UNT DALLAS
UNIVERSITY OF NORTH TEXAS AT DALLAS
School of Education

T-TESS POP Cycle Observation Report

Directions: University Field Supervisors and Cooperating Teachers use this form for formal observations of Teacher Candidates. Clinical 1 teacher candidates receive 1 45 minute formal observation near the end of the semester. Clinical 2 student teachers receive four 45 minute formal observations during the semester. Each observation includes a pre and post conference.

Teacher Candidate Information:

Teacher Candidate First Name:

Teacher Candidate Last Name:

Teacher Candidate UNTD ID number:

Teacher Candidate TEA ID number:

School and District:

Grade level/Subject:

Cooperating Teacher Name:

Cooperating Teacher TEA ID:

UFS Name:

UFS TEA ID:

Part 1 - Pre-Conference Discussion Guide and Checklist

Date and Time:

The pre-conference is used as a checklist prior to the 45 minute observation. The University Field Supervisor and Cooperating

Teacher may use this form as a guide for the Pre-conference.

- Completed Lesson Plan
- TTESS rubric (hard copy or electronic)
- Assessment Sample (exemplar at the Meets level)
- Student achievement levels identified in writing

Additional questions may be asked by Teacher candidate:
- Pre-written questions to ask University field supervisor
- Materials (text, handouts, website) to be considered for use
- Pass codes or access to electronic portions of lesson

Signatures and Dates are required:
Teacher Candidate: Date: University Field Supervisor: Date:

Part 2 - T-TESS Observation Score Report

Observation Date:

Start Time:

End Time:

Please Note: Each observation must be 45 minutes in length per TEA guidelines.

Domain 1: Planning	Proficient (3)	Developing (2)	Improvement Needed (1)
Dimension 1.1 - Standards and Alignment	• All goals aligned to state content standards. • All activities, materials and assessments that: • are sequenced • are relevant to student • provide appropriate time for lesson and lesson closure • fit into the broader unit and course objectives • are appropriate for diverse learners • All objectives aligned to the lesson's goal. • Integration of technology when applicable.	• Most goals aligned to state content standards. • Most activities, materials and assessments that: • are sequenced • sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal.	• Few goals aligned to state content standards. • Few activities, materials and assessments that: •are sequenced •rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson's goal.

Evidence:

	Proficient (3)	Developing (2)	Improvement Needed (1)
Dimension 1.2 – Data and Assessment	• Formal and informal assessments to monitor progress of all students. • Consistent feedback to students, families and other school personnel while maintaining confidentiality. • Analysis of student data connected to specific instructional strategies.	• Formal and informal assessments to monitor progress of most students. • Timely feedback to students and families. • Utilization of multiple sources of student data.	• Few formal and informal assessments to monitor student progress. • Few opportunities for timely feedback to students or families. • Utilization of few sources of student data.

Evidence:

	Proficient (3)	Developing (2)	Improvement Needed (1)
Dimension 1.3 - Knowledge of Students	• All lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.	• Most lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students	• Few lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.

Evidence:

| **Dimension 1.4 – Activities** | •Questions that encourage all students to engage in complex, higher order thinking.
• Instructional groups based on the needs of all students.
• All students understanding their individual roles within instructional groups.
• Activities, resources, technology and instructional materials that are all aligned to instructional purposes.

Proficient (3) | •Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.
• Instructional groups based on the needs of most students.
• Most students understanding their individual roles within instructional groups.
• Activities, resources, technology and/ or instructional materials that are mostly aligned to instructional purposes.

Developing (2) | • Encourages little to no complex, higher-order thinking.
• Instructional groups based on the needs of a few students.
• Lack of student understanding of their individual roles within instructional groups.
• Activities, resources, technology and/or instructional materials misaligned to instructional purposes.

Improvement Needed (1) |

Evidence:

Domain 2: Instruction	**Proficient (3)**	**Developing (2)**	**Improvement Needed (1)**
Dimension 2.1 – Achieving Expectations	•Sets academic expectations that challenge all students. •Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. •Addresses student mistakes and follows through to ensure student mastery. •Provides students opportunities to take initiative of their own learning.	•Sets academic expectations that challenge most students. •Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. •Sometimes addresses student mistakes. •Sometimes provides opportunities for students to take initiative of their own learning.	•Sets expectations that challenge few students. •Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. •Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. •Rarely provides opportunities for students to take initiative of their own learning.

Evidence:

| **Dimension 2.2 – Content Knowledge and Expertise** | •Conveys accurate content knowledge in multiple contexts.
•Integrates learning objectives with other disciplines.
•Anticipates possible student misunderstandings.
•Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research- based).
•Accurately reflects how the lesson fits within the structure of the discipline and the state standards.

