

Data Summary

Teacher: _____

Mentor: _____

Date: _____

Directions to the mentor and beginning teacher: After considering all the data gathered in the TAP, the beginning teacher and mentor consult the developmental continuum in the *TxBESS Framework*, highlighting the descriptors that best represent the data collected. The Data Summary may be used to record overall impressions. For each standard, circle *D* for Developing, *C* for Beginning or Advanced Competent, or *P* for Proficient. If performance is at the Developing level, check the elements in which the beginning teacher needs improvement.

Data Summary

Cluster 1: Planning for Learner-centered Instruction

Standards and Elements	Circle performance level. If D, check reason.		
Standard 1a: Demonstrating Knowledge of Content and Pedagogy	D	C	P
Content Knowledge: Teacher displays a lack of understanding of the structure of the discipline, or the teacher makes content errors.			
Prerequisite Relationships: Teacher displays a lack of understanding of knowledge and skills students must already have in order to learn the identified content.			
Content-specific Pedagogy: Teacher displays a lack of understanding of pedagogical strategies used to promote student learning of the content.			
Standard 1b: Demonstrating Knowledge of Students	D	C	P
Characteristics of Age Group: Teacher's plans are not aligned with the developmental characteristics of the age group.			
Students Varied Approaches to Learning: Teacher's plans do not reflect knowledge of the different approaches to learning that students exhibit.			
Students Skills and Knowledge: Teacher's plans do not reflect understanding of students' prior knowledge and skills.			
Students Interests and Cultural Heritages: Teacher's plans do not reflect knowledge of student interests and/or cultural heritages that would further enhance student learning.			
Standard 1c: Selecting Key Knowledge and Skills	D	C	P
Significance: Selected knowledge and skills are trivial, represent low expectations for students, or require little or no conceptual understanding.			
Clarity: Key knowledge and skills are not discernible.			
Suitability for Diverse Students: Teacher selects key knowledge and skills that are not aligned with students' needs.			
Standard 1d: Demonstrating Knowledge of Materials, Resources, and Technology	D	C	P
Materials/Resources: Teacher's plans do not indicate an awareness of school or district resources that would assist in teaching and in student learning, or teacher inappropriately uses materials and resources.			
Technology: Teacher's plans do not indicate an awareness of technology that would assist in teaching and student learning, or teacher inappropriately uses technology.			
Standard 1e: Designing Activities That Promote Student Learning	D	C	P
Learning Activities: The planned activities do not support key knowledge and skills, or they lack coherence.			
Learning Groups: The planned activities do not include meaningful groupings of students.			
Lesson Structure: The planned activities have no defined structure or an illogical sequence.			
Standard 1f: Planning to Assess Student Learning	D	C	P
Assessment Content and Methods: The content identified for assessment and/or the assessment methodology are not aligned with key knowledge and skills and/or activities; or little or no evidence of assessment plans are present.			
Criteria: The criteria identified for the assessment are not aligned with the key knowledge and skills and/or activities.			

Data Summary

Cluster 2: A Classroom Environment That Promotes Equity, Excellence, and Learning

Standards and Elements	Circle performance level. If D, check reason.		
Standard 2a: Creating an Environment of Rapport and Respect	D	C	P
Teacher Interaction with Students: Classroom interactions between the teacher and students are disrespectful or inappropriate (e.g., sarcasm, putdowns, physical contact, conflict).			
Student Interaction: Classroom interactions among students are disrespectful or inappropriate (e.g., sarcasm, putdowns, physical contact, conflict).			
Standard 2b: Establishing a Culture for Learning	D	C	P
Importance of Content: Teacher demonstrates a low level of commitment to the content.			
Expectations for Learning and Achievement: Teacher demonstrates low expectations for student achievement. Student products are not evident or do not reflect relevant learning.			
Standard 2c: Managing Classroom Procedures	D	C	P
Transitions: Transition procedures are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.			
Materials and Supplies: Procedures for handling materials and supplies are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.			
Non-instructional Duties: Procedures for handling non-instructional duties are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.			
Volunteers and Paraprofessionals: Procedures for volunteers and paraprofessionals are haphazard, inefficient, or nonexistent, resulting in loss of instructional time.			
Standard 2d: Managing Student Behavior	D	C	P
Expectations: Student behavior reflects teacher s lack of clear expectations.			
Monitoring of Student Behavior: Student behavior reflects teacher s lack of monitoring of student behavior.			
Response to Student Behavior: Teacher responds inappropriately to student behavior, resulting in loss of learning time.			
Standard 2e: Organizing Physical Space	D	C	P
Environmental Considerations in Support of Learning: The classroom s physical arrangement does not support the lesson.			
Safety and Arrangement of Furniture: The teacher fails to use standard safety procedures in the physical environment.			
Accessibility to Learning and Use of Physical Resources: The physical arrangement does not support the learning of all students. Some aspects of the lesson may be physically inaccessible for some students.			

