

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: Intern Mentor Semester 1,Form A: T-TESS: Intern Mentor Semester 2,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 YLR: Observation 1,Form A: T-TESS YLR: Observation 2,Form A: T-TESS YLR: Observation 3,Form A: T-TESS YLR: Observation 4
Select Term	201980 - Fall 2019,202020 - Spring 2020,No Term Specified
Select Course	All
Select Section	01,Fa19Sp20,Fall2019-Spring2020, Spring2019-Fall2019, Spring2020-Fall2020, Starting in 201880, Starting in 201980, YLR20192020, YLR20202020
Select Program	All
Select Assessor's Role	All

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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
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%	11	100%	0	0%	0	0%	0	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%	10	100%	0	0%	0	0%	1	9.09%
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%	11	100%	0	0%	0	0%	0	0%
1.4 Activities: The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	0	0%	2	18.18%	9	81.82%	0	0%	0	0%	0	0%
2.1 Achieving Expectations: The candidate	0	0%	0	0%	11	100%	0	0%	0	0%	0	0%

supports all learners in their pursuit of high levels of academic and social-emotional success

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%	11	100%	0	0%	0	0%	0	0%
2.3 Communication: The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.	0	0%	0	0%	11	100%	0	0%	0	0%	0	0%
2.4 Differentiation: The candidate differentiates instruction, aligning methods and techniques to diverse student needs.	0	0%	1	9.09%	10	90.91%	0	0%	0	0%	0	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%	10	90.91%	1	9.09%	0	0%	0	0%
3.1 Classroom Environment, Routines & Procedures: The candidate organizes a safe, accessible and efficient classroom	0	0%	0	0%	11	100%	0	0%	0	0%	0	0%
3.2 Managing Student Behavior: The candidate establishes, communicates and maintains clear expectations for student behavior.	0	0%	0	0%	11	100%	0	0%	0	0%	0	0%
3.3 Classroom Culture: The candidate leads a mutually respectful and collaborative class of actively engaged learners.	0	0%	0	0%	10	100%	0	0%	0	0%	1	9.09%
4.1 Professional Demeanor & Ethics: The candidate meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and	0	0%	0	0%	10	100%	0	0%	0	0%	1	9.09%

statutory responsibilities.													
4.2 The candidate reflects on his/her practice.	0	0%	0	0%	10	100%	0	0%	0	0%	1	9.09%	
Total/Percentage	0	0%	3	2%	146	97.33%	1	0.67%	0	0%	4	2.6%	

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
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%	1	2.7%	17	45.95%	15	40.54%	4	10.81%	0	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	2.7%	17	45.95%	17	45.95%	2	5.41%	0	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%	19	51.35%	18	48.65%	0	0%	0	0%
1.4 Activities: The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	0	0%	1	2.7%	20	54.05%	14	37.84%	2	5.41%	0	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%	19	52.78%	16	44.44%	1	2.78%	1	2.7%
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	2.7%	19	51.35%	15	40.54%	2	5.41%	0	0%

2.3 Communication: The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.	0	0%	0	0%	17	45.95%	18	48.65%	2	5.41%	0	0%
2.4 Differentiation: The candidate differentiates instruction, aligning methods and techniques to diverse student needs.	0	0%	0	0%	21	56.76%	13	35.14%	3	8.11%	0	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%	19	51.35%	16	43.24%	2	5.41%	0	0%
3.1 Classroom Environment, Routines & Procedures: The candidate organizes a safe, accessible and efficient classroom	0	0%	0	0%	23	62.16%	13	35.14%	1	2.7%	0	0%
3.2 Managing Student Behavior: The candidate establishes, communicates and maintains clear expectations for student behavior.	0	0%	0	0%	23	62.16%	11	29.73%	3	8.11%	0	0%
3.3 Classroom Culture: The candidate leads a mutually respectful and collaborative class of actively engaged learners.	0	0%	0	0%	26	70.27%	10	27.03%	1	2.7%	0	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%	31	88.57%	4	11.43%	0	0%	2	5.41%
4.2 The candidate reflects on his/her practice.	0	0%	0	0%	31	88.57%	4	11.43%	0	0%	2	5.41%
Total/Percentage	0	0%	4	0.78%	302	58.87%	184	35.87%	23	4.48%	5	0.97%

