

000 SHSU 007 Aggregate Report on Field Experience Forms

Parameter Title	Parameter Value
Select Field Experience Form	zForm A: T-TESS (use begins Fall 2016): Form A: T-TESS 1,zForm A: T-TESS (use begins Fall 2016): Form A: T-TESS 2,zForm A: T-TESS (use begins Fall 2016): Form A: T-TESS 3,zForm A: T-TESS (use begins Fall 2016): Form A: T-TESS 4
Select Term	201680 - Fall 2016,201720 - Spring 2017
Select Course	All
Select Section	All
Select Program	All
Select Assessor's Role	Faculty

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THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM : zForm A: T-TESS (use begins Fall 2016): Form A: T-TESS 1

Domain 1: Planning-Evidence is apparent in the instructional lesson plan and classroom observations.

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.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
All measurable goals and lesson objectives aligned to state content standards	5	1.13%	57	12.93%	373	84.58%	6	1.36%	0	0%	2	0.45%	441	2.86
Integrated technology as applicable and appropriate	8	1.84%	64	14.75%	352	81.11%	10	2.3%	0	0%	9	2.03%	434	2.84
All activities, materials and assessments are sequenced	13	2.95%	48	10.91%	373	84.77%	6	1.36%	0	0%	3	0.68%	440	2.85

All activities, materials, and assessments are relevant to students	9	2.04%	50	11.34%	377	85.49%	5	1.13%	0	0%	2	0.45%	441	2.86
All activities, materials, and assessments provide appropriate time for lesson and lesson closure	21	4.76%	69	15.65%	348	78.91%	3	0.68%	0	0%	2	0.45%	441	2.76
All activities, materials, and assessments fit into broader unit and course objectives	8	1.81%	57	12.93%	373	84.58%	3	0.68%	0	0%	2	0.45%	441	2.84
All activities, materials, and assessments are appropriate for diverse learners	9	2.05%	79	18%	345	78.59%	6	1.37%	0	0%	4	0.9%	439	2.79
All measurable goals and lesson objectives aligned to state content standards	3	0.85%	24	6.84%	322	91.74%	2	0.57%	0	0%	92	20.77%	351	2.92
Total/Percentage	76	2.22%	448	13.07%	2863	83.52%	41	1.2%	0	0%	116	3.27%	3428	

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.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Formal and Informal assessments to monitor progress of all students	11	2.51%	73	16.63%	352	80.18%	3	0.68%	0	0%	4	0.9%	439	2.79
Substantive, specific and timely feedback to students, (families and other school personnel) while maintaining confidentiality.	8	2.04%	58	14.8%	325	82.91%	1	0.26%	0	0%	51	11.51%	392	2.81

Analysis of student data connected to specific instructional strategies	17	4.11%	97	23.43%	300	72.46%	0	0%	0	0%	29	6.55%	414	2.68
Total/Percentage	36	2.89%	228	18.31%	977	78.47%	4	0.32%	0	0%	84	6.32%	1245	

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.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
All lessons connect to student prior knowledge and experiences	12	2.72%	84	19.05%	345	78.23%	0	0%	0	0%	2	0.45%	441	2.76
All lessons adjust to student strengths and gaps in background knowledge, life experiences and skills for all students	16	3.66%	102	23.34%	318	72.77%	1	0.23%	0	0%	6	1.35%	437	2.7
Total/Percentage	28	3.19%	186	21.18%	663	75.51%	1	0.11%	0	0%	8	0.9%	878	

1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Questions encourage all students to engage in complex, higher-order thinking	15	3.43%	124	28.38%	293	67.05%	5	1.14%	0	0%	6	1.35%	437	2.66

Instructional groups based on needs of all students	19	4.37%	84	19.31%	325	74.71%	7	1.61%	0	0%	8	1.81%	435	2.74
All students understand their individual roles within instructional groups	17	3.92%	83	19.12%	327	75.35%	7	1.61%	0	0%	9	2.03%	434	2.75
Activities, resources, technology, instructional materials align to instructional purposes	7	1.59%	45	10.2%	384	87.07%	5	1.13%	0	0%	2	0.45%	441	2.88
Total/Percentage	58	3.32%	336	19.23%	1329	76.07%	24	1.37%	0	0%	25	1.41%	1747	

Domain 2: Instruction-Evidence is apparent in classroom instruction and classroom.

2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Sets academic expectations that challenge all students	8	1.81%	79	17.91%	352	79.82%	2	0.45%	0	0%	2	0.45%	441	2.79
Evidence that most students demonstrate mastery of the objective	10	2.28%	96	21.87%	333	75.85%	0	0%	0	0%	4	0.9%	439	2.74
Addresses student mistakes and follows through to ensure student mastery	10	2.28%	95	21.64%	330	75.17%	4	0.91%	0	0%	4	0.9%	439	2.75
Total/Percentage	28	2.12%	270	20.47%	1015	76.95%	6	0.45%	0	0%	10	0.75%	1319	

2.2 Content Knowledge &	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
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Expertise: The student teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.														
Conveys accurate content knowledge	5	1.13%	32	7.26%	397	90.02%	7	1.59%	0	0%	2	0.45%	441	2.92
Integrates learning objectives with other disciplines	17	3.87%	140	31.89%	272	61.96%	10	2.28%	0	0%	4	0.9%	439	2.63
Anticipates possible student misunderstandings	12	2.73%	116	26.36%	311	70.68%	1	0.23%	0	0%	3	0.68%	440	2.68
Accurately reflects how the lesson fits within the structure of the discipline and State standards (TEKS)	11	2.5%	47	10.68%	382	86.82%	0	0%	0	0%	3	0.68%	440	2.84
Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based)	13	2.97%	85	19.45%	329	75.29%	10	2.29%	0	0%	6	1.35%	437	2.77
Total/Percentage	58	2.64%	420	19.12%	1691	76.97%	28	1.27%	0	0%	18	0.81%	2197	

