

2023-2024

**UNDERGRADUATE
HANDBOOK FOR**
Teacher Education

Early Childhood Education
Elementary Education
Health and Physical Education
Secondary Education
Special Education

Revised: March 2024

* Revisions may be ongoing throughout the year. The current handbook may be found live on the School of Education homepage (link on “student handbooks”). Go to <http://education.olemiss.edu/>

PREFACE

The handbook for undergraduate field experiences clarifies policies, expectations and guidelines for individuals involved in field experiences, senior practicum and student teaching in the teacher education programs at The University of Mississippi School of Education. This handbook is prepared for teacher education candidates, Clinical Instructors, administrators and University Supervisors.

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Table of Contents

PREFACE	2
Table of Contents	3
School of Education (SOE)	8
SOE Framework.....	9
Mission	9
Vision.....	9
Part I: Program Contacts	10
Student Advising and Field Experience Office (SAFE)	10
Advising	10
Field Experiences	10
Teacher Education Department	10
Program Coordinators	10
Early Childhood	10
Elementary	10
Health and Physical Education.....	11
Secondary Education	11
Special Education	11
Secondary Content Specialist	11
English Education	11
Mathematics Education.....	11
Social Studies Education	11
Science Education	11
Part II: Standards	12
Core Teaching Standards	12
Council for the Accreditation of Educator Preparation (CAEP) Core Teaching Standards	13
Mississippi Educator Code of Ethics – Standards of Conduct	14
Standard 1: Professional Conduct.....	14
Standard 2: Trustworthiness	15
Standard 3: Unlawful Acts	15
Standard 4: Educator/Student Relationships	15
Standard 5: Educator/Collegial Relationships	16
Standard 6: Alcohol, Drug and Tobacco Use or Possession.....	17
Standard 7: Public Funds and Property	17
Standard 8: Remunerative Conduct.....	18
Standard 9: Maintenance of Confidentiality.....	18
Standard 10: Breach of Contract or Abandonment of Employment.....	19
Part III: Overview of Field Experiences	21
Network of Partner Schools: Definition	21
Selection of Network of Partner Schools	21

Criteria for Selection of Clinical Instructors	22
Role of the Principal	23
Role of the Clinical Instructor	23
Role of the University Supervisors	24
Role of the Teacher Candidate	25
Role of the Student Advising and Field Experience (SAFE) Office	25
Part IV: Student Dispositions, Policies, and Regulations	27
Professional Dispositions for Candidates	27
Disposition Infraction Process	28
Appeal of an academic misconduct disciplinary action	31
Placement	31
Placement Changes	32
School Policies	32
Student Teachers as Substitute Teachers	33
Student Teachers as Test Administrators for State and National Testing	33
Attendance & Punctuality for Field Experiences	33
Dress	33
Confidentiality	34
Transportation	34
Corporal Punishment	34
Safety	34
Lesson Plans	34
Termination of Field Experiences	34
Background Checks	34
Insurance	35
Assessment and Evaluation of Field Experiences	35
Recognizing and Reporting Child Abuse	36
Part V: Evaluation and Assessment	37
Impact on Student Learning	37
Part VI: Field Experience, Internships, & Practicum	38
Introductory Field Experience	38
Courses with Field Experiences	38
Yearlong Internship	40
Senior Practicum	41
General Information – All Programs	41
Site Visits by University Supervisor	41
Calendar	41

Absences	41
Senior Practicum — Early Childhood.....	41
Senior Practicum— Elementary	42
EDLE 417 – Senior Practicum.....	42
Field Experience for EDLE 417.....	42
Senior Practicum—Health and Physical Education.....	42
EDWP 444 Action Labs	43
Field Experience for EDWP 444	43
Senior Practicum — Secondary.....	43
EDSE 400 – Principles of Education	43
Field Experience for EDSE 400	43
Senior Practicum – Secondary Mathematics(Additional requirements).....	43
Senior Practicum – Special Education.....	44
EDSP 452 – Practicum and Field Experience with Exceptional Children.....	44
Field Experience for EDSP 452.....	44
Student Teaching.....	45
General Information – All Programs	45
Requirements for Student Teaching.....	45
Calendar.....	46
Absences	46
Teachers as Facilitators Electronic Program Portfolio.....	47
Personnel File Service.....	47
Teacher Intern License	47
Degree Application and Certification.....	48
Required Tests for Licensure	48
Teacher Assistants Notification.....	49
Policy for the Supervision of Non-University of Mississippi Student Teachers.....	49
The Student Teaching Experience.....	50
Objectives for Student Teaching.....	50
The Student Teacher	50
The Clinical Instructor.....	51
The University Supervisor.....	52
Sequence of Weekly Activities For Student Teaching	54
Procedures for Evaluation of Student Teaching.....	57
Legal Status	57
Appendix A - Unit Template.....	59
Contextual Information.....	61
1. Knowledge of characteristics of students.....	61
2. Knowledge of students’ varied approaches to learning.....	61
3. Knowledge of students’ skills and prior learning.....	61
4. Knowledge of community and school district (Include a description of the community and school district)	61

