



Student Teaching Handbook



Department of Teacher Education & Leadership
PO Box 4009
Clinton, MS 39058
Revised Summer 2025

Table of Contents

INTRODUCTION.....	2
THE UNDERGRADUATE TEACHER EDUCATION PROGRAM (TEP)	3
THE UNDERGRADUATE LICENSURE PROGRAMS.....	4
THE PROFESSIONAL STUDENT TEACHING SEMESTER.....	5
COMPOSITION OF THE PROFESSIONAL SEMESTER	6
STUDENT TEACHING PLACEMENT PROCESS	7
SELECTION OF PROFESSIONAL FIELD-BASED, CLINICAL SITES FOR STUDENT TEACHING	9
THE COOPERATING TEACHER.....	9
THE UNIVERSITY SUPERVISOR.....	12
GUIDELINES FOR TEACHER CANDIDATES.....	14
FORMAL EVALUATIONS AND GRADING	18
DIFFICULTY IN THE PROFESSIONAL STUDENT TEACHING SEMESTER.....	20
LEGAL STATUS FOR TEACHER CANDIDATES	28
THE CERTIFICATION (LICENSURE) PROCESS	29
PRAXIS CODES AND PASSING SCORES	30
Praxis Test Scores and Codes	30
APPENDIX	32
APPENDIX A—Mission Statements.....	32
APPENDIX B – Anthology Information	34
APPENDIX C—Forms	35
APPENDIX D—Teaching Unit & Rubric.....	41
Teacher Growth Rubric	45
APPENDIX E—Statewide Impact on Student Learning Assignment and Rubric	52
APPENDIX F—Teacher Intern Assessment Instrument (TIAI)	74
APPENDIX G—MC Teacher Education Dispositions Evaluation.....	81
APPENDIX H—Final Student Teaching Evaluation	86
APPENDIX I—Statewide Common Dispositions Instrument.....	94
APPENDIX J—University Supervisor Evaluation of Cooperating Teacher.....	96
APPENDIX K—Cooperating Teacher Evaluation of University Supervisor.....	97
APPENDIX L—Teacher Candidate Evaluation of University Supervisor.....	98
APPENDIX M—Teacher Candidate Evaluation of Cooperating Teacher	99

INTRODUCTION

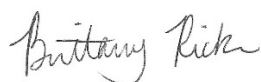
Clinical experiences provide a vital link between the university and the P12 school districts. Clinical experiences give candidates important opportunities to put into practice the theory and knowledge they have gained during their teacher preparation programs. The geographic location of Mississippi College provides a wide variety of community and school settings for clinical experiences. Our community partners and school districts range from the largest urban school district in Mississippi to much smaller rural districts and community centers working with at-risk and special needs students. Teacher Candidates have multiple opportunities to observe and learn from expert teachers about how to work with students from many culturally diverse communities, as well as experience a variety of teaching, learning and behavior styles throughout their various field and clinical experiences.

This handbook provides information for Teacher Candidates who are entering their Professional Student Teaching Semester, and the Cooperating Teachers, school personnel, and University Supervisors who will be mentoring them during this vital semester of student teaching. Also included are the requirements, guidelines, policies, and procedures of Mississippi College as well as the essential information needed concerning the roles, responsibilities, assessment procedures, and assessment instruments utilized during the Professional Student Teaching Semester.

Without our community and P12 school district partners, our teacher preparation programs would not be possible. The Teacher Education & Leadership Department at Mississippi College would like to extend our sincere appreciation to the many community partners and school districts who host our Teacher Candidates and work with us to constantly improve our programs.

It is our sincere desire that our partnerships are mutually beneficial to all partners. Mississippi College values your input and suggestions. We are here to assist you. Please contact us if you have questions or concerns at any point during this process.

Sincerely,



Dr. Brittany Ricker
Director of Field Experience
(601) 925-7396
bricker1@mc.edu

THE UNDERGRADUATE TEACHER EDUCATION PROGRAM (TEP)

Mississippi's State Board of Education mandates certain requirements for candidates seeking admission to a teacher education program at any of the state's fifteen senior institutions of higher learning. One of these requirements attempts to ensure that teacher education applicants demonstrate at least minimal academic ability. **Specifically, at Mississippi College, candidates must meet the following requirements in order to be admitted to the Teacher Education Program (TEP) or to any courses that require TEP admission:**

- Completion of a minimum of 60-hours of course credit with a minimum 3.0 GPA on a 4.0 system; or
- ACT 21 or SAT equivalent; or
- Qualifying passing score on the Praxis CORE.

Candidates apply for admission into the Teacher Education Program (TEP) as part of the course requirements for EDU 300, INTRODUCTION TO EDUCATION.

MC Transfer students who have had the course equivalent of EDU 300 at another 4-year institution must make application to the TEP by seeing the Licensure and Certification Coordinator during their first semester at Mississippi College.

After applying to the TEP, candidates are monitored carefully by the Teacher Education and Leadership Department's licensure coordinator as they progress through MC's teacher preparation program. The candidate's advisor also assists in this monitoring process. **However, responsibility rests with the candidate for knowing the rules and regulations related to the teacher preparation program. Until candidates are admitted to the TEP, they may not take any courses, which have program admission as a prerequisite. (SEE TRANSITIONS SHEET)**

After admission to the TEP, a candidate must maintain at least a 2.75 cumulative grade point average as well as a 2.75 GPA in the area(s) of expected licensure for progression. A grade of C or better is required in all teacher education courses. Teacher education courses, which receive grades of "D" or "F" may be repeated only one time. A grade of "D" or "F" in any two teacher education courses will result in dismissal from the TEP. After admission to the TEP, candidates must create an account with MDE and complete the **Pre-Service License**.

Since standards for progress in the TEP are different from MC's standard for avoiding academic suspension, a candidate who is ineligible to enter or remain in the TEP may still be eligible to remain a student at Mississippi College in another major.

Any student who has withdrawn from MC for at least one semester must meet in-person with the Professional Dispositions Committee as a condition of re-admittance to the TEP prior to participating in any field experience. See TEP Handbook for full policy details.

THE UNDERGRADUATE LICENSURE PROGRAMS

The Department of Teacher Education & Leadership houses undergraduate degree programs leading to educator licensure in the following areas:

- Elementary Education (K-6): Class A License
- Specialized Subject-Area Education (K-12): Class A License
 - Art Education
 - Music Education - Instrumental
 - Music Education - Vocal
 - Physical Education
- Secondary Education (7-12): Class A License
 - Biology Education
 - English Education
 - Mathematics Education
 - Social Studies Education

For all Supplemental Endorsement Areas see the [Mississippi College MDE Approved Supplemental Endorsement](#) information on MC's website.

Sequence of Clinical Experiences

MC teacher education candidates participate in clinical experiences in the following courses:

Phase One (common clinical experiences for all licensure areas)

- EDU 299/300 Pre-Teaching Field Experience
- EDU 304 Educational Psychology

Phase Two (clinical experiences vary by licensure areas)

Licensure and subject-specific field experiences are completed within these various methods courses.

- *Elementary Education (K-6)*
 - EDU 320 Principles & Methods of Early Childhood
 - EDU 309/334 Early Literacy Block
 - EDU 311/312/321/439/458 Professional Block
- *Biology/Chemistry Education (7-12)*
 - BIO/CHE 435 Biology and Chemistry Methods

- *English Education (7-12)*
 - ENG 447 Methods of Teaching Literature to Young Adults
 - ENG 455 Methods of Teaching Composition and Grammar
- *Mathematics Education (7-12)*
 - MAT 441 Methods for teaching Math in the Secondary School
- *Social Studies Education (7-12)*
 - HIS 435 Social Studies Methods
- *Art Education (K-12)*
 - ART 441 Art in the Secondary School
- *Music Education (K-12)*
 - MUS 323 Music Education in the Elementary School
 - MUS 325 Vocal Music Education in the JH and High School
 - MUS 327 Instrumental Music Education JR and SR High School
 - MUS 328 Marching Band Techniques
- *Physical Education (K-12)*
 - KIN 305 Methods of Teaching Physical Education
 - KIN 386 Adapted Physical Education
- *All Secondary (7-12) and Specialized (K-12) Subjects*
 - EDU 460 Classroom Management

Phase Three (common clinical experiences for all licensure areas)

- Directed Teaching (Professional Student Teaching Semester)
 - EDU 421,422,423,424 Elementary Education (K-6)
 - EDU 431,432,433, 434 Secondary Education (7-12)
 - EDU 471,472,473, 474 Specialized Subject-Area Education (K-12)

THE PROFESSIONAL STUDENT TEACHING SEMESTER

At the undergraduate level, the candidate's professional education program at Mississippi College culminates with professional internship during the Professional Student Teaching Semester.

Every candidate seeking a Mississippi teaching license in any area is required to complete a Professional Student Teaching Semester. This culminating experience affords candidates an opportunity to apply much of what they have learned in their content and professional education courses to actual classrooms in public or state-approved private schools in Mississippi. Candidates are admitted to and retained in the Professional Student Teaching Semester according to the following criteria.

The candidate must:

1. Be admitted to the Teacher Education Program.
2. Have completed the writing proficiency exam.
3. Not have any grades of (I) incomplete.
4. Complete any outstanding coursework and have grade(s) on file in the Registrar's Office before the Professional Semester begins. In keeping with university policy, the last 33 hours of the program must be completed at Mississippi College.
5. Have at least a 2.75 GPA in the area(s) of expected certification as well as a cumulative GPA of 2.75.
6. Have completed (with a minimum grade of C) all Professional Education and subject matter courses except EDU 421, 422, 423, and 424 (elementary candidates only).
7. Have completed (with a minimum grade of C) all Professional Education and subject matter courses except EDU 431, 432, 433, and 434 (secondary education candidates only).
8. Have completed (with a minimum grade of C) all Professional Education and subject matter courses except EDU 471, 472, 473, and 474 (specialized subject-area education candidates only).

Due to departmental scheduling issues, secondary education candidates (7-12) and specialized subject-area education candidates (K-12) may be allowed to apply for the Professional Student Teaching Semester once they have completed at least three-fourths of the required courses in his/her area of specialization. This exception is made on a case by case basis and should be approved by the candidate's advisor, the Director of Field Experience, and the Chair of the Department of Teacher Education & Leadership.

COMPOSITION OF THE PROFESSIONAL SEMESTER

- Elementary Education: Directed Teaching, K-6
 - EDU 421, 422, 423, 424: Professional Student Teaching Semester for Elementary Education majors
- Secondary Education: Directed Teaching, 7-12
 - EDU 431, 432, 433, 434: Professional Student Teaching Semester for 7-12 majors
- Specialized Subject-Area Education: Directed Teaching, K-12
 - EDU 471, 472, 473, 474: Professional Student Teaching Semester for K-12 majors

It is recommended that these courses should be taken during the Professional Student Teaching Semester and any additional courses are listed on the "proposed schedule for degree completion" form.

- All professional interns are expected to complete a minimum of fifteen (15) weeks of internship.
 - Elementary Education (K-6) Teacher Candidates receive one placement and should complete three weeks of full-time teaching.
 - Most Secondary Education (7-12) and Specialized Subject-Area Education (K-12) Teacher Candidates receive two placements and should complete two weeks of full-time teaching at each placement for a total of four weeks of full-time teaching.
-

STUDENT TEACHING PLACEMENT PROCESS

1. Prior to the beginning of each school year, the Office of Field Experience sends a *Memorandum of Understanding* signed by the Dean of the School of Education and Human Sciences to the Superintendent of Schools for each Partner School District to be signed and returned to the Office of Field Experience. This *Memorandum of Understanding* represents an agreement between Mississippi College and each P12 Partner School District and specifies the terms in which an MC teacher candidate can participate in field experiences within the district. This *Memorandum of Understanding* is renewed each school year, kept on file in the Office of Field Experience, and must be current in order for a request to be made for an MC candidate to be placed in a partner district.
2. Prior to the beginning of each semester, the Licensure and Certification Coordinator checks TEP and Student Teaching requirements for all upcoming Teacher Candidates to ensure eligibility for the candidate to register for EDU 458- Classroom Management for Elementary Teachers or EDU 460- Classroom Management for Secondary Teachers, which must be taken the semester prior to student teaching.
3. Once a candidate has been certified as eligible to register for the Classroom Management Course (EDU 458/460), the candidate is able to register for either EDU 458- Classroom Management for Elementary Teachers or EDU 460- Classroom Management for secondary Teachers. This course contains much of the information and training required for Professional Student Teaching Semester.

During the semester prior to Student Teaching and to receive a student teaching placement, the Teacher Candidate must:

- Attend one of the mandatory Prospective Student Teaching Meetings conducted by the Director of Field Experience and the Licensure and Certification Coordinator.
- Complete and submit all required paperwork by the required date to the Licensure and Certification Coordinator during individual counseling sessions.
- Insurance: Candidates must show proof of liability insurance during orientation week or prior to entering a K-12 classroom during senior year.
- Transportation to and from the Teacher Candidate's placement site is the sole responsibility of the Teacher Candidate. Most schools have designated parking spaces for Teacher Candidate. Check with the school regarding parking space.
- Submit proof that a background check conducted by CastleBranch, an outside background agency with whom Mississippi College has contracted, has been ordered.
- *Official confirmation of a cleared background check (no legal violations) must be received by Mississippi College before any student teaching, field experiences, internships, or practicums can be started/completed.*
- Complete and submit all required Teacher Candidate materials.
- Complete state-mandated Teacher Intern Assessment Instrument (TIAI) online training and submit Certificate to the Office of Field Experience.
- Complete state-mandated Mississippi Educator Code of Ethics (MCoE) online training and submit Certificate to the Office of Field Experience.
- Complete state mandated dispositions training.

4. When all required paperwork has been received in the Office of Field Experience, proof of successful background approval is received, and completion of state-mandated online training has been completed, the Office of Field Experience will request a placement from the desired partner district by sending an electronic Placement Request Form.
5. After receiving Placement Materials from MC, the representatives of each Partner District will:
 - Approve the Placement Request.
 - Contact individual School Administrators where placements are being requested and forward Placement Materials to them to assist in matching Teacher Candidates with Cooperating Teachers.
 - School Administrators will review Placement Requests and Teacher Candidate application materials and match each Teacher Candidate with a corresponding Cooperating Teacher who meets MC's eligibility requirements.
 - Once student teaching placements have been made, the School Administrator sends the completed Placement Request Forms back to the representative of the Partner District and final approval is granted by the District.
 - Once the District Office has approved student teaching placements, completed Placement Request Forms are returned to the Office of Field Experience.
6. When Placement Request Forms are received in the Office of Field Experience, all Cooperating Teachers receive information concerning trainings, Teacher Candidate information and a Google Form to upload training certificates. Proof of online training should be returned to the Office of Field Experience prior to the beginning of student teaching placements.
7. Once Placements are finalized, Teacher Candidates are notified of their placements and University Supervisors are assigned.

SELECTION OF PROFESSIONAL FIELD-BASED, CLINICAL SITES FOR STUDENT TEACHING

Professional Student Teaching Placements are a joint effort of the Office of Field Experience and MC's Partner School Districts. **It is the policy of Mississippi College to place Teacher Candidates in Partner Districts within Copiah, Hinds, Lincoln, Madison, Rankin, Warren, and Yazoo counties.** Partner Districts must have a current Memorandum of Understanding on file in the Office of Field Experience in order to be able to host MC Teacher Candidates. Teacher Candidates will be placed in approved schools, which are accredited by the appropriate agencies and with which MC has a current partnership agreement.

Professional student teaching is a minimum of **15 weeks** in duration. Elementary Education (K-6) candidates complete one 15-week placement in an approved school. Most Specialized Subject-Area Education (K-12) candidates and Secondary Education (7-12) candidates have two placements in approved schools. It is expected that our Partnership Schools be reasonably accessible for visitation by the University Supervisor and are directed by administrators willing to cooperate with and provide experiences acceptable to the Mississippi College Teacher Education and Leadership Department.

THE COOPERATING TEACHER

Qualifications

To be eligible to serve as a Cooperating Teacher P12 classroom teachers must meet the following requirements:

- Hold a teaching position in a partner district with whom Mississippi College has an active signed Memorandum of Understanding on file in the Office of Field Experience.
- Hold a current, valid Teaching License from the Mississippi Department of Education in the licensure area for which the Teacher Candidate is seeking.
- Have completed at least three (3) years of teaching experience and is in at least his/her fourth year of teaching.
- Be recognized by the Cooperating Teacher's School Administrator as an exceptional teacher as defined by positive teaching evaluations and successful student achievement reports.
- Complete online mandatory Teacher Intern Assessment Instrument (TIAI), Professional Dispositions and Impact on Student Learning once every three years.
- Participate in additional training on MC's campus once every three years.

The Cooperating Teacher must be classified as a highly competent teacher with at least three years of teaching experience who demonstrates expertise in the classroom. It is of critical importance that the cooperating teacher be skilled in interpersonal relationships and be interested in mentoring the Teacher Candidate.

Guidelines

Teacher Candidates report that the person most important in their Student Teaching experience is their Cooperating Teacher. For this reason, Cooperating Teachers should be selected by their administrators on the basis of professional preparation and success as a teacher. The Cooperating Teacher should be adaptable enough to adjust the classroom situation for receiving the Teacher Candidate as a viable working member. In meeting the responsibilities as a Cooperating Teacher, the following activities are suggested:

- Before the Teacher Candidate arrives, the Cooperating Teacher may wish to announce that another teacher will be assisting in the teaching of the class for several weeks.
- It is suggested that the Teacher Candidate be inducted into the job of Student Teaching gradually. During the first week or so the Teacher Candidate may be used as an assistant to the Cooperating Teacher by being responsible for such tasks as calling roll, grading papers, reading announcements, and giving individual assistance to students. This will allow the Teacher Candidate time for observation. In addition, it is a good idea for the Teacher Candidate to become familiar with instructional materials and their location, to begin planning the first activities with students, and to learn as much as possible about the students with whom he/she will work.
- Some Teacher Candidates will be able to assume responsibility for teaching sooner than others. As Teacher Candidates demonstrate the necessary competency and confidence, teaching responsibilities should be increased. **Teacher Candidates should be given full-time teaching responsibilities for at least 3 weeks for Elementary Education (K-6) Teacher Candidates and at least 2 weeks in each placement for Secondary Education (7-12) Teacher Candidates and Specialized Subject-Area (K-12) Teacher Candidates.**
- Full-time teaching includes full responsibility for all planning, instruction, and evaluation which is involved in carrying out the duties associated with teaching on a daily basis. This is not meant to imply that the Teacher Candidate should receive no assistance from the Cooperating Teacher. The responsibility for overall planning and the execution of the plans for the day, however, should be delegated to the Teacher Candidate. As noted, full-time teaching should be for a minimum of 2 weeks for each of the two placements (4 weeks) for 7-12 and K-12 Teacher Candidates and a 3-week placement for an elementary student teacher with only one 15-week placement. Following each period of full-time teaching, work should taper off so that the Teacher Candidate may spend a day observing other teachers.
- The University Supervisor is available to the Cooperating Teacher for assistance in mentoring the Teacher Candidate. The relationship of the Cooperating Teacher and the University Supervisor should be one of mutual support. They should meet to discuss the progress of the Teacher Candidate. **The University Supervisor will make a minimum of four visits to the school, observing the Teacher Candidate for two or more class periods on at least three occasions.**
- The Teacher Candidate should learn from the Cooperating Teacher the school district policies concerning regulations and procedures regarding (for example) discipline, reports that must clear the principal's office, and procedures and forms for using special school equipment.