2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Uses probing questions to clarify, elaborate learning	16	3.64%	106	24.09%	308	70%	10	2.27%	0	0%	3	0.68%	440	2.71
Recognizes possible student misunderstandings	11	2.5%	124	28.18%	300	68.18%	5	1.14%	0	0%	3	0.68%	440	2.68

and responds with an array of teaching techniques to clarify concepts

Asks remember, understand and apply level questions that focus on the lesson objectives and provoking questions	9	2.05%	95	21.59%	332	75.45%	4	0.91%	0	0%	3	0.68%	440	2.75
Provides explanations that are clear	8	1.81%	67	15.19%	358	81.18%	8	1.81%	0	0%	2	0.45%	441	2.83
Uses verbal and written communication that is clear and correct	3	0.68%	49	11.11%	381	86.39%	8	1.81%	0	0%	2	0.45%	441	2.89
Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers	11	2.51%	55	12.56%	365	83.33%	7	1.6%	0	0%	5	1.13%	438	2.84
Total/Percentage	58	2.2%	496	18.79%	2044	77.42%	42	1.59%	0	0%	18	0.68%	2640	

2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Adapts lesson to address individual needs of all students	14	3.19%	89	20.27%	329	74.94%	7	1.59%	0	0%	4	0.9%	439	2.75
Regularly monitors the quality of student participation and performance	9	2.04%	65	14.74%	349	79.14%	18	4.08%	0	0%	2	0.45%	441	2.85
Recognizes when students become confused or	10	2.28%	97	22.15%	328	74.89%	3	0.68%	0	0%	5	1.13%	438	2.74

disengaged and responds to student learning or socio-economic needs															
Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught	6	1.37%	95	21.69%	327	74.66%	10	2.28%	0	0%	5	1.13%	438	2.78	
Total/Percentage	39	2.22%	346	19.7%	1333	75.91%	38	2.16%	0	0%	16	0.9%	1756		

2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Utilizes input from students in order to monitor and adjust instruction and activities	13	2.95%	74	16.82%	349	79.32%	4	0.91%	0	0%	3	0.68%	440	2.78
Monitors student behavior and responses for engagement and understanding	14	3.17%	73	16.55%	338	76.64%	16	3.63%	0	0%	2	0.45%	441	2.81
Adjusts instruction and activities to maintain student engagement	11	2.5%	95	21.59%	328	74.55%	6	1.36%	0	0%	3	0.68%	440	2.75
Total/Percentage	38	2.88%	242	18.32%	1015	76.84%	26	1.97%	0	0%	8	0.6%	1321	

Domain 3: Learning Environment-Evidence is apparent in the classroom and learning culture.

3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# d	% d	# No Response	% No Response	Total Response	Average
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All procedures, routines and transitions are clear and efficient	14	3.17%	59	13.38%	360	81.63%	8	1.81%	0	0%	2	0.45%	441	2.82
Students actively participate in groups, manage supplies and equipment with very limited teacher direction	9	2.08%	72	16.63%	333	76.91%	19	4.39%	0	0%	10	2.26%	433	2.84
Classroom is safe and organized to support learning objectives and is accessible to most students	6	1.36%	19	4.31%	399	90.48%	17	3.85%	0	0%	2	0.45%	441	2.97
Total/Percentage	29	2.21%	150	11.41%	1092	83.04%	44	3.35%	0	0%	14	1.05%	1315	

3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Consistently implements the campus and/or classroom behavior system proficiently	19	4.42%	62	14.42%	342	79.53%	7	1.63%	0	0%	13	2.93%	430	2.78
Most students meet expected classroom behavior standards	13	2.97%	50	11.44%	358	81.92%	16	3.66%	0	0%	6	1.35%	437	2.86
Total/Percentage	32	3.69%	112	12.92%	700	80.74%	23	2.65%	0	0%	19	2.14%	867	

3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Engages all students in relevant, meaningful learning	10	2.27%	61	13.86%	356	80.91%	12	2.73%	1	0.23%	3	0.68%	440	2.85
Students work respectfully, individually and in groups	8	1.82%	47	10.68%	363	82.5%	22	5%	0	0%	3	0.68%	440	2.91

Total/Percentage	18	2.05%	108	12.27%	719	81.7%	34	3.86%	1	0.11%	6	0.68%	880	
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Domain 4: Professional Practices & Responsibilities-Evidence is available in debriefs/conference, and daily interaction with others

4.1 Professional Demeanor & Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators	1	0.24%	20	4.72%	398	93.87%	4	0.94%	1	0.24%	19	4.29%	424	2.96
Meets all professional standards (e.g. Attendance, professional appearance and behaviors)	3	0.71%	21	4.95%	391	92.22%	8	1.89%	1	0.24%	19	4.29%	424	2.96
Advocates successfully for the needs of students in the classroom	11	2.66%	36	8.72%	361	87.41%	4	0.97%	1	0.24%	30	6.77%	413	2.87
Total/Percentage	15	1.19%	77	6.11%	1150	91.2%	16	1.27%	3	0.24%	68	5.12%	1261	

4.2 The student teacher reflects on his/her practice.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Sets short-and long-term professional goals based on self-assessment, reflection, and supervisor feedback	6	1.44%	99	23.74%	310	74.34%	1	0.24%	1	0.24%	26	5.87%	417	2.74

Meets all professional goals resulting in improvement in practice and student performance	10	2.46%	111	27.27%	283	69.53%	2	0.49%	1	0.25%	36	8.13%	407	2.69
Total/Percentage	16	1.94%	210	25.49%	593	71.97%	3	0.36%	2	0.24%	62	7%	824	

4.3 The student teacher enhances the professional community.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade-or subject-level team membership, committee membership or other opportunities	8	1.96%	42	10.29%	355	87.01%	2	0.49%	1	0.25%	35	7.9%	408	2.87
Total/Percentage	8	1.96%	42	10.29%	355	87.01%	2	0.49%	1	0.25%	35	7.9%	408	

4.4 The student teacher demonstrates leadership with students, colleagues, and community through effective communication and outreach.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Communicates the mission, vision and goals of the school to students, colleagues, parents and families	9	2.91%	49	15.86%	249	80.58%	1	0.32%	1	0.32%	134	30.25%	309	2.79
Contacts parents/guardians regularly regarding students' academic and	13	5.75%	32	14.16%	181	80.09%	0	0%	0	0%	217	48.98%	226	2.74

social/emotional growth

Actively participates in all school outreach activities	9	2.6%	48	13.87%	286	82.66%	3	0.87%	0	0%	97	21.9%	346	2.82
Total/Percentage	31	3.52%	129	14.64%	716	81.27%	4	0.45%	1	0.11%	448	33.71%	881	

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM : zForm A: T-TESS (use begins Fall 2016): Form A: T-TESS 2

Domain 1: Planning-Evidence is apparent in the instructional lesson plan and classroom observations.