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

T-TESS Observation

Rubric	#	%	#	%	#	%	#	%	# Needs	% Needs	# No	% No
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	Distinguished	Distinguished	Accomplished	Accomplished	Proficient	Proficient	Developing	Developing	Improvement	Improvement	Response	Response
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%	1	3.45%	25	86.21%	3	10.34%	0	0%	0	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	3.45%	22	75.86%	6	20.69%	0	0%	0	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%	21	72.41%	8	27.59%	0	0%	0	0%
1.4 Activities: The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	0	0%	1	3.45%	25	86.21%	3	10.34%	0	0%	0	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%	25	86.21%	4	13.79%	0	0%	0	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%	2	6.9%	21	72.41%	6	20.69%	0	0%	0	0%
2.3 Communication: The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.	0	0%	0	0%	26	89.66%	3	10.34%	0	0%	0	0%
2.4 Differentiation: The candidate differentiates instruction, aligning methods and techniques to diverse student needs.	0	0%	2	6.9%	19	65.52%	8	27.59%	0	0%	0	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%	23	79.31%	6	20.69%	0	0%	0	0%
3.1 Classroom Environment, Routines & Procedures: The candidate organizes a safe, accessible and efficient classroom	0	0%	3	10.34%	22	75.86%	4	13.79%	0	0%	0	0%
3.2 Managing Student Behavior: The candidate establishes, communicates and maintains clear expectations for student behavior.	0	0%	2	6.9%	23	79.31%	3	10.34%	1	3.45%	0	0%
3.3 Classroom Culture: The candidate leads a mutually respectful and collaborative class of actively engaged learners.	0	0%	3	10.34%	23	79.31%	3	10.34%	0	0%	0	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%	26	96.3%	1	3.7%	0	0%	2	6.9%
4.2 The candidate reflects on his/her practice.	0	0%	1	3.7%	25	92.59%	1	3.7%	0	0%	2	6.9%
Total/Percentage	0	0%	16	3.98%	326	81.09%	59	14.68%	1	0.25%	4	0.99%

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
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%	11	78.57%	3	21.43%	0	0%	0	0%
1.2 Data & Assessment: The candidate uses formal and informal methods to measure	0	0%	0	0%	12	85.71%	2	14.29%	0	0%	0	0%

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%	13	92.86%	1	7.14%	0	0%	0	0%
1.4 Activities: The candidate plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	0	0%	0	0%	11	78.57%	3	21.43%	0	0%	0	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%	11	78.57%	3	21.43%	0	0%	0	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%	13	92.86%	1	7.14%	0	0%	0	0%
2.3 Communication: The candidate clearly and accurately communicates to support persistence, deeper learning and effective effort.	0	0%	0	0%	12	85.71%	2	14.29%	0	0%	0	0%
2.4 Differentiation: The candidate differentiates instruction, aligning methods and techniques to diverse student needs.	0	0%	0	0%	13	92.86%	1	7.14%	0	0%	0	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%	13	92.86%	1	7.14%	0	0%	0	0%
3.1 Classroom Environment, Routines & Procedures: The candidate organizes a safe, accessible and efficient classroom	0	0%	1	7.14%	12	85.71%	0	0%	1	7.14%	0	0%

3.2 Managing Student Behavior: The candidate establishes, communicates and maintains clear expectations for student behavior.	0	0%	0	0%	12	85.71%	1	7.14%	1	7.14%	0	0%
3.3 Classroom Culture: The candidate leads a mutually respectful and collaborative class of actively engaged learners.	0	0%	1	7.14%	12	85.71%	0	0%	1	7.14%	0	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%	13	92.86%	1	7.14%	0	0%	0	0%
4.2 The candidate reflects on his/her practice.	0	0%	0	0%	13	92.86%	1	7.14%	0	0%	0	0%
Total/Percentage	0	0%	2	1.02%	171	87.24%	20	10.2%	3	1.53%	0	0%

