

000 SHSU 007 Aggregate Report on Field Experience Forms

Parameter Title	Parameter Value
Select Field Experience Form	Form A: T-TESS - Ed Aide: Fourth Observation,Form A: T-TESS - Ed Aide: Semester 1 - Site Supervisor,Form A: T-TESS - Ed Aide: Semester 2 - Site Supervisor,Form A: T-TESS - Ed Aide: Semester 3 - Site Supervisor,Form A: T-TESS: Observation 1,Form A: T-TESS: Observation 2,Form A: T-TESS: Observation 3,Form A: T-TESS: Observation 4,Form A: T-TESS: Observation 5,Form A: T-TESS US PREP: Observation 1,Form A: T-TESS US PREP: Observation 2,Form A: T-TESS US PREP: Observation 3,Form A: T-TESS US PREP: Observation 4
Select Term	201880 - Fall 2018,201920 - Spring 2019,No Term Specified
Select Course	All
Select Section	01,Fall2018-Spring2019,Spring2019-Fall2019,Starting in 201880
Select Program	All
Select Assessor's Role	Faculty



THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM : Form A: T-TESS - Ed Aide: Fourth Observation

T-TESS Observation

Rubric	# Distinguished	% Distinguished	# Accomplished	% Accomplished	# Proficient	% Proficient	# Developing	% Developing	# Needs Improvement	% Needs Improvement	# No Response	% No Response	Total Response	Average
1.1 Standards and Alignment: The candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	3	0
1.2 Data & Assessment: The	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	3	0

candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.														
1.3 Knowledge of Students: Through knowledge of students and proven practices, the candidate ensures high level of learning, social-emotional development and achievement for all students.	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	3	0
1.4 Activities: The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	0	0%	1	33.33%	2	66.67%	0	0%	0	0%	0	0%	3	0
2.1 Achieving Expectations: The candidate supports all learners in their pursuit of high levels of academic and social-emotional success	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	3	0
2.2 Content Knowledge & Expertise: The candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	3	0
2.3 Communication:	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	3	0

The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.														
2.4 Differentiation: The candidate differentiates instruction, aligning methods and techniques to diverse student needs.	0	0%	1	33.33%	2	66.67%	0	0%	0	0%	0	0%	3	0
2.5 Monitor & Adjust: The candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	3	0
3.1 Classroom Environment, Routines & Procedures: The candidate organizes a safe, accessible and efficient classroom	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	3	0
3.2 Managing Student Behavior: The candidate establishes, communicates and maintains clear expectations for student behavior.	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	3	0
3.3 Classroom Culture: The candidate leads a mutually respectful and collaborative class of actively engaged learners.	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	3	0

4.1 Professional Demeanor & Ethics: The candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	3	0
4.2 The candidate reflects on his/her practice.	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	3	0
Total/Percentage	0	0%	2	4.76%	40	95.24%	0	0%	0	0%	0	0%	42	

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM : Form A: T-TESS - Ed Aide: Semester 1 - Site Supervisor

T-TESS Observation

Rubric	# Distinguished	% Distinguished	# Accomplished	% Accomplished	# Proficient	% Proficient	# Developing	% Developing	# Needs Improvement	% Needs Improvement	# No Response	% No Response	Total Response	Average
1.1 Standards and Alignment: The candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	0	0%	0	0%	5	26.32%	11	57.89%	3	15.79%	0	0%	19	0
1.2 Data & Assessment: The candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	0	0%	0	0%	5	26.32%	13	68.42%	1	5.26%	0	0%	19	0

1.3 Knowledge of Students: Through knowledge of students and proven practices, the candidate ensures high level of learning, social-emotional development and achievement for all students.	0	0%	0	0%	6	31.58%	13	68.42%	0	0%	0	0%	19	0
1.4 Activities: The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	0	0%	0	0%	7	36.84%	10	52.63%	2	10.53%	0	0%	19	0
2.1 Achieving Expectations: The candidate supports all learners in their pursuit of high levels of academic and social-emotional success	0	0%	0	0%	7	38.89%	10	55.56%	1	5.56%	1	5.26%	18	0
2.2 Content Knowledge & Expertise: The candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	0	0%	0	0%	6	31.58%	11	57.89%	2	10.53%	0	0%	19	0
2.3 Communication: The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.	0	0%	0	0%	5	26.32%	12	63.16%	2	10.53%	0	0%	19	0