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.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
All measurable goals and lesson objectives aligned to state content standards	0	0%	18	4.16%	402	92.84%	13	3%	0	0%	1	0.23%	433	2.99
Integrated technology as applicable and appropriate	3	0.72%	26	6.21%	370	88.31%	20	4.77%	0	0%	15	3.46%	419	2.97
All activities, materials and assessments are sequenced	2	0.46%	22	5.08%	385	88.91%	24	5.54%	0	0%	1	0.23%	433	3
All activities, materials, and assessments are relevant to students	2	0.46%	23	5.31%	387	89.38%	21	4.85%	0	0%	1	0.23%	433	2.99
All activities, materials, and assessments provide appropriate time for lesson and lesson closure	1	0.23%	45	10.42%	370	85.65%	16	3.7%	0	0%	2	0.46%	432	2.93

All activities, materials, and assessments fit into broader unit and course objectives	1	0.23%	29	6.7%	396	91.45%	7	1.62%	0	0%	1	0.23%	433	2.94
All activities, materials, and assessments are appropriate for diverse learners	1	0.23%	38	8.78%	376	86.84%	18	4.16%	0	0%	1	0.23%	433	2.95
All measurable goals and lesson objectives aligned to state content standards	0	0%	12	3.56%	323	95.85%	2	0.59%	0	0%	97	22.35%	337	2.97
Total/Percentage	10	0.3%	213	6.35%	3009	89.74%	121	3.61%	0	0%	119	3.43%	3353	

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.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Formal and Informal assessments to monitor progress of all students	1	0.23%	44	10.19%	374	86.57%	13	3.01%	0	0%	2	0.46%	432	2.92
Substantive, specific and timely feedback to students, (families and other school personnel) while maintaining confidentiality.	0	0%	47	11.69%	352	87.56%	3	0.75%	0	0%	32	7.37%	402	2.89
Analysis of student data connected to specific instructional strategies	3	0.74%	62	15.23%	339	83.29%	3	0.74%	0	0%	27	6.22%	407	2.84
Total/Percentage	4	0.32%	153	12.33%	1065	85.82%	19	1.53%	0	0%	61	4.69%	1241	

1.3 Knowledge of	# Needs	% Needs	#	%	#	%	#	%	#	%	# No	% No	Total	Average
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Students: Through knowledge of students and proven practices, the student teacher ensures high level of learning, social- emotional development and achievement for all students.	Improvement	Improvement	Developing	Developing	Proficient	Proficient	Accomplished	Accomplished	Distinguished	Distinguished	Response	Response	Response	
All lessons connect to student prior knowledge and experiences	1	0.23%	45	10.44%	369	85.61%	16	3.71%	0	0%	3	0.69%	431	2.93
All lessons adjust to student strengths and gaps in background knowledge, life experiences and skills for all students	0	0%	64	14.88%	356	82.79%	10	2.33%	0	0%	4	0.92%	430	2.87
Total/Percentage	1	0.12%	109	12.66%	725	84.2%	26	3.02%	0	0%	7	0.81%	861	

1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Questions encourage all students to engage in complex, higher-order thinking	6	1.39%	77	17.87%	324	75.17%	24	5.57%	0	0%	3	0.69%	431	2.85
Instructional groups based on needs of all students	2	0.47%	41	9.69%	374	88.42%	6	1.42%	0	0%	11	2.53%	423	2.91
All students understand their individual roles within instructional groups	3	0.71%	45	10.61%	364	85.85%	12	2.83%	0	0%	10	2.3%	424	2.91
Activities, resources,	0	0%	22	5.09%	390	90.28%	20	4.63%	0	0%	2	0.46%	432	3

technology, instructional materials align to instructional purposes

Total/Percentage	11	0.64%	185	10.82%	1452	84.91%	62	3.63%	0	0%	26	1.5%	1710	
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Domain 2: Instruction-Evidence is apparent in classroom instruction and classroom.

2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Sets academic expectations that challenge all students	0	0%	46	10.65%	367	84.95%	19	4.4%	0	0%	2	0.46%	432	2.94
Evidence that most students demonstrate mastery of the objective	2	0.46%	53	12.27%	360	83.33%	17	3.94%	0	0%	2	0.46%	432	2.91
Addresses student mistakes and follows through to ensure student mastery	2	0.46%	61	14.12%	357	82.64%	12	2.78%	0	0%	2	0.46%	432	2.88
Total/Percentage	4	0.31%	160	12.35%	1084	83.64%	48	3.7%	0	0%	6	0.46%	1296	

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.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Conveys accurate	0	0%	30	6.93%	376	86.84%	27	6.24%	0	0%	1	0.23%	433	2.99

content knowledge														
Integrates learning objectives with other disciplines	0	0%	104	24.36%	316	74%	7	1.64%	0	0%	7	1.61%	427	2.77
Anticipates possible student misunderstandings	0	0%	79	18.24%	346	79.91%	8	1.85%	0	0%	1	0.23%	433	2.84
Accurately reflects how the lesson fits within the structure of the discipline and State standards (TEKS)	0	0%	33	7.66%	389	90.26%	9	2.09%	0	0%	3	0.69%	431	2.94
Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based)	0	0%	57	13.19%	340	78.7%	35	8.1%	0	0%	2	0.46%	432	2.95
Total/Percentage	0	0%	303	14.05%	1767	81.96%	86	3.99%	0	0%	14	0.65%	2156	

2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Uses probing questions to clarify, elaborate learning	2	0.46%	55	12.73%	336	77.78%	39	9.03%	0	0%	2	0.46%	432	2.95
Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts	1	0.23%	82	18.94%	335	77.37%	15	3.46%	0	0%	1	0.23%	433	2.84
Asks remember, understand and apply level questions that focus on the lesson objectives	1	0.23%	45	10.39%	356	82.22%	31	7.16%	0	0%	1	0.23%	433	2.96

and provoking questions														
Provides explanations that are clear	0	0%	36	8.31%	367	84.76%	30	6.93%	0	0%	1	0.23%	433	2.99
Uses verbal and written communication that is clear and correct	0	0%	30	6.93%	375	86.61%	28	6.47%	0	0%	1	0.23%	433	3
Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers	0	0%	40	9.28%	365	84.69%	26	6.03%	0	0%	3	0.69%	431	2.97
Total/Percentage	4	0.15%	288	11.1%	2134	82.24%	169	6.51%	0	0%	9	0.35%	2595	