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM : Form A: T-TESS: Intern Mentor Semester 1

T-TESS Observation

Rubric	# Distinguished	% Distinguished	# Accomplished	% Accomplished	# Proficient	% Proficient	# Developing	% Developing	# Needs Improvement	% Needs Improvement	# No Response	% No Response
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.	0	0%	0	0%	0	0%	1	100%	0	0%	0	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%	0	0%	1	100%	0	0%	0	0%	0	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.	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%

1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%
2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%
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.	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%
2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%
2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	0	0%	0	0%	0	0%	1	100%	0	0%	0	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%	0	0%	1	100%	0	0%	0	0%	0	0%
3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%
3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%
3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%

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.	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%
4.2 The student teacher reflects on his/her practice.	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%
Total/Percentage	0	0%	0	0%	9	64.29%	5	35.71%	0	0%	0	0%

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM : Form A: T-TESS: Observation 1

T-TESS Observation

Rubric	# Distinguished	% Distinguished	# Accomplished	% Accomplished	# Proficient	% Proficient	# Developing	% Developing	# Needs Improvement	% Needs Improvement	# No Response	% No Response
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.	2	0.37%	50	9.28%	410	76.07%	77	14.29%	0	0%	1	0.19%
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%	20	3.71%	408	75.7%	111	20.59%	0	0%	1	0.19%
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.	2	0.37%	23	4.27%	408	75.7%	105	19.48%	1	0.19%	1	0.19%
1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	3	0.56%	40	7.42%	367	68.09%	124	23.01%	5	0.93%	1	0.19%
2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of	2	0.37%	28	5.2%	403	74.91%	103	19.14%	2	0.37%	2	0.37%

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	0.37%	35	6.49%	418	77.55%	84	15.58%	0	0%	1	0.19%
2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	2	0.37%	51	9.48%	380	70.63%	102	18.96%	3	0.56%	2	0.37%
2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	3	0.56%	23	4.33%	395	74.39%	105	19.77%	5	0.94%	9	1.67%
2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	0	0%	20	3.76%	410	77.07%	97	18.23%	5	0.94%	8	1.48%
3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	10	1.86%	67	12.43%	387	71.8%	66	12.24%	9	1.67%	1	0.19%
3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.	5	0.93%	70	12.99%	357	66.23%	91	16.88%	16	2.97%	1	0.19%
3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.	10	1.86%	69	12.8%	387	71.8%	65	12.06%	8	1.48%	1	0.19%
4.1 Professional Demeanor & Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and	24	4.79%	71	14.17%	380	75.85%	26	5.19%	0	0%	39	7.22%

statutory responsibilities.												
4.2 The student teacher reflects on his/her practice.	13	2.61%	57	11.42%	389	77.96%	40	8.02%	0	0%	41	7.59%
Total/Percentage	78	1.05%	624	8.37%	5499	73.8%	1196	16.05%	54	0.72%	109	1.44%

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
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.	6	1.36%	75	17.01%	316	71.66%	42	9.52%	2	0.45%	7	1.56%
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.	5	1.13%	42	9.52%	327	74.15%	66	14.97%	1	0.23%	7	1.56%
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.	4	0.91%	48	10.88%	329	74.6%	59	13.38%	1	0.23%	7	1.56%
1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	6	1.36%	63	14.32%	314	71.36%	54	12.27%	3	0.68%	8	1.79%
2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success	7	1.59%	71	16.17%	294	66.97%	66	15.03%	1	0.23%	9	2.01%
2.2 Content Knowledge & Expertise: The student teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content	5	1.14%	69	15.68%	315	71.59%	49	11.14%	2	0.45%	8	1.79%