Daily Lesson Plan	66
Appendix B - Evaluation Forms	68
Portfolio Rubrics.....	68
TIAI.....	68
CEI	68
Early Childhood, Elementary, Health and Physical Education, Secondary, and Special Education Portfolio Guide	69
What is the purpose of the portfolio?	69
How do I show my growth as an educator?	69
Home.....	69
Journal	69
Philosophy.....	69
Artifacts	69
Standards.....	70
Resources	70
Elementary Education Portfolio Rubric.....	71
<u>InTASC Standards</u>	71
<u>(CAEP) K-6 Elementary Teacher Preparation Standards</u>	73
<u>CEC Standards</u>	74
Health & Physical Education Portfolio Rubric.....	76
<u>InTASC Standards</u>	76
<u>SHAPE America Health Education Teacher Education Standards</u>	78
<u>SHAPE America Physical Education Teacher Education Standards</u>	80
Special Education Portfolio Rubric.....	83
<u>InTASC Standards</u>	83
<u>CEC Standards</u>	85
Secondary English Portfolio Rubric.....	87
<u>InTASC Standards</u>	87
<u>NCTE Standards</u>	89
Secondary Mathematics Portfolio Rubric.....	92
<u>InTASC Standards</u>	92
<u>NCTM Effective Math Teaching Practices</u>	94
Secondary Science Portfolio Rubric	96
<u>InTASC Standards</u>	96
<u>NSTA Standards</u>	98
Social Studies Portfolio Rubric.....	101
<u>InTASC Standards</u>	101

<u>NCSS Standards</u>	103
TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI)	105
PROFESSIONAL DISPOSITIONS	120
DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS	120
DOMAIN II. CHARACTER DISPOSITIONS	121
DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS	122
IMPACT ON STUDENT LEARNING	124
University of Mississippi School of Education Information for Teacher Assistant	136
Sr. Year	136
Jr. Year	136

School of Education (SOE)

Undergraduate and graduate programs in the professional education unit offer learning experiences that promote the acquisition of knowledge, skills and dispositions to facilitate lifelong learning in an interactive and diverse society. The unit provides research-based experiences infused with technology as a teaching and learning tool. The five components of the conceptual framework provide a foundation for preparing candidates who can positively impact students to be productive and caring citizens:

- ◆ Effective Communicators
- ◆ Problem Solvers
- ◆ Lifelong Learners
- ◆ Users of Technology
- ◆ Advocates for Diverse Learners

The teacher education faculty at The University of Mississippi are delighted that you have selected teaching as a professional career. It is the belief of our faculty that the early childhood, elementary, health and physical education, secondary, and special education programs prepare you for entry into the teaching profession and assist you in developing the concept of teaching as a facilitative process.

The University of Mississippi complies with all applicable laws regarding affirmative action and equal opportunity in all its activities and programs and does not discriminate against anyone protected by law based on race, color, religion, sex, national origin, disability, age, veteran status, sexual orientation, or genetic information.

Created in 1903, the School of Education (SOE) at The University of Mississippi is dedicated to the preparation of persons for effective leadership and service in the school, home, and community. The central mission of the SOE is to improve the quality of life in Mississippi, the region, and the nation through the preparation of professionals for educational institutions. Specifically, the SOE prepares reflective professionals who positively and effectively interact with persons diverse in race, culture, gender, age, ability and/or developmental level. To accomplish this mission, the SOE has developed professional programs based on essential knowledge and skills, research findings and sound professional practice. The SOE's conceptual framework and vision attest to the commitment of faculty and staff whose dedication and scholarly pursuits create curricular models and a spirit of innovation that will prepare reflective professionals who have the knowledge, skills and dispositions to facilitate lifelong learning in an interactive and diverse society.

SOE Framework:



Mission

The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond. (Approved November 7, 2014)

Vision

We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others. (Approved October 10, 2014)

The University of Mississippi School of Education has identified a set of five learning outcomes that teacher education candidates must meet based on the conceptual framework of Educators as Reflective Professionals.

Outcomes:

- ◆ Lifelong Learners who take responsibility for their own learning and continuously foster their professional renewal
- ◆ Problem Solvers who develop solutions to improve the educational environment for all students
- ◆ Effective Communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning
- ◆ Users of Technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning
- ◆ Advocates for Diverse Learners who appreciate, promote, and model the values of diversity
- ◆ Interstate Teacher and Assessment and Support Consortium (InTASC)

Part I: Program Contacts

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Part II: Standards

Core Teaching Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, as well as designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that foster individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.

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

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content area, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Council for the Accreditation of Educator Preparation (CAEP) Core Teaching Standards

Standard #9: Professional Learning and Ethical Practice.

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals and the community) and adapts practice to meet the needs of the learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance the profession.

Council of Chief State School Officers (April 2011)

Standard #1: Content and Pedagogical Knowledge.

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard #2: Clinical Partnerships and Practice.

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard #3: Candidate Quality, Recruitment, and Selectivity.

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard #4: Program Impact.

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard #5: Provider Quality Assurance and Continuous Improvement.

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Council for the Accreditation of Educator Preparation (June 2016)

**Mississippi
Educator Code
of Ethics –
Standards of
Conduct**

Standard 1: Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards.