2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Adapts lesson to address individual needs of all students	1	0.23%	56	12.96%	362	83.8%	13	3.01%	0	0%	2	0.46%	432	2.9
Regularly monitors the quality of student participation and performance	1	0.23%	32	7.39%	365	84.3%	35	8.08%	0	0%	1	0.23%	433	3
Recognizes when students become confused or disengaged and responds to student learning or socio-economic needs	0	0%	55	12.7%	373	86.14%	5	1.15%	0	0%	1	0.23%	433	2.88
Provides differentiated instructional methods and content to ensure students have	0	0%	60	13.92%	353	81.9%	18	4.18%	0	0%	3	0.69%	431	2.9

opportunity to master what is being taught

Total/Percentage	2	0.12%	203	11.74%	1453	84.04%	71	4.11%	0	0%	7	0.4%	1729	
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2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Utilizes input from students in order to monitor and adjust instruction and activities	1	0.23%	47	10.88%	371	85.88%	13	3.01%	0	0%	2	0.46%	432	2.92
Monitors student behavior and responses for engagement and understanding	1	0.23%	52	12.01%	354	81.76%	26	6%	0	0%	1	0.23%	433	2.94
Adjusts instruction and activities to maintain student engagement	3	0.69%	60	13.86%	349	80.6%	21	4.85%	0	0%	1	0.23%	433	2.9
Total/Percentage	5	0.39%	159	12.25%	1074	82.74%	60	4.62%	0	0%	4	0.31%	1298	

Domain 3: Learning Environment-Evidence is apparent in the classroom and learning culture.

3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# d	% d	# No Response	% No Response	Total Response	Average
All procedures, routines and transitions are clear and efficient	1	0.23%	48	11.09%	353	81.52%	31	7.16%	0	0%	1	0.23%	433	2.96
Students actively participate in groups, manage supplies and equipment with very limited teacher direction	0	0%	51	12.03%	338	79.72%	35	8.25%	0	0%	10	2.3%	424	2.96
Classroom is safe and organized to support learning objectives and is accessible to most students	1	0.23%	20	4.62%	381	87.99%	31	7.16%	0	0%	1	0.23%	433	3.02
Total/Percentage	2	0.16%	119	9.22%	1072	83.1%	97	7.52%	0	0%	12	0.92%	1290	

3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Consistently implements the campus and/or classroom behavior system proficiently	2	0.48%	43	10.24%	347	82.62%	28	6.67%	0	0%	14	3.23%	420	2.95
Most students meet expected classroom behavior standards	3	0.7%	37	8.69%	355	83.33%	31	7.28%	0	0%	8	1.84%	426	2.97
Total/Percentage	5	0.59%	80	9.46%	702	82.98%	59	6.97%	0	0%	22	2.53%	846	

3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Engages all students in relevant, meaningful learning	0	0%	43	9.93%	353	81.52%	37	8.55%	0	0%	1	0.23%	433	2.99
Students work respectfully, individually and in groups	3	0.69%	36	8.31%	353	81.52%	41	9.47%	0	0%	1	0.23%	433	3
Total/Percentage	3	0.35%	79	9.12%	706	81.52%	78	9.01%	0	0%	2	0.23%	866	

Domain 4: Professional Practices & Responsibilities-Evidence is available in debriefs/conference, and daily interaction with others

4.1 Professional Demeanor &	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
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Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.														
Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators	0	0%	13	3.12%	373	89.45%	30	7.19%	1	0.24%	17	3.92%	417	3.05
Meets all professional standards (e.g. Attendance, professional appearance and behaviors)	0	0%	12	2.88%	368	88.46%	35	8.41%	1	0.24%	18	4.15%	416	3.06
Advocates successfully for the needs of students in the classroom	1	0.25%	29	7.23%	363	90.52%	7	1.75%	1	0.25%	33	7.6%	401	2.95
Total/Percentage	1	0.08%	54	4.38%	1104	89.47%	72	5.83%	3	0.24%	68	5.22%	1234	

4.2 The student teacher reflects on his/her practice.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Sets short-and long-term professional goals based on self-assessment, reflection, and supervisor feedback	1	0.24%	67	16.26%	337	81.8%	7	1.7%	0	0%	22	5.07%	412	2.85
Meets all professional goals resulting in improvement in practice and student performance	0	0%	92	22.89%	304	75.62%	6	1.49%	0	0%	32	7.37%	402	2.79
Total/Percentage	1	0.12%	159	19.53%	641	78.75%	13	1.6%	0	0%	54	6.22%	814	

4.3 The student teacher enhances the professional community.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade-or subject-level team membership, committee membership or other opportunities	0	0%	39	9.75%	357	89.25%	4	1%	0	0%	34	7.83%	400	2.91
Total/Percentage	0	0%	39	9.75%	357	89.25%	4	1%	0	0%	34	7.83%	400	

4.4 The student teacher demonstrates leadership with students, colleagues, and community through effective communication and outreach.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Communicates the mission, vision and goals of the school to students, colleagues, parents and families	0	0%	48	15.43%	261	83.92%	2	0.64%	0	0%	123	28.34%	311	2.85
Contacts parents/guardians regularly regarding students' academic and social/emotional growth	2	0.88%	30	13.16%	195	85.53%	1	0.44%	0	0%	206	47.47%	228	2.86
Actively participates in all school outreach activities	1	0.29%	52	15.25%	283	82.99%	4	1.17%	1	0.29%	93	21.43%	341	2.86
Total/Percentage	3	0.34%	130	14.77%	739	83.98%	7	0.8%	1	0.11%	422	32.41%	880	

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM : zForm A: T-TESS (use begins Fall 2016): Form A: T-TESS 3
Domain 1: Planning-Evidence is apparent in the instructional lesson plan and classroom observations.

