

Mississippi College Summative Teacher Intern Assessment Instrument (TIAI)
Overall Candidate Data Percentages Reported by Rubric Indicator and Semester
Spring 2016
N=23

Mississippi College Summative Teacher Intern Assessment Instrument (TIAI)		Target 3	Acceptable 2	Emerging 1	Unacceptable 0
1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards.		91.3%	8.7%	0%	0%
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.		73.91%	26.09%	0%	0%
3. Integrates core content knowledge from other subject areas in lessons.		73.91%	26.09%	0%	0%
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.		86.96%	13.04%	0%	0%
5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.		82.61%	17.39%	0%	0%
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).		72.73%	27.27%	0%	0%
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.		82.61%	17.39%	0%	0%
8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.		73.91%	26.09%	0%	0%
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.		82.61%	17.39%	0%	0%
10. Provides clear, complete written and/or oral directions for instructional activities.		78.26%	17.39%	4.35%	0%
11. Communicates high expectations for learning to all students.		95.65%	4.45%	0%	0%
12. Conveys enthusiasm for teaching and learning.		82.61%	13.04%	4.35%	0%
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.		86.96%	8.7%	4.35%	0%
14. Demonstrates knowledge of content for the subject(s) taught. Only score indicator matching type of lesson taught. <i>14A. Reading, Writing, Oral Language Arts</i> <i>14B. Science</i> <i>14C. Mathematics</i> <i>14D. Social Studies</i>	14 A	80%	20%	0%	0%
	14 B	75%	25%	0%	0%
	14 C	100%	0%	0%	0%
	14 D	100%	0%	0%	0%
		88.75%	11.25%	0%	0%

15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.	78.26%	17.39%	4.35%	0%
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).	86.36%	9.09%	4.55%	0%
17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.	73.91%	26.09%	0%	0%
18 Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.	91.3%	8.7%	0%	0%
19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.	78.26%	17.39%	4.35%	0%
20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.	86.96%	8.7%	4.35%	0%
21. Attends to or delegates routine tasks.	82.61%	17.39%	0%	0%
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	82.61%	13.04%	4.35%	0%
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.	91.3%	4.35%	4.35%	0%
24. Maximizes time available for instruction (Uses instructional time effectively).	86.96%	8.7%	4.35%	0%
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).	86.96%	13.04%	0%	0%

Fall 2016

N=7

Summative Mississippi College Teacher Intern Assessment Instrument (TIAI)	Target 3	Acceptable 2	Emerging 1	Unacceptable 0
1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards.	57.14%	42.86%	0%	0%
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.	71.43%	28.57%	0%	0%
3. Integrates core content knowledge from other subject areas in lessons.	57.14%	28.57%	14.29%	0%
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.	85.71%	14.29%	0%	0%

5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.		100%	0%	0%	0%
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).		100%	0%	0%	0%
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.		100%	0%	0%	0%
8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.		100%	0%	0%	0%
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.		85.71%	14.29%	0%	0%
10. Provides clear, complete written and/or oral directions for instructional activities.		85.71%	14.29%	0%	0%
11. Communicates high expectations for learning to all students.		100%	0%	0%	0%
12. Conveys enthusiasm for teaching and learning.		100%	0%	0%	0%
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.		71.43%	28.57%	0%	0%
14. Demonstrates knowledge of content for the subject(s) taught. Only score indicator matching type of lesson taught. <i>14A. Reading, Writing, Oral Language Arts</i> <i>14B. Science</i> <i>14C. Mathematics</i> <i>14D. Social Studies</i>	14A	100%	0%	0%	0%
	14B	100%	0%	0%	0%
	14C	100%	0%	0%	0%
	14D	100%	0%	0%	0%
		100%	0%	0%	0%
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.		71.43%	28.57%	0%	0%
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).		85.71%	14.29%	0%	0%
17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.		100%	0%	0%	0%
18 Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.		100%	0%	0%	0%
19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.		71.43%	28.57%	0%	0%
20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.		85.71%	14.29%	0%	0%
21. Attends to or delegates routine tasks.		85.71%	14.29%	0%	0%
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.		85.71%	14.29%	0%	0%

23. Creates and maintains a climate of fairness, safety, respect, and support for all students.	85.71%	14.29%	0%	0%
24. Maximizes time available for instruction (Uses instructional time effectively).	85.71%	14.29%	0%	0%
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).	71.43%	28.57%	0%	0%

Spring 2017
N=22

Summative Mississippi College Teacher Intern Assessment Instrument (TIAI)	Target 3	Acceptable 2	Emerging 1	Unacceptable 0
1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards.	77.27%	22.73%	0%	0%
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.	72.73%	27.27%	0%	0%
3. Integrates core content knowledge from other subject areas in lessons.	68.18%	31.82%	0%	0%
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.	77.27%	22.73%	0%	0%
5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.	50%	50%	0%	0%
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).	68.18%	31.82%	0%	0%
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.	81.82%	18.18%	0%	0%
8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.	72.73%	27.27%	0%	0%
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.	90.91%	9.09%	0%	0%
10. Provides clear, complete written and/or oral directions for instructional activities.	90.91%	9.09%	0%	0%
11. Communicates high expectations for learning to all students.	95.45%	4.55%	0%	0%
12. Conveys enthusiasm for teaching and learning.	90.48%	9.52%	0%	0%
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	95.24%	4.76%	0%	0%

14. Demonstrates knowledge of content for the subject(s) taught. Only score indicator matching type of lesson taught. 14A. Reading, Writing, Oral Language Arts 14B. Science 14C. Mathematics 14D. Social Studies	14 A	92.86%	7.14%	0%	0%
	14 B	100%	0%	0%	0%
	14 C	77.78%	22.22%	0%	0%
	14 D	100%	0%	0%	0%
		92.66%	7.34%	0%	0%
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.		81.82%	18.18%	0%	0%
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).		68.18%	31.82%	0%	0%
17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.		68.18%	31.82%	0%	0%
18 Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.		86.36%	13.64%	0%	0%
19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.		40.91%	36.36%	13.64%	9.09%
20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.		76.19%	23.81%	0%	0%
21. Attends to or delegates routine tasks.		95%	5%	0%	0%
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.		80%	20%	0%	0%
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.		85%	15%	0%	0%
24. Maximizes time available for instruction (Uses instructional time effectively).		75%	25%	0%	0%
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).		65%	35%	0%	0%