- The Teacher Candidate should be encouraged to learn about teaching responsibilities outside the classroom. Teacher Candidates should be given the opportunity to: assist with the sponsoring of clubs, attend PTA meetings, attend in-service days, assist with hall duty, observe parent-teacher conferences when appropriate, etc.
- The Cooperating Teacher should submit the required forms on Anthology at the scheduled time(s).

Evaluations

The Cooperating Teacher will assess the Teacher Candidate on Anthology using the following formal assessment instruments:

- Preliminary Evaluation (completed after the first 2 weeks of each placement)
- Teacher Intern Assessment Instrument (TIAI)
 - Formative Assessment
 - Summative Assessment
- MC Teacher Education Dispositions Evaluation
- Statewide Common Dispositions Instrument
- Final Student Teaching Evaluation

The Cooperating Teacher will assess the University Supervisor on Anthology using the following formal assessment instrument:

- Cooperating Teacher Assessment of the University Supervisor

Summary

Some specific functions of the Cooperating Teacher are listed below:

- Prepare the students for a second teacher in the classroom.
- Orient the Teacher Candidate to the physical facilities, special services, and resources available in the school (textbooks, audio-visual equipment, duplicating equipment, library, lunchroom, restroom, etc.)
- Provide the Teacher Candidate with a tentative schedule, grade book, school handbook, desk, and storage area.
- Plan initial activities that will allow the Teacher Candidate to become involved in the classroom routine immediately.
- Guide the Teacher Candidate in analyzing and evaluating observations.
- Provide for increased teaching responsibilities as the Teacher Candidate shows evidence of ability to assume them.
- Assist the Teacher Candidate in performing routine duties and record keeping.
- Establish a time for a weekly conference during which the Teacher Candidate's progress will be discussed.
- Provide daily feedback on the Teacher Candidate's classroom performance.
- Help the Teacher Candidate analyze each lesson taught, determining strengths and weaknesses.
- Work closely with the University Supervisor to avoid giving contradictory information to the Teacher Candidate.
- Check daily lesson plans and long-range plans well in advance (at least three days) of their

intended use.

- Schedule time (one day only) toward the end of the placement for the Teacher Candidate to observe in other classrooms.
- Encourage the Teacher Candidate's positive attitude about the teaching profession.
- Complete all assessments on Anthology at the scheduled times.

THE UNIVERSITY SUPERVISOR

Qualifications

University Supervisor must meet the following requirements:

- Be a faculty member of the Department of Teacher Education & Leadership or be approved by Mississippi College as an Adjunct Faculty Member.
- Hold at least the Master's Degree in the area for which the University Supervisor is providing supervision.
- Have received a teaching license from the Mississippi Department of Education in the licensure area for which the Teacher Candidate is seeking.
- Have a substantial amount of successful classroom teaching experience.
- Complete online mandatory Teacher Intern Assessment Instrument (TIAI), Professional Disposition training and Impact on Student Learning once every three years.
- Participate in University Supervisor training on MC's campus once every semester.
- Receive satisfactory evaluation reports from the Teacher Candidate a Cooperating Teacher.

Guidelines

The primary role of the University Supervisor is to provide needed support for both the Teacher Candidate and the Cooperating Teacher so that the student teaching experience is a success. As a representative of the Department of Teacher Education & Learning at Mississippi College, the University Supervisor serves as a liaison between the school in which the Teacher Candidate is placed and the university. The following activities are suggested for University Supervisors:

- Meet with the Teacher Candidate before he/she begins each placement at the assigned P12 school. At this meeting the Teacher Candidate should be given any additional instructions concerning their assignment. Also, the University Supervisor should convey his/her expectations regarding format of lesson plans, submission of forms, and any other information deemed important.
- Visit Teacher Candidates at least four times during each Student Teaching placement.
 - University Supervisors are expected to stay for at least two classes (or lessons) on these visits and to provide feedback to the Teacher Candidates.
 - Observations should be spaced over the entire Student Teaching period and not clustered toward the end of the experience.
 - Each observation should be followed by a conference with the Teacher Candidate and the Cooperating Teacher where strengths and weaknesses are discussed.
 - **It is extremely important for the University Supervisor (and the Cooperating Teacher as well) to keep a chronologically arranged record of the Teacher Candidate's progress.**

- If a Teacher Candidate is experiencing difficulty, University Supervisors must provide specific feedback and suggestions for improvement. These suggestions should also include a time frame within which the improvement is to be expected and an opportunity for allowing the Teacher Candidate to respond to the suggestions in writing.
- Maintain an open and cooperative relationship with the Partner School and its staff.
- Confer regularly with the Cooperating Teacher to discuss the progress of the Teacher Candidate.
 - Periodically throughout the Professional Student Teaching Semester the University Supervisor and Cooperating Teacher should "compare notes" regarding the performance of the Teacher Candidate.
 - This procedure should help to avoid unnecessary surprises at the end of the semester.
 - Both Teacher Candidate and Cooperating Teacher should be encouraged to consult with the University Supervisor as soon as concerns arise.
- Confer with the School Administrator as needed regarding the progress of the Teacher Candidate.
- Provide the necessary assistance to Teacher Candidates in lesson planning, instructional methods and classroom management.
- Provide regular progress reports to Teacher Candidates. Teacher Candidates experiencing significant difficulties should be counseled as early as possible and referred to the Professional Dispositions Committee.
- The University Supervisor should submit the required forms on Anthology at the scheduled time(s).

Evaluations

The University Supervisor will assess the Teacher Candidate on Anthology using the following formal assessment instruments:

- Teacher Intern Assessment Instrument (TIAI)
 - Formative Assessment
 - Summative Assessment
- Teaching Unit
- Impact on Student Learning
- Professional Internship Notebook Rubric (mid-term)
- Final Student Teaching Evaluation
- MC Teacher Education Dispositions Evaluation
- Statewide Common Dispositions Instrument

GUIDELINES FOR TEACHER CANDIDATES

The Professional Student Teaching Semester is designed to be an interesting, helpful, and rewarding phase of professional preparation. The student teacher is both a quasi-member of the faculty of the school to which he/she has been assigned and a student of Mississippi College. In performing this dual role, the student teacher is expected to fulfill the following responsibilities and requirements.

1. **Become actively involved in the instructional program of the school through observation, teaching, conferences, and other activities.** The pattern for any given Teacher Candidate's involvement will vary according to the needs and abilities of each individual student teacher, the length of the placement, and the organization of the P12 school or classroom. Usually, however, Teacher Candidates will begin their assignment by observing their Cooperating Teacher for several days. They will then gradually begin to assume the full-time teaching load of the teacher. Teacher Candidates should maintain a full-time teaching load for the specified period of time. Once this full-time teaching has been completed, Teacher Candidates will then begin to turn back the teaching responsibilities to the Cooperating Teacher. Elementary Teacher Candidates should maintain a full-time teaching load for at least 3 weeks during one semester-long placement. Secondary and Specialized Subject Teacher Candidates should maintain a full-time teaching load for at least 2 weeks for each placement for a total of 4 weeks of full-time teaching.
2. **Write comprehensive lesson plans and participate in planning conferences with the Cooperating Teacher and the University Supervisor.** Mississippi College requires that all Teacher Candidates **MUST HAVE WRITTEN LESSON PLANS** for all classes that they teach, using the format prescribed by the University Supervisor and Cooperating Teacher. These plans need to include the lesson's goals, objectives, materials needed for instruction (e.g. technology resources, presentation materials, etc.), plan of instruction, questions used to promote critical thinking (where appropriate), differentiation for individual needs, assignments (where appropriate), formal and informal assessments, and plans for self-evaluation and reflection.
3. **Participate in non-instructional activities such as PTA meetings, staff development, faculty and other professional meetings, and the extra-curricular activities of the school.** The student teaching experience includes activities that go beyond the regular hours of the school day. Teacher Candidates should participate in extracurricular activities involving the faculty.
4. **Maintain a professional attitude about responsibilities.** The Teacher Candidate, in carrying out tasks, must be cooperative and patient, work within the policies of the school, and accept the responsibilities of a teacher as defined by the school in which he/she is working. Personal and professional conduct and appearance should reflect the role of a teacher. The Teacher Candidate must also maintain a professional relationship with Mississippi College and meet all responsibilities and obligations in a punctual manner.

5. **Demonstrate Professional Dispositions as measured by the Professional Education Dispositions for Teacher Candidates Assessments.** Teacher Candidates at Mississippi College are expected to demonstrate appropriate skills and behaviors in the college classroom as well as when completing field placements. As a teacher Candidate in the Department of Teacher Education and Leadership at Mississippi College, professional dispositions will be measured with two instruments: 1. *The MC Teacher Education Dispositions Evaluation* and 2. *The Statewide Common Dispositions Instrument*, which measures the Teacher Candidate's commitment to the Mississippi Educator Code of Ethics.
6. **Participate in conferences with the University Supervisor and the Cooperating Teacher.** The Cooperating Teacher and University Supervisor will complete at least four formal observations of the Teacher Candidate. The University Supervisor in cooperation with the Teacher Candidate and the Cooperating Teacher will determine the specific purpose and procedure for these visits. During observational visits the University Supervisor will view one or more lessons or classes. Following the observations, written reports will be discussed with the Teacher Candidate and (whenever possible) with the Cooperating Teacher. The Teacher Candidate should make arrangements ahead of time to provide for a time and place after the University Supervisor's observation(s) where conferences can be held.
7. **Observe teachers other than the Cooperating Teacher.** It is recommended that Teacher Candidates arrange to observe teachers in other grade levels or teachers who teach in areas that might be different from their assigned classroom. This allows Teacher Candidates to have a better understanding of the total school program and understand the development of students. Teacher Candidates may wish to wait until the last few days of their student teaching experience to complete observations of other teachers. No more than one or two days should be spent observing other teachers.
8. **Anthology Account.** All evaluations and assignments will be submitted through the Teacher Candidate's Anthology account.
9. **Submit to a Background Check through Castlebranch.com.** Official confirmation of a cleared background check (no legal violations) must be received by MS College before any student teaching, field experiences, internships, or practicums can be started/completed.
10. **Produce one Comprehensive Teaching Unit.** The Teacher Candidate will write at least one comprehensive teaching unit on a unit of study agreed upon by the Cooperating Teacher and University Supervisor.
11. **Complete Impact on Student Learning.** Once during the professional semester, the Teacher Candidate will complete an Impact on Student Learning based on the Comprehensive Teaching Unit and focusing on the following areas: Instructional Design and Implementation, including plans for differentiated learning experiences (including technology); Plans for Assessment; Instructional Decision-making; Analysis of Learning Results; Reflection and Self-Evaluation.

12. **Prepare for the Teacher Intern Assessment Instrument (TIAI) evaluation.** The Teacher Candidate will also exhibit the TIAI TEACHING COMPETENCIES (skills) AND INDICATORS. The University Supervisor and the Cooperating Teacher will evaluate the Teacher Candidate using the TIAI form at least two times each for a total of four formal observations for each placement using this statewide proprietary instrument.
13. **Prepare One Daily Student Teaching Schedule.** A copy of the class schedule which Teacher Candidates will be following should be filled out and returned to the University Supervisor by the end of the first week of each placement of student teaching.
14. **Prepare Fifteen Weekly Student Teaching Logs.** Each week Teacher Candidates are to record their daily activities on the Student Teaching Log.
15. **Complete One Teacher Candidate Evaluation of the University Supervisor and one of the Cooperating Teacher for each placement.**
16. **Complete One Self-Evaluation for each placement.** At the end of the placement, the Teacher Candidate will complete a self-evaluation.
17. **Reporting Issues:** In the process of completing field experiences, student teaching, internships, or practicums, candidates shall report any witnessed issues or conflicts that are in violation of the MS Code of Ethics to the Program Coordinator/Advisor. The information will be reported to the University Supervisor who will share issues with the Teacher Education and Leadership Chair. The Chair will communicate the conflict with the Dean.

Important Notes:

- **Discipline.** Disciplinary measures used by the Teacher Candidate should conform to the instructions of his/her Cooperating Teacher. *Under no circumstances should Teacher Candidates administer or serve as a witness for corporal punishment.*
- **Substitute Teaching.** Teacher Candidates are not fully licensed and their legal authority in the classroom is limited. Therefore, Teacher Candidates may not serve as substitute teachers. If the Clinical Instructor member is absent, Teacher Candidates may assume classroom duties while a substitute is present. In case of an emergency, however, the candidate may stay with the class to which he/she is assigned until a substitute arrives. The Coordinator of Field Experience must approve any exceptions. This is a policy that is intended to protect the cooperating school system and its students as well as the Teacher Candidate.
- **Teacher Candidates as Test Administrators for State and National Testing.** Teacher Candidates are not allowed to be a Test Administrator for state and national testing as Mississippi Department of Education requires testing administrators to attend Mississippi Assessment Program (MAP) staff development training. Teacher Candidates are allowed to Proctor (e.g. Secondary adult in the classroom, walks around to monitor students and assists the Test Administrator as directed) but shall not have access to anything such as computers, testing tools, etc.

- **Transportation.** Transportation to and from the Teacher Candidate's placement site is the sole responsibility of the Teacher Candidate. Most schools have designated parking spaces for Teacher Candidates. Check with the school regarding parking space.
- **Liability Insurance.** Candidates must show proof of liability insurance during orientation week or prior to entering a K-12 classroom during the professional semester.
- **Dress.** Teacher Candidates are professionals and models for students. Candidates are expected to dress professionally and in accordance with their assigned school's policy.
- **Teacher Candidate Calendar and Attendance. In most instances Teacher Candidates will follow the calendar of the school system.** During student teaching, the Teacher Candidate reports to the school at the time regular teachers are asked to report. This includes, for example, bus duty, PTA meetings, staff development, after school activities, etc.
- **Punctuality is an important part of being a professional.** It is expected that Teacher Candidates arrive on time for all of their responsibilities. **Minimum state requirements must be met.** Details for absences and make-up work are to be arranged with the Director of Field Experience and the University Supervisor.

IF A TEACHER CANDIDATE IS UNABLE TO REPORT TO SCHOOL, THE COOPERATING TEACHER AND UNIVERSITY SUPERVISOR ARE TO BE NOTIFIED IMMEDIATELY.

Mandatory on-campus meetings scheduled by MC during the semester are not counted as absences.

FORMAL EVALUATIONS AND GRADING

Evaluation of Teacher Candidates should be an ongoing, joint effort by the Cooperating Teacher, the University Supervisor, and the Office of Field Experience. The Cooperating Teacher and the University Supervisor should be as candid as possible with the Teacher Candidate and with each other. The Teacher Candidate should be made fully aware of his/her strengths or weaknesses.

If either evaluator recognizes substantial weaknesses, written recommendations for improvement must be offered.

The Teacher Candidate will be assessed using the following formal evaluations:

Cooperating Teacher Evaluations

The Cooperating Teacher will assess the Teacher Candidate on Anthology using the following formal assessment instruments which include written feedback:

- Preliminary Evaluation
- Teacher Intern Assessment Instrument (TIAI)
 - Formative Assessment
 - Summative Assessment
- MC Teacher Education Disposition Evaluation
- Statewide Common Dispositions Instrument
- Final Student Teaching Evaluation

The Cooperating Teacher will assess the University Supervisor on Anthology using the following formal assessment instrument:

- Cooperating Teacher Assessment of the University Supervisor

University Supervisor Evaluations

The University Supervisor will assess the Teacher Candidate on Anthology using the following formal assessment instruments which include written feedback:

- Teacher Intern Assessment Instrument (TIAI)
 - Formative Assessment
 - Summative Assessment
- Teaching Unit
- Impact on Student Learning
- Professional Internship Notebook Rubric (mid-term)
- Final Student Teaching Evaluation
- MC Teacher Education Disposition Evaluation
- Statewide Common Dispositions Instrument

The University Supervisor will assess the Cooperating Teacher on Anthology using the following formal assessment instrument:

- University Analysis of the Cooperating Teacher

Teacher Candidate Grading

The Teacher Candidate will assess the Cooperating Teacher, University Supervisor, the Student Teaching Professional Semester, and himself/herself on Anthology using the following formal assessment instruments:

- Teacher Candidate Evaluation of the Cooperating Teacher
- Teacher Candidate Analysis of the University Supervisor
- MC Undergraduate Survey
- Teacher Candidate Self-Evaluation
- MC Teacher Education Dispositions Evaluation
- Statewide Common Dispositions Instrument

Grading of Teacher Candidate

While the responsibility for assigning final grades falls upon the Director of Field Experience and the University Supervisor, the primary source for evaluative data used in assigning grades is the Cooperating Teacher.

Shown below are some general guidelines that the Director of Field Experience, the University Supervisor, and the Cooperating Teacher will use in reaching an agreement on how the final grades are to be distributed.

- **An "A" Teacher Candidate** will show consistent predominance of strength and have no outstanding weaknesses. He/she will have shown outstanding growth and achievement in the classroom. He/she will have exhibited evidence of professionalism, qualities of leadership, creativity in teaching, initiative and a spirit of cooperation and respect toward authority.
- **A "B" Teacher Candidate** will have significantly more strengths than weaknesses. He/she will consistently exhibit good teaching, initiative, and interest. He/she will be well-grounded in methods and academic knowledge in his/her area, giving evidence of effective performance in his/her own situation. He/she will have a healthy respect for those over him/her in the school administrative role.
- **A "C" Teacher Candidate** will have worked well with the Cooperating Teacher and given evidence of a willingness to learn. He/she should have evidenced some growth in the teaching processes. Neither strengths nor weaknesses will dominate his/her performance. Readiness to meet the ordinary classroom situation will be demonstrated, and he/she will in all likelihood be a good, average teacher.
- **A "D" Teacher Candidate** will have shown more weaknesses than strengths or shall have evidenced some particularly outstanding weakness. This indicates the general inability to handle his/her own classroom situation. Under certain circumstances he/she will be encouraged to repeat the Student Teaching Semester. Certain corrective processes may indicate that the candidate is ready to repeat the Professional Student Teaching Semester again at a later date.

Assessments will be on-going and continuous throughout the semester through observation, timely submission of records, reports, and lesson plans and through conferences between the Teacher Candidate, Cooperating Teacher, and University Supervisor. The Teacher Candidate will receive 4 (3-hour) grades during the student teaching semester referenced in the Composition of the Professional Semester section of this handbook (pg. 6):

1. **Planning and Preparation/Assessment Plan** (examples of assessment evidence: Student Teaching Notebook, Daily Lesson Planning, Impact on Student Learning, TIAI, Weekly Reports, Dispositions Evaluation etc.)
2. **Instruction/Implementing Assessment** (examples of assessment evidence: TIAI, Classroom Observations, Impact on Student Learning, Weekly Reports, Dispositions Evaluation, etc.)
3. **Management of the Learning Environment/ Instructional Decision-Making** (examples of assessment evidence: TIAI, Weekly Reports, Dispositions Evaluation, Observation, Impact on Student Learning, Lesson Plans, etc.)
4. **Professional Responsibilities/Dispositions/ Communication and Interactions/Reflection** (examples of assessment evidence: Dispositions Evaluation, Classroom observations, Lesson Plans, TIAI, Weekly Reports, Interviews with Cooperating Teacher, etc.)

DIFFICULTY IN THE PROFESSIONAL STUDENT TEACHING SEMESTER

- If a Teacher Candidate is experiencing difficulty in his/her Student Teaching Placement, the University Supervisor should notify the Director of Field Experience immediately.
- The Director of Field Experience and the University Supervisor will meet with the Teacher Candidate to develop a Plan for Improvement (signed by the Teacher Candidate, University Supervisor, and the Director of Field Experience) to assist the Teacher Candidate as he/she works to improve his/her performance.
- The University Supervisor will complete a Professional Dispositions Infraction form describing the difficulties the Teacher Candidate is experiencing and the Teacher Candidate will be referred to the Professional Dispositions Committee for an interview.
- The Teacher Candidate will be monitored carefully by the University Supervisor, Cooperating Teacher, and Director of Field Experience as he/she works to make improvement based on the Improvement Plan.