and student needs.												
2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	8	1.82%	64	14.55%	310	70.45%	54	12.27%	4	0.91%	8	1.79%
2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	8	1.81%	42	9.52%	318	72.11%	68	15.42%	5	1.13%	7	1.56%
2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	3	0.68%	45	10.23%	320	72.73%	70	15.91%	2	0.45%	8	1.79%
3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	12	2.73%	101	22.95%	282	64.09%	42	9.55%	3	0.68%	8	1.79%
3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.	6	1.37%	105	24.03%	253	57.89%	70	16.02%	3	0.69%	11	2.46%
3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.	14	3.19%	102	23.23%	269	61.28%	52	11.85%	2	0.46%	9	2.01%
4.1 Professional Demeanor & Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	10	2.48%	67	16.58%	302	74.75%	25	6.19%	0	0%	44	9.82%
4.2 The student teacher reflects on his/her practice.	7	1.74%	69	17.12%	296	73.45%	30	7.44%	1	0.25%	45	10.04%
Total/Percentage	101	1.66%	963	15.82%	4245	69.75%	747	12.27%	30	0.49%	186	2.97%

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
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.	5	1.45%	65	18.9%	253	73.55%	17	4.94%	4	1.16%	5	1.43%
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	0.88%	40	11.7%	266	77.78%	31	9.06%	2	0.58%	7	2.01%
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	0.87%	61	17.73%	254	73.84%	25	7.27%	1	0.29%	5	1.43%
1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	10	2.91%	88	25.58%	214	62.21%	28	8.14%	4	1.16%	5	1.43%
2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success	4	1.17%	70	20.47%	227	66.37%	41	11.99%	0	0%	7	2.01%
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	1.74%	71	20.64%	241	70.06%	26	7.56%	0	0%	5	1.43%
2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	8	2.33%	76	22.09%	228	66.28%	31	9.01%	1	0.29%	5	1.43%
2.4	7	2.04%	46	13.41%	237	69.1%	49	14.29%	4	1.17%	6	1.72%

Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.												
2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	5	1.45%	48	13.95%	245	71.22%	41	11.92%	5	1.45%	5	1.43%
3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	12	3.49%	111	32.27%	196	56.98%	21	6.1%	4	1.16%	5	1.43%
3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.	11	3.2%	95	27.62%	196	56.98%	35	10.17%	7	2.03%	5	1.43%
3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.	12	3.51%	98	28.65%	201	58.77%	29	8.48%	2	0.58%	7	2.01%
4.1 Professional Demeanor & Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	14	4.59%	82	26.89%	201	65.9%	7	2.3%	1	0.33%	44	12.61%
4.2 The student teacher reflects on his/her practice.	14	4.61%	76	25%	204	67.11%	10	3.29%	0	0%	45	12.89%
Total/Percentage	114	2.41%	1027	21.71%	3163	66.87%	391	8.27%	35	0.74%	156	3.19%

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
1.1 Standards and Alignment: The student teacher designs clear, well-organized, sequential lessons that reflect best	1	1.27%	19	24.05%	53	67.09%	6	7.59%	0	0%	6	7.06%

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%	13	16.46%	53	67.09%	11	13.92%	2	2.53%	6	7.06%
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	1.27%	9	11.39%	57	72.15%	12	15.19%	0	0%	6	7.06%
1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	1	1.27%	21	26.58%	44	55.7%	12	15.19%	1	1.27%	6	7.06%
2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success	1	1.27%	17	21.52%	46	58.23%	15	18.99%	0	0%	6	7.06%
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	2.53%	14	17.72%	50	63.29%	13	16.46%	0	0%	6	7.06%
2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	3	3.85%	16	20.51%	51	65.38%	8	10.26%	0	0%	7	8.24%
2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	1	1.27%	11	13.92%	46	58.23%	21	26.58%	0	0%	6	7.06%
2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student	0	0%	14	17.72%	48	60.76%	16	20.25%	1	1.27%	6	7.06%

progress data and makes needed lesson adjustments.												
3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	3	3.8%	19	24.05%	45	56.96%	11	13.92%	1	1.27%	6	7.06%
3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.	2	2.53%	24	30.38%	40	50.63%	12	15.19%	1	1.27%	6	7.06%
3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.	2	2.53%	18	22.78%	46	58.23%	12	15.19%	1	1.27%	6	7.06%
4.1 Professional Demeanor & Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	3	5.88%	6	11.76%	40	78.43%	2	3.92%	0	0%	34	40%
4.2 The student teacher reflects on his/her practice.	2	4.17%	8	16.67%	35	72.92%	3	6.25%	0	0%	37	43.53%
Total/Percentage	22	2.1%	209	19.98%	654	62.52%	154	14.72%	7	0.67%	144	12.1%