2.4 Differentiation: The candidate differentiates instruction, aligning methods and techniques to diverse student needs.	0	0%	0	0%	8	42.11%	8	42.11%	3	15.79%	0	0%	19	0
2.5 Monitor & Adjust: The candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	0	0%	0	0%	8	42.11%	9	47.37%	2	10.53%	0	0%	19	0
3.1 Classroom Environment, Routines & Procedures: The candidate organizes a safe, accessible and efficient classroom	0	0%	0	0%	9	47.37%	9	47.37%	1	5.26%	0	0%	19	0
3.2 Managing Student Behavior: The candidate establishes, communicates and maintains clear expectations for student behavior.	0	0%	0	0%	9	47.37%	7	36.84%	3	15.79%	0	0%	19	0
3.3 Classroom Culture: The candidate leads a mutually respectful and collaborative class of actively engaged learners.	0	0%	0	0%	12	63.16%	6	31.58%	1	5.26%	0	0%	19	0
4.1 Professional Demeanor & Ethics: The candidate meets SHSU and district expectations for attendance, professional appearance, decorum,	0	0%	0	0%	17	89.47%	2	10.53%	0	0%	0	0%	19	0

procedural, ethical, legal, and statutory responsibilities.

4.2 The candidate reflects on his/her practice. 0 0% 0 0% 17 89.47% 2 10.53% 0 0% 0 0% 19 0

Total/Percentage 0 0% 0 0% 121 45.66% 123 46.42% 21 7.92% 1 0.38% 265

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM : Form A: T-TESS - Ed Aide: Semester 2 - Site Supervisor

T-TESS Observation

Rubric	# Distinguished	% Distinguished	# Accomplished	% Accomplished	# Proficient	% Proficient	# Developing	% Developing	# Needs Improvement	% Needs Improvement	# No Response	% No Response	Total Response	Average
1.1 Standards and Alignment: The candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	0	0%	0	0%	16	94.12%	1	5.88%	0	0%	0	0%	17	0
1.2 Data & Assessment: The candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	0	0%	1	5.88%	13	76.47%	3	17.65%	0	0%	0	0%	17	0
1.3 Knowledge of Students: Through knowledge of students and proven practices, the candidate ensures high level of learning, social-emotional	0	0%	0	0%	13	76.47%	4	23.53%	0	0%	0	0%	17	0

development and achievement for all students.														
1.4 Activities: The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	0	0%	0	0%	15	88.24%	2	11.76%	0	0%	0	0%	17	0
2.1 Achieving Expectations: The candidate supports all learners in their pursuit of high levels of academic and social-emotional success	0	0%	0	0%	15	88.24%	2	11.76%	0	0%	0	0%	17	0
2.2 Content Knowledge & Expertise: The candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	0	0%	1	5.88%	14	82.35%	2	11.76%	0	0%	0	0%	17	0
2.3 Communication: The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.	0	0%	0	0%	14	82.35%	3	17.65%	0	0%	0	0%	17	0
2.4 Differentiation: The candidate differentiates instruction, aligning methods and techniques to diverse student needs.	0	0%	0	0%	14	82.35%	3	17.65%	0	0%	0	0%	17	0