- If the Teacher Candidate shows that he/she cannot succeed in the Professional Student Teaching Semester, the University Supervisor should meet with the Director of Field Experience to discuss the possible options for the Teacher Candidate.
- If withdrawal from the student teaching semester is recommended, the University Supervisor and the Director of Field Experience will meet with the Teacher Candidate as soon as possible. This will be done after the University Supervisor has had an opportunity to talk with the Cooperating Teacher and observe the candidate.
- If a Teacher Candidate does not withdraw from the student teaching semester and receives his/her first “D” or “F” in an EDU course (in any one of the Directed Teaching courses) he/she must successfully repeat the Student teaching semester with no grade less than “C” in order to be recommended for a teaching license.
- If a Teacher Candidate has more than one “D” in an EDU course (this could be two or more Directed Teaching courses or an EDU course taken earlier in the program), he/she will not be allowed to remain in the Teacher Education Program and will not be recommended for a Mississippi teaching license.
- Any candidate who withdraws from the Professional Student Teaching Semester must be approved by the Professional Dispositions Committee prior to being re-assigned to the Professional Student Teaching Semester at a later time. The Teacher Candidate must submit an appeal to the Professional Dispositions Committee noting the actions which have been taken to ensure a successful experience.

Professional Education Dispositions for Teacher Candidates Intervention Process¹

Professional Education Dispositions for Teacher Candidates

Professional Dispositions consist of the attitudes, beliefs, values, and behaviors toward students, families, colleagues and communities exhibited by professional educators in the field of education. Professional Dispositions are guided by values such as caring for others, fairness, honesty, responsibility, and social justice. These attitudes, beliefs, values, and behaviors affect student learning, motivation and development as well as the educator's own professional growth.

Mississippi College seeks to be recognized as a university known for academic excellence and commitment to the cause of Christ. The Department of Teacher Education & Leadership at MC seeks to help those who are called to teach become leaders, advocates, and professionals who reflect the qualities of a Christian University within the field of education.

Teacher Candidates are held to high standards and should demonstrate consistency and excellence through practice, collaboration, and assessment. Teacher Candidates are expected to display the highest level of professionalism, outstanding teaching qualities, and leadership in their relationships with others whether they are in the university classroom or during clinical experiences in our partner school districts and agencies.

All teacher education candidates in the Department of Teacher Education & Leadership at Mississippi College are expected to exhibit the following dispositions listed below.

As a teacher education candidate, I will:

- Maintain a professional relationship with all students
- Conduct myself in an ethical manner as set forth by the *MS Educator Code of Ethics and Standards of Conduct*
- Demonstrate a high level of professionalism
- Demonstrate an expectation that all students can learn and are a vital part of the learning community
- Demonstrate outstanding content and pedagogical knowledge
- Display sensitivity to the needs of others
- Work cooperatively with peers, instructors, university supervisors, and relevant stakeholders to advance student learning
- Design or use educational environments and instructional practices to meet all students' needs, abilities, and interests
- Understand or thoughtfully use formal and informal evaluation strategies
- Model poise, maturity, and sound judgment
- Engage in continuous self-evaluation and improvement
- Act as a steward of the profession

Any student who has withdrawn from MC for at least one semester must meet in-person with the Professional Dispositions Committee as a condition of re-admittance to the TEP prior to participating in any field experience. See TEP Handbook for full policy details.

¹This Professional Dispositions Infraction Process was originally developed by the faculty of the Department of Teacher Education at The University of Mississippi. Mississippi College gratefully acknowledges permission received from the Department of Teacher Education at the University of Mississippi to use this process with our Teacher Candidates in the Department of Teacher Education & Leadership at Mississippi College.

Disposition Infraction Process

If a Department of Teacher Education course instructor or University Supervisor recognizes disposition related infractions by a candidate, the following procedures will be followed:

1. The University supervisor or course instructor will complete a disposition infraction form and submit it to the Director of Field Experiences.
2. After review of the form(s) between candidate and instructor or University supervisor, the candidate will be asked to sign the form (within 7 days of the submission of the disposition infraction). The signature is not an agreement with or to the infractions but denotes that the candidate has reviewed the form.
3. Notification of the infraction will be sent to the Director of Field Experiences, Department Chair, student advisor, and the members of the standing disposition committee.
4. When two disposition infraction forms on a teacher candidate have been submitted, the disposition committee will meet. **(A meeting of the committee may be warranted after one infraction. This will be left to the discretion of the Director of Field Experiences, Dispositions Committee Chair and Department Chair.)**
5. The committee will meet with the teacher candidate and review the disposition infractions.
6. The committee's recommendation will be sent to the candidate. After the conference the candidate must sign the recommendation form within 7 days of the committee's recommendation. The signature is not an agreement with or to the infractions but denotes that the candidate has reviewed the form.
7. If the Disposition Infraction Committee recommends dismissal, the teacher candidate will be dismissed from the Teacher Education Program (TEP) and must remain out of the TEP for a full semester (Fall or Spring term) prior to applying for readmission to TEP. To be considered for readmission the candidate must show substantial growth in the areas of deficiency identified in the disposition infraction process (see # 12 of Disposition Infractions Process).
8. Upon dismissal from the program the teacher candidate will not be allowed to return to the course(s) that include a field experience component. If the teacher candidate appeals the dismissal (see step 9 of Disposition Infractions Process) he/she may continue in university classes but will not attend any associated field experiences during the appeal process. If the decision of the committee for dismissal is upheld following the appeals process, a grade of "F" will be awarded for the course. The "F" grade is not an appealable grade. The teacher candidate may continue in non-field-experience-based coursework already underway for the current semester. The candidate will not continue in Teacher Education coursework in future semesters at the university.
9. If the candidate intends to appeal the committee's decision, the candidate will submit a narrative about the incident and their appeal of the decision to the Director of Field Experiences. The Chair will conduct an appeals meeting with the student and will file a report to the student and the committee.

If student appeals further to the Dean:

10. The candidate will submit their appeal of the decision directly to the Dean. The Dean will conduct a meeting, and a report will be filed.
11. If the Dean upholds the recommendation of dismissal, the teacher candidate has the right to appeal to the Provost in writing within fifteen (15) calendar days of the receipt of the Dean's decision. (Please note: University holiday closing dates are not counted in the calendar days).
12. If a teacher candidate is recommended for counseling and not for dismissal, a recommendation will be sent to the Chair of the Department of Teacher Education, the candidate's advisor, and the Director of Field Experiences.

13. To reapply for admission to TEP, candidates must submit the following information to the Office of Field Experiences:
- a. A 1-2 page letter justifying readmission to TEP identifying how previous deficiencies have been rectified.
 - b. Three letters of recommendation to include one Teacher Education and Leadership Department Faculty member and two other faculty members at Mississippi College. Each letter must include contact information (email address and phone number).
 - c. A transcript indicating all coursework since being dismissed from TEP.

I have received a copy of the Professional Dispositions Evaluation Tool, The Statewide Dispositions Instrument and the Disposition Infraction process. I have reviewed and understand the information regarding the Professional Dispositions Evaluation for Teacher Candidates, the Statewide Dispositions Instrument, and the Disposition Infraction process. I understand that if I receive two (2) disposition infraction forms, I must meet with the Professional Dispositions Committee where a decision will be made concerning my status in the program. **A meeting MAY be warranted based on the first disposition infraction.**

Teacher Candidate Signature

Date

Mississippi College Dispositions Infraction Form

Candidate Name: _____

Date of Evaluation: _____

Course Number: _____

Course Name (s): _____

Instructor: _____

Current Semester: _____

Major: _____

Advisor: _____

Supervisors and Faculty, please check the infraction and provide a comment or explanation.
Ratings are based upon class meetings, assignments, appointments, group work and field/clinical experiences.

Responsibilities

___ Submits incomplete assignments/projects or assignments/projects are not submitted by the establish deadlines

Comment: _____

Attendance & Punctuality

___ Is absent for 25% or more of scheduled class time or field experience (including tardies and early departures)

Comment: _____

Professional Appearance

___ Does not dress appropriately for the classroom environment and field experiences or demonstrates poor personal hygiene

Comment: _____

Demeanor

___ Lacks confidence or displays a critical or negative attitude and may have a negative effect on the learning environment

Comment: _____

Initiative

___ Seldom volunteers for tasks, exhibits little energy, enthusiasm, or effort

Comment: _____

Integrity

___ Speaks or behaves inappropriately with others and lacks respect for confidentiality (including social media)

Comment: _____

Organization

___ Is unprepared, does not have needed materials or resources, and/or utilizes poor time management

Comment: _____

Flexibility

___ Is unwilling to modify ideas, adapt to changes, and/or is not receptive to the opinions and ideas of others

Comment: _____

Communication

___ Does not use effective oral or written communication, or tone is not professional, or language is informal/inappropriate

Comment: _____

Diversity

___ Is exclusive or displays inappropriate behaviors toward diverse peers or students (e.g. ethnicity, race, cultural, gender, SES, language, disability, ability level, etc.)

Comment: _____

Leadership

___ Does not display characteristics of leadership when appropriate including committing to tasks, showing confidence and enthusiasm, offering suggestions, or contributing useful ideas

Comment: _____

Collaboration

___ Does not work effectively with others by sharing responsibilities, contributing ideas, or problem solving to accomplish common tasks

Comment: _____

Cooperation

___ Demonstrates inability or unwillingness to work cooperatively with others

Comment: _____

Responsive Feedback

___ Rejects or ignores constructive feedback

Comment: _____

Rapport

___ Does not communicate and interact effectively and professionally with others

Comment: _____

Other

Teacher Candidate Signature: _____ Date: _____

Supervisor/Faculty Signature: _____ Date: _____

Committee Recommendations: _____

MISSISSIPPI DEPARTMENT OF EDUCATION PRE-SERVICE TEACHER LICENSE

The Pre-Service Teacher License provides a statewide structure to organize procedures related to pre-service teachers once admitted to state-approved teacher preparation programs. Such procedures are designed to:

- (a) Protect the health, safety, and general welfare of students and educators;
- (b) Provide opportunities for pre-service teachers to practice/demonstrate knowledge and skills;
- (c) Standardize the criminal background check process across the state for pre-service teachers eliminating those who are not eligible or suited to the profession;
- (d) Assist pre-service teachers in understanding the Mississippi Educator Code of Ethics, Standards of Conduct and hold them accountable under the Code; and
- (e) Require attainment of the Pre-Service Teacher License for anyone participating in field experiences **and** student teaching in Mississippi schools (to include candidates in Mississippi and out-of-state educator preparation programs).

Requirements.

To qualify for the Pre-Service Teacher License:

- (a) An applicant must be admitted to a teacher preparation program in the state of Mississippi or any other U.S. state which meets the following requirements:
 - 1. Leads to licensure **in** a teaching field; and
 - 2. Requires participation in field experiences or clinical practice including student teaching, residency work or any other program requirements in Mississippi schools;
- (b) The educator preparation provider (EPP) shall request the Pre-Service Teacher License on behalf of the applicant according to procedures outlined in the Mississippi Educator Licensure Guidelines compendium;
- (c) An applicant shall submit appropriate documentation indicating cleared criminal background check:

NOTE: The Pre-Service Teacher License is not intended for individuals who hold a valid provisional or standard Mississippi license in a teaching field, or an expired Mississippi renewable standard license in a teaching field.

Validity. The Pre-Service Teacher License is valid for five (5) years, with the following exceptions:

- (a) Invalidated upon program completion;
- (b) Rescinded if an individual withdraws, transfers or is removed from a program:
 - 1. Previously-enrolled candidates who withdraw, transfer, or are removed from an educator preparation program and are subsequently re-admitted to the program or admitted to a different educator preparation program are eligible for the Pre-Service Teacher License:
 - (i) Under these circumstances the five (5)-year validity period begins again upon re-admission and issuance of the new license. Requirements (a), (b) and (c), listed above, must be met after re-admission to the educator preparation program in order to reissue the Pre-Service Teacher License; and
- (c) May be extended at the request of the EPP.

LEGAL STATUS FOR TEACHER CANDIDATES

In 1973 the Mississippi legislature passed the following legislation concerning Teacher Candidates and interns:

AN ACT TO PROVIDE FOR STUDENT TEACHERS OR INTERNS AND TO
PRESCRIBE THEIR DUTIES:
BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI

37-132-1 Definitions: As used in this chapter, "student teacher" or "intern" shall mean a student enrolled in an institution of higher learning approved by the State Board of Education for teacher training and who is jointly assigned by such institution of higher learning and a board of education to student-teach or intern under the direction of a regularly employed certificated teacher, principal, or other administrator. Whenever in this chapter "board of education" is referred to and the school that a student teacher or intern is assigned to does not have a board of education, such term shall refer to the person or governing body that administers such school.

37-132-3 Responsibility of Cooperating Teacher: It shall be the responsibility of a Cooperating Teacher, in conjunction with the principal or other administrator and the representative of the teacher preparation institution, to assign to the student teacher or intern responsibilities and duties that will provide adequate preparation for teaching. Student teaching may include duties granted to a certificated teacher under the rules and regulations of such board of education and any other part of the school program for which either the Cooperating Teacher or the principal is responsible.

37-132-5 Powers and Duties of Student Teacher: A student teacher or intern under the supervision of a certificated teacher, principal, or other administrator shall have the protection of the laws accorded the certificated teacher, principal, or other administrator, and shall, while acting as such student teacher or intern, comply with all rules and regulations of the local board of education and observe all duties assigned certificated teachers.

THE CERTIFICATION (LICENSURE) PROCESS

All Mississippi Department of Education (MDE) licensure requirements are subject to change. Licenses which entitle the holders to teach in the elementary and secondary schools in the State of Mississippi are issued by the Mississippi Department of Education, Office of Educator Licensure, to applicants who complete the requirements for these licenses. Teacher Candidates who complete any of the teacher education programs offered at Mississippi College automatically qualify for Mississippi teaching licensure. Status sheets showing all of the courses required in each of the undergraduate majors in education that are available at MC may be obtained in the MC Department of Teacher Education & Leadership office or from the candidate's advisor. A candidate for any Mississippi license must complete an on-line Mississippi Educator Licensure Application following a recommendation being submitted by the Office of Field Experience.

Those students who expect to teach in states other than Mississippi will be held responsible for knowing the facts regarding licensure requirements in those states and should, during the time that they are students at Mississippi College, pursue such courses that will satisfy the licensure requirements of the particular state in which they intend to teach. Appropriate application forms may be obtained from the Department of Education in the state where licensure is sought.

All students pursuing a teacher education curriculum and seeking Class A Licensure must take the appropriate test(s) and achieve at or above the minimum scores established by the Mississippi Department of Education before the Dean of Education and/or the Chair of the Teacher Education and Leadership Department recommends that the candidate be licensed to teach. All persons applying for first-time licensure must have appropriate test scores on file with the Mississippi Department of Education and with Mississippi College. The minimum cut-scores as mandated by the MDE for various licensure areas are shown on the following pages.

Traditional Baccalaureate Teacher Education Program Candidate

A five-year educator license is granted to applicants meeting all licensing requirements and completing a state approved Council for the Accreditation of Educator Preparation (CAEP) approved teacher education program from a regionally/nationally accredited Institution of higher learning.

Minimum licensure requirements are as follows:

- Successful completion of an approved Teacher Education Program
- Successful completion of a full semester of student teaching
- Passing Scores from Praxis II Principles of Learning and Teaching Test
- Passing Scores from Praxis II Content Area Test in Degree Area
- Passing Scores from Foundations of Reading Test-*Elementary Education Only*
- Reading Certification- *Secondary and K-12 Only (completed during EDU 460)*

PRAXIS CODES AND PASSING SCORES

Praxis Test Scores and Codes

PRAXIS CORE	Passing Score	Test Code
Reading	156	5713
Writing	162	5723
Math	130	5733

PRAXIS II	Passing Score	Test Code
Elem Ed Curriculum, Instruction & Assessment	153	5017
Principles of Learning K-6	160	5622
Principles of Learning 7-12	157	5624

Other	Passing Score	Test Code
Foundations of Reading	233	890

Endorsement	Passing Score	Test Code	UG only	Grad only
Students must take test for major area of study				
Added endorsements require the Praxis test OR 12-21 hours of coursework				
Administrator K-12 (SLLA)	151	6990		√
Art K-12	158	5134		
Biology 7-12	148	5236		
Business Education 7-12	153	5101		
Chemistry 7-12	140	5246		
Early Childhood PreK-K	160	5024	√	
Economics 7-12	150	5911		
Elementary Content Knowledge	163	5018		√
Elementary K-6	153	5017	√	
English 7-12	167	5038		
English as Second Language K-12	149	5362		
French K-12	153	5174		
German K-12	154	5183		
Health Education K-12	149	5551		
Home Economics 7-12	153	5122		
Latin K-12	152	5601		
Marketing 7-12	151	5561		
Math 7-12	152	5165		
Math 7-8 (Middle School)	150	5164		
Music K-12	161	5113		

Physical Education K-12	145	5091		
Physics 7-12	140	5266		
School Counselor K-12	153	5422		√
School Librarian K-12	149	5312		
Social Studies 7-12	147 (as of 9.1.25)	5581		
Spanish K-12	160	5195		
SPED Mild/Moderate K-12	152	5354		
Speech Communication	143	5221		

Endorsements requiring coursework only	UG only	Grad only
Computer Applications K-12		
Drama		
Driver's Education 7-12		
Dyslexia Therapy K-12		
General Science K-12		
Gifted Ed K-12		√
Media Arts K-12		
Online Instruction & Design K-12		√
Physical Science 7-12		
Reading K-12	√	
SPED Mild/Moderate K-6 (Elem Ed students only)		

APPENDIX

APPENDIX A—Mission Statements

MISSISSIPPI COLLEGE MISSION STATEMENT

Mississippi College, governed by a Board of Trustees elected by the Mississippi Baptist Convention, is a private, co-educational, comprehensive university of liberal arts and sciences and professional studies dedicated to the pursuit of academic excellence. Founded in 1826, Mississippi College is the oldest institution of higher learning and the largest private university in the state of Mississippi. As a Christian institution, Mississippi College values the integration of faith and learning throughout the educational process.

Consistent with its Baptist heritage and relationship to the Convention, Mississippi College provides a quality Christian education for its student population. Students select the University because of the quality of its academic programs, Christian environment, and location. The University strives to recruit students who demonstrate excellence in scholarship, leadership, and church/community involvement. The majority of students come from Mississippi and other southeastern states.

Mississippi College stimulates the intellectual development of its students through the liberal arts and sciences and concentrated study in specialized fields, including preprofessional and professional programs. Furthermore, the university environment promotes the spiritual, social, emotional, and physical development of its students and encourages them to utilize their skills, talents, and abilities as they pursue meaningful careers, life-long learning, and service to God and others. The University emphasizes those undergraduate, graduate, and professional programs which offer opportunities for service. Additionally, the University reflects its responsibility of service to the community through a variety of learning opportunities and numerous cultural enrichment experiences.

Mississippi College is committed to excellence and innovation in teaching and learning. The University seeks to employ and retain faculty who are dedicated to teaching/learning and advising students, who support and engage in scholarship and creative activities that advance knowledge, and who seek to continue their own professional development. The University also seeks to employ and retain staff and administrators who are equally dedicated to supporting these efforts. Furthermore, the University selects employees who reflect Christian values and a commitment to service. Mississippi College is an equal opportunity employer in accordance with Title VII and applicable exemptions.