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
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.	0	0%	1	5.56%	10	55.56%	7	38.89%	0	0%	5	21.74%
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%	3	16.67%	9	50%	6	33.33%	0	0%	5	21.74%

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%	0	0%	12	66.67%	6	33.33%	0	0%	5	21.74%
1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	0	0%	2	11.11%	9	50%	7	38.89%	0	0%	5	21.74%
2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success	0	0%	1	5.56%	9	50%	8	44.44%	0	0%	5	21.74%
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.	0	0%	4	22.22%	7	38.89%	7	38.89%	0	0%	5	21.74%
2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	0	0%	5	27.78%	6	33.33%	7	38.89%	0	0%	5	21.74%
2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	0	0%	0	0%	12	66.67%	6	33.33%	0	0%	5	21.74%
2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	0	0%	0	0%	10	55.56%	8	44.44%	0	0%	5	21.74%
3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	0	0%	1	5.56%	11	61.11%	6	33.33%	0	0%	5	21.74%
3.2 Managing Student Behavior:	0	0%	1	5.56%	10	55.56%	7	38.89%	0	0%	5	21.74%

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.	0	0%	2	11.11%	10	55.56%	6	33.33%	0	0%	5	21.74%
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%	0	0%	10	62.5%	6	37.5%	0	0%	7	30.43%
4.2 The student teacher reflects on his/her practice.	0	0%	0	0%	9	56.25%	7	43.75%	0	0%	7	30.43%
Total/Percentage	0	0%	20	8.06%	134	54.03%	94	37.9%	0	0%	74	22.98%

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM : Form A: T-TESS | YLR: Observation 1

T-TESS Observation

Rubric	# Distinguished	% Distinguished	# Accomplished	% Accomplished	# Proficient	% Proficient	# Developing	% Developing	# Needs Improvement	% Needs Improvement	# No Response	% No Response
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.	0	0%	0	0%	0	0%	11	68.75%	5	31.25%	0	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%	0	0%	0	0%	9	56.25%	7	43.75%	0	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.	0	0%	0	0%	0	0%	15	93.75%	1	6.25%	0	0%
1.4 Activities: The	0	0%	0	0%	0	0%	12	75%	4	25%	0	0%

student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.												
2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success	0	0%	0	0%	0	0%	8	50%	8	50%	0	0%
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.	0	0%	0	0%	0	0%	12	75%	4	25%	0	0%
2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	0	0%	0	0%	0	0%	10	62.5%	6	37.5%	0	0%
2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	0	0%	0	0%	0	0%	7	43.75%	9	56.25%	0	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%	0	0%	0	0%	11	68.75%	5	31.25%	0	0%
3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	0	0%	0	0%	0	0%	12	75%	4	25%	0	0%
3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.	0	0%	0	0%	0	0%	12	75%	4	25%	0	0%
3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively	0	0%	0	0%	0	0%	15	93.75%	1	6.25%	0	0%

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.	0	0%	0	0%	0	0%	16	100%	0	0%	0	0%
4.2 The student teacher reflects on his/her practice.	0	0%	0	0%	0	0%	10	66.67%	5	33.33%	1	6.25%
Total/Percentage	0	0%	0	0%	0	0%	160	71.75%	63	28.25%	1	0.45%

Culturally Responsive Teaching

CRT Rubric	# Exemplary	% Exemplary	# Proficient	% Proficient	# Needs Improvement	% Needs Improvement	# No Response	% No Response	Total Response	Average
Gains a knowledge of students	0	0%	13	81.25%	3	18.75%	0	0%	16	1.81
Uses multiple and effective grouping strategies	0	0%	12	75%	4	25%	0	0%	16	1.75
Establishes a supportive, safe, and caring classroom environment	0	0%	9	56.25%	7	43.75%	0	0%	16	1.56
Designs and implements relevant and engaging curriculum	0	0%	11	68.75%	5	31.25%	0	0%	16	1.69
Differentiates Instruction	0	0%	7	43.75%	9	56.25%	0	0%	16	1.44
Total/Percentage	0	0%	52	65%	28	35%	0	0%	80	