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.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
All measurable goals and lesson objectives aligned to state content standards	1	0.27%	7	1.89%	345	93.24%	17	4.59%	0	0%	28	7.04%	370	3.02
Integrated technology as applicable and appropriate	0	0%	15	4.16%	317	87.81%	29	8.03%	0	0%	37	9.3%	361	3.04
All activities, materials and assessments are sequenced	0	0%	10	2.7%	336	90.81%	23	6.22%	1	0.27%	28	7.04%	370	3.04
All activities, materials, and assessments are relevant to students	0	0%	14	3.78%	323	87.3%	32	8.65%	1	0.27%	28	7.04%	370	3.05
All activities, materials, and assessments provide appropriate time for lesson and lesson closure	1	0.27%	22	5.95%	327	88.38%	19	5.14%	1	0.27%	28	7.04%	370	2.99
All activities, materials, and assessments fit into broader unit and course objectives	1	0.27%	12	3.25%	344	93.22%	12	3.25%	0	0%	29	7.29%	369	2.99
All activities, materials, and assessments are	2	0.54%	21	5.69%	324	87.8%	22	5.96%	0	0%	29	7.29%	369	2.99

appropriate for diverse learners														
All measurable goals and lesson objectives aligned to state content standards	1	0.34%	5	1.69%	277	93.58%	13	4.39%	0	0%	102	25.63%	296	3.02
Total/Percentage	6	0.21%	106	3.69%	2593	90.19%	167	5.81%	3	0.1%	309	9.7%	2875	

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.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Formal and Informal assessments to monitor progress of all students	0	0%	26	7.03%	317	85.68%	27	7.3%	0	0%	28	7.04%	370	3
Substantive, specific and timely feedback to students, (families and other school personnel) while maintaining confidentiality.	0	0%	38	10.86%	308	88%	4	1.14%	0	0%	48	12.06%	350	2.9
Analysis of student data connected to specific instructional strategies	5	1.42%	42	11.93%	294	83.52%	11	3.12%	0	0%	46	11.56%	352	2.88
Total/Percentage	5	0.47%	106	9.89%	919	85.73%	42	3.92%	0	0%	122	10.22%	1072	

1.3 Knowledge of Students: Through knowledge of students and proven practices, the student teacher ensures high level of learning, social-emotional development and	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
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achievement for all students.														
All lessons connect to student prior knowledge and experiences	1	0.27%	26	7.05%	323	87.53%	19	5.15%	0	0%	29	7.29%	369	2.98
All lessons adjust to student strengths and gaps in background knowledge, life experiences and skills for all students	1	0.27%	49	13.24%	302	81.62%	18	4.86%	0	0%	28	7.04%	370	2.91
Total/Percentage	2	0.27%	75	10.15%	625	84.57%	37	5.01%	0	0%	57	7.16%	739	

1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Questions encourage all students to engage in complex, higher-order thinking	3	0.82%	48	13.08%	283	77.11%	33	8.99%	0	0%	31	7.79%	367	2.94
Instructional groups based on needs of all students	2	0.56%	29	8.17%	314	88.45%	10	2.82%	0	0%	43	10.8%	355	2.94
All students understand their individual roles within instructional groups	1	0.28%	24	6.72%	318	89.08%	14	3.92%	0	0%	41	10.3%	357	2.97
Activities, resources, technology, instructional materials align to instructional purposes	0	0%	7	1.9%	334	90.51%	28	7.59%	0	0%	29	7.29%	369	3.06
Total/Percentage	6	0.41%	108	7.46%	1249	86.26%	85	5.87%	0	0%	144	9.05%	1448	

Domain 2: Instruction-Evidence is apparent in classroom instruction and classroom.

2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic and social-emotional success	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Sets academic expectations that challenge all students	1	0.27%	28	7.59%	312	84.55%	28	7.59%	0	0%	29	7.29%	369	2.99
Evidence that most students demonstrate mastery of the objective	1	0.27%	33	8.94%	313	84.82%	22	5.96%	0	0%	29	7.29%	369	2.96
Addresses student mistakes and follows through to ensure student mastery	2	0.54%	33	8.94%	315	85.37%	19	5.15%	0	0%	29	7.29%	369	2.95
Total/Percentage	4	0.36%	94	8.49%	940	84.91%	69	6.23%	0	0%	87	7.29%	1107	

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.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Conveys accurate content knowledge	0	0%	13	3.52%	320	86.72%	36	9.76%	0	0%	29	7.29%	369	3.06
Integrates learning objectives with other disciplines	1	0.28%	62	17.22%	282	78.33%	15	4.17%	0	0%	38	9.55%	360	2.86
Anticipates possible student misunderstandings	0	0%	51	13.86%	305	82.88%	12	3.26%	0	0%	30	7.54%	368	2.89
Accurately reflects how the lesson fits	0	0%	17	4.61%	343	92.95%	9	2.44%	0	0%	29	7.29%	369	2.98

within the structure of the discipline and State standards (TEKS)

Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative & research-based)	1	0.27%	38	10.33%	290	78.8%	39	10.6%	0	0%	30	7.54%	368	3
Total/Percentage	2	0.11%	181	9.87%	1540	83.97%	111	6.05%	0	0%	156	7.84%	1834	

2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Uses probing questions to clarify, elaborate learning	1	0.27%	35	9.49%	292	79.13%	40	10.84%	1	0.27%	29	7.29%	369	3.01
Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts	1	0.27%	60	16.3%	290	78.8%	17	4.62%	0	0%	30	7.54%	368	2.88
Asks remember, understand and apply level questions that focus on the lesson objectives and provoking questions	1	0.27%	29	7.86%	301	81.57%	38	10.3%	0	0%	29	7.29%	369	3.02
Provides explanations that are clear	1	0.27%	15	4.07%	321	86.99%	32	8.67%	0	0%	29	7.29%	369	3.04
Uses verbal and written communication that is clear and correct	0	0%	12	3.25%	325	88.08%	32	8.67%	0	0%	29	7.29%	369	3.05

Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers	0	0%	18	4.88%	321	86.99%	30	8.13%	0	0%	29	7.29%	369	3.03
Total/Percentage	4	0.18%	169	7.64%	1850	83.6%	189	8.54%	1	0.05%	175	7.33%	2213	