Official mission statement as adopted by the Board of Trustees 1998

SCHOOL OF EDUCATION AND HUMAN SCIENCES MISSION STATEMENT

The mission of the Mississippi College School of Education and Human Sciences (SOEHS) is to provide a caring Christian environment which facilitates the acquisition of knowledge in the behavioral sciences, teaching and learning, and health and human sciences. The School of Education and Human Sciences provides the general education, professional studies, field and clinical experience, research skill development, and technological foundations required for each graduate and undergraduate program. These components generate the knowledge, dispositions, and skills necessary to render appropriate service to God and others in a professional environment while meeting all local, state, and national performance standards.

DEPARTMENT OF TEACHER EDUCATION MISSION STATEMENT

The mission of the Department of Teacher Education and Leadership at Mississippi College is to provide collaborative, integrated professional educator preparation which is field connected and focused on teaching and learning; based on best practice which is driven and assessed by high national, state, and local standards which will develop reflective practitioners with the appropriate knowledge, dispositions, and skills to lead the 21st Century educational enterprise in America.

APPENDIX B – Anthology Information

Anthology is an educational assessment and e-portfolio platform designed to manage, evaluate, and track student learning and performance.

In teacher education programs (TEP), Anthology supports continuous improvement by enabling students to upload lesson plans, reflections, and teaching artifacts, which are then assessed by university supervisors and cooperating teachers. These assessments, based on students' work and field performance, provide ongoing formative feedback, helping candidates refine their skills and grow professionally.

In addition, it serves as a comprehensive tool for collecting, analyzing, reporting, and organizing student-learning data. Ultimately, it provides our program with a long-term view of individual and aggregate performance, which informs program improvement and accreditation processes.

MC students register for an Anthology account when participating in EDU 300, Introduction to Education. Course fees cover the cost of the account. Review the Access Canvas Quick Start Guide to learn more about using Anthology.

[Access Canvas QuickStart Student Guide](#)



First Days of School Observation Request

I am requesting permission from the following school to observe the first two days of school:

Name of School: _____

School District: _____

City, State: _____

Name of Administrator: _____

School's Phone Number: _____

Teacher Candidate's Name: _____

Major: _____ Advisor: _____

Phone Number: _____

____ I have received permission to observe at this school for the first two days of the school year.

Signature: _____



Post-Observation Confirmation

This letter confirms that:

_____ (MC Teacher Candidate)

observed and participated in the First Days of School in a K-12 classroom at

_____ (Name of school)

on these dates _____.

School Administrator Signature _____

Cooperating Teacher Signature _____

Teacher Candidate Signature _____

Student Teacher Schedule

DAILY STUDENT TEACHING SCHEDULE

EMAIL THIS FORM TO YOUR
UNIVERSITY SUPERVISOR

Teacher Candidate: _____ Schedule for the Week beginning: _____

STUDENT'S PHONE/EMAIL: _____ UNIVERSITY SUPERVISOR: _____

School where student teaching: _____ COOPERATING TEACHER: _____

Location where student teaching: _____ School phone: _____

Time		ROOM	Monday	Tuesday	Wednesday	Thursday	Friday
Begin	End						

Weekly Student Teaching Log

Summarize Each School Day's Activities and Complete Back of Form

COMPLETE AND RETURN THIS FORM TO YOUR UNIVERSITY SUPERVISOR AT END OF EACH WEEK

NAME:		PHONE:	
SCHOOL		GRADE LEVEL/SUBJECT(S) TAUGHT:	
COOPERATING TEACHER(S):			
FOR THE WEEK OF:		TOTAL CLOCK HRS PRESENT:	

Office of Field Experience • PO Box 4009 Clinton, MS 39058 •

Phone 601.925.3846 • Fax 601.925.3840

Weekly Log of Teaching & Related Activities

For the week ending: _____

Please include the time you have spent in the following teaching and related activities:
(Round off times to the nearest one-half hour. Travel time should not be included.)

TEACHING ACTIVITY	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL
Observation of other classes:						
Classroom instruction						
One-on-one instruction (tutoring)						
Conferences with Cooperating Teacher						
Bus, recess, or other duty (please specify)						
Faculty meetings						
Parent conferences						
Athletic events						
Workshops						
Preparation for teaching						
Other (please specify)						

Please summarize the highlights of the past week. Include those experiences that were especially insightful or meaningful to you.

Teacher Candidate Request to Be Absent Form

Teacher Candidates are expected to be performing their assigned responsibilities at all times except in the case of personal illness or an extreme emergency. For other situations where there is strong, justifiable cause for requesting absence, this form must be completed by the student teacher, signed by the Cooperating Teacher and submitted to the University Supervisor for at least 5 days prior to the projected absence. All absences must be made up prior to graduation.

TIME WHICH YOU REQUEST TO BE ABSENT FROM STUDENT TEACHING:

_____ TO _____
Month Day Hour Month Day Hour

REASON FOR ABSENCE: (If you are going for a job interview, supply the following information or attach a copy of the letter in which you are asked to come for a job interview).

Name of Administrator _____

Name of School _____

Address and Phone Number _____

Reason for absence _____

Your Signature _____ Date _____

Your Phone Number _____

Obtain the following two signatures for approval, then send to Director of Field Experience

Cooperating Teacher's Signature _____ Date _____

University Supervisor's Signature _____ Date _____

Director of Field Experience's Signature _____ Date _____

APPENDIX D—Teaching Unit & Rubric

Teaching Unit: Action Plan (Unit Overview)

Standard(s)		
Teaching Unit Topic		
Teaching Unit Purpose/ Learning Goal(s)		
Teaching Unit Performance Task Objective (aligned to State Curricula Framework standards)		
Level of Bloom's		
Purpose/ Learning Goal(s)	Daily Objectives (aligned to State Curricula Framework standards)	Level of Bloom's
DAY 1:	DAY 1:	DAY 1:
DAY 2:	DAY 2:	DAY 2:
DAY 3:	DAY 3:	DAY 3:
DAY 4:	DAY 4:	DAY 4:
DAY 5:	DAY 5:	DAY 5:
Content Knowledge (may be provided on a separate document)		

(continued)

Assessments	
Informal Assessments	Formal Assessments
Daily Assessments & Measures (1 per Lesson)	Performance Task and Rubric (1 per Teaching Unit)
DAY 1:	PERFORMANCE TASK:
DAY 2:	
DAY 3:	
DAY 4:	PERFORMANCE TASK RUBRIC:
DAY 5:	
	Unit Test (1 per Teaching Unit)
	UNIT TEST:

Teaching Unit: Daily Lesson Plans

Teacher _____ Lesson Date _____

Content Area _____ Grade _____ Teaching Unit Topic _____

Lesson Components	
Standard(s)	
Purpose/Learning Goal(s)	
Objective(s) and Level of Bloom's	
Assessment	
Materials	
Handouts	
Technology	
Lesson Procedures	
Introduction <i>(Motivation, questions, purpose for the lesson and/or unit, etc.)</i>	
Presentation of Content <i>(Explanation, modeling, demonstration, questions, etc.)</i>	
Learning Activities <i>(Guided Practice, group interaction, questions, independent practice, assessment, etc.)</i>	
Closure <i>(Reflection, questions, recap of today's learning, purpose for tomorrow, etc.)</i>	
Additional Information <i>(if applicable)</i>	

Differentiation <i>(Describe differentiation used during the lesson OR label in the lesson itself when used)</i>	
Researched-based Strategies <i>(Describe any research-based pedagogical strategies used during the lesson OR label in the lesson itself when used)</i>	
Parent/Guardian Connection <i>(Describe any parent/guardian connection or use of family/community resources during the lesson OR label in the lesson itself when used)</i>	
Lesson Reflection	
Self-Reflection <i>(After the lesson, include reflections of positive and negative experiences, student engagement, student outcomes, teacher performances, changes to be made for improvement in future lessons, etc.)</i>	

Teacher Growth Rubric

Teaching Unit Design

Category	Unacceptable-0	Needs Improvement-1	Meets Standard-2	Exceeds Standard-3	Score/Comments
1. Standards/ Teaching Unit Topic <i>CAEP 1.1; INTASC 7; TGR 1</i>	Standards are not included OR the unit topic is not developmentally appropriate for students	Standards are not from the appropriate state curricula frameworks OR unit topic does not match standards	Standards are from the appropriate state curricula frameworks AND unit topic matches standards	In addition to meets standard, appropriate state curricula standards are included for more than one subject area	
2. Teaching Unit Purpose/ Learning Goals <i>CAEP 1.1; INTASC 7; TGR 1</i>	Teaching unit purpose is not included OR does not reflect broad learning goals of the unit	Teaching unit purpose reflects broad learning goals of the unit BUT does not match state curricula frameworks	Teaching unit purpose matches state curricula frameworks and unit topic AND is written to reflect broad learning goals of the unit	In addition to meets standard, teaching unit purpose/learning goals are written in a sequential and orderly progression	
3. Performance Task Objective AND Daily Lesson Obj.(s) <i>CAEP 1.1; INTASC 7; TGR 2</i>	Objectives are not included OR do not relate to state curricula frameworks	Objectives align with state curricula frameworks BUT are not observable or measurable OR do not match the purpose/learning goals	Objectives match state curricula frameworks AND are observable and measurable AND match the purpose/learning goals	In addition to meets standard, objectives are stated at different instructional levels based on individual needs of students at different levels of Bloom's Taxonomy	
4. Content Knowledge <i>CAEP 1.3; INTASC 4; TGR 1</i>	Content Knowledge/ specific items are not included OR do not relate to state curricula frameworks	Content Knowledge/ specific items align with state curricula frameworks BUT are not adequate for learners to meet one or more unit objectives	Content Knowledge/ specific items are adequate for learners to meet all unit objectives	In addition to meets standard, details such as definitions, examples, diagrams, charts, illustrations, etc. are included	

5. Performance Task <i>CAEP 1.2; INTASC 6; TGR 3</i>	The performance task is not included OR it does not relate to the state curricula frameworks	The performance task is aligned with state curricula frameworks BUT does not measure performance task objectives OR does not provide learners opportunities to show real world application of the desired understandings, objectives, and knowledge	The performance task is aligned with and measures performance task objectives AND provides learners opportunities to show real-world application of the desired understandings, objectives, and knowledge	In addition to meets standard, the performance task allows students opportunities to demonstrate understandings by providing options and a variety of performance methods and products	
6. Performance Task Rubric <i>CAEP 1.2; INTASC 6; TGR 3</i>	The performance task rubric is not included; OR the rubric does not align with the performance task	The performance task rubric is aligned with the performance task and is properly constructed (i.e. scores are not skipped, there are no indicators with a score range such as 1-2 points, each indicator is clearly described, etc.)	The performance task rubric aligns with the performance task and measures unit objectives, by including all necessary categories and indicators written in an organized AND sequential manner	In addition to meets standard, the performance task rubric is written in student-friendly language AND designed to be used by the learner for self-evaluation	
7. Formal Assessment (Unit Test) <i>CAEP 1.2; INTASC 6; TGR 3</i>	Unit test is NOT included or test is included BUT questions do not relate to the state curricula frameworks	All of the questions on the unit test are aligned with the state curricula frameworks BUT the test/quiz does not use a variety of question types (multiple choice, matching, true/false, short answer, discussion, etc.)	All of the questions on the unit test are aligned with the state curricula frameworks. The test/quiz uses a variety of question types (multiple choice, matching, true/false, short answer, discussion, etc.)	In addition to meets standard, the questions on the unit test are written on different levels of Bloom's Taxonomy so that they assess students' knowledge and skills at different levels	

8. Informal Assessment (Daily Assessments) <i>CAEP 1.2; INTASC 6; TGR 3</i>	Informal assessments are NOT included OR do not measure daily objectives	Informal assessments are included AND measure daily objectives	A variety of informal assessments are included that measure daily objectives AND allow students to show mastery of knowledge/skills in a variety of ways	In addition to meets standard, a checklist to record data for each informal assessment is included	
9. Bloom's Taxonomy <i>CAEP 1.4; INTASC 8; TGR 2</i>	Different levels of Bloom's Taxonomy are NOT included in the objective(s) or assessments	Different levels of Bloom's Taxonomy are included BUT one or more is not accurately matched to the objective(s) or assessment(s)	Different levels of Bloom's Taxonomy are included AND are accurately matched to the objective(s) and assessment(s)	In addition to meets standard, a variety of higher-order Bloom's Taxonomy levels (Analysis, Synthesis, and Evaluation) are included	
10. Student Use of Technology <i>CAEP 1.5; INTASC 8; TGR 6</i>	Students are NOT provided an opportunity to use technology during the unit	Students are using technology, BUT it is used mainly in activities for remembering or understanding concepts or skills NOT related to unit objectives. Examples: online games, etc.	Students are using technology for an activity or project which is aligned with the unit objectives	In addition to meets standard, students are using technology in an activity or project utilizing higher-level skills such as analyzing, synthesizing, evaluating	
Teaching Unit Design TOTAL					

Teaching Unit Daily Lesson Plan

Category	Unacceptable-0	Needs Improvement-1	Meets Standard-2	Exceeds Standards-3	Score/Comments				
					1	2	3	4	5
11. State Standard(s) and Purpose/Learning Goal(s) <i>CAEP 1.1; INTASC 7; TGR 1</i>	The lesson plan does not include a daily purpose/learning goal and/or curriculum standard	The lesson plan includes a daily purpose/learning goal and curriculum standard BUT they do not match	The lesson plan includes a daily purpose/learning goal related to the curriculum standard	In addition to meets standard, more than one content area of curriculum standards is included AND incorporated in the lesson plan					
12. State Standard(s) and Daily Lesson Objective(s) <i>CAEP 1.1; INTASC 1; TGR 1</i>	The lesson plan does not include daily lesson objective(s) AND/OR curriculum standard	The lesson plan includes daily lesson objective(s) and curriculum standard BUT they do not match OR daily objective(s) are not measurable, student-oriented, developmentally appropriate, and written in clear and understandable terms	The lesson plan includes daily lesson objective(s) related to the curriculum standard AND objectives are measurable, student-oriented, developmentally appropriate, and written in clear and understandable terms	In addition to meets standard, more than one content area of curriculum standards is included AND daily lesson objectives are included at different levels of Bloom's Taxonomy					
13. Introduction <i>CAEP 1.1; INTASC 5; TGR 1</i>	The lesson plan does not include an introduction	The lesson plan includes an introduction that is ineffective OR does not relate to the daily purpose/learning goals	The lesson plan includes an introduction that relates to the daily purpose/learning goals	In addition to meets standard, the introduction is effective, motivating, and engaging for students					

14. Presentation of Content <i>CAEP 1.4; INTASC 8; TGR 4</i>	The lesson plan includes only one instructional strategy/resource for presenting content	The lesson plan includes more than one instructional strategy/resource for presenting content BUT some strategies/resources are not appropriate for learners OR do not include explanation, modeling, and/or demonstration	The lesson plan includes a variety of instructional strategies/resources for presenting content; strategies/resources are appropriate for the learners AND include explanation, modeling, and/or demonstration	In addition to meets standard, technology is incorporated effectively into the presentation of content					
15. Learning Activities <i>CAEP 1.4; INTASC 8; TGR 4</i>	The lesson plan does not include learning activities for guided practice prior to independent practice	The lesson plan includes at least one opportunity for guided practice prior to independent practice BUT learning activities may not match the lesson purpose/learning goals	The lesson plan includes multiple opportunities for guided practice and questions to check for understanding prior to independent practice AND all learning activities match the lesson purpose/learning goals	In addition to meets standard, students are actively involved in all learning activities AND questions are divergent and thought-provoking					
16. Independent/ Group Practice <i>CAEP 1.2; INTASC 2; TGR 2</i>	The lesson plan does not include an independent/ group practice activity	The lesson plan includes an independent/ group practice activity BUT it does not relate to the daily objective and/or daily purpose/learning goals	The lesson plan includes an independent/ group practice activity related to the daily objective and daily purpose/learning goals AND matches the developmental level of the learners	In addition to meets standard, learners are given opportunities to complete the independent/ group practice activity using a variety of options					

17. Student Engagement/ Differentiation <i>CAEP 1.4; INTASC 2; TGR 2</i>	The lesson plan does not show opportunities for student engagement OR the opportunities do not lead to understanding of the content	The lesson plan shows opportunities for student engagement BUT the opportunities are not meaningful OR could lead to learner misunderstanding of the content	The lesson plan shows opportunities for student engagement AND the opportunities are meaningful, leading to understanding of the content AND include activities differentiated for levels of learners	In addition to meets standard, the lesson plan includes opportunities and activities differentiated for all levels of learners, specifically designed to meet individual educational needs					
18. Daily Assessment <i>CAEP 1.4; INTASC 2; TGR 2</i>	The lesson plan does not include an assessment of the daily objective	The lesson plan includes an assessment but it does not match the daily objective	The lesson plan includes an assessment that is developmentally appropriate, effective, and matches the daily objective	In addition to meets standard, multiple informal assessments are included throughout the plan which differentiate for different learning levels and styles					
19. Closure <i>CAEP 1.1; INTASC 5; TGR 1</i>	The lesson plan does not include closure activities	The lesson plan includes closure activities but they are ineffective AND/OR do not match the daily purpose/learning goals	The lesson plan includes closure activities that are effective and related to the daily purpose/learning goals	In addition to meets standard, the closure activities encourage students to reflect upon knowledge acquired from the lesson					

20. Overall Lesson Plan Structure <i>CAEP 1.1; INTASC 7; TGR 1</i>	The lesson plan is unorganized and does not include details OR there are many spelling and grammatical errors	The lesson plan is written in an organized manner BUT is not properly sequenced OR few details are included OR there are 3-5 spelling and grammatical errors	The lesson plan is written in an organized and sequential manner AND details are included	In addition to meets standard, the lesson plan is thorough and well planned AND includes step-by-step procedures in full detail					
Daily Lesson Plan Scores									
Teaching Unit Daily Lesson TOTAL:									
Teaching Unit Design TOTAL:									
Teaching Unit TOTAL:									

APPENDIX E—Statewide Impact on Student Learning Assignment and Rubric

STATEWIDE IMPACT ON STUDENT LEARNING ASSIGNMENT

Purpose

The Impact on Student Learning assignment gives the teacher candidate the opportunity to:

- Determine the impact of instruction on all students' learning,
- Use assessments to make research-based informed decisions about instruction,
- Analyze and communicate students' performance results, and
- Reflect on teaching performance.

Quality of Work

- The assignment should exemplify professionalism and effective writing and/or communication skills. This includes correct grammar, usage, and mechanics
- All necessary documentation is provided within the assignment.
- Overall, the assignment demonstrates evidence of organization and well planning.

Overview of the Method – Impact on Student Learning

The teacher candidate will use the assigned internship placement class and/or a group of students to determine the impact of his/her teaching on student learning. The teacher candidate will use multiple assessments and teaching strategies aligned with learning objectives in a unit and/or group of lessons. After collecting data from multiple assessments, the teacher candidate will analyze the data to determine the impact on student learning.

Assessment Information

- Pre-assessments measure students' understanding and performance on a set of skills and objectives. Results from pre-assessments are used to inform, plan, and guide instruction. Need to include your pre-assessment tool and data results.
- Formative assessments focus on students' understanding and performance of the skill(s) during instruction. Data from formative assessments influence instruction. Need to have two formative assessment results.
- Post-assessments (summative) evaluate students' understanding and performance of a set of skills or objectives at the conclusion of the unit and/or lessons. Post-assessments can include a variety of formats. Need to include post-assessment tool and data results.