1.1. Ethical conduct includes, but is not limited to, the following:

- a. Encouraging and supporting colleagues in developing and maintaining high standards
- b. Respecting fellow educators and participating in the development of a professional teaching environment
- c. Engaging in a variety of individual and collaborative learning experiences essential to professional development designed to promote student learning
- d. Providing professional education services in a nondiscriminatory manner
- e. Maintaining competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter and pedagogical practices
- f. Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children.

1.2. Unethical conduct includes, but is not limited to, the following:

- a. Harassment of colleagues
- b. Misuse or mismanagement of tests or test materials
- c. Inappropriate language on school grounds or any school related activity

- d. Physical altercations
- e. Failure to provide appropriate supervision of students and reasonable disciplinary actions.

Standard 2: Trustworthiness

An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

2.1. Ethical conduct includes, but is not limited to, the following:

- a. Properly representing facts concerning an educational matter in direct or indirect public expression
- b. Advocating for fair and equitable opportunities for all children
- c. Embodying for students the characteristics of honesty, diplomacy, tact, and fairness.

2.2. Unethical conduct includes, but is not limited to, the following:

- a. Falsifying, misrepresenting, omitting, or erroneously reporting any of the following:
 - 1. employment history, professional qualifications, criminal history, certification/recertification
 - 2. information submitted to local, state, federal, and/or other governmental agencies
 - 3. information regarding the evaluation of students and/or personnel
 - 4. reasons for absences or leave
 - 5. information submitted in the course of an official inquiry or investigation
- b. Falsifying records or directing or coercing others to do so.

Standard 3: Unlawful Acts

An educator shall abide by federal, state, and local laws and statutes and local school board policies.

3. Unethical conduct includes, but is not limited to, the commission or conviction of a felony or sexual offense. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought or situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4: Educator/Student Relationships

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

4.1. Ethical conduct includes, but is not limited to, the following:

- a. Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/ student authority while expressing concern, empathy, and encouragement for students.
- b. Nurturing the intellectual, physical, emotional, social and civic potential of all students
- c. Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement
- d. Creating, supporting, and maintaining a challenging learning environment for all students.

4.2. Unethical conduct includes, but is not limited to the following:

- a. Committing any act of child abuse
- b. Committing any act of cruelty to children or any act of child endangerment
- c. Committing or soliciting any unlawful sexual act
- d. Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
- e. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs
- f. Soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical or romantic relationship with students.

Examples of these acts may include but not be limited to:

1. sexual jokes
2. sexual remarks
3. sexual kidding or teasing
4. sexual innuendo
5. pressure for dates or sexual favors
6. inappropriate touching, fondling, kissing or grabbing
7. rape
8. threats of physical harm
9. sexual assault
10. electronic communication such as texting
11. invitation to social networking
12. remarks about a student's body
13. consensual sex.

Standard 5: Educator/Collegial Relationships

An educator should always maintain a professional relationship with colleagues, both in and outside the classroom.

5. Unethical conduct includes but is not limited to the following:

- a. Revealing confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law
- b. Harming others by knowingly making false statements about a colleague or the school system
- c. Interfering with a colleague's exercise of political, professional, or citizenship rights and responsibilities
- d. Discriminating against or coercing a colleague on the basis of race, religion, national origin, age, sex, disability or family status
- e. Using coercive means or promise of special treatment in order to influence professional decisions of colleagues.

Standard 6: Alcohol, Drug and Tobacco Use or Possession

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

6.1. Ethical conduct includes, but is not limited to, the following:

- a. Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

6.2. Unethical conduct includes, but is not limited to, the following:

- a. Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs
- b. Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school-related activity includes but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc. which involve students.
- c. Being on school premises or at a school-related activity involving students while documented using tobacco.

Standard 7: Public Funds and Property

An educator shall not knowingly misappropriate, divert, or use funds, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

7.1. Ethical conduct includes, but is not limited to, the following:

- a. Maximizing the positive effect of school funds through judicious use of said funds
- b. Modeling for students and colleagues the responsible use of public property.

7.2. Unethical conduct includes, but is not limited to, the following:

- a. Knowingly misappropriating, diverting or using funds, personnel, property or equipment committed to his or her charge for personal gain
- b. Failing to account for funds collected from students, parents or any school-related function
- c. Submitting fraudulent requests for reimbursement of expenses or for pay
- d. Co-mingling public or school-related funds with personal funds or checking accounts
- e. Using school property without the approval of the local board of education/governing body.

Standard 8: Remunerative Conduct

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

8.1. Ethical conduct includes, but is not limited to, the following:

- a. Insuring that institutional privileges are not used for personal gain
- b. Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

8.2. Unethical conduct includes, but is not limited to, the following:

- a. Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body
- b. Tutoring students assigned to the educator for remuneration unless approved by the local school board
- c. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. (This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.)

Standard 9: Maintenance of Confidentiality

An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

9.1. Ethical conduct includes, but is not limited to, the following:

- a. Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves a legitimate purpose or is required by law
- b. Maintaining diligently the security of standardized test supplies and resources.

9.2. Unethical conduct includes, but is not limited to, the following:

- a. Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- b. Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school board or state directions for the use of tests
- c. Violating other confidentiality agreements required by state or local policy.

Standard 10: Breach of Contract or Abandonment of Employment

An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.

10. Unethical conduct includes, but is not limited to, the following:

- a. Abandoning the contract for professional services without prior release from the contract by the school board
- b. Refusing to perform services required by the contract.