2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Adapts lesson to address individual needs of all students	0	0%	46	12.43%	309	83.51%	15	4.05%	0	0%	28	7.04%	370	2.92
Regularly monitors the quality of student participation and performance	1	0.27%	23	6.22%	300	81.08%	45	12.16%	1	0.27%	28	7.04%	370	3.06
Recognizes when students become confused or disengaged and responds to student learning or socio-economic needs	2	0.54%	50	13.55%	301	81.57%	16	4.34%	0	0%	29	7.29%	369	2.9
Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught	1	0.27%	33	8.97%	313	85.05%	21	5.71%	0	0%	30	7.54%	368	2.96
Total/Percentage	4	0.27%	152	10.29%	1223	82.8%	97	6.57%	1	0.07%	115	7.22%	1477	

2.5 Monitor & Adjust: The student teacher formally and	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
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informally collects, analyzes and uses student progress data and makes needed lesson adjustments.														
Utilizes input from students in order to monitor and adjust instruction and activities	1	0.27%	32	8.65%	317	85.68%	20	5.41%	0	0%	28	7.04%	370	2.96
Monitors student behavior and responses for engagement and understanding	2	0.54%	27	7.32%	296	80.22%	44	11.92%	0	0%	29	7.29%	369	3.04
Adjusts instruction and activities to maintain student engagement	1	0.27%	45	12.2%	299	81.03%	24	6.5%	0	0%	29	7.29%	369	2.94
Total/Percentage	4	0.36%	104	9.39%	912	82.31%	88	7.94%	0	0%	86	7.2%	1108	

Domain 3: Learning Environment-Evidence is apparent in the classroom and learning culture.

3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# d	% d	# No Response	% No Response	Total Response	Average
All procedures, routines and transitions are clear and efficient	0	0%	33	8.92%	306	82.7%	31	8.38%	0	0%	28	7.04%	370	2.99
Students actively participate in groups, manage supplies and equipment with very limited teacher direction	0	0%	30	8.38%	292	81.56%	36	10.06%	0	0%	40	10.05%	358	3.02
Classroom is safe and organized to support learning objectives and is accessible to most students	0	0%	6	1.63%	318	86.18%	45	12.2%	0	0%	29	7.29%	369	3.11
Total/Percentage	0	0%	69	6.29%	916	83.5%	112	10.21%	0	0%	97	8.12%	1097	

3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
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for student behavior.														
Consistently implements the campus and/or classroom behavior system proficiently	1	0.27%	33	8.99%	303	82.56%	29	7.9%	1	0.27%	31	7.79%	367	2.99
Most students meet expected classroom behavior standards	2	0.54%	19	5.18%	311	84.74%	34	9.26%	1	0.27%	31	7.79%	367	3.04
Total/Percentage	3	0.41%	52	7.08%	614	83.65%	63	8.58%	2	0.27%	62	7.79%	734	

3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Engages all students in relevant, meaningful learning	1	0.27%	18	4.86%	316	85.41%	35	9.46%	0	0%	28	7.04%	370	3.04
Students work respectfully, individually and in groups	1	0.27%	16	4.35%	303	82.34%	48	13.04%	0	0%	30	7.54%	368	3.08
Total/Percentage	2	0.27%	34	4.61%	619	83.88%	83	11.25%	0	0%	58	7.29%	738	

Domain 4: Professional Practices & Responsibilities-Evidence is available in debriefs/conference, and daily interaction with others

4.1 Professional Demeanor & Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
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statutory responsibilities.														
Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators	1	0.27%	2	0.54%	331	90.19%	31	8.45%	2	0.54%	31	7.79%	367	3.08
Meets all professional standards (e.g. Attendance, professional appearance and behaviors)	1	0.27%	4	1.09%	325	88.8%	34	9.29%	2	0.55%	32	8.04%	366	3.09
Advocates successfully for the needs of students in the classroom	0	0%	18	5.07%	328	92.39%	8	2.25%	1	0.28%	43	10.8%	355	2.98
Total/Percentage	2	0.18%	24	2.21%	984	90.44%	73	6.71%	5	0.46%	106	8.88%	1088	

4.2 The student teacher reflects on his/her practice.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Sets short-and long-term professional goals based on self-assessment, reflection, and supervisor feedback	1	0.27%	39	10.63%	320	87.19%	7	1.91%	0	0%	31	7.79%	367	2.91
Meets all professional goals resulting in improvement in practice and student performance	2	0.57%	49	13.92%	290	82.39%	11	3.12%	0	0%	46	11.56%	352	2.88
Total/Percentage	3	0.42%	88	12.24%	610	84.84%	18	2.5%	0	0%	77	9.67%	719	

4.3 The student teacher enhances the professional community.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Collaboratively practices in all scheduled professional	0	0%	13	3.67%	334	94.35%	5	1.41%	2	0.56%	44	11.06%	354	2.99

development activities, campus professional learning communities, grade-or subject-level team membership, committee membership or other opportunities														
Total/Percentage	0	0%	13	3.67%	334	94.35%	5	1.41%	2	0.56%	44	11.06%	354	

4.4 The student teacher demonstrates leadership with students, colleagues, and community through effective communication and outreach.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Communicates the mission, vision and goals of the school to students, colleagues, parents and families	0	0%	21	7.47%	257	91.46%	3	1.07%	0	0%	117	29.4%	281	2.94
Contacts parents/guardians regularly regarding students' academic and social/emotional growth	0	0%	17	8.85%	173	90.1%	2	1.04%	0	0%	206	51.76%	192	2.92
Actively participates in all school outreach activities	0	0%	20	6.51%	272	88.6%	14	4.56%	1	0.33%	91	22.86%	307	2.99
Total/Percentage	0	0%	58	7.44%	702	90%	19	2.44%	1	0.13%	414	34.67%	780	

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FE FORM : zForm A: T-TESS (use begins Fall 2016): Form A: T-TESS 4

Domain 1: Planning-Evidence is apparent in the instructional lesson plan and classroom observations.