Unit/Lesson Plans

Prior to planning the unit and/or lessons, the teacher candidate will conduct at least one pre-assessment. After conducting the pre-assessment/s, the teacher candidate will record the pre-assessment/s data in a spreadsheet and analyze this data to inform the planning of the unit/or lessons.

Contextual Factors

The teacher candidate will collect contextual factors about students, the school, and the learning community. The teacher candidate will analyze the contextual factors to inform the unit and/or lesson planning.

Adjusting Instruction to Meet Student Needs

During instruction, administer multiple formative assessments and evaluate the data from these assessments to adapt instruction throughout the unit and/or lessons. Document how data from formative assessments were used to effectively plan, implement, and change instruction when necessary.

After implementing the unit and/or lessons, the teacher candidate will administer a post-assessment (summative) to determine the impact of instruction on student learning. The teacher candidate will record the post-assessment (summative) data in a spreadsheet and analyze the data to determine areas taught effectively, areas for improvement, and to determine if all students in the class were provided with equitable learning experiences.

The teacher candidate will analyze data from pre-assessments, formative assessments, and post-assessments (summative) to determine the impact on student learning for the unit and/or lessons.

Assignment Components

Contextual Factors

Purpose for Step 1:

Consider the learning environment and contextual factors that may have an impact on the teaching-learning process. Discuss characteristics about the school, classroom, and individual student needs that should be considered as instructional plans are developed. List accommodations/modifications that will be made to instructional planning and implementation based on contextual information of the assigned classroom.

Task:

Discuss the relevant contextual factors including community and school information, classroom information, student characteristics, and accommodations/modifications for planning, instruction, and assessment/s. Include any supports and challenges that impact instruction and student learning. Discuss any implications and accommodation/modifications needed for instruction based on contextual factors.

Prompt:

In the discussion on contextual factors, include the following:

1.1. Community and school information

- Discuss the community and school information:
 - geographic location
 - community/school population (diversity, race, ethnicity, culture, gender, etc.)
 - socio-economic status (SES; ex: free/reduced lunch, Title I school, etc.)
 - type of school (locale, grade levels, and any other pertinent characteristics)
- Consider additional areas for discussion, which could include community support for education and other factors in the environment that impact education.

1.2. Classroom information

- Discuss the classroom information:
 - physical features and arrangement of the classroom
 - availability of technology, equipment, and resources
 - extent of parental/guardian involvement
 - grouping practices (whole group, small group, pairs, etc.)

- Consider additional areas for discussion, which could include but are not limited to how groups were determined, classroom rules and routines, scheduling, and additional teachers/students that enter or leave the room on a regular basis.

1.3. Student characteristics – Related to the Students and Learning Environment

- Discuss the following required areas for student characteristics:
 - grade/age level
 - gender
 - race/ethnicity/culture
 - special needs
 - achievement/developmental/skill levels
 - language (English, ESL, ELL)
 - interests, learning differences, and any other pertinent information
- Consider additional areas for discussion, which could include but are not limited to background information and/or characteristics of specific students that should be considered when planning and implementing instruction.

Learning Goals and Objectives for Unit and/or Group of Lessons

Purpose for Step 2:

Plan appropriate and challenging learning purposes/goals and develop measurable and observable objectives for the unit of study or group of lessons. Consider different levels of Bloom's Taxonomy and Depth of Knowledge (DOK) when planning measurable objectives.

Task:

Using the Mississippi College- and Career-Readiness Standards (MCCRS), establish a topic for the unit or group of lessons and an overall learning purpose/goal. Once the unit or group of lessons learning purpose/goal is established, determine daily learning purposes/goals for each day in the unit or group of lessons.

Note: Develop measurable and observable objectives for each day. Ensure that all objectives are measurable, student-oriented, developmentally appropriate, and written in clear and understandable terms. Daily objectives should be written at different levels of Bloom's Taxonomy/DOK. Example: A unit or lessons should not have daily objectives all written on the Knowledge level of Bloom's Taxonomy or DOK 1. Vary the levels of Bloom's Taxonomy/DOK used in the unit or lessons to challenge students on different levels.

Prompt:

In your discussion, include the following:

2.1. MCCRS chosen standard(s) and unit or group of lessons topic and learning goals

- List the chosen standard(s) from the MCCRS content area of study.
- List the topic for the unit or group of lessons. If the unit or group of lessons addresses only part of the MCCRS standard(s), explain what part of the standard(s) is to be addressed and the rationale for addressing only part of the standard(s) in the unit topic.
- Describe the unit or group of lesson plans purposes/goals and how it relates to the MCCRS standard/s.
- Justify your reasoning for choosing the overall unit or group of lesson plans purpose/goal.
- Consider additional areas of discussion, which could include but are not limited to how the overall learning goal supports previous goals and/or will support future learning goals.
- Consider using a chart/table for Step 2. *An example is provided after section 2.2.*

2.2. Appropriateness of objectives

- Describe how objectives are aligned with MCCRS and connect to and help students make sense of the real world.
- Discuss why the objectives are appropriate in terms of the students' development, pre-requisite knowledge, skills, experiences, and other needs of students as indicated in the Contextual Factors.
- Consider additional areas of discussion, which could include but are not limited to the use of instructional strategies to promote learning through the students' cognitive, linguistic, social, emotional, and physical developments.

For Step 2 of the Assignment for Impact on Student Learning, provide a chart/table to illustrate the relationship between each daily objective and Bloom's Taxonomy Level/DOK. You may choose to use a table such as the one below for this step of the assignment.

Unit or Lesson Plans Overview

Grade and Subject Area			
MSCCRS Standard			
Unit or Lesson Topic			
Unit or Group of Lessons Purpose/Goal			
Day	Objective/s	Bloom's/DOK Level	Assessment (Will be completed in Step 3)
1			
2			
3			

Assessment

Purpose for Step 3:

Plan assessments that align with the chosen MCCRS standard, unit or group of lessons, and daily objectives that will be used to monitor student progress toward the purposes/goals and objectives.

Task:

Design an assessment plan to monitor student progress toward mastering objectives. Plan a pre-assessment, a variety of formative assessments, and a post-assessment (summative). Discuss how students' progress was monitored and how assessment results were communicated to students.

Prompt:

In your discussion, include the following:

3.1. Assessment plan overview

- Provide an overview of the assessment plan. The purpose of this overview is to depict the alignment between purposes/goals, objectives, and assessments to meet the individual needs of students based on contextual factors as identified in Step 1.
- Provide a chart/table to illustrate the relationship between each purpose/goal, daily objective, and daily assessment. You may continue the table that you used for Step 2 of assignment (example below).

Assessment Plan Overview

	Objective	Bloom's /DOK Level	Assessment	Accommodations/Modifications (if needed)
Pre-assessment				
Formative Assessments	<ul style="list-style-type: none">•••••	<ul style="list-style-type: none">•••••	<ul style="list-style-type: none">•••••	<ul style="list-style-type: none">•••••
Post-assessment (Summative)				

- Vary assessments by type. Instead of giving a quiz or the same type of assessment every day, use a variety of assessments.
- Make sure each daily assessment assesses the objective for that day. Example: If your daily objective asks students to list and describe each stage of the water cycle, then your assessment should be something that requires them to do exactly that.

- Describe the need for the accommodations/modifications based on individual needs of students based on contextual factors, for each accommodation/modification to an assessment listed. If no accommodation/modification is necessary for an assignment, state that.
- Include accommodations/modifications that may be made to the pre- and post-assessments (summative) to meet the needs of individual students based on the contextual factors.
- Consider additional areas of discussion, which could include but are not limited to alignment to objectives and includes a rationale for each accommodation/modification based on individual needs of students or contextual factors.

Example: The following daily assessment **DOES** assess the daily objective.

Daily Purpose	Daily Objective	Daily Assessment
Physical characteristics of cats	The student will (TSW) compare and contrast physical characteristics of 2 different species of cats.	Create a Venn diagram of 2 different species of cats from around the world comparing and contrasting physical attributes. (Graded for accuracy)

Example: The following daily assessment **DOES NOT** assess the daily objective.

Daily Purpose	Daily Objective	Daily Assessment
Physical characteristics of cats	TSW compare and contrast physical characteristics of 2 different species of cats.	Draw a picture of one species of cat and include in your picture physical features for that species of cat.

3.2. Pre-assessment and post-assessment (summative assessment)

- Include copies of the pre-assessment and post-assessment (summative) and scoring guides (example: scoring rubric, answer key, etc.). Include any prompts, and/or student directions that may be needed.
- Provide descriptions of the pre- and post-assessments (summative), how they are aligned with daily objectives, and when they will be administered.
- Establish criteria that will be used to determine mastery for pre- and post-assessments (summative) that indicate high expectations (example: mastery = 75% or higher on the assessment).
- ***Describes how the assessments are constructed to both minimize bias and to ensure valid conclusions are drawn based on student performance on assessments.***

3.3. Daily assessments (formative assessments)

- Include evidence of the daily assessments (formative assessments) that will be used each day (examples: quizzes, journal prompts, exit tickets, observation checklists, etc.) and scoring guides (answer key, checklist, rubric, etc.).
- Use multiple methods of assessments by type (example: Avoid using a journal prompt each day.).
- Describe how student progress using daily assessments will be tracked during the unit.

- Explain the reasoning for selecting the daily assessments that will be used during the unit or lessons.
- Consider additional areas of discussion, which could include but are not limited to describing how specific assessments address individual differences.

3.4. Assessment data

- Create a student assessment data table for tracking individual student progress on the pre-assessment, two formative (daily) assessments, and the post-assessment (summative) in an organized and easy to read format.
- Establish criteria for determining mastery or non-mastery on the assessment for each assessment in your data table. (Example: mastery = 75% or higher on the assessment). Describe this after your table.
- Ensure that each daily assessment reflects mastery or non-mastery of the daily objective and is recorded on the table. An example of a table is provided below, but your data might be presented in a different format.
- Consider additional areas of discussion, which could include but are not limited to how students will be given opportunities to review and communicate about their own progress and learning.

The type of data you collect will determine the best format for presenting it.

Example of a Student Assessment Data Table

Student Names	Pre-Assessment		Informal Assessment #1 (Day 1 Objective)		Informal Assessment #2 (Day 2 Objective)		Post-Assessment		Learning Gains from Pre- to Post-Assessment	
	%	Mastery or Non-Mastery	%	Mastery or Non-Mastery	%	Mastery or Non-Mastery	Mastery or Non-Mastery	%	Mastery or Non-Mastery	
Student 1										
Student 2										
Class Percentages										

3.5 Communication of assessment results

- Discuss a plan for communicating individual assessment expectations to the students.
- Discuss a plan for communicating individual assessment results and feedback to students. Include how students will know they are progressing throughout the unit and upon completion of the unit.
- Describe a plan for encouraging students to monitor their own progression throughout the unit or lesson and take responsibility for their own learning.
- Consider additional areas of discussion, which could include but are not limited to a variety of strategies for communicating feedback to all students.

Instructional Design

Purpose for Step 4:

Consider the contextual factors, characteristics of the classroom, individual students, and design appropriate instruction that utilizes research-based strategies and technology to help students master objectives for the unit of study.

Task:

Provide the instructional unit or group of lessons or an overview of the unit or group of lessons. Describe the pre-assessment results and implications based on the pre-assessment results. Describe instructional strategies that engage students in critical thinking, problem solving, and provide differentiated instruction to meet the needs of diverse students as outlined in Step 1 (contextual factors). Describe research-based strategies and technology that will be used throughout the lesson. Describe a plan for communicating individual student progress to parent/guardians.

Prompt:

In your discussion, include the following:

4.1. Accommodations/modifications to instruction based on pre-assessment data analysis

- Analyze student performance relative to the learning goals and objectives, after administering and evaluating the pre-assessment.
- Create a table to help analyze the data. In the table, record students' responses (correct or incorrect) or scores to individual questions on the pre-assessment or to groups of questions based on the objective assessed.
- Determine patterns in the data that will show implications for making accommodations/modifications to instruction once student responses are recorded.
- Describe any pattern found that will guide instruction. Examples of patterns that may be shown in the data may include:
 - Fewer than half of the students correctly answered a certain question or cluster of questions assessing a specific objective.
 - Most students correctly answered a question or cluster of questions assessing a specific objective.
 - A particular subgroup of students performed in a certain way (list it) that would require certain accommodations/modifications (remediation or enrichment).
 - Consider including a research-based finding/contextual information for the instructional accommodations/modifications for whole group, for subgroups, and individual students.

4.2. Differentiation

- Describe at least one example from your unit or group of lessons plans where you developed a meaningful and authentic learning experience that includes differentiation. Describe how you differentiated the instruction to accommodate developmental and individual needs of each learner in the group.
- Ensure that the activity is learner-centered and provides differentiation to meet the specific needs of individual students as described in the contextual factors (e.g. ELL, inclusivism, cultural relevance, special needs. . .).
- Consider providing citations of research-based strategies/procedures (citation for a source of a peer-reviewed journal article, textbook, etc.) that describes the instructional strategy used in the unit or group of lessons.

4.3. Technology – teacher candidate

- Describe how technology is used to facilitate and analyze student learning (learning management systems, interactive websites, virtual learning, videoconferencing, digital learning, interactive tutorials, mentoring, and collaboration including the use of social networks in instruction).
- Describe how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating and not just by playing games online.
- Consider additional areas of discussion, which could include but are not limited to how multiple forms of current technology are used by the TC to research, learn, create, communicate, and track student learning.

4.4. Technology – student use

- Describe how students use technology for learning and understanding. Students should use technology to research, create, communicate, and present. Students should use technology to facilitate higher level skills such as analyzing, synthesizing, and evaluating and not just by playing games online.
- Consider additional areas of discussion, which could include but are not limited to how multiple forms of current technology are used by the students to research, learn, create, and communicate.

4.5. Plan for parent/guardian communication

- Describe the plan for disseminating general information about the unit or group of lessons and how specific information about individual student progress was provided to parents/guardians. (Include what information was provided to parents/guardians and how it was shared with them (i.e. technology, phone-app, paper copy)).
- Provide copies of any parent/guardian communication (such as a newsletter) created for the unit or group of lessons.
- Consider providing examples of communication with parents and/or guardians that fosters a sense of trust that acknowledges their contributions to the students' education.

Instructional Decision-Making

Purpose for Step 5:

Reflect on professional practices including differentiating instruction, modifying instruction, and communicating with students.

Task:

Describe how teaching strategies were modified during instruction based on student behavior, questions, responses, and/or performance. Describe how learning experiences were differentiated or modified based on formative assessment data analysis. Describe communication with students regarding their progress.

Prompt:

In your discussion, include the following:

5.1. Instructional modifications based on needs of students

- Describe and provide an example of how teaching and/or learning strategies were modified from the original plan to meet the needs of students based on student performance during instruction. (Examples: changing from groups of 4 to pairs, modifying an activity from the original lesson plan, deleting something from the lesson plan or adding something to the lesson plan, etc.)
- Justify your reasoning for making this accommodation/modification and give specific student behaviors, questions, and/or responses that prompted you to make the accommodation/modification.
- Describe how the accommodation/modification led students toward meeting objectives.
- Consider providing specific examples of student behaviors, questions AND responses that justify the instructional modification(s).

5.2. Instructional differentiation or modifications based on formative assessments

- Describe how formative assessment data were analyzed.
- Provide at least one example of how assessment data analysis led to differentiate or modify a specific learning experience of a previously planned activity to accommodate differences in developmental and/or educational needs of students.
- **Consider including multiple examples of research-based modifications of instruction to accommodate individual needs of students.**

Analysis of Student Learning

Purpose for Step 6:

Use assessment results to analyze student learning.

Task:

Use assessment data to analyze student learning. Analyze student learning gains for the whole class, subgroups, and individual students. Provide evidence of impact on student learning and draw conclusions on overall student learning gains.

Prompt:

In your discussion, include the following:

6.1. Data Analysis -Student Assessment Data

Record student scores/progress on all assessments using your student assessment data table created in Step 3. Calculate the percentage (out of 100) for each assessment (where applicable) AND calculate the percentage of mastery for the entire class. Describe the data results based on the following categories: whole class, subgroups (ex: gender, performance/ability level, language, age range, etc.), and individuals.

- **Whole Class** - Consider the following:
 - Analyze the degree to which mastery was attained by the entire class.
 - What did your analysis of the students' learning gains tell you about the degree of mastery of each objective?
 - What did the analysis of the learning gains tell you about the degree to which your overall purpose was achieved?
 - Discuss specific evidence from pre- and post-assessment (summative) data to support your response.
- **Subgroups** – Consider the following:
 - Select a group characteristic (ex: performance/ ability level, language, age-range, etc.).

- Provide a rationale for the selection of this characteristic.
 - Compare pre- and post-assessment (summative) results for the subgroup chosen. Summarize what the data show about student learning gains and include specific evidence used to support your response.
- **Individual Students** – Consider the following:
 - Select two students who demonstrated different levels of performance and explain why it is important to understand and analyze the learning of these students.
 - Use pre-assessment, formative, and post-assessment (summative) data with examples of the student's work to draw conclusions about the extent of these students' learning gains.
- **Include samples of student work.** Copies of pre-assessments, formative assessments, and post-assessments (summative) should be included.
- Consider additional areas of discussion, which could include but are not limited to reflections on how the overall learning experiences were monitored throughout the unit or group of lessons.

6.2. Evidence and interpretation of impact on student learning

- Describe evidence of impact on student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives using pre- and post-assessment (summative) data.
- Include evidence of specific instruction/activities during the unit that may have led to that impact on student learning gains noted in pre- and post-assessment data.
- Draw conclusions on overall student learning gains using all assessment data.
- Provide evidence that includes details and reasoning for conclusions drawn.
- Consider additional areas of discussion, which could include but are not limited to multiple hypotheses for why students did or did not achieve mastery on the post-assessment.

Reflection

Purpose for Step 7:

Reflect on student success/levels of mastery. Discuss implications for future instructional design, teaching, and professional development.

Task:

Reflect on student learning and possible reasons for high or low success/levels of mastery. Discuss implications for future instructional design, teaching, and professional development you engaged in or plan to seek to engage in to improve your performance as a teacher.

Prompt:

In your discussion, include the following:

7.1. Reflection on high success/levels of mastery

- Select the objective(s) for which students were most successful. Provide two or more possible reasons for student success.
- Reflect on factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors) in your discussion.
- Discuss how planning and implementation of instruction could have led to student success.
- Consider next steps for progression/next steps for instructional design and teaching for the targeted students with high student success.

7.2. Reflection on low success/levels of mastery

- Select the objective(s) for which students were least successful. Provide two or more possible reasons for the lack of student success.
- Reflect on factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors) in your discussion.
- Consider additional areas of discussion, which could include but are not limited to research-based methods for planning and instructional strategies to continue to enhance student learning in the future to positively impact student learning.

7.3. Implications for future instructional design and teaching

- Provide ideas for redesigning purposes/goals, objectives, instruction, and/or assessments in future teaching, and provide a rationale explaining why these ideas for modifications would improve student learning.
- Include implications for redesigning the current unit or group of lessons and explain any implications that can be generalized to planning and teaching overall.
- Consider providing research-based evidence to support your claims.

7.4. Implications for professional development

- Describe at least two professional learning goals that emerged from your implementation and review of the unit or group of lessons.
- Identify two specific steps to meet these learning goals, including professional development, to improve your teaching, planning, and assessing in the area(s) identified.
- Consider identifying research based professional development to improve practice.