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators.

Ethical conduct is any conduct, which promotes the health, safety, welfare, discipline and morals of students and colleagues.

Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues.

Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Superintendents shall report to the Mississippi Department of Education license holders who engage in unethical conduct relating to an educator/student relationship (Standard 4).

PartIII: Overview of Field Experiences

The field-based experiences are planned so that the knowledge, theories and practices taught in the university classroom are applied in meaningful ways at selected points in the program. During the professional education coursework, teacher education candidates are required to observe and teach in selected classrooms, interview teachers, and reflect on lessons taught. Candidates develop and refine understanding of teaching and learning as a facilitative process and begin to apply principles of developmental/constructivist theory through instructional practice. Learning about effective teaching, developing professional dispositions, and participating in field-based experiences provide candidates the opportunity to work directly with practitioners and school students at varying grade and developmental levels. Interaction with teaching candidates in all program areas is purposefully planned to allow for discussion of similarities and differences within field experiences. Field experiences begin with introductory field experiences during the teacher education candidate's junior year. The candidate then moves to the yearlong internship which includes the senior practicum and student teaching semesters. Teacher education candidates must have diverse placements for their field experiences. Field experiences should be completed in schools/districts and grade levels that are diverse in demographics and student population. Candidates will be placed in schools identified as Network of Partner Schools sites (NPS).

Network of Partner Schools: Definition

Network of Professional School sites (NPS) are specifically structured schools in which the P-12 MDE accredited school (public and private) and higher education faculty collaborate to:

- ◆ Provide introductory, practicum and student teaching field experiences
- ◆ Support and enable the professional development of school and higher education faculty
- ◆ Support and enable inquiry directed at the improvement of practice
- ◆ Support and enhance student achievement

Network of Partner Schools (NPS) require the institutional commitment of colleges and universities, school districts and teacher organizations.

Selection of Network of

Network of Partner School (NPS) sites are used for field-based and clinical experiences for the early childhood, elementary, health and physical education, secondary, and special

Partner Schools

education programs. School districts have been identified as sites on the basis of the following criteria:

- ◆ Schools that have developed and implemented programs recognized professionally as significant
- ◆ Schools committed to focus on programs for a diverse population of students and exhibit such populations
- ◆ Schools with classroom teachers who are selected to become Clinical Instructors by their district and the university teacher education faculty because they demonstrate outstanding professional leadership, excellence in teaching and model facilitative learning consistent with the teacher education knowledge base, “Educators as Reflective Professionals”
- ◆ Schools with classroom teachers who exhibit a desire for continuing growth and professional development of all their teachers
- ◆ Schools committed to assuming responsibility for continuing growth and professional development
- ◆ Schools committed to nurturing future professionals as part of their mission
- ◆ Schools with Clinical Instructors who have received training by University Supervisors and the Student Advising and Field Experience office (SAFE)
- ◆ Schools committed to exploring and generating new knowledge about teaching and learning
- ◆ Schools in locations with a history of community support and potential for extending that support
- ◆ Schools located in North and North Central Mississippi where clustering of university students is possible

The following criteria are used for selection of Clinical Instructors:

Criteria for Selection of Clinical Instructors

- ◆ Teacher commitment to professional development and to improvement of the NPS partnership
- ◆ Expressed interest in professional growth and development
- ◆ Ability to exhibit facilitative behaviors which focus on meaningful student learning
- ◆ Three years classroom teaching experience

- ◆ Ability to interact constructively with a variety of persons such as administrators, colleagues, public school students, university teacher education candidates, University faculty, parents and community members
- ◆ Recommendation of NPS administrators
- ◆ Recommendation of university faculty

Role of the Principal

The principal is the academic administrator and instructional leader of the school site to which the candidate is assigned. It is the function of the principal to:

- ◆ Work closely with the superintendent, Coordinator of Field Experience, and the University Supervisor in placing candidates with appropriate Clinical Instructors
- ◆ Orient the faculty and staff about the university's program and remind them to adhere to the policies and regulations of the university and the school site agreement
- ◆ Accept candidates as faculty members and interpret policies to them as one would any new faculty member
- ◆ Communicate the progress of teaching candidate with university personnel

Role of the Clinical Instructor

The primary responsibilities of the Clinical Instructor are to model effective research-based instruction and provide candidates opportunities to implement best practice. Each Clinical Instructor should:

Become familiar with information related to the teacher education candidate and the field experience requirements as stated in the Field Experience Handbook.

- ◆ Prepare P-12 students for the arrival of the teacher education candidate
- ◆ Provide the teacher education candidate a copy of school site policies and a current school site calendar
- ◆ Provide and discuss information on your background and philosophy with the teacher education candidate
- ◆ Provide the teacher education candidate with copies of texts and materials that will be used and discuss assignments and responsibilities

- ◆ Introduce the candidate to students and other members of the faculty
- ◆ Help the teacher education candidate become familiar with the site facilities
- ◆ Provide the teacher education candidate with a place to work, preferably a desk or table in a location conducive to authority and respect from the students
- ◆ Demonstrate and consistently model appropriate teacher dispositions
- ◆ Provide direct supervision of teacher education candidate's field experiences
- ◆ Provide specific feedback and suggestions to teacher candidates
- ◆ Explain the rationale for instructional decisions made in the classroom.
- ◆ Complete all field experience paperwork and submit to the university in a timely manner.