Post-Conference

	# 1.1 Standards and Alignment	% 1.1 Standards and Alignment	# 1.2 Data & Assessment	% 1.2 Data & Assessment	# 1.3 Knowledge of Students	% 1.3 Knowledge of Students	# 1.4 Activities	% 1.4 Activities	# 2.1 Achieving Expectations	% 2.1 Achieving Expectations	# 2.2 Content Knowledge & Expertise	% 2.2 Content Knowledge & Expertise	# 2.3 Core Knowledge & Expertise
Strengths/Reinforcement	2	12.5%	0	0%	2	12.5%	2	12.5%	0	0%	1	6.25%	0

	# 1.1 Standards and Alignment	% 1.1 Standards and Alignment	# 1.2 Data & Assessment	% 1.2 Data & Assessment	# 1.3 Knowledge of Students	% 1.3 Knowledge of Students	# 1.4 Activities	% 1.4 Activities	# 2.1 Achieving Expectations	% 2.1 Achieving Expectations	# 2.2 Content Knowledge & Expertise	% 2.2 Content Knowledge & Expertise	# 2.3 Core Knowledge & Expertise
Challenges/Refinement	3	18.75%	0	0%	0	0%	1	6.25%	1	6.25%	1	6.25%	3

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

T-TESS Observation

Rubric	# Distinguished	% Distinguished	# Accomplished	% Accomplished	# Proficient	% Proficient	# Developing	% Developing	# Needs Improvement	% Needs Improvement	# No Response	% No Response
1.1 Standards and Alignment: The student teacher designs clear, well-organized, sequential lessons that reflect best	0	0%	0	0%	8	50%	8	50%	0	0%	0	0%

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%	0	0%	4	25%	11	68.75%	1	6.25%	0	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.	0	0%	0	0%	11	68.75%	5	31.25%	0	0%	0	0%
1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	0	0%	0	0%	5	31.25%	11	68.75%	0	0%	0	0%
2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success	0	0%	0	0%	3	18.75%	13	81.25%	0	0%	0	0%
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.	0	0%	0	0%	7	43.75%	9	56.25%	0	0%	0	0%
2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	0	0%	0	0%	5	31.25%	11	68.75%	0	0%	0	0%
2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	0	0%	0	0%	6	37.5%	10	62.5%	0	0%	0	0%
2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student	0	0%	0	0%	3	18.75%	12	75%	1	6.25%	0	0%

progress data and makes needed lesson adjustments.												
3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	0	0%	0	0%	13	81.25%	3	18.75%	0	0%	0	0%
3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.	0	0%	0	0%	9	56.25%	7	43.75%	0	0%	0	0%
3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.	0	0%	0	0%	11	68.75%	4	25%	1	6.25%	0	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.	0	0%	0	0%	8	50%	8	50%	0	0%	0	0%
4.2 The student teacher reflects on his/her practice.	0	0%	0	0%	8	50%	8	50%	0	0%	0	0%
Total/Percentage	0	0%	0	0%	101	45.09%	120	53.57%	3	1.34%	0	0%

Culturally Responsive Teaching

CRT Rubric	# Exemplary	% Exemplary	# Proficient	% Proficient	# Needs Improvement	% Needs Improvement	# No Response	% No Response	Total Response	Average
Gains a knowledge of students	0	0%	16	100%	0	0%	0	0%	16	2
Uses multiple and effective grouping strategies	0	0%	12	75%	4	25%	0	0%	16	1.75
Establishes a supportive, safe, and caring classroom environment	0	0%	14	87.5%	2	12.5%	0	0%	16	1.88
Designs and implements relevant and engaging curriculum	0	0%	13	81.25%	3	18.75%	0	0%	16	1.81
Differentiates Instruction	0	0%	6	37.5%	10	62.5%	0	0%	16	1.38
Total/Percentage	0	0%	61	76.25%	19	23.75%	0	0%	80	

