University of North Texas
Educator Preparation Program
Common Lesson Plan Report 2017-2018
Indicators of Teaching Effectiveness (Component 4.2)

0= Unacceptable	1= Emerging	**2= Proficient**	3= Exemplary

Common Lesson Plan N= 486		
Competency	**Pre-Clinical Mean Score**	**Clinical Mean Score**
1a.Identification of relevant TEKS or SPAS[1]	2.77	2.61
1b.Identification of relevant ELPS[2]	2.41	2.45
1c.Identification of relevant Texas CCRS[3]	2.55	2.5
2. Statement of lesson objectives in the form of performance-based student outcomes	2.59	2.45
3. Assessment Description and Procedures	2.49	2.45
4. Description of Lesson Procedures/Activities	2.57	2.58
5a.Identification and Integration of Relevant Materials and Resources	2.68	2.61
5b. Integration of Technology	2.37	2.42
6.Accommodations/Differentiation of Instruction	2.45	2.21
7. Plan for Management of the Instructional Environment	2.53	2.45
8.Clarity and Correctness in the Written Communication of Ideas	2.74	2.63

[1]Texas Essential Knowledge and Skills or Specialized Professional Association Standards
[2]English Language Proficiency Standards
[3]College and Career Readiness Standards

CAEP 1.1 inTASC Standards

Competency 1a, 1b, & 1c: CAEP 1.1; InTASC 7(g) The teacher understands content and content standards and how these are organized in the curriculum

Competency 2: INTASC 7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. CAEP 1.1; inTASC 7a; 7g. The teacher uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. inTASC 5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

Competency 3: InTASC 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each; InTASC 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

InTASC 6a; 6b; 6j; 6k; 6r; 6t The teacher uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective. InTASC 4e; 7p The teacher anticipates specific needs or misconceptions and addresses them by planning scaffolds and/or differentiated instruction. InTASC 4(k) The teacher understands common misconceptions in learning the discipline.

Competency 4: Procedures InTASC: 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. InTASC 1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning InTASC 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes; InTASC 1(b)The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning InTASC 7a; 7c; 7k The teacher plans and sequences common learning experiences and performance tasks linked to the learning objectives, and makes content relevant to learners. InTASC 7k. The teacher directs students' learning experiences through instructional strategies linked to learning objectives and content standards. InTASC 8a; 8e; 8m. The teacher makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning. InTASC 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. InTASC 8f; 8g; 8q The teacher poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting. InTASC 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

Competency 5a & 5b: Instructional Materials, Equipment and/or Technology InTASC (7k; 7m; 8o; 8r) The teacher integrates technology resources into instructional plans. InTASC 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information InTASC 8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning. InTASC 8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness InTASC 3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways. InTASC 7b; 7h; 7k; 8o; 8r The teacher plans how s/he will use technology to engage learners in meeting learning objectives. InTASC 8o; 8r The teacher incorporates technology in a variety of innovative ways in planning

Competency 6: Accommodations/Differentiation of Instruction InTASC 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners InTASC 1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging InTASC 1g; 2b; 2e; 2g; 2i; 2j; 2l; 2m; 2o; 8p Using information on learners' language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. InTASC 8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. InTASC 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas InTASC 5(n) The teacher understands communication modes and skills as vehicles for learning. InTASC 2a; 2d; 2g; 2h; 2m; 2n; 3r) The teacher responds to student learning cues by pacing and adjusting instruction, enhancing access to challenging learning experiences, and making timely provisions (e.g., task demands, communication, assessment, and response modes) for individual learners with particular learning differences or needs. InTASC 2a; 2b; 2f; 2g; 2l; 4f; 8n; 8r; 9d The teacher adapts instruction and uses modified materials, resources, tools, and technology to address exceptional learner needs, including those associated with disabilities and giftedness. InTASC 2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

Competency 7: Plan for Management of the Instructional Environment inTASC 3(d) The teacher manages the learning environment to actively and equitably engage learners InTASC 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. InTASC 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. InTASC 3p The teacher varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills. InTASC 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

University of North Texas
College of Education
Teacher Research Capstone Project Report 2017-2018
Indicators of Teaching Effectiveness (Component 4.2)