Role of the University Supervisor

The primary responsibility of the University Supervisor is to assist the candidates in developing teaching competency. Each University Supervisor should:

- ◆ Provide orientation sessions and information for candidates and Clinical Instructors
- ◆ Communicate with the Clinical Instructor and teacher candidate regularly
- ◆ Document all forms of communication including emails, phone calls and face-to-face visits
- ◆ Be available as a resource person for Clinical Instructors and candidates
- ◆ Report to the Program Coordinator any problems concerning a candidate
- ◆ Help candidates analyze and reflect on their teaching experiences
- ◆ Alert the candidate to any deficiencies which could lead to an incomplete or failing grade in field experiences and report such to the Program Coordinator
- ◆ Be alert for any problems that may develop between the candidate and Clinical Instructor

- ◆ Organize the collection of all forms and assessment system data for each field placement
- ◆ Hold exit conferences with candidates at the conclusion of each semester

Role of the Teacher Candidate

The primary responsibility of the teacher candidate is to develop effective teaching and management skills by showing initiative and assisting the Clinical Instructor in the assigned classroom. In addition to the required assignments, the following responsibilities are expected for all teacher education candidates during field experiences:

- ◆ Arrive promptly and sign in
- ◆ Wear your University of Mississippi ID
- ◆ Dress professionally
- ◆ Exhibit communication skills in oral and written language that reflect Standard English
- ◆ Respect the rules and regulations of the cooperating school
- ◆ Follow school safety and health regulations
- ◆ Report any problems/concerns to university faculty
- ◆ Treat conferences and classroom events with confidentiality and professionalism
- ◆ Express interest and enthusiasm
- ◆ Participate in classroom activities
- ◆ Observe, analyze and reflect on classroom and school activities
- ◆ Tutor individual students
- ◆ Instruct small groups
- ◆ Prepare instructional materials
- ◆ Check assignments
- ◆ Assist with supervision
- ◆ Assist teachers as requested
- ◆ Teach small group and/or whole class lessons

Role of the Student Advising and

The SAFE office serves as the liaison between the various teacher education programs in scheduling and implementing arrangements for all undergraduate field experiences. The SAFE office is responsible for proper administration of the field

**Field
Experience
(SAFE) Office**

experience program by providing overall leadership and direction for the program. The SAFE office will:

- ◆ Implement all approved standards and policies governing field experiences, senior practicum, and student teaching
- ◆ Check applications of candidates who wish to enroll in student teaching and ascertain that applicants meet qualifications for senior practicum and student teaching
- ◆ Work with candidates, supervisors, and site administrators in the placement of candidates for all field experience placement
- ◆ Prepare forms and materials necessary for the administration of the program.
- ◆ Coordinate the Bank Credit Hour Program

Part IV: Student Dispositions, Policies, and Regulations

As beginning professionals, teacher education candidates are expected to fulfill many requirements and responsibilities during their field experience placements. In the following sections, both general and specific guidelines are detailed.

Professional Dispositions for Candidates

All teacher education candidates must demonstrate appropriate skills and behaviors when completing placements in the field. As a teacher education candidate in The School of Education at The University of Mississippi, you are expected to exhibit the dispositions listed below. Dispositions are defined by The Council for the Accreditation of Educator Preparation (CAEP) as the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice. In the event that you receive two (2) disposition infraction forms, a Disposition Committee will counsel with you and decide on your status in the program. A meeting may be warranted based on the first disposition infraction.

*The University of Mississippi School of Education develops educators who **imagine** equality, excellence, and caring, educators who **innovate** through practice, collaboration, and assessment, and educators who **inspire** professionalism, transformation, and leadership.*

As a teacher education candidate, I will:

- ◆ Protect confidential information concerning students and/or colleagues unless the law requires disclosure. (MCoE 9)
- ◆ Demonstrate maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. (MCoE 5)
- ◆ Follow all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. (MCoE 6)

- ◆ Exemplify honesty and integrity (honesty, tact, and fairness) with all stakeholders during my time in the program. (MCoE 2)
- ◆ Accept constructive criticism in a positive manner. (MCoE 1)
- ◆ Provide fair and equitable opportunities for all P-12 students in a non-discriminatory manner. (MCoE 4)
- ◆ Maintain a professional relationship with all students both inside and outside professional settings. (MCoE 4)

**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 implemented:

1. The University Supervisor or course instructor will complete an online disposition infraction form on a candidate.
2. After review of the form(s) between candidate and instructor or University Supervisor, the candidate will be asked to log on to the assessment system and electronically 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 Program Coordinator and SAFE office.
4. When two disposition infraction forms on a teacher candidate have been submitted, the Chair of the Department of Teacher Education will form a disposition infraction committee. A meeting may be warranted based on a first disposition infraction. The committee will be led by the Program Coordinator and will not include the faculty member who completed a disposition infraction form on the teacher candidate undergoing review. The Chair of Teacher Education will request the TE secretary to set up a meeting with the committee and teacher candidate.
5. The committee will meet with the teacher candidate and review the disposition infractions.