1.1 Standards and	# Needs	% Needs	#	%	#	%	#	%	#	%	# No	% No	Total	Average
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Alignment: The student teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	Improvement	Improvement	Developing	Developing	Proficient	Proficient	Accomplished	Accomplished	Distinguished	Distinguished	Response	Response	Response	
All measurable goals and lesson objectives aligned to state content standards	1	0.24%	4	0.95%	377	89.13%	41	9.69%	0	0%	8	1.86%	423	3.08
Integrated technology as applicable and appropriate	0	0%	14	3.37%	339	81.69%	61	14.7%	1	0.24%	16	3.71%	415	3.12
All activities, materials and assessments are sequenced	1	0.24%	3	0.71%	358	84.24%	60	14.12%	3	0.71%	6	1.39%	425	3.14
All activities, materials, and assessments are relevant to students	2	0.47%	4	0.94%	361	85.14%	57	13.44%	0	0%	7	1.62%	424	3.12
All activities, materials, and assessments provide appropriate time for lesson and lesson closure	1	0.24%	18	4.24%	352	82.82%	54	12.71%	0	0%	6	1.39%	425	3.08
All activities, materials, and assessments fit into broader unit and course objectives	1	0.24%	9	2.12%	373	87.76%	42	9.88%	0	0%	6	1.39%	425	3.07
All activities, materials, and assessments are appropriate for diverse learners	1	0.24%	7	1.65%	373	88.18%	42	9.93%	0	0%	8	1.86%	423	3.08
All measurable goals and lesson objectives aligned to state content standards	0	0%	2	0.56%	324	90.76%	31	8.68%	0	0%	74	17.17%	357	3.08
Total/Percentage	7	0.21%	61	1.84%	2857	86.13%	388	11.7%	4	0.12%	131	3.8%	3317	

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.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Formal and Informal assessments to monitor progress of all students	0	0%	19	4.48%	351	82.78%	54	12.74%	0	0%	7	1.62%	424	3.08
Substantive, specific and timely feedback to students, (families and other school personnel) while maintaining confidentiality.	0	0%	27	6.99%	350	90.67%	9	2.33%	0	0%	45	10.44%	386	2.95
Analysis of student data connected to specific instructional strategies	2	0.51%	33	8.4%	339	86.26%	18	4.58%	1	0.25%	38	8.82%	393	2.96
Total/Percentage	2	0.17%	79	6.57%	1040	86.45%	81	6.73%	1	0.08%	90	6.96%	1203	

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.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
All lessons connect to student prior knowledge and experiences	1	0.24%	13	3.07%	349	82.31%	61	14.39%	0	0%	7	1.62%	424	3.11
All lessons adjust to student strengths and gaps in	1	0.24%	36	8.51%	359	84.87%	26	6.15%	1	0.24%	8	1.86%	423	2.98

background knowledge, life experiences and skills for all students

Total/Percentage	2	0.24%	49	5.79%	708	83.59%	87	10.27%	1	0.12%	15	1.74%	847	
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1.4 Activities: The student teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Questions encourage all students to engage in complex, higher-order thinking	0	0%	34	8.11%	330	78.76%	55	13.13%	0	0%	12	2.78%	419	3.05
Instructional groups based on needs of all students	0	0%	13	3.17%	363	88.54%	32	7.8%	2	0.49%	21	4.87%	410	3.06
All students understand their individual roles within instructional groups	0	0%	11	2.67%	360	87.38%	41	9.95%	0	0%	19	4.41%	412	3.07
Activities, resources, technology, instructional materials align to instructional purposes	0	0%	2	0.47%	362	85.38%	57	13.44%	3	0.71%	7	1.62%	424	3.14
Total/Percentage	0	0%	60	3.6%	1415	84.98%	185	11.11%	5	0.3%	59	3.42%	1665	

Domain 2: Instruction-Evidence is apparent in classroom instruction and classroom.

2.1 Achieving Expectations: The student teacher supports all learners in their pursuit of high levels of academic	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
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and social-emotional success														
Sets academic expectations that challenge all students	0	0%	7	1.65%	364	85.65%	52	12.24%	2	0.47%	6	1.39%	425	3.12
Evidence that most students demonstrate mastery of the objective	0	0%	23	5.41%	349	82.12%	53	12.47%	0	0%	6	1.39%	425	3.07
Addresses student mistakes and follows through to ensure student mastery	0	0%	30	7.08%	347	81.84%	47	11.08%	0	0%	7	1.62%	424	3.04
Total/Percentage	0	0%	60	4.71%	1060	83.2%	152	11.93%	2	0.16%	19	1.47%	1274	

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.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Conveys accurate content knowledge	0	0%	6	1.41%	341	80.24%	77	18.12%	1	0.24%	6	1.39%	425	3.17
Integrates learning objectives with other disciplines	0	0%	49	11.84%	335	80.92%	28	6.76%	2	0.48%	17	3.94%	414	2.96
Anticipates possible student misunderstandings	1	0.24%	42	9.88%	352	82.82%	30	7.06%	0	0%	6	1.39%	425	2.97
Accurately reflects how the lesson fits within the structure of the discipline and State standards (TEKS)	0	0%	4	0.94%	393	92.69%	27	6.37%	0	0%	7	1.62%	424	3.05
Provides opportunities for students to use different types of thinking (e.g., analytical,	0	0%	24	5.67%	314	74.23%	83	19.62%	2	0.47%	8	1.86%	423	3.15

practical, creative & research-based)														
Total/Percentage	1	0.05%	125	5.92%	1735	82.19%	245	11.61%	5	0.24%	44	2.04%	2111	

2.3 Communication: The student teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Uses probing questions to clarify, elaborate learning	1	0.24%	18	4.26%	339	80.14%	65	15.37%	0	0%	8	1.86%	423	3.11
Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts	1	0.24%	46	10.82%	344	80.94%	32	7.53%	2	0.47%	6	1.39%	425	2.97
Asks remember, understand and apply level questions that focus on the lesson objectives and provoking questions	1	0.24%	14	3.29%	334	78.59%	73	17.18%	3	0.71%	6	1.39%	425	3.15
Provides explanations that are clear	1	0.24%	5	1.18%	351	82.59%	67	15.76%	1	0.24%	6	1.39%	425	3.15
Uses verbal and written communication that is clear and correct	1	0.24%	5	1.18%	355	83.73%	62	14.62%	1	0.24%	7	1.62%	424	3.13
Establishes classroom practices that provide for most students to communicate effectively with their teacher and their peers	1	0.24%	7	1.66%	345	81.95%	67	15.91%	1	0.24%	10	2.32%	421	3.14
Total/Percentage	6	0.24%	95	3.74%	2068	81.32%	366	14.39%	8	0.31%	43	1.66%	2543	