The Teacher Research Project is completed during clinical practice as a comprehensive exhibit of authentic teaching performance during a 3-5 day instructional cycle. It provides direct evidence of a teacher's ability to:
1. Analyze student data and assessments to determine learning needs
2. Design and develop standards-based instruction that meets student needs
3. Assess student learning prior to, during instruction, and at the end of the instructional cycle
4. Reflect on one's teaching and students' learning process and identify goals growth and development

0= Unacceptable	1= Needs Improvement	**2= Proficient**	3= Exceptional

Teacher Research Capstone Project N=190		
Component*	**Mean Score**	**Standard Deviation**
1. Contextual Factors	2.72	0.52
2. Learning Goals	2.78	0.42
3. Assessment Plan	2.66	0.57
4. Design for Instruction	2.50	0.77
5. Instructional Decision Making		
5a. Assessment Based Adaptations (Formative And Pre-Assessment)	2.64	0.56
5b. Multiple Learning Strategies	2.71	0.57
5c. Active Inquiry	2.74	0.56
5d.Collaborative/Instructional groups	2.68	0.56
5e. Motivational Elements	2.65	0.57
5f. Student Reflection On Learning	2.43	0.89
6a. Analysis of Student Learning	2.54	0.72
6b. Analysis of Instructional Decision Making	2.64	0.51
7. Reflection on Teaching Practices	2.69	0.54

*Components: CAEP Standard 1 (inTASC Teaching Standards):

Component 1: Contextual Factors

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. *Standard #2: Learning Differences.* The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*Standard #3: Learning Environments*. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Component 2: Learning Goals

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. *Standard #5:* Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Component 3: Assessment Plan

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Component 4: Design for Instruction

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. *Standard #8: Instructional Strategies*. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding

Component 5: Instructional Decision Making

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. *Standard #8: Instructional Strategies*. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways, understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Component 6: Analysis of Student Learning

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Component 7: Reflection and Self-Evaluation

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. *Standard #10: Leadership and Collaboration*. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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University of North Texas
Educator Preparation Program
NTACT Field Experience Report Fall 2017
Indicators of Teaching Effectiveness (Component 4.2)

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Competencies:
I. The Lesson A) Planning B) Delivery C) Assessment
II. Classroom Management and Engagement
III. Questioning and Inquiry
IV. Diversity
V. General Teaching Skills
VI. Content Pedagogy*

<div align="center">*Art and EC-6 students not rated on section VI. Content Pedagogy.</div>

1= Unsatisfactory	2= Needs Improvement	3= Below Average	**4= Satisfactory**	5= Above Average	6= Exceptional

NTACT 1

Program	I. The Lesson A) Planning	I. The Lesson B) Delivery	I The Lesson C) Assessment	II. Classroom Management and Engagement	III. Questioning and Inquiry	IV. Diversity	V. General Teaching Skills	VI. Content Pedagogy (*SPA Standards)
Art (EC-12)								
N=13	5.18	5.027	5.16	4.99	5.14	4.91	5.26	N/A
EC-6								
N=88	4.83	4.74	4.61	4.88	4.66	4.55	4.67	N/A
ELAR 4-8								
N=3	4.05	3.81	4	3.87	3.87	3.87	4.08	3.66
ELAR Secondary (7-12)								
N=14	4.5	4.41	4.21	4.51	4.32	4.39	4.42	4.43
History/ Social Studies 4-8								
N=4	5.55	4.96	5.16	4.68	4.75	4.93	5	4.71
History/ Social Studies Secondary (7-12)								
N=21	4.46	4.47	4.33	4.54	4.32	4.36	4.54	4.27
Foreign Language (7-12)								
N=3	4.19	4.41	4	4.12	3.89	4.24	4.22	4.55
Mathematics 4-8								