Post-Conference

	# 1.1 Standards and Alignment	% 1.1 Standards Alignment	# 1.2 Data & Assessment	% 1.2 Data & Assessment	# 1.3 Knowledge of Students	% 1.3 Knowledge of Students	# 1.4 Activities	% 1.4 Activities	# 2.1 Achieving Expectations	% 2.1 Achieving Expectations	# 2.2 Content Knowledge & Expertise	% 2.2 Content Knowledge & Expertise	# 2.3 Content Knowledge & Expertise
Strengths/Reinforcement	6	37.5%	2	12.5%	2	12.5%	0	0%	0	0%	1	6.25%	0

	# 1.1 Standards and Alignment	% 1.1 Standards and Alignment	# 1.2 Data & Assessment	% 1.2 Data & Assessment	# 1.3 Knowledge of Students	% 1.3 Knowledge of Students	# 1.4 Activities	% 1.4 Activities	# 2.1 Achieving Expectations	% 2.1 Achieving Expectations	# 2.2 Content Knowledge & Expertise	% 2.2 Content Knowledge & Expertise	# 2. Cor
Challenges/Refinement	0	0%	0	0%	0	0%	1	6.25%	1	6.25%	0	0%	4

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

T-TESS Observation

Rubric	# Distinguished	% Distinguished	# Accomplished	% Accomplished	# Proficient	% Proficient	# Developing	% Developing	# Needs Improvement	% Needs Improvement	# No Response	% No Response
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.	0	0%	0	0%	13	86.67%	2	13.33%	0	0%	0	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%	0	0%	10	66.67%	5	33.33%	0	0%	0	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.	0	0%	0	0%	13	86.67%	2	13.33%	0	0%	0	0%
1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	0	0%	0	0%	11	73.33%	4	26.67%	0	0%	0	0%
2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success	0	0%	0	0%	10	66.67%	5	33.33%	0	0%	0	0%
2.2 Content Knowledge & Expertise: The student teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content	0	0%	0	0%	12	80%	3	20%	0	0%	0	0%

and student needs.												
2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	0	0%	0	0%	9	60%	6	40%	0	0%	0	0%
2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	0	0%	0	0%	10	66.67%	5	33.33%	0	0%	0	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%	0	0%	8	53.33%	7	46.67%	0	0%	0	0%
3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	0	0%	0	0%	12	80%	3	20%	0	0%	0	0%
3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.	0	0%	0	0%	11	73.33%	4	26.67%	0	0%	0	0%
3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.	0	0%	0	0%	14	93.33%	1	6.67%	0	0%	0	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.	0	0%	0	0%	15	100%	0	0%	0	0%	0	0%
4.2 The student teacher reflects on his/her practice.	0	0%	0	0%	15	100%	0	0%	0	0%	0	0%
Total/Percentage	0	0%	0	0%	163	77.62%	47	22.38%	0	0%	0	0%

Culturally Responsive Teaching

CRT Rubric	# Exemplary	% Exemplary	# Proficient	% Proficient	# Needs Improvement	% Needs Improvement	# No Response	% No Response	Total Response	Average
Gains a knowledge of students	0	0%	15	100%	0	0%	0	0%	15	2
Uses multiple and effective grouping strategies	1	6.67%	14	93.33%	0	0%	0	0%	15	2.07
Establishes a supportive, safe, and caring classroom environment	0	0%	15	100%	0	0%	0	0%	15	2
Designs and implements relevant and engaging curriculum	0	0%	15	100%	0	0%	0	0%	15	2
Differentiates Instruction	0	0%	11	73.33%	4	26.67%	0	0%	15	1.73
Total/Percentage	1	1.33%	70	93.33%	4	5.33%	0	0%	75	

Post-Conference

	# 1.1 Standards and Alignment	% 1.1 Standards and Alignment	# 1.2 Data & Assessment	% 1.2 Data & Assessment	# 1.3 Knowledge of Students	% 1.3 Knowledge of Students	# 1.4 Activities	% 1.4 Activities	# 2.1 Achieving Expectations	% 2.1 Achieving Expectations	# 2.2 Content Knowledge & Expertise	% 2.2 Content Knowledge & Expertise	# 2.3 Cor
Strengths/Reinforcement	1	6.67%	2	13.33%	2	13.33%	2	13.33%	0	0%	2	13.33%	1

