 2.79
- 2.78
- 2.75

The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.
- 2.75
- 2.80
- 2.95
- 2.75

The candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
- 2.50
- 2.66
- 2.68
- 2.75

The candidate supports all learners in their pursuit of high levels of academic and social-emotional success.
- 2.64
- 2.77
- 2.81
- 2.75

The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
- 2.75
- 2.85
- 2.84
- 2.67

Through knowledge of students and proven practices, the candidate ensures high level of learning, social-emotional development and achievement for all students.
- 2.75
- 2.84
- 2.84
- 2.75

The candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
- 2.68
- 2.79
- 2.81
- 2.83

The candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
- 2.71
- 2.90
- 2.97
- 3.08

Axis: 0.00 0.50 1.00 1.50 2.00 2.50 3.00 3.50

Legend:
- EC-6 Core Subjects and EC-12 Special Education
- EC-6 Core Subjects
- EC-6 Bilingual Core Subjects
- PK-3 Early Childhood