N=1	4.4	4.12	4	3.87	4	4	4.33	4
Mathematics Secondary 7-12								
N=12	4.93	4.72	4.69	4.71	4.50	4.37	4.77	4.78
Music (EC-12)								
N=27	4.74	4.50	4.55	4.7	4.59	4.30	4.69	4.54
Physical Education (EC-12)								
N=2	4.3	4.06	4.16	4.12	4	4	4	4.07
Science 4-8								
N=2	4.8	4.06	4.5	4.25	4.25	4.37	4.5	4.25
Science Secondary (7-12)								
N=12	4.8	4.67	4.86	4.71	4.55	4.18	4.83	4.53
Special Education (EC-12)								
N=18	5.58	5.46	5.33	5.56	5.38	5.58	5.52	5.55

NTACT 2								
Program	I. The Lesson A) Planning	I. The Lesson B) Delivery	I The Lesson C) Assessment	II. Classroom Management and Engagement	III. Questioning and Inquiry	IV. Diversity	V. General Teaching Skills	VI. Content Pedagogy (SPA Standards)
Art (EC-12)								
N=13	5.53	5.36	5.71	5.53	5.47	5.48	5.49	N/A
EC-6								
N=88	5.19	5.06	4.93	5.23	5.01	4.91	5.07	N/A
ELAR 4-8								
N=3	5.53	5.33	5	5.04	5.22	5.08	5.11	4.97
ELAR Secondary (7-12)								
N=14	4.72	4.78	4.57	4.81	4.58	4.5	4.71	4.68
History/ Social Studies 4-8								
N=4	5.85	5.12	5.25	5.15	4.95	5.37	5.16	5.14
History/ Social Studies Secondary (7-12)								
N=21	4.72	4.54	4.38	4.65	4.50	4.37	4.58	4.57
Foreign Language (7-12)								
N=3	4.26	4.5	3.67	4.41	4.16	4.58	4.55	4.51
Mathematics 4-8								
N=1	5	4.87	4	4.87	4.83	4.5	5	4.8

Mathematics Secondary 7-12								
N=12	5.11	4.95	4.97	5.03	4.95	4.44	4.78	4.88
Music (EC-12)								
N=10	5.1	4.99	4.86	5.28	5.05	4.77	5.3	5.13
Physical Education (EC-12)								
N=2	4.6	4.31	4.33	4.25	4.16	4.25	4.33	4.14
Science 4-8								
N=2	5.7	5.31	4.5	4.93	5.16	5.25	5.16	5
Science Secondary (7-12)								
N=12	4.98	4.79	4.72	4.81	4.65	4.33	4.77	4.55
Special Education (EC-12)								
N=18	5.55	5.57	5.67	5.64	5.48	5.58	5.55	5.54

NTACT 3								
Program	I. The Lesson A) Planning	I. The Lesson B) Delivery	I The Lesson C) Assessment	II. Classroom Management and Engagement	III. Questioning and Inquiry	IV. Diversity	V. General Teaching Skills	VI. Content Pedagogy (SPA Standards)
Art (EC-12)								
N=13	5.57	5.42	5.56	5.41	5.37	5.44	5.33	N/A
EC-6								
N=78	5.17	5.07	4.98	5.20	5.07	4.99	5.04	N/A
ELAR 4-8								
N=3	5.73	5.66	5.55	5.20	5.16	5.58	5.67	5.27
ELAR Secondary (7-12)								
N=14	4.92	4.86	4.58	4.93	4.69	4.43	4.72	4.78
History/ Social Studies 4-8								
N=4	5.8	5.46	5.75	5.03	5.33	5.68	5.08	5.25
History/ Social Studies Secondary (7-12)								
N=19	4.94	4.78	4.68	4.92	4.55	4.59	4.91	4.66
Foreign Language (7-12)								
N=2	4.5	4.5	4	4.81	4.5	4.37	4.5	4.16
Mathematics 4-8								
N=1	6	5.75	6	5.62	5.66	5.25	5.66	5.7
Mathematics Secondary 7-12								
N=10	5.22	5.08	4.96	5.12	5.03	4.47	5.13	5.17
Music (EC-12)								

N=27	5.07	4.86	4.97	5.01	4.89	4.67	4.94	4.85
Physical Education (EC-12)								
N=2	4.3	4.25	4.33	4.25	4.16	4.25	4.16	4.14
Science 4-8								
N=2	5.7	5.43	5.5	5.18	5.25	5.25	5.33	5
Science Secondary (7-12)								
N=11	5.10	5.07	4.79	4.94	5.12	4.36	4.79	4.84
Special Education (EC-12)								
N=1	6	6	6	6	6	6	6	6