2.5 Monitor & Adjust: The candidate formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	0	0%	0	0%	15	88.24%	2	11.76%	0	0%	0	0%	17	0
3.1 Classroom Environment, Routines & Procedures: The candidate organizes a safe, accessible and efficient classroom	0	0%	1	5.88%	14	82.35%	2	11.76%	0	0%	0	0%	17	0
3.2 Managing Student Behavior: The candidate establishes, communicates and maintains clear expectations for student behavior.	0	0%	1	5.88%	14	82.35%	2	11.76%	0	0%	0	0%	17	0
3.3 Classroom Culture: The candidate leads a mutually respectful and collaborative class of actively engaged learners.	0	0%	1	5.88%	15	88.24%	1	5.88%	0	0%	0	0%	17	0
4.1 Professional Demeanor & Ethics: The candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	0	0%	0	0%	16	94.12%	1	5.88%	0	0%	0	0%	17	0
4.2 The candidate reflects on his/her practice.	0	0%	0	0%	16	94.12%	1	5.88%	0	0%	0	0%	17	0

Total/Percentage	0	0%	5	2.1%	204	85.71%	29	12.18%	0	0%	0	0%	238
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THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM : Form A: T-TESS - Ed Aide: Semester 3 - Site Supervisor

T-TESS Observation

Rubric	# Distinguished	% Distinguished	# Accomplished	% Accomplished	# Proficient	% Proficient	# Developing	% Developing	# Needs Improvement	% Needs Improvement	# No Response	% No Response	Total Response	Average
1.1 Standards and Alignment: The candidate designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	0	0%	0	0%	3	50%	3	50%	0	0%	0	0%	6	0
1.2 Data & Assessment: The candidate uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	0	0%	0	0%	4	66.67%	2	33.33%	0	0%	0	0%	6	0
1.3 Knowledge of Students: Through knowledge of students and proven practices, the candidate ensures high level of learning, social-emotional development and achievement for all students.	0	0%	0	0%	5	83.33%	1	16.67%	0	0%	0	0%	6	0
1.4 Activities: The candidate plans engaging, flexible lessons that encourage higher-order	0	0%	0	0%	4	66.67%	2	33.33%	0	0%	0	0%	6	0

thinking, persistence and achievement.														
2.1 Achieving Expectations: The candidate supports all learners in their pursuit of high levels of academic and social-emotional success	0	0%	0	0%	4	66.67%	2	33.33%	0	0%	0	0%	6	0
2.2 Content Knowledge & Expertise: The candidate uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	0	0%	0	0%	5	83.33%	1	16.67%	0	0%	0	0%	6	0
2.3 Communication: The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.	0	0%	0	0%	4	66.67%	2	33.33%	0	0%	0	0%	6	0
2.4 Differentiation: The candidate differentiates instruction, aligning methods and techniques to diverse student needs.	0	0%	0	0%	5	83.33%	1	16.67%	0	0%	0	0%	6	0
2.5 Monitor & Adjust: The candidate formally and informally collects, analyzes and uses student progress data and makes	0	0%	0	0%	5	83.33%	1	16.67%	0	0%	0	0%	6	0

needed lesson adjustments.														
3.1 Classroom Environment, Routines & Procedures: The candidate organizes a safe, accessible and efficient classroom	0	0%	0	0%	5	83.33%	0	0%	1	16.67%	0	0%	6	0
3.2 Managing Student Behavior: The candidate establishes, communicates and maintains clear expectations for student behavior.	0	0%	0	0%	5	83.33%	0	0%	1	16.67%	0	0%	6	0
3.3 Classroom Culture: The candidate leads a mutually respectful and collaborative class of actively engaged learners.	0	0%	0	0%	5	83.33%	0	0%	1	16.67%	0	0%	6	0
4.1 Professional Demeanor & Ethics: The candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	0	0%	0	0%	5	83.33%	1	16.67%	0	0%	0	0%	6	0
4.2 The candidate reflects on his/her practice.	0	0%	0	0%	5	83.33%	1	16.67%	0	0%	0	0%	6	0
Total/Percentage	0	0%	0	0%	64	76.19%	17	20.24%	3	3.57%	0	0%	84	