6. The committee's recommendation will be logged electronically in the assessment system and sent to the candidate. The candidate will log into the assessment system after the conference (within 7 days of submission of the committee's recommendation), read the form, click submit to indicate he/she has read it and the candidate's signature is recorded in the assessment system.
7. If the Disposition Infraction Committee recommends dismissal, the teacher candidate will be dismissed from the Teacher Education Program (TEP) and must be out 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 appeals 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 notify the Program Coordinator that he/she wishes to appeal the decision.
 - ◆ Candidate writes narrative about the incident and their appeal of the decision directly into the

database on their page in a text box (limited number of characters) and submits

- ◆ This triggers an email to advising office/chair
- ◆ The Chair conducts an appeals meeting with the student
- ◆ Chair goes to the Disposition Reports/Individual Report tab in their Main Menu, enters student ID number, and enters outcome and comments in the text box
- ◆ Student logs in to their page to see the outcome. If the student does not intend to appeal further, he/she clicks submit to indicate he/she has read the information and the student's signature is recorded in the assessment system

If student appeals further to the Dean:

- ◆ Student writes their appeal of the decision directly into the database on their page in a text box (limited number of characters) and submits
- ◆ Dean conducts meeting
- ◆ Dean (or Chair/Coordinator) goes to the Disposition Reports/Individual Report tab in their Main Menu, enters student ID number, and enters outcome and comments in the text box

10. 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).
11. 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 Program Coordinator and the Student Advising and Field Experience (SAFE) office.

12. To reapply for admission to TEP, candidates must submit the following information to the Assistant Dean for Undergraduate Studies:
 - 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 School of Education faculty member and one currently employed P-12 educator or administrator. Each letter must include contact information (email address and phone number)
 - c. A transcript indicating all coursework since being dismissed from TEP

Appeal of an academic misconduct disciplinary action:

If the appeal is related to academic misconduct (plagiarism, and/or other academic misconduct) the appeal process will be done first through MyOleMiss and not the SOE Assessment System. Faculty must log the event into MyOleMiss under “Academic Discipline.” The process will then follow the University’s policy for appeal, detailed in the M-Book.

A copy of the M-Book: The University of Mississippi Handbook of Standards and Activities may be obtained from the Office of the Dean of Students or can be found on the web at: <https://communications.olemiss.edu/wp-content/uploads/sites/5/2017/10/MBook.pdf>

* If an academic misconduct appeal fails to clear the student of all sanctions (through following the M-Book policy) or the student does not appeal, faculty in Teacher Education may submit a disposition infraction for the incident so that it is recorded in the SOE Assessment System.

Placement

Teacher education candidates will be placed in schools that are identified as Network Partner School partnership sites or schools that are included in the North Mississippi Education Consortium. A list of these schools may be provided by the Student Advising and Field Experience (SAFE) office.

Teacher education candidates will not be placed in a school building if an immediate family member is attending or

employed in the school building being considered. Parents, spouses, children (including stepchildren) and in-laws are considered immediate family members. If the relative is a central office employee, the candidate may be placed in another district. Candidates will not be placed in the high school from which they graduated.

All candidates must be assigned a Clinical Instructor by the SAFE office before beginning any field experience requirements. Failure to complete the field experience application and/or background check in a timely manner will result in a disposition infraction.

Placement Changes

If the Clinical Instructor, student teacher, University Supervisor, or Principal feels that any other member of the student teaching triad is not meeting individual role responsibilities, that concern should be discussed promptly. Should this discussion not clarify or resolve the problem, the concerned individual should contact the student teaching Program Coordinator as well as the Teacher Education Department Chair. Sometimes a mismatch occurs, and an alternative placement may be needed; however, all consequences of this change should be considered. This should not be looked upon as a failure by those involved. ***Changes in student teaching placements are only made by the Department Chair.*** The University of Mississippi, Field Experience Coordinator will get permission from the Department Chair and will formally make any placement changes.

School Policies

Teacher education candidates are expected to adhere to the same rules and regulations practiced by the school personnel in the school to which they are assigned. Candidates must become familiar with all school policies and regulations for field experience placements.

Teacher education candidates are expected to adhere to the same daily schedule as the Clinical Instructors. In regard to holidays and other special scheduling, candidates should adhere to the P-12 school schedule. In addition to observing, tutoring and teaching, candidates are expected to share duties with the Clinical Instructor as requested.

Teacher education candidates must not use cell phones or any other personal communication device for any purpose

during the time they are in the school and/or classroom. Personal email communication or text messaging must not take place while you are assigned field experience classroom.

Student Teachers as Substitute Teachers

Student teachers are not licensed and their legal authority in the classroom is limited. Therefore, student teachers may not serve as substitute teachers. If the Clinical Instructor 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 University of Mississippi policy and is intended to protect the cooperating school system and its students as well as the student teacher.

Student Teachers as Test Administrators for State and National Testing

Student teachers 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. Student teachers are allowed to proctor (e.g., Secondary adult in the classroom, walks around and helps answer questions the students have) but shall not have access to anything such as computers, testing tools, etc.

Attendance & Punctuality for Field Experiences

Attendance and punctuality are important parts of professionalism. University Supervisors/Instructors will provide specific information concerning absences and tardiness in individual courses.