NTACT 4

Program	I. The Lesson A) Planning	I. The Lesson B) Delivery	I The Lesson C) Assessment	II. Classroom Management and Engagement	III. Questioning and Inquiry	IV. Diversity	V. General Teaching Skills	VI. Content Pedagogy (SPA Standards)
Art (EC-12)								
N=13	5.90	5.67	5.85	5.76	5.78	5.96	5.75	N/A
EC-6								
N=78	5.35	5.27	5.11	5.34	5.23	5.17	5.15	N/A
ELAR 4-8								
N=3	6	5.79	5.67	5.58	5.72	5.67	5.67	5.69
ELAR Secondary (7-12)								
N=14	5.12	5.05	4.82	5.06	4.95	4.52	4.91	4.88
History/ Social Studies 4-8								
N=4	5.9	5.5	5.75	5.15	5.45	5.68	5.58	5.5
History/ Social Studies Secondary (7-12)								
N=19	5.05	4.79	4.53	4.87	4.66	4.55	4.84	4.94
Foreign Language (7-12)								
N=2	4.8	4.62	4	4.43	4.41	4.37	4.33	4.94
Mathematics 4-8								
N=1	6	5.87	6	5.71	6	5	5.66	5.8
Mathematics Secondary 7-12								
N=10	5.18	5.28	5.26	5.27	5.36	4.55	5.13	5.25
Music (EC-12)								
N=27	5.15	5.01	5.02	5.157	5.03	4.68	5.18	4.99
Physical Education (EC-12)								
N=2	4.4	4.31	4.33	4.25	4.33	4.25	4.33	4.21

Science 4-8								
N=2	5.6	5.56	5.5	5.12	5.5	5.5	5.5	5.56
Science Secondary (7-12)								
N=11	5.18	5.10	4.51	4.97	4.94	4.33	5.03	4.91

University of North Texas
Educator Preparation Program
T-TESS Clinical Teaching Observation Report Spring 2018
Indicators of Teaching Effectiveness (Component 4.2)

The Texas Teacher Evaluation and Support System (T-TESS) is a system designed to support TX teachers in their professional growth. T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices. T-TESS is a process that seeks to develop habits of continuous improvement, through evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration. The T-TESS Rubric includes 4 Domains and 16 Dimensions. T-TESS domain and dimension rubrics include specific descriptors of practices and 4 performance levels: Accomplished, Proficient, Developing, and Improvement Needed. Target performance for Observation 1 is "Developing"; by Observation 4, each candidate must score at or above proficient on all indicators. Domain I Planning: Standards and Alignment, Data and Assessment, Knowledge of Students, Lesson Activities

Rubric Scoring:

4= Accomplished	3= Proficient	2= Developing	1= Improvement Needed

	Domain I **Planning**		Domain II **Instruction**		Domain III **Learning Environment**		Domain IV **Professional Practices and Responsibilities**	
	Mean	**Median**	**Mean**	**Median**	**Mean**	**Median**	**Mean**	**Median**
Formal Observation 1								
All Candidates N= 368	2.82	3	2.75	3	2.86	3	2.90	3
Formal Observation 2								
All Candidates N= 353	2.95	3	2.91	3	2.95	3	2.97	3
Formal Observation 3								
All Candidates N= 350	2.99	3	2.98	3	3.03	3	3.02	3
Formal Observation 4								
All Candidates N= 349	3.09	3	3.08	3	3.12	3	3.11	3

Domain I Planning: Standards and Alignment, Data and Assessment, Knowledge of Students, Lesson Activities

Domain II Instruction: Achieving Expectations, Content Knowledge and Expertise, Communication, Differentiation, Monitor and Adjust

Domain III Learning Environment: Classroom Environment, Routines and Procedures, Managing Student Behavior, Classroom Culture

Domain IV Professional Practices and Responsibilities: Professional Demeanor and Ethics, Goal Setting, Professional Development, School Community Involvement