STATEWIDE IMPACT ON STUDENT LEARNING RUBRIC

Indicator	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
Contextual Factors				
<p><u>1.1. Community and school information</u></p> <p>The teacher candidate (TC) discusses the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).</p> <p><i>CAEP R1.1; INTASC 2; TGR 7</i></p>	<p>The TC does not discuss information for any of the areas about the community and school and/or the provided information is inaccurate.</p>	<p>The TC provides an incomplete or inaccurate description of characteristics of the community and school for any of the following areas: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).</p>	<p>The TC provides an accurate and comprehensive description for each of the following: information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).</p>	<p>The TC provides an accurate and comprehensive description for each of the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).</p> <p><i>The TC also discusses the following: Community support for education and Other factors in the environment that impact education.</i></p>
<p><u>1.2. Classroom Information</u></p> <p>The teacher candidate (TC) describes classroom factors including physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.)</p> <p><i>CAEP R1.1, R1.3; INTASC 3; TGR 7</i></p>	<p>The TC describes inaccurate classroom factors related to the following: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).</p>	<p>The TC provides an accurate but incomplete description of the following classroom factors or the TC provides a narrow scope of descriptions for the following classroom factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).</p>	<p>The TC provides an accurate and comprehensive description for each of the following factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).</p>	<p>The TC provides an accurate and comprehensive description for each of the following factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).</p> <p><i>The TC also describes how groups were determined, classroom rules and routines, scheduling, and additional teachers/students that enter or leave the classroom on a regular basis.</i></p>

<p><u>1.3. Student Characteristics</u></p> <p>The teacher candidate (TC) describes each of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences</p> <p><i>CAEP R1.1; INTASC 1, 2; TGR 2</i></p>	<p>The TC describes inaccurate or incomplete classroom and student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences.</p>	<p>The TC provides an accurate but incomplete description of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, and interests, and learning differences.</p>	<p>The TC provides an accurate and comprehensive description for each of the student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests and learning differences.</p>	<p>The TC provides an accurate and comprehensive description for each of the student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, and interests, and learning differences.</p> <p><i>The TC also includes background information from parents/guardians and/or teachers that is helpful in better understanding student characteristics.</i></p>
--	---	---	--	---

Learning Goals and Objectives for Unit and/or Group of Lessons

<p><u>2.1. MCCRS and Unit or Group of Lessons Topic and Learning Goals</u></p> <p>The teacher candidate (TC) identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes and justifies the lesson plans learning purposes/goals.</p> <p><i>*MCCRS refers to the Mississippi College- and Career-Readiness Standards</i></p> <p><i>CAEP R1.3; INTASC 7; TGR 1</i></p>	<p>The TC does not identify MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and does not describe the lesson plans learning purposes/goals</p>	<p>The TC identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals but does not describe the lesson plans learning purposes/goals.</p>	<p>The TC identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes the lesson plans learning purposes/goals.</p>	<p>The TC identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes the lesson plans learning purposes/goals.</p> <p><i>The TC also includes a chart/table that clarifies the standards and topics and describes how the overall learning goal supports previous goals and/or will support future learning goals.</i></p>
<p><u>2.2. Appropriateness of Objectives</u></p> <p>Daily objectives, aligned with MCCRS, connect to the real world and are appropriate for the students' development,</p>	<p>Daily learning goals and objectives are not aligned with MCCRS and do not reflect a connection to the real world or to the TC's research on community, school, or classroom factors. The objectives</p>	<p>Daily learning goals and objectives, aligned with MCCRS, reflect a connection to the real world and the TC's research on community, school, and classroom factors but does not take into consideration</p>	<p>Daily learning goals and objectives, aligned with MCCRS, reflect a connection to the real world and to the TC's contextual information/findings on factors including, but not limited to,</p>	<p>Daily learning goals and objectives, aligned with MCCRS, reflect a connection to the real world and to the TC's contextual information/findings on factors including, but not limited to,</p>

<p>prerequisite knowledge, skills, experiences, and/or other needs of students as indicated in the Contextual Factors.</p> <p>CAEP R1.1, R1.3; INTASC 1; TGR 2</p>	<p>do not consider students' development, characteristics, experiences, skills, or prior learning.</p>	<p>knowledge of students' development, characteristics, experiences, skills, or prior learning.</p>	<p>knowledge of student' development, characteristics, experiences, skills, and prior learning.</p>	<p>knowledge of students' development, characteristics, experiences, skills, and prior learning.</p> <p><i>The TC also includes objectives that demonstrate differentiation using Bloom's/DOK levels.</i></p>
<h2>Assessment Plan</h2>				
<p><u>3.1. Assessment Plan Overview</u></p> <p>The teacher candidate (TC) provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors.</p> <p>CAEP R1.3; INTASC 6; TGR 3</p>	<p>The TC does not include an Assessment Plan Overview Table or assessments do not align with the daily objectives or accommodations/modifications are not included or are not based on individual student needs or contextual factors.</p>	<p>The TC provides an Assessment Plan Overview Table that is incomplete and does not include all daily assessments that match daily objectives AND/OR accommodations/modifications are not included based on individual student needs or contextual factors.</p>	<p>The TC provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors/findings.</p>	<p>The TC provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors/findings.</p> <p><i>The TC also discusses the alignment of assessments to objectives and includes a rationale for each modification based on individual needs of students or contextual factors/findings.</i></p>
<p><u>3.2. Pre-Assessment and Summative Assessment</u></p> <p>The teacher candidate (TC) provides descriptions of the pre- and post-assessments, noting when assessments will be administered, and criteria used to establish mastery.</p> <p>CAEP R1.3; INTASC 6; TGR 3</p>	<p>The TC does not describe how the pre-assessment and summative assessment are administered, or how the assessments are aligned with daily objectives, or the criteria used to establish mastery, or the TC does not include copies of these assessments and scoring guides (rubrics, answer keys, etc.),</p>	<p>The TC provides incomplete descriptions of how the pre-assessment and summative assessment are administered, how the assessments are aligned with daily objectives, or the criteria used to establish mastery. Copies of the pre- and post-assessments and scoring guides (rubrics, answer keys, etc.) are included.</p>	<p>The TC describes how the pre-assessment and summative assessment are administered, how the assessments are aligned with daily objectives, and the criteria used to establish mastery. The TC includes copies of these assessments and scoring guides (rubrics, answer keys, etc.), and descriptions of when assessments will be administered.</p>	<p>The TC describes how the pre-assessment and summative assessment are administered and the criteria used to establish mastery. The TC includes copies of these assessments and scoring guides (rubrics, answer keys, etc.), and descriptions of when assessments will be administered.</p> <p><i>The TC also describes how the assessments are constructed to both minimize bias and to ensure valid conclusions are drawn based on student performance on assessments.</i></p>

<p><u>3.3. Daily Assessments (Formative Assessments)</u></p> <p>The teacher candidate (TC) describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring.</p> <p><i>CAEP R1.3; INTASC 6; TGR 3</i></p>	<p>The TC does not provide a description of the use of multiple methods and approaches for assessing student learning, the rationale for each assessment, or explanation of progress monitoring. Copies of 1-2 formative assessments are not included.</p>	<p>The TC provides an incomplete or inaccurate description of the use of multiple methods and approaches for assessing student learning, the rationale for each assessment, or explanation of progress monitoring. Copies of 1-2 formative assessments (include scoring guides if applicable) are not all included or do not vary in type.</p>	<p>The TC describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. Copies of 1-2 formative assessments (include scoring guides if applicable) are included.</p>	<p>The TC describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. Copies of 1-2 formative assessments (include scoring guides if applicable) are included.</p> <p><i>The TC also describes how specific assessments address individual differences. (INTASC 6k)</i></p>
<p><u>3.4. Assessment Data</u></p> <p>The teacher candidate (TC) provides an assessment data table that documents individual performance on a pre-assessment, 1-2 formative assessments, and a summative assessment. Mastery criteria for each assessment is included for all students.</p> <p><i>CAEP R1.3; INTASC 6; TGR 3</i></p>	<p>The TC does not provide an assessment data table for keeping track of student performance on a pre-assessment, 1-2 formative assessments, and a summative assessment.</p>	<p>The TC provides an incomplete or unorganized assessment data table for keeping track of student performance on a pre-assessment, 1-2 formative assessments, and a summative assessment.</p>	<p>The TC provides an assessment data table that documents individual student's performance on a pre-assessment, 1-2 formative assessments, and a summative assessment. Mastery criteria for each assessment is included for all students.</p>	<p>The TC provides an assessment data table that documents individual student's performance on a pre-assessment, 1-2 formative assessments, and a summative assessment. Mastery criteria for each assessment is included for all students.</p> <p><i>The TC also discusses how students will be given opportunities to review and communicate about their own progress and learning. (INTASC 6q)</i></p>
<p><u>3.5. Communication of Assessment Results</u></p> <p>The teacher candidate (TC) describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for learners to monitor their own progression through the unit.</p> <p><i>CAEP R1.3; INTASC 6; TGR 3</i></p>	<p>The TC does not provide a plan for communicating assessment expectations, results, or feedback.</p>	<p>The TC provides a plan for communicating assessment expectations, results, and feedback to all students, but the plan lacks a method for students to monitor their own progression through the unit.</p>	<p>The TC describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for students to monitor their own progression through the unit.</p>	<p>The TC describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for students to monitor their own progression through the unit.</p> <p><i>The TC also includes a variety of strategies for communicating feedback to all students.</i></p>

Instructional Design				
<p>4.1. Accommodations/modifications to Instruction Based on Pre- Assessment Data Analysis</p> <p>The teacher candidate (TC) analyzes pre-assessment data to determine accommodations /modifications to instruction with descriptions of the accommodations/modifications for the whole group, subgroups of students, or for individual students.</p> <p>CAEP R1.3; INTASC 7; TGR 2</p>	<p>The TC does not analyze pre-assessment data or use the results to identify patterns of student performance relative to learning goals and objectives and does not describe instructional modifications for the whole group, subgroups of students, or for individual students</p>	<p>The TC analyzes pre-assessment data and uses the results to identify patterns of student performance relative to learning goals and objectives but does not describe instructional modifications for the whole group, subgroups of students, or for individual students.</p>	<p>The TC analyzes pre-assessment data and uses the results to identify patterns of student performance relative to learning goals and objectives and describes instructional modifications for the whole group, subgroups of students, or for individual students.</p>	<p>The TC analyzes pre-assessment data and uses results to identify patterns of student performance relative to learning goals and objectives and describes instructional modifications for the whole group, subgroups of students, or for individual students.</p> <p><i>The TC also provides a research-based findings/contextual information for the instructional accommodations/modifications for whole group, for subgroups, and individual students.</i></p>
<p>4.2. Differentiation</p> <p>The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students.</p> <p>CAEP R1.1; INTASC 2; TGR 4</p>	<p>The TC does not include evidence of research-based strategies or procedures to differentiate learning for all students.</p>	<p>The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students based on students' skill levels, learning differences, multiple intelligences, and does not reference specific individual student characteristics as described in the contextual factors' sections.</p>	<p>The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students based on students' skill levels, learning differences, multiple intelligences, and references specific individual student characteristics as described in the contextual factors' sections.</p>	<p>The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students based on students' skill levels, learning differences, multiple intelligences, and references specific individual student characteristics as described in the contextual factors' sections.</p> <p><i>The TC also provides citations that the instructional strategies are research-based.</i></p>
<p>4.3. Technology – Teacher Candidate</p> <p>The teacher candidate (TC) describes how technology is used to facilitate, create, track, analyze, and communicate student learning (learning management systems,</p>	<p>The TC did not use technology in the lesson plans to facilitate, create, track, analyze, and communicate student learning. The TC does not describe how the use of technology will facilitate higher level skills such as</p>	<p>The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning but does not describe how the use of technology will facilitate higher</p>	<p>The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning.</p> <p>The TC describes how the use of technology will facilitate higher</p>	<p>The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning. The TC describes how the use of technology will facilitate higher level skills such as</p>

<p>interactive websites, virtual learning, videoconferencing, digital learning, interactive tutorials, collaboration including the use of networks in instruction, etc.). The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.</p> <p>CAEP R1.3, R2.3; INTASC 8; TGR 6; ISTE 5, 6, 7</p>	<p>analyzing, synthesizing, and evaluating.</p>	<p>level skills such as analyzing, synthesizing, and evaluating.</p>	<p>level skills such as analyzing, synthesizing, and evaluating.</p>	<p>analyzing, synthesizing, and evaluating. <i>The TC also describes how multiple forms of current technology are used to research, learn, create, communicate, and track student learning.</i></p>
<p><u>4.4 Technology – Student Use</u></p> <p>The teacher candidate (TC) describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate.</p> <p>CAEP R1.3, R2.3; INTASC 8; TGR 6; ISTE 6</p>	<p>The TC does not describe how technology is used by students to research, create, communicate, and present and does not explain how students used technology to analyze, synthesize, and evaluate.</p>	<p>The TC describes how technology is used by students to research, create, communicate, and present but does not explain how students used technology to analyze, synthesize, and evaluate.</p>	<p>The TC describes how technology is used by students to research, create, communicate, and present.</p> <p>The TC explains how students used technology to analyze, synthesize, and evaluate.</p>	<p>The TC describes how technology is used by students to research, create, communicate, and present.</p> <p>The TC explains how students used technology to analyze, synthesize, and evaluate. <i>The TC also describes how students used multiple forms of current technology to research, learn, create, communicate, and track student learning.</i></p>
<p><u>4.5. Plan for Parent/Guardian Communication</u></p> <p>The teacher candidate (TC) describes the plan for communicating with parents/ guardians about unit/lesson information, explains how individual student progress was shared with parents/guardians, and provides evidence of parent/guardian communication.</p> <p>CAEP R1.1, R1.4; INTASC 9, 10; TGR 9; ISTE 7</p>	<p>The TC describes an incomplete plan for disseminating unit information and explaining how individual student progress was shared with parents/ guardians. The TC does not provide evidence of communication with parents or guardians.</p>	<p>The TC describes an incomplete plan for disseminating unit/lesson information or explaining how individual student progress was shared with parents/guardians but does provide evidence of some communication with parents/ or guardians.</p>	<p>The TC describes the plan for disseminating unit/lesson information, explains how individual student progress was shared with parents/ guardians, and provides evidence of parent/guardian communication.</p>	<p>The TC describes a plan for disseminating unit/lesson information and communicating student progress to parents and/or guardians. The TC provides multiple pieces of evidence of consistent communication with parents or guardians. <i>The TC also provides examples of communication with parents and/or guardians that fosters a sense of trust that acknowledges their contributions to their students' education.</i></p>

Instructional Decision-Making				
<p><u>5.1. Instructional Modifications Based on Needs of Students</u></p> <p>The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, and/or responses that justifies the instructional modification/s.</p> <p><i>CAEP R1.3; INTASC 6; TGR 2</i></p>	<p>The TC does not describe modifications to instruction that are congruent with learning objectives or does not provide a complete rationale for those modifications based on student performance; or the TC does not provide a description of how the modification led students toward meeting objectives.</p>	<p>The TC describes modifications to instruction that are congruent with learning objectives but does not provide a complete rationale for those modifications based on student performance. The TC provides an incomplete description of how the modification led students toward meeting objectives.</p>	<p>The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, <u>OR</u> responses that justifies the instructional modification/s.</p>	<p>The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, <u>AND</u> responses that justifies the instructional modification/s.</p>
<p><u>5.2. Instructional Differentiation or Modifications Based on Formative Assessments</u></p> <p>The teacher candidate (TC) describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.</p> <p><i>CAEP R1.3; INTASC 6; TGR 3</i></p>	<p>The TC does not describe the use of formative assessment data or does not include examples of data-based modifications to instruction.</p>	<p>The TC gives an incomplete description of the use of formative assessment data and includes an example of modifications to instruction to accommodate individual differences in developmental and/or educational needs of students but does not cite student data as the basis for the modification.</p>	<p>The TC describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.</p>	<p>The TC describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.</p> <p><i>The TC also includes multiple examples of research-based modifications of instruction to accommodate individual needs of students.</i></p>

Analysis of Student Learning				
<p>6.1. Data Analysis</p> <p>The teacher candidate (TC) analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and at least two students who demonstrated different levels of performance with samples of student work.</p> <p><i>CAEP R1.3; INTASC 6; TGR 3</i></p>	<p>The TC does not provide analyses for either whole class, subgroups, or individuals. Student work samples from each category are missing.</p>	<p>The TC provides an incomplete analysis. The TC provides analyses for either whole class, subgroups, or individuals. Student work samples from each category are provided.</p>	<p>The TC analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and two students who demonstrated different levels of performance with samples of student work.</p>	<p>The TC analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and two students who demonstrated different levels of performance with samples of student work.</p> <p><i>The TC also reflects on how the overall learning experiences were monitored throughout the unit or group of lessons.</i></p>
<p>6.2. Evidence and Interpretation of Impact on Student Learning</p> <p>The teacher candidate (TC) uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.</p> <p><i>CAEP R1.3; INTASC 6; TGR 3</i></p>	<p>The TC does not use pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives</p>	<p>The TC uses pre- and post-assessment data to describe impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives but does not draw conclusions about the impact on student learning.</p>	<p>The TC uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.</p>	<p>The TC uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.</p> <p><i>The TC also provides multiple hypotheses for why students did or did not achieve mastery on the post-assessment.</i></p>

Reflection				
<p><u>7.1. Reflection on High Success/ Levels of Mastery</u></p> <p>The teacher candidate (TC) selects objective/s for which students were most successful and discusses factors including the purpose/s, objectives, instruction, assessments, student characteristics, and other contextual factors during the planning and implementation that might have successfully impacted student learning.</p> <p>CAEP R1.4; INTASC 9; TGR 8</p>	<p>The TC selects objective/s for which students were most successful but does not discuss factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p>	<p>The TC selects objective/s for which students were most successful and provides limited discussion of the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p>	<p>The TC selects objective/s for which students were most successful and provides a thorough discussion on the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p>	<p>The TC selects objective/s for which students were most successful and provides a thorough discussion on the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p> <p><i>The TC also includes the progression/next steps for instructional design and teaching for the targeted students with high student success.</i></p>
<p><u>7.2. Reflection on Low Success/ Levels of Mastery</u></p> <p>The teacher candidate (TC) selects objective/s for which students were the least successful and discusses factors that might have had an impact on student learning.</p> <p>CAEP R1.4; INTASC 9; TGR 8</p>	<p>The TC selects objective/s for which students were the least successful but does not provide a discussion of factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p>	<p>The TC selects objective/s for which students were the least successful and provides a limited discussion of factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p>	<p>The TC selects objective/s for which students were the least successful and provides a thorough discussion on the factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p>	<p>The TC selects objective/s for which students were the least successful and provides a thorough discussion on the factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p> <p><i>The TC also cites and describes research-based methods for planning or instructional strategies that could be utilized in future to positively impact student learning.</i></p>
<p><u>7.3. Implications for Future Instructional Design and Teaching</u></p> <p>The teacher candidate (TC) discusses ideas for redesigning learning goals, objectives,</p>	<p>The TC does not discuss ideas for redesigning purposes, objectives, instruction, and assessments in future teaching.</p>	<p>The TC discusses ideas for redesigning purposes, objectives, instruction, and assessments in future teaching BUT they are inappropriate or there is no rationale</p>	<p>The TC discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the</p>	<p>The TC discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the</p>

<p>instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning.</p> <p>CAEP R1.4; INTASC 9; TGR 8</p>		<p>provided explaining why these modifications would improve student learning.</p>	<p>modifications will improve student learning.</p>	<p>modifications will improve student learning.</p> <p><i>The TC also cites and describes research-based evidence that supports these ideas.</i></p>
<p><u>7.4. Implications for Professional Development</u></p> <p>The teacher candidate (TC) discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas.</p> <p>CAEP R1.4; INTASC 9; TGR 8</p>	<p>The TC does not discuss professional learning goals or ideas for professional development to improve teaching.</p>	<p>The TC discusses one professional learning goal to improve teaching that emerged from insights learned from teaching the unit.</p>	<p>The TC discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas.</p>	<p>The TC discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas.</p> <p><i>The TC also identifies research based professional development to improve practice.</i></p>

APPENDIX F—Teacher Intern Assessment Instrument (TIAI)

Purpose: To provide a comprehensive assessment (both formative and summative) of the teaching practice of teacher candidates.