All teacher education candidates are expected to begin field experiences on the designated date. Permission to begin field experiences early will not be granted. Make-up days are provided at the end of each field experience. Excessive absences and tardiness may result in forfeiting the privilege of completing field experiences.

Dress

Teacher education candidates are professionals and models for students. Candidates are expected to dress professionally. Jeans, shorts and t-shirts are not appropriate dress. Professional clothing such as neat slacks, skirts, blouses and dress shirts or sport shirts are acceptable in all school sites.

Confidentiality	Be aware that anything said, written or heard in a school site about colleagues, teachers, students or a student's family should not be discussed outside the school. Be discreet in your own comments. Negative statements, whether consciously or unconsciously made, can be seriously damaging to all parties concerned and are inappropriate.
Transportation	Since school sites are located within driving distance to the university, teacher education candidates enrolled in field experiences are expected to make their own transportation arrangements. Most schools have designated parking spaces for teacher education candidates. Check with the school secretary regarding parking space.
Corporal Punishment	A University of Mississippi School of Education candidate may not use or serve as an official witness to corporal punishment. The regular staff of the school should carry out extreme measures used for disciplinary purposes. The disciplining of students is the responsibility of the Clinical Instructor
Safety	Candidates should be alert to any hazards to students in instructional and lab activities. Safety instructions should be a vital part of planning any student activity. Physical education, playgrounds, and lab activities are due special attention. Any school activity must be properly supervised and students appropriately cautioned about hazards.
Lesson Plans	Candidates are expected to plan for the teaching/learning process. Candidates must utilize a variety of effective instructional strategies in order to meet the diverse needs of their students. Such planning will include lesson plans, small group instruction, and whole group instruction.
Termination of Field Experiences	The School of Education reserves the right to terminate any teacher education candidate whose behavior is not consistent with the professional standards embodied in the teacher education program. The Chair of the Department of Teacher Education, Program Coordinator, University Supervisor, Principal and the Clinical Instructor of the candidate concerned are responsible for making such determinations. Should termination of field experience occur, the candidate has the right to appeal the decision to the Dean of the School of Education.
Background Checks	All candidates must have a background check performed prior to beginning field experiences. The Student Advising

and Field Experience (SAFE) office will provide information to candidates prior to field experiences in EDCI 352 and/or EDRD 355. Instructions for having background checks conducted can be found on the School of Education's website. The charge for this process is based on the rate established by the background check service. For current information please check the website:

<http://safe.education.olemiss.edu/field-experience/background-checks/>

Only background checks performed through the School of Education will be accepted. The background check is good throughout the candidate's tenure in his or her degree program unless the candidate has a break in enrollment. Specifically, if a candidate is not enrolled in classes for two consecutive semesters, the candidate must have another background check performed. Even though only one background check is required, candidates are required to inform the Office of Field Experiences if they have violated the law after the background check is performed. Failure to disclose this information could result in the candidate being dismissed from the TEP. Student teachers placed in DeSoto County Schools are required to complete a second background check through the school district.

All background checks will be evaluated and used as one of the measures to determine if candidates possess the dispositions essential for success as a future educator. If a criminal history is detected, the candidate will be required to meet with a committee to discuss the violation. At this meeting, the candidate will be informed of his/her status as a candidate in the Teacher Education Program at the University of Mississippi. If the committee recommends dismissal, the candidate will have the option to appeal the decision to the Dean of the School of Education within three days of the decision.

Insurance

Education candidates must show proof of liability insurance during orientation week or prior to entering a P-12 classroom during the senior year.

Assessment and Evaluation of Field Experiences

University Instructors and University Supervisors will evaluate assignments and observations completed during field placements. Clinical Instructors will also provide information and evaluation of teacher education candidates' knowledge, skills, and dispositions. Evaluation forms are found in the appendices of this handbook.

In order to document activities, accomplishments, and progress during field experiences and related coursework, teacher education candidates will complete portfolio requirements (found in the appendices of this handbook). Evaluation is a continuous process and should be viewed as a routine, essential part of growth. To be effective, evaluation should focus on concern for a candidate's progress in particular and improvement of teaching in general. The evaluation of the candidate is based on the competencies and indicators, which measure the ability of the candidate to plan carefully and effectively, to implement the plan and to interact with the students for whom the plan was made. However, it must be remembered that the candidate is a potential teacher, not an experienced one. Therefore, the evaluation is designed to measure growth and to assist the candidate in overcoming any deficiencies that may exist.

<https://www.mdcps.ms.gov/report-child-abuse-neglect/>

Recognizing and Reporting Child Abuse

Any person who knows or has reason to suspect abuse or neglect of a child by a parent, legal custodian, caregiver, or other person(s) responsible for the child's care, is required by law to make a report to the Mississippi Department of Child Protection Services. See Section 43-21-105 and Section 43-21-353 of the [Mississippi Code](#) for more information.

Education Candidates must notify the school building administrator prior to making an official report.

Part V: Evaluation and Assessment

Impact on Student Learning

In EDCI 419 and EDWP 445 (Health and Physical Education) candidates will complete the Impact on Student Learning writing assignment. Writing experts at the university will evaluate a candidate's writing on this assignment using the WCVR. This score will be uploaded into the candidate's assessment system account.