Proficient (3) | •Conveys accurate content knowledge.
•Sometimes integrates learning objectives with other disciplines.
•Sometimes anticipates possible student misunderstandings.
•Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

Developing (2) | •Conveys inaccurate content knowledge that leads to student confusion.
•Rarely integrates learning objectives with other disciplines.
•Does not anticipate possible student misunderstandings.
•Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

Improvement Needed (1) |

Evidence:

Dimension 2.3 - Communication	•Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. •Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. •Provides explanations that are clear and uses verbal and written communication that is clear and correct. •Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. •Uses probing questions to clarify and elaborate learning.	•Leads lessons with some opportunity for dialogue, clarification or elaboration. •Recognizes student misunderstandings but has a limited ability to respond. •Uses verbal and written communication that is generally clear with minor errors of grammar. •Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.	•Directs lessons with little opportunity for dialogue, clarification or elaboration. •Is sometimes unaware of or unresponsive to student misunderstandings. •Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure. •Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.
	Proficient (3)	**Developing (2)**	**Improvement Needed (1)**

Evidence:

Dimension 2.4 - Differentiation	•Adapts lessons to address individual needs of all students. •Regularly monitors the quality of student participation and performance. •Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. •Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.	•Adapts lessons to address some student needs. •Sometimes monitors the quality of student participation and performance. •Sometimes provides differentiated instructional methods and content. •Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.	•Provides one-size-fits all lessons without meaningful differentiation. •Rarely monitors the quality of student participation and performance. •Rarely provides differentiated instructional methods and content. •Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.
	Proficient (3)	**Developing (2)**	**Improvement Needed (1)**

Evidence:

Dimension 2.5 - Monitor and Adjust	•Consistently invites input from students in order to monitor and adjust instruction and activities. •Adjusts instruction and activities to maintain student engagement. •Monitors student behavior and responses for engagement and understanding.	•Sometimes utilizes input from students in order to monitor and adjust instruction and activities. •Adjusts some instruction within a limited range. •Sees student behavior but misses some signs of disengagement. •Is aware of most student responses but misses some clues of misunderstanding.	•Rarely utilizes input from students in order to monitor and adjust instruction and activities. •Persists with instruction or activities that do not engage students. •Generally does not link student behavior and responses with student engagement and understanding. •Makes no attempts to engage students who appear disengaged or disinterested.
	Proficient (3)	**Developing (2)**	**Improvement Needed (1)**

Evidence:

Domain 3: Learning Environment	Proficient (3)	Developing (2)	Improvement Needed (1)
Dimension 3.1 - Classroom Environment, Routines and Procedures	•All procedures, routines and transitions are clear and efficient. •Students actively participate in groups, manage supplies and equipment with very limited teacher direction. •The classroom is safe and organized to support learning objectives and is accessible to most students.	•Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. •Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. •The classroom is safe and accessible to most students, but is disorganized and cluttered.	•Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. •Students often do not understand what is expected of them. •The classroom is unsafe, disorganized and uncomfortable. •Some students are not able to access materials.

Evidence:

	Proficient (3)	Developing (2)	Improvement Needed (1)
Dimension 3.2 - Managing Student Behavior	•Consistently implements the campus and/or classroom behavior system proficiently. •Most students meet expected classroom behavior standards.	•Inconsistently implements the campus and/or classroom behavior system. •Student failure to meet expected classroom behavior standards interrupts learning.	•Rarely or unfairly enforces campus or classroom behavior standards. •Student behavior impedes learning in the classroom.

Evidence:

	Proficient (3)	Developing (2)	Improvement Needed (1)
Dimension 3.3 - Classroom Culture	•Engages all students in relevant, meaningful learning. •Students work respectfully individually and in groups.	•Establishes a learning environment where most students are engaged in the curriculum. •Students are sometimes disrespectful of each other.	•Establishes a learning environment where few students are engaged in the curriculum. •Students are disrespectful of each other and of the teacher.

Evidence:

Domain 4: Professional Practices	Proficient (3)	Developing (2)	Improvement Needed (1)
Dimension 4.1 - Professional Demeanor and Ethics	•Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. •Meets all professional standards (e.g., attendance, professional appearance and behaviors). •Advocates for the needs of students in the classroom.	•Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. •Meets most professional standards (e.g., attendance, professional appearance and behaviors).	•Fails to meet the Code of Ethics and Standard Practices for Texas Educators. •Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.

Evidence:

Dimension 4.2 - Goal Setting	•Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. •Meets all professional goals resulting in improvement in practice and student performance.	•Sets short-term goals based on self-assessment. •Meets most professional goals resulting in some visible changes in practice.	•Sets low or ambiguous goals unrelated to student needs or self assessment. •Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.
	Proficient (3)	**Developing (2)**	**Improvement Needed (1)**

Evidence:

Part 3 - Post Conference Discussion Guide

Conference start time: Note: Post conferences must be a minimum of 20 minutes in length.

Conference end time:

Previous Reinforcement:

Previous Refinement:

Strengths (Current Reinforcement):

Challenges (Current Refinement):

Resources needed:

Support needed from Cooperating Teacher or UFS:

Recommendations/Goals/Next Steps:

Part 4 - Signatures

TAC 19, Chapter 228.35, (k)(1)(c): Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.

Clinical Teacher signature   **Date**

Cooperating Teacher signature   **Date**

University Field Supervisor   **Date**

After completing Observation #4, please initial to the following statement:

For Field Supervisor to Initial:

Yes, the candidate has made sufficient progress to be on track at this point in the clinical experience to be recommended by the Educator Preparation Program for teacher certification.

No, the candidate has not made sufficient progress to be on track at this point in the clinical experience to be recommended by the Educator Preparation Program for teacher certification. My concerns have been noted and are on file with the Office of Clinical Practice.

For Mentor Teacher to Initial:

Yes, the candidate has made sufficient progress to be on track at this point in the clinical experience to be recommended by the Educator Preparation Program for teacher certification.

No, the candidate has not made sufficient progress to be on track at this point in the clinical experience to be recommended by the Educator Preparation Program for teacher certification. My concerns have been noted and are on file with the Office of Clinical Practice.