T-TESS Observation

Rubric	# Distinguished	% Distinguished	# Accomplished	% Accomplished	# Proficient	% Proficient	# Developing	% Developing	# Needs Improvement	% Needs Improvement	# No Response	% No Response	Total Response	Average
1.1 Standards and Alignment: The student teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	1	0.2%	45	8.93%	396	78.57%	62	12.3%	0	0%	1	0.2%	504	0
1.2 Data & Assessment: The student teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	0	0%	24	4.79%	391	78.04%	85	16.97%	1	0.2%	4	0.79%	501	0
1.3 Knowledge of Students: Through knowledge of students and proven practices, the student teacher ensures high level of learning, social-emotional development and achievement for all students.	1	0.2%	34	6.75%	390	77.38%	79	15.67%	0	0%	1	0.2%	504	0
1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	1	0.2%	57	11.33%	373	74.16%	69	13.72%	3	0.6%	2	0.4%	503	0
2.1 Achieving Expectations:	2	0.4%	49	9.74%	381	75.75%	70	13.92%	1	0.2%	2	0.4%	503	0

The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success														
2.2 Content Knowledge & Expertise: The student teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	2	0.4%	43	8.55%	382	75.94%	76	15.11%	0	0%	2	0.4%	503	0
2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	1	0.2%	51	10.16%	364	72.51%	85	16.93%	1	0.2%	3	0.59%	502	0
2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	2	0.4%	47	9.34%	374	74.35%	77	15.31%	3	0.6%	2	0.4%	503	0
2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	0	0%	45	8.96%	367	73.11%	87	17.33%	3	0.6%	3	0.59%	502	0
3.1 Classroom Environment, Routines &	6	1.19%	74	14.68%	365	72.42%	51	10.12%	8	1.59%	1	0.2%	504	0

Procedures: The student teacher organizes a safe, accessible and efficient classroom														
3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.	3	0.6%	79	15.71%	341	67.79%	67	13.32%	13	2.58%	2	0.4%	503	0
3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.	6	1.2%	82	16.33%	358	71.31%	50	9.96%	6	1.2%	3	0.59%	502	0
4.1 Professional Demeanor & Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	22	4.62%	57	11.97%	379	79.62%	18	3.78%	0	0%	29	5.74%	476	0
4.2 The student teacher reflects on his/her practice.	12	2.53%	39	8.23%	399	84.18%	24	5.06%	0	0%	31	6.14%	474	0
Total/Percentage	59	0.84%	726	10.4%	5260	75.32%	900	12.89%	39	0.56%	86	1.22%	6984	

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM : Form A: T-TESS: Observation 2

T-TESS Observation

Rubric	# Distinguished	% Distinguished	# Accomplished	% Accomplished	# Proficient	% Proficient	# Developing	% Developing	# Needs Improvement	% Needs Improvement	# No Response	% No Response	Total Response	Average
1.1 Standards and Alignment: The student teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	4	0.83%	73	15.08%	378	78.1%	28	5.79%	1	0.21%	2	0.41%	484	0
1.2 Data & Assessment: The student teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	3	0.62%	50	10.35%	382	79.09%	47	9.73%	1	0.21%	3	0.62%	483	0
1.3 Knowledge of Students: Through knowledge of students and proven practices, the student teacher ensures high level of learning, social-emotional development and achievement for all students.	3	0.62%	63	13.04%	387	80.12%	30	6.21%	0	0%	3	0.62%	483	0
1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	4	0.83%	101	20.91%	343	71.01%	33	6.83%	2	0.41%	3	0.62%	483	0
2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of	9	1.87%	91	18.88%	352	73.03%	29	6.02%	1	0.21%	4	0.82%	482	0

academic and social-emotional success														
2.2 Content Knowledge & Expertise: The student teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	6	1.24%	90	18.63%	351	72.67%	36	7.45%	0	0%	3	0.62%	483	0
2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	7	1.45%	95	19.71%	329	68.26%	48	9.96%	3	0.62%	4	0.82%	482	0
2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	2	0.41%	87	18.05%	344	71.37%	47	9.75%	2	0.41%	4	0.82%	482	0
2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	3	0.62%	76	15.8%	359	74.64%	41	8.52%	2	0.42%	5	1.03%	481	0
3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and	13	2.69%	119	24.64%	323	66.87%	24	4.97%	4	0.83%	3	0.62%	483	0