Data Summary

Cluster 3: Instruction and Communication

Standards and Elements	Circle performance level. If D, check reason.		
Standard 3a: Communicating Clearly and Accurately	D	C	P
Directions and Procedures: Teacher s oral and/or written directions and procedures are unclear.			
Oral and Written Language: Teacher s oral and/or written communication contains errors, is unclear, and/or is inappropriate for students.			
Student Communication: Teacher s communication does not facilitate appropriate teacher-student or student-student exchanges.			
Standard 3b: Using Questioning and Discussion Techniques	D	C	P
Quality of Questions/Discussion Techniques: Teacher asks low-level questions in a recitation format, resulting in trivialized student participation.			
Student Participation: Students responses do not reflect new learning.			
Standard 3c: Engaging Students in Learning	D	C	P
Representation of Content: Many students are not engaged in significant learning as a result of poor representation of content.			
Activities and Assignments: Many students are not engaged in significant learning as a result of inappropriate activities and assignments.			
Grouping of Students: Many students are not engaged in significant learning as a result of inappropriate grouping.			
Materials, Resources, and Technology: Many students are not engaged in significant learning as a result of inappropriate use of materials and resources.			
Structure, Sequencing, and Pacing: Many students are not engaged in significant learning as a result of a lack of lesson structure and/or inappropriate sequencing and pacing.			
Standard 3d: Assessing Student Learning	D	C	P
Implementation of Assessment: Assessment is not aligned with the lesson.			
Use for Planning: Assessment results are not used to plan future instruction.			
Quality and Timeliness of Feedback: Students do not use the teacher s feedback, if and when given.			
Standard 3e: Demonstrating Flexibility and Responsiveness	D	C	P
Lesson Adjustment: Teacher adheres to the instructional plan in spite of a lack of student understanding or interest.			
Response to Students: Teacher ignores students questions.			
Persistence: Teacher assumes little or no responsibility when students fail to understand.			

Data Summary

Cluster 4: Professionalism

Standards and Elements	Circle performance level. If D, check reason.		
Standard 4a: Reflecting on Teaching	D	C	P
Accuracy: Teacher does not know whether a lesson was effective or achieved its purpose, and/or misjudges the success of a lesson.			
Use in Future Teaching: Teacher does not offer suggestions for how a lesson may be improved in the future.			
Standard 4b: Maintaining Accurate Records	D	C	P
Student Progress in Learning: Teacher has no system or a haphazard system for maintaining academic records, resulting in errors and confusion.			
Non-instructional Records: Teacher has no system or a haphazard system for maintaining non-instructional records, resulting in errors and confusion.			
Standard 4c: Communicating with Families/Caregivers	D	C	P
Information about the Instructional Program: Teacher provides little or no information about the instructional program to families/caregivers.			
Information about Individual Students: Teacher provides little or no information about individual students to their families/caregivers.			
Engagement of Families/Caregivers in the Instructional Program: Teacher makes few or no attempts to engage families/caregivers to initiate communication in regard to the instructional program and/or classroom activities.			
Standard 4d: Contributing to the School	D	C	P
Relationships with Colleagues: Teacher maintains minimal relationships with colleagues.			
Service to the School: Teacher does not consistently fulfill contractual and/or professional obligations.			
Standard 4e: Growing and Developing Professionally	D	C	P
Enhancement of Content Knowledge and Pedagogical Skill: Teacher does not participate in professional development activities.			
Participation in Beginning Teacher Support: Teacher does not participate in support activities designed for beginning teacher support.			
Standard 4f: Serving as an Advocate for Students	D	C	P
Decision Making: Teacher does not use critical data to identify necessary actions in support of student growth or to meet individual student needs.			
Student Advocacy: The teacher does not take action once a need is identified.			