Administration: This instrument is administered by clinical instructors and/or university supervisors during each field experience placement.

Success Indicator: Items rated at the “Meets Standard” level represent successful teaching practice by the teacher candidate.

Anything below “Meets Standard” can be seen as an area in need of improvement.

TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI)

Teacher Intern _____ Semester/Year: _____

Check one: 1st Placement: _____ 2nd Placement: _____ Grade Level/Subject: _____

Evaluator: _____ Check one: Classroom Mentor Teacher ___ University Supervisor ___

School: _____ Date(s) Evaluation Completed: _____

The TIAI has been aligned to InTASC Standards, CAEP Standards, & Mississippi Educator Performance Growth System/Teacher Growth Rubric (TGR).

DOMAIN I: PLANNING AND PREPARATION

*Items 1-6 should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (pretests, inventories, surveys, etc.)

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	1	1. Develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks.	Objectives are not measurable, observable, or aligned with appropriate state curricula frameworks.	Objectives are aligned with appropriate state curricula frameworks, but they are not measurable or observable.	Objectives are measurable, observable, and aligned with appropriate state curricula frameworks.	In addition to meets standard, objectives are stated at different instructional levels based on individual needs of students (DOK Levels and/or Bloom's Taxonomy).
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	2	2	2. Develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group. *	Does not develop meaningful nor authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	Develops meaningful and authentic learning experiences, but accommodations are not made to meet individual needs of each learner in the group.	Develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	In addition to meets standard, provides evidence of research-based strategies that accommodate developmental and individual needs of each learner in the group.
*Examples include developing learning experiences (remediation, enrichment, accommodations) planned for students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.2	4	4	3. Integrates core content knowledge across and within subject areas in lessons when appropriate.	Instructional plans never integrate core content knowledge across and within subject areas.	Instructional plans integrate irrelevant core content knowledge across and within subject areas (does not make connections).	Instructional plans integrate core content knowledge across and within subject areas in lessons when appropriate.	In addition to meets standard, instructional plans include connections of content across disciplines. *
*To Exceed Standard, the instructional plans include integrating content connections across disciplines throughout the internship experience.							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	8	2	4. Plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development. *	Does not plan appropriate or sequential teaching procedures that include innovative introductions and closures. Different teaching strategies are not utilized.	Plans lack logical sequence and different teaching strategies.	Plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.	In addition to meets standard, multiple lesson plans cited research-based evidence.
*Examples include but are limited to the following: cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	5. Plans indicate use of appropriate assessments that effectively evaluate student learning and development. *	Plans do not indicate use of assessments that effectively evaluate student learning and development.	Plans indicate use of assessments but not all are appropriate.	Plans indicate use of appropriate assessments that effectively evaluate student learning and development.	In addition to meets standard, assessments are performance-based to enhance critical thinking and problem solving.
*Examples include assessments aligned with standards and objectives such as pre/post assessments, quizzes, unit tests, rubrics, and/or checklists.							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:					Summative Assessment Score:		
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	6	5	6. Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding. *	Plans do not include technology that will engage students.	Plans lack logical use of technology.	Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.	In addition to meets standard, multiple lesson plans utilize technology to enhance learning opportunities.
*Examples of technology include the implementation of digital learning programs using iPads, Chromebooks, PowerPoints, Smart Boards, Promethean Boards, cell phones, etc.								
SCORES AND COMMENTS ON EFFECTIVENESS								
Formative Assessment Score:						Summative Assessment Score:		
Formative Assessment Comments/Evidence:						Summative Assessment Comments/Evidence:		

DOMAIN II: ASSESSMENT

*Items 7 – 8 should reflect the teacher intern’s ability to effectively communicate assessment information to the students, provide feedback, and incorporate informal and formal assessments. Items should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (pretests, inventories, surveys, etc.)

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	7. Communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance.	Does not communicate assessment criteria or performance standards to the students or provide feedback to students about academic performance.	Communicates assessment criteria and performance standards to the students. Fails to provide students with feedback.	Communicates assessment criteria and performance standards to the students and provides feedback to students about their academic performance.	Student input is sought in developing assessment criteria. Provides clear and actionable feedback that helps the student understand what s/he did well and provides guidance for improvement. *
*To meet the Exceeds Standard , intern must complete both stated requirements.							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	8. Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group. *	Does not use formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	Uses formative and summative assessments but fails to differentiate learning experiences that accommodate differences in learning and development of each learner in the group.	Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	In addition to meets standard , conferences with individual students to assist with monitoring progress.
*Examples of assessments include pretests, quizzes, unit tests, checklists, rating scales, rubrics, and remediation and enrichment activities.							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

DOMAIN III: INSTRUCTION

*Items 9 – 19 should reflect the teacher intern’s overall ability to effectively communicate with students and implement innovative lessons using a variety of teaching strategies that meet the needs of all students. Items should be assessed from written lesson and unit plans and classroom observations.

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	4	9. Uses standard written, oral, and nonverbal communication in instruction.	Does not use standard written, oral, and nonverbal communication in instruction.	Standard written, oral, and nonverbal communication is difficult to follow for students.	Uses standard written, oral, and nonverbal communication in instruction to engage students.	In addition to meets standard , enriches conversation with expressive language and vocabulary to engage students.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	4	10. Provides explicit written and oral directions for instructional activities.	Does not provide explicit written and oral directions for instructional activities.	Provides written and oral directions for instructional activities that are not explicit.	Provides explicit written and oral directions for instructional activities.	In addition to meets standard , uses concrete examples to model and to

							clarify tasks and concepts.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	2	2	11. Communicates positive expectations for learning for all students.	Does not communicate positive expectations for learning for all students.	Has difficulty communicating positive expectations for learning for all students.	Communicates positive expectations for learning for all students.	In addition to meets standard, encourages all students to set positive expectations for themselves and peers.

SCORES COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	7	12. Conveys enthusiasm for teaching and learning for all students.	Does not convey enthusiasm for teaching and learning for all students.	Has difficulty conveying enthusiasm for teaching and learning for all students.	Conveys enthusiasm for teaching and learning for all students.	In addition to meets standard, elicits enthusiasm from students.

SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	5	13. Provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	Does not provide opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	Provides opportunities for all students to cooperate, communicate, and interact with each other but does not enhance learning.	Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	In addition to meets standard, enhances the development of student leadership and provides opportunities for students to work cooperatively on projects/activities of their choice.

SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.2	4	4	14. Demonstrates content knowledge and an understanding of how to teach the content.	Does not demonstrate content knowledge and how to teach the content.	Has difficulty demonstrating content and content pedagogical knowledge.	Demonstrates content knowledge and an understanding of how to teach the content.	In addition to meets standard, uses a variety of instructional methods to ensure an understanding of the content

SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
RI.3	8	4	5, 6, 7	15. Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development. *	Does not use a variety of appropriate teaching strategies, including technology, to impact student learning.	Has difficulty using a variety of appropriate teaching strategies, including technology, to impact student learning and development.	Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.	In addition to meets standard, uses a variety of appropriate student-centered teaching strategies to impact student learning and development.
*Examples include use of teaching strategies such as cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.								
SCORES AND COMMENTS ON EFFECTIVENESS								
Formative Assessment Score:					Summative Assessment Score:			
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
RI.1	1	2	16. Planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group. *	Does not implement planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	Implements learning experiences, but fails to accommodate the differences in developmental needs of each learner in the group.	Implements planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	In addition to meets standard, cites research to support the planned learning experiences.
*Examples include students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin).							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
RI.2	5	4	17. Engages all students in critical thinking through higher-order questioning. *	Does not engage all students in critical thinking through higher-order questioning.	Relies on lower level questioning.	Engages all students in critical thinking through higher-order questioning.	In addition to meets standard, provides opportunities for students to apply concepts in problem-solving and critical thinking.
*Guiding questions need to be listed in lesson plans.							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
RI.3	8	4	18. Adjusts instruction as needed based on student input, cues, and individual/group responses.	Does not adjust instruction as needed based on student input, cues, and individual/group responses.	Elicits student input during instruction and attempts are made to adjust instruction based on student responses.	Elicits student input and adjusts instruction as needed based on student input, cues, and individual/group responses.	In addition to meets standard, constructs appropriate prompts to encourage student responses that expand and justify their reasoning. Revises instruction based on student responses.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.4	10	9	19. Uses family and/or community resources in instruction to impact student learning and development. *	Does not use family and/or community resources in instruction to impact student learning and development.	Attempts to use family and/or community resources to impact instruction but meaningful connections are not made.	Uses family and/or community resources in instruction to impact student learning and development.	In addition to meets standard, designs and organizes instruction to foster ongoing communication and high expectations for learners.
*Examples include special guests, materials, extracurricular activities, etc.							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

DOMAIN IV: LEARNING ENVIRONMENT

*Items 20 - 24 should reflect the teacher intern's ability to manage the classroom environment in a way that is conducive to learning. Items should be assessed from classroom observations.

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	5	20. Adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.	Does not adjust the classroom environment to enhance positive peer relationships, motivation, and learning.	Has difficulty adjusting the classroom environment to enhance positive peer relationships, motivation, and learning.	Adjusts the classroom environment and delivers instruction to enhance positive peer relationships, motivation, and learning.	In addition to meets standard, encourages students to develop self-monitoring skills.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	6	21. Attends to and delegates routine tasks.	Does not attend to and delegate routine tasks.	Attempts to attend to and delegate routine tasks but there is no consistency or established routine.	Attends to and delegates routine tasks.	In addition to meets standards, has a systematic routine for attending to and delegating tasks.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	5	22. Uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	Does not manage student behavior.	Has difficulty applying appropriate strategies in managing student behavior.	Uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	In addition to meeting the standard, students self-monitor their behavior.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

RI.1	3	7	23. Creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	Does not create a culturally inclusive environment.	Has difficulty maintaining a culturally inclusive environment.	Creates and maintains a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	In addition to meets standard, cultural inclusivity is evident in student interactions.
-------------	---	---	--	---	--	---	--

SCORES AND COMMENTS ON EFFECTIVENESS

Formative Assessment Score:	Summative Assessment Score:
Formative Assessment Comments/Evidence:	Summative Assessment Comments/Evidence:

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
RI.3	7	6	24. Maximizes instructional time.	Does not maximize instructional time.	Has difficulty maximizing instructional time.	Maximizes instructional time.	In addition to meets standard, transitions, routines and procedures are executed in an efficient manner with minimal teacher direction.

SCORES AND COMMENTS ON EFFECTIVENESS

Formative Assessment Score:	Summative Assessment Score:
Formative Assessment Comments/Evidence:	Summative Assessment Comments/Evidence:

DOMAIN V: PROFESSIONAL RESPONSIBILITIES

*Item 25 should reflect the teacher intern's ability to collaborate with professional colleagues to involve parents and/or guardians in the student's learning and development. Items should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (inventories, surveys, and other documentation).

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
RI.4	10	9	4	25. Collaborates with professional colleagues (classroom mentor teacher and/or university supervisor) to communicate with families about student learning and development.	Does not collaborate with professional colleagues to communicate with families about student learning and development.	Has difficulty collaborating with professional colleagues to communicate with families about student learning and development.	Collaborates with professional colleagues to communicate with families about student learning and development.	In addition to meets standard, engages in ongoing professional learning opportunities with professional colleagues, and seeks advice/information from experienced educators.

*Examples include documented evidence such as PLCs, data meetings, newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.

SCORES AND COMMENTS ON EFFECTIVENESS

Formative Assessment Score:	Summative Assessment Score:
Formative Assessment Comments/Evidence:	Summative Assessment Comments/Evidence:

APPENDIX G—MC Teacher Education Dispositions Evaluation

Mississippi College Teacher Education Dispositions Evaluation

Directions: Each semester a teacher candidate is enrolled in an EDU course, he/she will complete this rubric as an overall assessment of their knowledge, skills, and dispositions in teacher education and

Candidate Name _____ Date of
Evaluation _____ Course Number _____ Course
Name(s) _____ Instructor _____ Current
Semester _____ Major _____ Advisor _____

preparation. Upon completion and submission of the rubric, course instructors will review and provide feedback. A conference between the instructor and candidate will be planned for improving those areas where the candidate rates unacceptable from instructor or self-evaluation.

Ratings are based upon class meetings, assignments, appointments, group work and clinical experiences.

Indicators	Unacceptable (1)	Expected (2)	Above Expectations (3)	N/A	SCORE
I. PROFESSIONALISM					
1. Responsibilities	Candidate submits incomplete assignments/projects or assignments/projects are not submitted by the established deadlines.	Candidate submits all completed assignments/projects by the established deadlines.	In addition to expected, candidate regularly exceeds minimal criteria involved in assignments/projects and/or precedes established deadlines.		
2. Attendance & Punctuality <i>MC Policy 2.10</i>	Candidate is absent for 25% or more of scheduled class time or field experience (including tardies and early departures).	Candidate is absent 1% - 24% of scheduled class time or field experience (including tardies and early departures).	In addition to expected, candidate is absent 0% of scheduled class time or field experience (including tardies and early departures).		

3. Professional Appearance	Candidate does not dress appropriately for the classroom environment and field experiences or demonstrates poor personal hygiene.	Candidate dresses appropriately for the classroom environment and field experiences and demonstrates proper personal hygiene.	In addition to expected, candidate dresses professionally for the classroom environment and field experience and demonstrate proper personal hygiene.		
4. Demeanor	Candidate lacks confidence or displays a critical or negative attitude and may have a negative effect on the learning environment.	Candidate is generally self-confident and displays a positive and agreeable attitude.	In addition to expected, candidate is self-confident and is a positive influence on others and the learning environment.		
5. Initiative	Candidate seldom volunteers for tasks, exhibits little energy, enthusiasm, or effort.	Candidate generates and pursues opportunities to expand knowledge, skills, and abilities, makes connections with previous learning and other situations, and asks questions showing intellectual interests.	In addition to expected, candidate volunteers for tasks, seeks to extend understanding through higher level thinking, and seeks opportunities for continual improvement and change.		
6. Integrity	Candidate speaks or behaves inappropriately with others and lacks respect for confidentiality (including social media).	Candidate speaks and behaves appropriately with others and maintains confidentiality (including social media)	In addition to expected, candidate keeps all school matters confidential in the classroom and field experience and upholds all standards of the Mississippi Educator Code of Ethics (including social media).		

II. TEACHING QUALITIES

7. Organization	Candidate is unprepared, does not have needed materials or resources, and/or utilizes poor time management.	Candidate is prepared for class/field experiences, has all needed materials or resources, and displays effective time management.	In addition to expected, candidate plans for class/field experiences proactively by working ahead on future assignments or making alternate plans in the field.		
8. Flexibility	Candidate is unwilling to modify ideas, adapt to changes, and/or is not receptive to the opinions and ideas of others.	Candidate displays a willingness to modify ideas, adapt to changes, and is receptive to the opinions and ideas of others.	In addition to expected, candidate seeks out and makes innovative changes with ease.		
9. Communication	Candidate does not use effective oral or written communication, or tone of communication is not professional, or language is informal/inappropriate.	Candidate uses effective oral and written communication that is clear and professional with correct spelling and grammar.	In addition to expected, candidate uses an extensive vocabulary appropriate for the intended audience.		
10. Diversity	Candidate is exclusive or displays inappropriate behaviors toward diverse peers or students (e.g. ethnicity, race, cultural, gender, SES, language, disability, ability level, etc.)	Candidate is inclusive and displays appropriate behaviors toward diverse peers or students (e.g. ethnicity, race, culture, gender, SES, language, disability, ability level, etc.)	In addition to expected, candidate models behaviors that show evidence of reflection and efforts to learn from peers' or students' diversities.		
11. Leadership	Candidate does not display characteristics of leadership	Candidate displays characteristics of leadership when appropriate	In addition to expected, candidate makes profession		

	when appropriate including committing to tasks showing confidence and enthusiasm, offering suggestions, or contributing useful ideas.	Including committing to tasks, showing confidence and enthusiasm, offering suggestions, and contributing useful ideas.	al decisions, inspires others, and uses creativity and innovation to enhance the learning environment.		
12. Collaboration	Candidate does not work effectively with others by sharing responsibilities, contributing ideas, or problem solving to accomplish common tasks.	Candidate works effectively with others by sharing responsibilities, contributing ideas, and problem solving to accomplish common tasks.	In addition to expected, candidate purposefully creates a collaborative atmosphere and engages others in a spirit of teamwork.		
III. RELATIONSHIPS WITH OTHERS					
13. Cooperation	Candidate demonstrates an inability or unwillingness to work cooperatively with others.	Candidate demonstrates an ability and willingness to work cooperatively with others.	In addition to expected, candidate consistently works cooperatively with others to create an optimal learning environment.		
14. Responsive to Feedback	Candidate rejects or ignores constructive feedback.	Candidate positively accepts constructive feedback and demonstrates evidence of suggested changes.	In addition to expected, candidate consistently seeks out constructive feedback from others and proactively refines practice.		
15. Rapport	Candidate does not communicate and interact effectively and professionally with others.	Candidate demonstrates an ability to communicate and interact effectively and professionally with others.	In addition to expected, candidate consistently communicates and interacts effectively and professionally		

			With others, establishes a positive rapport, and exhibits caring and respect.		
TOTAL					

Instructor's signature: _____

Date: _____

Candidate's signature: _____

Date: _____

Comments:

APPENDIX H—Final Student Teaching Evaluation



Mississippi College Teacher Candidate Final Evaluation

Scoring Levels for all Domains	Unacceptable 1	Needs Improvement 2	Meets Standard 3	Exceeds Standards 4
Domain I: Lesson Design				
<p>1. Lessons are aligned to standards and represent a coherent sequence of learning</p> <p>(InTASC 7) III-Planning for Instruction</p> <p>SCORE _____</p>	<p>Include student learning outcomes and instructional activities that:</p> <ul style="list-style-type: none"> • <i>Are not</i> aligned to current MS CCRS • <i>Are not</i> part of a coherent sequence of learning with meaningful connections made to previous and future learning 	<p>Include student learning outcomes and instructional activities that:</p> <ul style="list-style-type: none"> • Are <i>partially</i> aligned to current MS CCRS • Are part of an <i>ineffective</i> sequence of learning with few connections made to previous and future learning 	<p>Include student learning outcomes and instructional activities that:</p> <ul style="list-style-type: none"> • Are <i>fully</i> aligned to current MS CCRS • Are part of a <i>coherent</i> and <i>focused</i> sequence of learning with meaningful connections made to previous and future learning 	<p>Include student learning outcomes and instructional activities that:</p> <ul style="list-style-type: none"> • Are <i>fully</i> aligned to current MS CCRS • Are part of a <i>coherent</i> and <i>focused</i> sequence of learning with meaningful connections made to previous and future learning • Reflect collaboration with other school staff within and across disciplines to enrich learning