2.4 Differentiation: The student teacher differentiates instruction, aligning methods and techniques to diverse student needs.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Adapts lesson to address individual needs of all students	0	0%	23	5.41%	365	85.88%	36	8.47%	1	0.24%	6	1.39%	425	3.04
Regularly monitors the quality of student participation and performance	1	0.24%	15	3.53%	311	73.18%	97	22.82%	1	0.24%	6	1.39%	425	3.19
Recognizes when students become confused or disengaged and responds to student learning or socio-economic needs	0	0%	23	5.41%	366	86.12%	36	8.47%	0	0%	6	1.39%	425	3.03
Provides differentiated instructional methods and content to ensure students have opportunity to master what is being taught	0	0%	25	5.91%	343	81.09%	54	12.77%	1	0.24%	8	1.86%	423	3.07
Total/Percentage	1	0.06%	86	5.06%	1385	81.57%	223	13.13%	3	0.18%	26	1.51%	1698	

2.5 Monitor & Adjust: The student teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Utilizes input from students in order to monitor and	0	0%	14	3.32%	359	85.07%	49	11.61%	0	0%	9	2.09%	422	3.08

adjust instruction and activities														
Monitors student behavior and responses for engagement and understanding	1	0.24%	25	5.9%	317	74.76%	80	18.87%	1	0.24%	7	1.62%	424	3.13
Adjusts instruction and activities to maintain student engagement	1	0.24%	33	7.78%	336	79.25%	54	12.74%	0	0%	7	1.62%	424	3.04
Total/Percentage	2	0.16%	72	5.67%	1012	79.69%	183	14.41%	1	0.08%	23	1.78%	1270	

Domain 3: Learning Environment-Evidence is apparent in the classroom and learning culture.

3.1 Classroom Environment, Routines & Procedures: The student teacher organizes a safe, accessible and efficient classroom	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# d	% d	# No Response	% No Response	Total Response	Average
All procedures, routines and transitions are clear and efficient	0	0%	13	3.06%	348	81.88%	64	15.06%	0	0%	6	1.39%	425	3.12
Students actively participate in groups, manage supplies and equipment with very limited teacher direction	0	0%	26	6.27%	312	75.18%	74	17.83%	3	0.72%	16	3.71%	415	3.13
Classroom is safe and organized to support learning objectives and is accessible to most students	0	0%	2	0.47%	347	81.65%	75	17.65%	1	0.24%	6	1.39%	425	3.18
Total/Percentage	0	0%	41	3.24%	1007	79.6%	213	16.84%	4	0.32%	28	2.17%	1265	

3.2 Managing Student Behavior: The student teacher establishes, communicates and maintains clear expectations for student behavior.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Consistently implements the campus and/or classroom behavior system proficiently	1	0.24%	17	4.13%	332	80.58%	62	15.05%	0	0%	19	4.41%	412	3.1
Most students meet expected	1	0.24%	11	2.64%	327	78.42%	76	18.23%	2	0.48%	14	3.25%	417	3.16

classroom
behavior
standards

Total/Percentage	2	0.24%	28	3.38%	659	79.49%	138	16.65%	2	0.24%	33	3.83%	829	
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3.3 Classroom Culture: The student teacher leads a mutually respectful and collaborative class of actively engaged learners.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Engages all students in relevant, meaningful learning	1	0.24%	9	2.12%	326	76.71%	88	20.71%	1	0.24%	6	1.39%	425	3.19
Students work respectfully, individually and in groups	1	0.24%	9	2.13%	328	77.54%	83	19.62%	2	0.47%	8	1.86%	423	3.18
Total/Percentage	2	0.24%	18	2.12%	654	77.12%	171	20.17%	3	0.35%	14	1.62%	848	

Domain 4: Professional Practices & Responsibilities-Evidence is available in debriefs/conference, and daily interaction with others

4.1 Professional Demeanor & Ethics: The student teacher meets SHSU and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators	0	0%	1	0.25%	349	85.96%	56	13.79%	0	0%	25	5.8%	406	3.14
Meets all professional standards (e.g.	0	0%	4	0.99%	340	83.74%	62	15.27%	0	0%	25	5.8%	406	3.14

Attendance, professional appearance and behaviors)

Advocates successfully for the needs of students in the classroom	0	0%	10	2.56%	358	91.79%	22	5.64%	0	0%	41	9.51%	390	3.03
Total/Percentage	0	0%	15	1.25%	1047	87.1%	140	11.65%	0	0%	91	7.04%	1202	

4.2 The student teacher reflects on his/her practice.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Sets short-and long-term professional goals based on self-assessment, reflection, and supervisor feedback	0	0%	42	10.34%	323	79.56%	41	10.1%	0	0%	25	5.8%	406	3
Meets all professional goals resulting in improvement in practice and student performance	0	0%	42	10.82%	312	80.41%	34	8.76%	0	0%	43	9.98%	388	2.98
Total/Percentage	0	0%	84	10.58%	635	79.97%	75	9.45%	0	0%	68	7.89%	794	

4.3 The student teacher enhances the professional community.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade-or subject-level team membership, committee membership or other opportunities	1	0.25%	14	3.56%	352	89.57%	26	6.62%	0	0%	38	8.82%	393	3.03
Total/Percentage	1	0.25%	14	3.56%	352	89.57%	26	6.62%	0	0%	38	8.82%	393	

4.4 The student teacher demonstrates leadership with students, colleagues, and community through effective communication and outreach.	# Needs Improvement	% Needs Improvement	# Developing	% Developing	# Proficient	% Proficient	# Accomplished	% Accomplished	# Distinguished	% Distinguished	# No Response	% No Response	Total Response	Average
Communicates the mission, vision and goals of the school to students, colleagues, parents and families	0	0%	22	7.24%	273	89.8%	9	2.96%	0	0%	127	29.47%	304	2.96
Contacts parents/guardians regularly regarding students' academic and social/emotional growth	2	0.92%	16	7.34%	191	87.61%	9	4.13%	0	0%	213	49.42%	218	2.95
Actively participates in all school outreach activities	0	0%	15	4.48%	286	85.37%	34	10.15%	0	0%	96	22.27%	335	3.06
Total/Percentage	2	0.23%	53	6.18%	750	87.51%	52	6.07%	0	0%	436	33.72%	857	