efficient classroom														
3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.	7	1.45%	111	23.03%	317	65.77%	40	8.3%	7	1.45%	4	0.82%	482	0
3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.	11	2.28%	125	25.88%	308	63.77%	34	7.04%	5	1.04%	3	0.62%	483	0
4.1 Professional Demeanor & Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	24	5.17%	89	19.18%	338	72.84%	13	2.8%	0	0%	22	4.53%	464	0
4.2 The student teacher reflects on his/her practice.	14	3.04%	63	13.67%	366	79.39%	17	3.69%	1	0.22%	25	5.14%	461	0
Total/Percentage	110	1.64%	1233	18.36%	4877	72.62%	467	6.95%	29	0.43%	88	1.29%	6716	

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM : Form A: T-TESS: Observation 3

T-TESS Observation														
Rubric	# Distinguished	% Distinguished	# Accomplished	% Accomplished	# Proficient	% Proficient	# Developing	% Developing	# Needs Improvement	% Needs Improvement	# No Response	% No Response	Total	Average Response
1.1 Standards	18	3.59%	100	19.96%	368	73.45%	13	2.59%	2	0.4%	1	0.2%	501	3

and Alignment: The student teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.														
1.2 Data & Assessment: The student teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	7	1.4%	71	14.17%	395	78.84%	27	5.39%	1	0.2%	1	0.2%	501	3
1.3 Knowledge of Students: Through knowledge of students and proven practices, the student teacher ensures high level of learning, social-emotional development and achievement for all students.	7	1.4%	102	20.4%	376	75.2%	15	3%	0	0%	2	0.4%	500	3
1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	15	2.99%	143	28.54%	321	64.07%	20	3.99%	2	0.4%	1	0.2%	501	3
2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success	16	3.19%	125	24.95%	329	65.67%	31	6.19%	0	0%	1	0.2%	501	3

2.2 Content Knowledge & Expertise: The student teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	10	2%	123	24.55%	343	68.46%	24	4.79%	1	0.2%	1	0.2%	501	3
2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	14	2.79%	150	29.88%	310	61.75%	27	5.38%	1	0.2%	0	0%	502	3
2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	5	1%	127	25.3%	331	65.94%	37	7.37%	2	0.4%	0	0%	502	3
2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	7	1.39%	102	20.32%	359	71.51%	33	6.57%	1	0.2%	0	0%	502	3
3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	25	4.99%	151	30.14%	306	61.08%	16	3.19%	3	0.6%	1	0.2%	501	3
3.2 Managing Student Behavior:	15	2.99%	159	31.74%	291	58.08%	30	5.99%	6	1.2%	1	0.2%	501	3

The student teacher establishes, communicates and maintains clear expectations for student behavior.														
3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.	22	4.39%	167	33.33%	289	57.68%	21	4.19%	2	0.4%	1	0.2%	501	3
4.1 Professional Demeanor & Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	38	7.98%	123	25.84%	308	64.71%	7	1.47%	0	0%	26	5.18%	476	3
4.2 The student teacher reflects on his/her practice.	21	4.42%	125	26.32%	321	67.58%	8	1.68%	0	0%	27	5.38%	475	3
Total/Percentage	220	3.16%	1768	25.38%	4647	66.72%	309	4.44%	21	0.3%	63	0.9%	6965	

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM : Form A: T-TESS: Observation 4

T-TESS Observation

Rubric	# Distinguished	% Distinguished	# Accomplished	% Accomplished	# Proficient	% Proficient	# Developing	% Developing	# Needs Improvement	% Needs Improvement	# No Response	% No Response	Total Response	Average
1.1 Standards and Alignment: The student teacher designs clear, well-organized,	1	3.23%	10	32.26%	19	61.29%	1	3.23%	0	0%	0	0%	31	3

sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.														
1.2 Data & Assessment: The student teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	0	0%	6	19.35%	24	77.42%	1	3.23%	0	0%	0	0%	31	3
1.3 Knowledge of Students: Through knowledge of students and proven practices, the student teacher ensures high level of learning, social-emotional development and achievement for all students.	1	3.23%	3	9.68%	25	80.65%	2	6.45%	0	0%	0	0%	31	3
1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	1	3.23%	10	32.26%	18	58.06%	2	6.45%	0	0%	0	0%	31	3
2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success	1	3.23%	7	22.58%	22	70.97%	1	3.23%	0	0%	0	0%	31	3
2.2 Content Knowledge & Expertise: The student teacher uses content and	1	3.23%	6	19.35%	23	74.19%	1	3.23%	0	0%	0	0%	31	3

pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.														
2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	1	3.33%	9	30%	20	66.67%	0	0%	0	0%	1	3.23%	30	3
2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	0	0%	6	19.35%	18	58.06%	7	22.58%	0	0%	0	0%	31	3
2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	0	0%	6	19.35%	22	70.97%	3	9.68%	0	0%	0	0%	31	3
3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	2	6.45%	9	29.03%	16	51.61%	3	9.68%	1	3.23%	0	0%	31	3
3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains	2	6.45%	11	35.48%	15	48.39%	2	6.45%	1	3.23%	0	0%	31	3

clear expectations for student behavior.														
3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.	1	3.23%	8	25.81%	19	61.29%	2	6.45%	1	3.23%	0	0%	31	3
4.1 Professional Demeanor & Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	0	0%	3	15%	16	80%	1	5%	0	0%	11	35.48%	20	3
4.2 The student teacher reflects on his/her practice.	0	0%	3	15%	16	80%	1	5%	0	0%	11	35.48%	20	3
Total/Percentage	11	2.68%	97	23.6%	273	66.42%	27	6.57%	3	0.73%	23	5.3%	411	

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM : Form A: T-TESS: Observation 5

T-TESS Observation

Rubric	# Distinguished	% Distinguished	# Accomplished	% Accomplished	# Proficient	% Proficient	# Developing	% Developing	# Needs Improvement	% Needs Improvement	# No Response	% No Response	Total Response	Average
1.1 Standards and Alignment: The student teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards	0	0%	2	11.11%	10	55.56%	6	33.33%	0	0%	2	10%	18	3

and are appropriate for diverse learners.

1.2 Data & Assessment: The student teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	0	0%	4	22.22%	8	44.44%	6	33.33%	0	0%	2	10%	18	3
1.3 Knowledge of Students: Through knowledge of students and proven practices, the student teacher ensures high level of learning, social-emotional development and achievement for all students.	0	0%	1	5.56%	11	61.11%	6	33.33%	0	0%	2	10%	18	3
1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	0	0%	3	16.67%	9	50%	6	33.33%	0	0%	2	10%	18	3
2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success	0	0%	2	11.11%	10	55.56%	6	33.33%	0	0%	2	10%	18	3
2.2 Content Knowledge & Expertise: The student teacher uses content and pedagogical expertise to design and execute lessons aligned with state	0	0%	4	22.22%	7	38.89%	7	38.89%	0	0%	2	10%	18	3

standards, related content and student needs.														
2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	0	0%	5	27.78%	7	38.89%	6	33.33%	0	0%	2	10%	18	3
2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	0	0%	1	5.56%	10	55.56%	7	38.89%	0	0%	2	10%	18	3
2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	0	0%	1	5.56%	11	61.11%	6	33.33%	0	0%	2	10%	18	3
3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	0	0%	2	11.11%	10	55.56%	6	33.33%	0	0%	2	10%	18	3
3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.	0	0%	2	11.11%	9	50%	7	38.89%	0	0%	2	10%	18	3
3.3 Classroom	0	0%	3	16.67%	8	44.44%	7	38.89%	0	0%	2	10%	18	3

Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.														
4.1 Professional Demeanor & Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	1	5.56%	0	0%	11	61.11%	6	33.33%	0	0%	2	10%	18	3
4.2 The student teacher reflects on his/her practice.	0	0%	1	5.56%	11	61.11%	6	33.33%	0	0%	2	10%	18	3
Total/Percentage	1	0.4%	31	12.3%	132	52.38%	88	34.92%	0	0%	28	10%	252	