<p>2. Lessons have high levels of learning for all students</p> <p>(InTASC 1) I-The Learner and Learning</p> <p>SCORE_____</p>	<p>Provide assignments and activities that contain the following components:</p> <ul style="list-style-type: none"> • <i>No</i> scaffolding that builds student understanding • <i>Little or no</i> evidence that the teacher knows each student's level • <i>Little or no</i> differentiation based on student's abilities and learning styles • <i>Little or no</i> evidence of student-centered learning • <i>Few</i> connections to students' prior experiences or learning 	<p>Provide assignments and activities that contain the following components:</p> <ul style="list-style-type: none"> • <i>Minimal</i> scaffolding that builds student understanding • <i>Limited</i> evidence that the teacher knows each student's level and/or tracks each student's progress toward mastery • <i>Limited</i> student-centered learning • <i>Adequate</i> connections to students' prior experiences or learning 	<p>Provide assignments and activities that contain the following components:</p> <ul style="list-style-type: none"> • <i>Appropriate</i> scaffolding that effectively builds student understanding • <i>Ample</i> evidence that the teacher knows each student's level and tracks each student's progress toward mastery • Differentiation based on students' abilities and learning styles • Student-centered learning whenever appropriate • <i>Relevant</i> connections to students' prior experiences or learning 	<p>Provide assignments and activities that contain the following components:</p> <ul style="list-style-type: none"> • <i>Appropriate</i> scaffolding that effectively builds student understanding • <i>Ample</i> evidence that the teacher knows each student's level and tracks each student's progress toward mastery • Differentiation based on students' abilities and learning styles • Student-centered learning whenever appropriate • <i>Relevant</i> connections to students' prior experiences or learning • Opportunities for students to choose challenging tasks and instructional materials
--	--	---	--	---

Domain II: Student Understanding				
<p>3. Assists students in taking responsibility for learning and monitors student learning</p> <p>InTASC 6 III-Instructional Practice</p> <p>SCORE _____</p>	<ul style="list-style-type: none"> Communicates the lesson goals and the content in a way that is <i>not accessible to most</i> students <i>Inadequately</i> monitors student progress Provides <i>inadequate</i> opportunities for students to self-assess and correct their own errors Provides students with <i>little or no</i> feedback 	<ul style="list-style-type: none"> Communicates the lesson goals and the content in a way that is accessible for <i>most</i> students Uses formative assessments to <i>adequately</i> monitor student progress Provides <i>adequate</i> opportunities for students to self-assess and correct their own errors Provides students with <i>adequate</i> feedback 	<ul style="list-style-type: none"> Communicates the lesson goals and the content in a way that is accessible for <i>every</i> student at his/her level Uses formative assessments to <i>effectively</i> monitor student progress Provides <i>effective</i> opportunities for students to self-assess and correct their own errors Provides students with <i>clear, specific, actionable, and timely</i> feedback Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning 	<ul style="list-style-type: none"> Communicates the lesson goals and the content in a way that is accessible for <i>every</i> student at his/her level Uses formative assessments to <i>effectively</i> monitor student progress Provides <i>ample and effective</i> opportunities for students to self-assess and correct their own errors Provides students with <i>clear, specific, actionable, and timely</i> feedback Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning Provides opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests

<p>4. Provides multiple ways for students to make meaning of content</p> <p>(InTASC 5) II-Content Knowledge</p> <p>SCORE _____</p>	<p><i>Does not move or moves few</i> students to deeper understanding of content through various techniques including:</p> <ul style="list-style-type: none"> • A variety of explanations and multiple representations of concepts • Extended productive discussion • Effective questioning to support students' attainment of the learning goals • Making connections to other content across disciplines • Independently connecting lesson content to real-world application 	<p>Moves <i>most</i> students to deeper understanding of content through various techniques including:</p> <ul style="list-style-type: none"> • A variety of explanations and multiple representations of concepts • Extended productive discussion • Effective questioning to support students' attainment of the learning goals • Making connections to other content across disciplines • Independently connecting lesson content to real-world application 	<p>Moves <i>almost all</i> students to deeper understanding of content through various techniques including:</p> <ul style="list-style-type: none"> • A variety of explanations and multiple representations of concepts • Extended productive discussion • Effective questioning to support students' attainment of the learning goals • Making connections to other content across disciplines • Independently connecting lesson content to real-world application 	<p>Moves <i>all</i> students to deeper understanding of content through various techniques including:</p> <ul style="list-style-type: none"> • A variety of explanations and multiple representations of concepts • Extended productive discussion • Effective questioning to support students' attainment of the learning goals • Making connections to other content across disciplines • Independently connecting lesson content to real-world application
--	---	---	---	--

Domain III: Culture and Learning Environment				
<p>5. Manages a learning-focused classroom community</p> <p>(InTASC 8) III-Instructional Practice</p> <p>SCORE _____</p>	<ul style="list-style-type: none"> Creates <i>inadequate and/or inconsistent</i> routines and expectations for students to voice opinions and ask and answer questions <i>Inadequately</i> monitors student behavior Provides <i>inadequate</i> collaborative learning opportunities for students Ensures <i>some or few</i> students are active participants in their learning 	<ul style="list-style-type: none"> Creates <i>adequate</i> routines and expectations for students to safely voice opinions and ask and answer questions <i>Adequately</i> monitors student behavior Provides <i>adequate</i> collaborative learning opportunities for students Ensures <i>most</i> students are active participants in their learning 	<ul style="list-style-type: none"> Creates <i>effective</i> routines and expectations for students to safely voice opinions and ask and answer questions <i>Proactively</i> monitors student behavior and redirects when necessary to maximize instructional time Provides <i>effective</i> collaborative learning opportunities whenever appropriate Ensures <i>all or almost all</i> students are active participants in their learning 	<ul style="list-style-type: none"> Creates <i>effective</i> routines and expectations for students to safely voice opinions and ask and answer questions <i>Proactively</i> monitors student behavior and redirects when necessary to maximize instructional time Provides <i>effective</i> collaborative learning opportunities whenever appropriate Ensures students <i>take ownership of their work</i> and are active participants in their learning Provides opportunities for students to take on academic leadership roles that promote learning

<p>6. Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning</p> <p>(InTASC 3) I-The Learner and Learning</p> <p>SCORE _____</p>	<ul style="list-style-type: none"> ● <i>Inadequately</i> uses physical space or resources (including technology whenever appropriate) in support of student learning ● Allows <i>significant</i> periods of time when students <i>do not</i> have something meaningful to do ● Creates an environment where students <i>do not</i> execute transitions, routines, and procedures in an orderly and efficient manner 	<ul style="list-style-type: none"> ● <i>Adequately</i> uses physical space or resources (including technology whenever appropriate) in support of student learning ● Allows <i>brief</i> periods of time when students do not have something meaningful to do ● Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner only <i>some of the time</i> and <i>require substantial</i> direction from the teacher 	<ul style="list-style-type: none"> ● <i>Effectively</i> maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning ● Maximizes time such that students <i>always</i> have something meaningful to do ● Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner most of the time, though they <i>may require some</i> direction from the teacher 	<ul style="list-style-type: none"> ● <i>Effectively</i> maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning ● Maximizes time such that students <i>always</i> have something meaningful to do ● Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner with <i>minimal</i> direction or narration from the teacher ● Provides opportunities for students to share responsibility for leading classroom routines and/or procedures
<p>7. Creates and maintains a classroom of respect for all students</p> <p>(InTASC 2) I-The Learner and Learning</p> <p>SCORE _____</p>	<ul style="list-style-type: none"> ● Often communicates <i>disrespectfully</i> with students ● <i>Does not</i> foster respectful relationships among students ● <i>Does not</i> demonstrate a strong positive relationship with students 	<ul style="list-style-type: none"> ● Communicates respectfully to students with <i>rare exceptions</i> ● Fosters respectful relationships among <i>some</i> students but not others ● Demonstrates a strong positive relationship with <i>some</i> students but not others 	<ul style="list-style-type: none"> ● Communicates respectfully to <i>all</i> students ● <i>Effectively</i> fosters respectful relationships among <i>all</i> students ● Demonstrates a strong positive relationship with <i>all</i> students 	<ul style="list-style-type: none"> ● Communicates respectfully to <i>all</i> students ● <i>Effectively</i> fosters respectful relationships among <i>all</i> students ● Demonstrates a strong positive relationship with <i>all</i> students ● Fosters a classroom culture where students give unsolicited praise or encouragement to their peers

Domain IV: Professional Responsibilities				
<p>8. Engages in professional learning</p> <p>(InTASC 9) IV-Professional Responsibility</p> <p>SCORE_____</p>	<ul style="list-style-type: none"> Participates in required professional learning activities <i>Does not</i> apply knowledge gained from professional learning Applies <i>little to no</i> observer feedback to improve teaching practice 	<ul style="list-style-type: none"> Participates in required professional learning activities Applies knowledge gained from professional learning but <i>does not fully</i> integrate the new information Applies <i>some</i> observer feedback to improve teaching practice 	<ul style="list-style-type: none"> <i>Proactively seeks</i> out and participates in professional learning activities <i>Fully</i> integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development Strengthens teaching practice based on observer feedback and other types of performance data Shares new information and lessons learned with colleagues 	<ul style="list-style-type: none"> <i>Proactively seeks</i> out and participates in professional learning activities <i>Fully</i> integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development Strengthens teaching practice based on observer feedback and other types of performance data Shares new information and lessons learned with colleagues Serves as a critical friend for colleagues, both providing and seeking meaningful feedback on instruction
<p>9. Establishes and maintains effective communication with families/guardians</p> <p>(InTASC 10) IV-Professional Responsibility</p> <p>SCORE_____</p>	<ul style="list-style-type: none"> <i>Rarely or never</i> communicates with families/guardians 	<ul style="list-style-type: none"> Communicates with families/guardians reactively concerning student academic progress and development, and outreach is mostly for intervention or corrective reasons 	<ul style="list-style-type: none"> Partners with families/guardians to coordinate learning between home and school Establishes mutual expectations for student learning with families/guardians 	<ul style="list-style-type: none"> Partners with families/guardians to coordinate learning between home and school Establishes mutual expectations for student learning with family/guardians Includes students and/or families/guardians in the planning of positive reinforcements for progress
<p>Final Student Teaching Evaluation</p> <p>TOTAL SCORE</p>				

APPENDIX I—Statewide Common Dispositions Instrument

STATEWIDE COMMON DISPOSITIONS INSTRUMENT

PROFESSIONAL DISPOSITIONS

Purpose: To ensure the adherence to the Mississippi Educator Code of Ethics (MCoE), university, and district policies which support the habits of professional action and ethical commitments that underlie an educator's performance (attitude and behavior)

Administration: This instrument is administered at least three times: Domains I and II during pre-candidacy by instructor, and Domains I, II, and III during candidacy by clinical educators (EPP- and/or P-12-school-based one formative and one summative)

Success Indicator: Items rated at the "Meets Standard" level represent successful teaching practice by the candidate. Anything below "Meets Standard" can be seen as an area in need of improvement.

DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1. The teacher candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure. (MCoE 9)	The teacher candidate reveals confidential information concerning students and/or colleagues.	The teacher candidate unknowingly reveals confidential information concerning students and/or colleagues.	The teacher candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure.	The teacher candidate protects confidential information concerning colleagues and/or students unless the law requires disclosure and encourages others to do the same.
2. The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. (MCoE 5)	The teacher candidate exercises unethical conduct with colleague(s). {This could include, but is not limited to revealing confidential information, making false statements about a colleague and/or the school system, discriminating against a colleague, using coercive means, and promising of special treatment in order to influence professional decisions of colleagues.}	The teacher candidate lacks maturity and/or sound judgment that results in one or more interactions with colleagues.	The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents.	The teacher candidate demonstrates maturity and sound judgment in all interactions with colleagues and works to build consensus in the workplace.
3. The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. (MCoE 6)	The teacher candidate fails to follow all university and P-12 school policies. This could include being found possessing or under the influence of alcohol, drugs, and/or tobacco while in any professional setting.	The teacher candidate lacks an understanding of all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco and social media use.	The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use.	The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use, and uses teachable moments or planned instruction to reinforce school policy.

DOMAIN II. CHARACTER DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
4. The teacher candidate exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. (MCoE 2)	The teacher candidate does not exemplify honesty and integrity with all stakeholders during his/her time in the program and/or knowingly engages in deceptive practices regarding official policies and procedures.	The teacher candidate demonstrates an effort toward honesty and integrity with all stakeholders during his/her time in the program.	The teacher candidate exemplifies honesty and integrity with all stakeholders during his/her time in the program.	The teacher candidate exemplifies honesty and integrity with all stakeholders and encourages students to also act with honesty and integrity.
5. The teacher candidate accepts constructive criticism in a positive manner. (MCoE 1)	The teacher candidate is non-receptive and/or rejects constructive criticism.	The teacher candidate listens to constructive criticism, but disagrees with various comments, feedback, suggestions, and recommendations.	The teacher candidate accepts constructive criticism in a positive manner.	The teacher candidate accepts constructive criticism in a positive manner and also self-reflects and participates in professional development activities to promote personal professional growth.

DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
6. The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner. (MCoE 4)	The teacher candidate shows bias against certain students or groups of students based on race, gender, national origin, religion, or disability.	The teacher candidate plans one-size-fits-all instruction and makes little or no attempt to learn about students' prior knowledge, learning preferences, or interests and needs.	The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner.	The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner by nurturing the intellectual, physical, emotional, social, and civic potential of all students.
7. The teacher candidate maintains a professional relationship with all students both inside and outside professional settings. (MCoE 4)	The teacher candidate exercises poor judgment when dealing with student(s). Inappropriate actions and/or body language, speech, and/or electronic communications result in a student being unsafe, endangered, threatened, or harassed.	The teacher candidate exhibits inappropriate speech, electronic communication, and/or actions that result/may result in a student feeling unsafe, endangered, threatened, or harassed.	The teacher candidate maintains a professional relationship with all students both inside and outside professional settings.	The teacher candidate models professionalism in all interactions with students and encourages students at every opportunity to treat each other with respect.

Revised Fall 2018

APPENDIX J—University Supervisor Evaluation of Cooperating Teacher

UNIVERSITY SUPERVISOR ANALYSIS OF COOPERATING TEACHER

Name of Cooperating Teacher _____ Semester & Year _____

Above, please indicate the Cooperating Teacher who was responsible for your student teacher. Below, supply the information concerning him/her by responding to each item for which you have a reasonable basis to make a judgment. Circle the appropriate indicator on each scale.

1. How many times did the Cooperating Teacher visit and confer with you during the student teaching experience?

0 1 2 3 4 5 More

Comments

2. To what extent were you satisfied with the assistance provided by the Cooperating Teacher?

Dissatisfied 1 2 3 4 5 6 7 8 Well Satisfied

Comments

3. To what extent did the Cooperating Teacher make instructions clear to you concerning the student teaching procedures?

Poorly Done 1 2 3 4 5 6 7 8 Well Done

Comments

5. Indicate how much assistance you believe the Cooperating Teacher provided the student teacher.

None 1 2 3 4 5 6 7 8 A Great Deal

Comments

6. In as much as you are able, characterize the Cooperating Teacher ability to analyze the teaching-learning situation.

Minimal 1 2 3 4 5 6 7 8 Perceptive

Comments

Thank you for working with our Teacher Candidate. Feel free to make suggestions and constructive criticisms of the MC student teaching program on the back of this page. Complete and return this form to the above address.

Your name: _____

Date _____

APPENDIX K—Cooperating Teacher Evaluation of University Supervisor

COOPERATING TEACHER ANALYSIS OF UNIVERSITY SUPERVISOR

Name of University Supervisor _____ Semester & Year _____

Above, please indicate the University Supervisor who was responsible for your student teacher. Below, supply the information concerning him/her by responding to each item for which you have a reasonable basis to make a judgment. Circle the appropriate indicator on each scale.

1. How many times did the University Supervisor visit and confer with you during the student teaching experience?

0 1 2 3 4 5 More

Comments

2. In terms of clock hours/minutes, how long was the average observation time spent in the classroom by the University Supervisor?

15 minutes 30 minutes 1-hour 1hr.15min. 1hr.30min. More

Comments

3. To what extent were you satisfied with the assistance provided by the University Supervisor?

Dissatisfied 1 2 3 4 5 6 7 8 Well Satisfied

Comments

4. To what extent did the University Supervisor make instructions clear to you concerning the student teaching procedures?

Poorly Done 1 2 3 4 5 6 7 8 Well Done

Comments

5. Indicate how much assistance you believe the University Supervisor provided the student teacher.

None 1 2 3 4 5 6 7 8 A Great Deal

Comments

6. In as much as you are able, characterize the University Supervisor's ability to analyze the teaching-learning situation.

Minimal 1 2 3 4 5 6 7 8 Perceptive

Comments

Thank you for working with our Teacher Candidate. Feel free to make suggestions and constructive criticisms of the MC student teaching program on the back of this page.

Your name: _____ Date _____

APPENDIX L—Teacher Candidate Evaluation of University Supervisor

TEACHER CANDIDATE ANALYSIS OF UNIVERSITY SUPERVISOR

Name of University Supervisor _____ Semester & Year _____

Above, please indicate your University Supervisor during student teaching. Below, supply the information requested concerning him/her by responding to each item. Circle the appropriate indicator on each scale.

1. How many total visits did your University Supervisor make to your school while you were student teaching (include conferences, information, observations, TIAI, etc.)?
0 1 2 3 4 5 More
Comments

2. On how many visits did your University Supervisor observe you in a teaching situation?
0 1 2 3 4 5 More
Comments

3. How many times did your University Supervisor confer with you following an observation visit (at school or later)?
0 1 2 3 4 5 More
Comments

4. Did your University Supervisor maintain an attitude of friendly helpfulness and encouragement?
Seldom 1 2 3 4 5 6 7 8 9 Regularly
Comments

5. Did your University Supervisor suggest activities or outline materials that enhanced your student teaching experiences?
Seldom 1 2 3 4 5 6 7 8 9 Regularly
Comments

6. Did your University Supervisor maintain an appropriate personal appearance and professional manner?
Seldom 1 2 3 4 5 6 7 8 9 Regularly
Comments

7. Did your University Supervisor make a fair and continuing assessment of your student teaching?
Seldom 1 2 3 4 5 6 7 8 9 Regularly

You may make additional comments concerning the Mississippi College Student Teaching Program on the back of this sheet. Complete and return this form to the above address.

Your name (optional) _____ Date _____

APPENDIX M—Teacher Candidate Evaluation of Cooperating Teacher

Teacher Candidate Evaluation of Cooperating teacher

Artifact Details

Directions: Please rate the Cooperating Teacher using the following scale:

5 – Exceeds Standard: The Cooperating Teacher performed in a highly consistent manner or demonstrated the item at a very high standard.

3 – Meets Standard: The Cooperating Teacher usually performed the item and showed no weaknesses.

1 – Below Standard: The Cooperating Teacher did not perform the item consistently and showed several weaknesses addressed in the item.

Title*

Description

	5 – Exceeds Standard	3 – Meets Standard	1 – Below Standard
1.The Cooperating Teacher willingly oriented me to the classroom and took time to explain classroom routines, rules, and teaching practices early in the clinical experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The Cooperating Teacher provided guidance with lesson planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.The Cooperating Teacher reviewed my lesson plans and gave constructive recommendations that were helpful, supportive, and encouraging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.The Cooperating Teacher provided constructive and helpful feedback on the lessons I taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The Cooperating Teacher provided a positive role model professionally and personally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The Cooperating Teacher was available either in person, by phone, or through e-mail for consultations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>