	# 1.1 Standards and Alignment	% 1.1 Standards and Alignment	# 1.2 Data & Assessment	% 1.2 Data & Assessment	# 1.3 Knowledge of Students	% 1.3 Knowledge of Students	# 1.4 Activities	% 1.4 Activities	# 2.1 Achieving Expectations	% 2.1 Achieving Expectations	# 2.2 Content Knowledge & Expertise	% 2.2 Content Knowledge & Expertise	# 2.3 Cor
Challenges/Refinement	0	0%	0	0%	0	0%	0	0%	2	13.33%	1	6.67%	5

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

T-TESS Observation

Rubric	# Distinguished	% Distinguished	# Accomplished	% Accomplished	# Proficient	% Proficient	# Developing	% Developing	# Needs Improvement	% Needs Improvement	# No Response	% No Response
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.	0	0%	0	0%	1	100%	0	0%	0	0%	1	50%
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%	0	0%	1	100%	0	0%	0	0%	1	50%
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%	0	0%	1	100%	0	0%	0	0%	1	50%

1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	0	0%	0	0%	1	100%	0	0%	0	0%	1	50%
2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success	0	0%	0	0%	0	0%	1	100%	0	0%	1	50%
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.	0	0%	0	0%	1	100%	0	0%	0	0%	1	50%
2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	0	0%	0	0%	1	100%	0	0%	0	0%	1	50%
2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	0	0%	0	0%	1	100%	0	0%	0	0%	1	50%
2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	0	0%	0	0%	1	100%	0	0%	0	0%	1	50%
3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	0	0%	0	0%	1	100%	0	0%	0	0%	1	50%
3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.	0	0%	0	0%	0	0%	1	100%	0	0%	1	50%
3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively	0	0%	0	0%	1	100%	0	0%	0	0%	1	50%

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.	0	0%	0	0%	1	100%	0	0%	0	0%	1	50%	
4.2 The student teacher reflects on his/her practice.	0	0%	0	0%	1	100%	0	0%	0	0%	1	50%	
Total/Percentage	0	0%	0	0%	12	85.71%	2	14.29%	0	0%	14	50%	

Culturally Responsive Teaching

CRT Rubric	# Exemplary	% Exemplary	# Proficient	% Proficient	# Needs Improvement	% Needs Improvement	# No Response	% No Response	Total Response	Average
Gains a knowledge of students	0	0%	1	100%	0	0%	1	50%	1	2
Uses multiple and effective grouping strategies	0	0%	1	100%	0	0%	1	50%	1	2
Establishes a supportive, safe, and caring classroom environment	0	0%	1	100%	0	0%	1	50%	1	2
Designs and implements relevant and engaging curriculum	0	0%	1	100%	0	0%	1	50%	1	2
Differentiates Instruction	0	0%	1	100%	0	0%	1	50%	1	2
Total/Percentage	0	0%	5	100%	0	0%	5	50%	5	

Post-Conference

	# 1.1 Standards and Alignment	% 1.1 Standards and Alignment	# 1.2 Data & Assessment	% 1.2 Data & Assessment	# 1.3 Knowledge of Students	% 1.3 Knowledge of Students	# 1.4 Activities	% 1.4 Activities	# 2.1 Achieving Expectations	% 2.1 Achieving Expectations	# 2.2 Content Knowledge & Expertise	% 2.2 Content Knowledge & Expertise	# 2.3 Core
Strengths/Reinforcement	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1

	# 1.1 Standards and Alignment	% 1.1 Standards and Alignment	# 1.2 Data & Assessment	% 1.2 Data & Assessment	# 1.3 Knowledge of Students	% 1.3 Knowledge of Students	# 1.4 Activities	% 1.4 Activities	# 2.1 Achieving Expectations	% 2.1 Achieving Expectations	# 2.2 Content Knowledge & Expertise	% 2.2 Content Knowledge & Expertise	# 2.3 Core
Challenges/Refinement	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0