The Impact on Student Learning is a statewide common assessment instrument that evaluates candidates' ability to design and implement research-based instruction and assessments while analyzing and reflecting on the impact of instruction on all students' learning. Candidates are evaluated by EDCI 419 course instructors during student teaching. The Impact on Student Learning instrument contains nine items that evaluate the following: Contextual Factors, Learning Goals and Objectives, Assessment Descriptions, Assessments, Instructional Procedures, Analysis of Student Learning (assessment results), Reflection of Data and Teaching Performance, and Reflection of a Culturally Inclusion Environment. The Impact on Student Learning evaluation rubric is aligned to CAEP Initial Level Standards, the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, and the Mississippi Statewide Teacher Growth Rubric (TGR).

Part VI: Field Experience, Internships, & Practicum

Introductory Field Experience

Candidates in the teacher education program begin field placements in their sophomore and/or junior year. These placements are tied to courses and have a minimum number of hours required which candidates fulfill by the end of the semester as stated in the course syllabus. Candidates are paired with Clinical Instructors. Course instructors provide guidelines to the candidates as to how the field placement should be completed. University Supervisors are not assigned to these placements.

METP 101, 102, 201, 202 – 10 hours for each course.

Courses with Field Experiences

EDCI 352 – Education, Society, and the K-12 Learner

(Early Childhood, Elementary, Health and Physical Education, Secondary, and Special Education)

- ◆ Field-based Assignments for EDCI 352:
 - TeachLive Virtual Field Experience

EDCI 353 - Planning and Teaching Strategies for Effective

Classroom Practice. *(Early Childhood, Elementary, Health and Physical Education, Secondary, and Special Education)*

- ◆ Field-based Assignments for EDCI 353:
 - 25 hours in assigned classroom
 - 1 Scheduled TeachLive session
 - Prepare a written unit plan
 - Assist the supervising teacher
 - Teach one or more lessons

EDEC 321 - Child Development

Classroom observation (10 hours) paper: The students will need to

(1) **observe** children in an early childhood education center, (2) **record** what they observed about the children in each observation (day and time), and (3) **interpret** the information they collected in light of what is covered so far in the class. This part of their paper should include a discussion of some aspect of children's development (e.g., social, physical, moral, etc.) is addressed in the readings. Relate their observations to at least one of the theories/concepts/terms that is discussed in class. Finally, (4) **Reflect** on what they learned as they type a brief reflection paper. How is this useful to their understanding of child's development? How might this information influence their professional practices?

EDEC 304 Action Lab - Infant and Toddler Settings: Students enrolled in this course will be expected to complete twelve 2-hour fieldwork visits (24 clock hours) to a single infant or toddler classroom.

EDEC 312 Action Lab-ECE Child Guidance/ Classroom Management: Students enrolled in this course will be expected to complete twelve 2- hour fieldwork visits (24 clock hours) to and early childhood development center or preschool.

EDEC 402 Action Lab Placement in ECE Preschool: Students enrolled in this course will be expected to complete twelve 2-hour fieldwork visits (24 clock hours) to an early childhood development center or preschool.

Please note that EDEC 304, EDEC 312, are EDEC 402 are action lab classes that consist of twelve 2-hour fieldwork visits (24 clock hours) total for the courses taken for that semester.

EDRD 355 - Early Literacy Instruction
(*Early Childhood, Elementary & Special Education*)

- ◆ Field-based Assignments for EDRD 355:
 - 16 hours in the classroom
 - Focused literacy observation as designated and planned by the course instructor

EDRD 400 - Reading Instruction
(*Elementary and Special Education*)

- ◆ Field-based Assignments for EDRD 400:
 - 5 hours in the classroom
 - Comprehension strategy lesson plan implementation

EDSP 317 - Action Lab Seminar
(*Special Education Junior year second semester*)

- ◆ Field-based Assignments for EDSP 335:
 - 10 hours in classroom
 - Observation
 - Journal Reflections

- ◆ Field-based Assignments for EDSP 403:
 - 20 hours in the classroom
 - Observation
 - Behavior Change Project

EDSP 327 - Classroom and Behavior Management

(Early Childhood, Elementary, Health and Physical Education, Secondary, and Special Education)

◆ Field-based Assignments for EDSP 327:

- 10 hours designed by course instructor (Note: 15 hours for Honors/METP)

EDSP 329 - Nature/Needs of Student with Severe Disabilities

(Special Education)

◆ Field-based Assignments for EDSP 329:

- 10 hours in classroom
- Observation
- Journal Reflections

EDSP 407 – Special Education Law & Procedures

(Early Childhood, Elementary, and Special Education)

◆ Field-based Assignments for EDSP 407:

- 5 hours in classroom
- Observation
- Teacher Interview

EDSP 410 - Effective Instruction for Teaching in Inclusive Settings

(Early Childhood, Elementary and Special Education) – this moves to EDSP 452 for SPED Majors

◆ Field-based Assignments for EDSP 410:

- 10 hours in classroom (elementary majors)
- Observation
- Unit Planning and Implementation

Yearlong Internship

All teacher education candidates in the elementary, health and physical education, secondary, and special education programs are placed in one location during the senior year. The yearlong internship consists of senior practicum and student teaching. Candidates are paired with the same Clinical Instructor for the entire senior year. All senior yearlong placements are overseen by a University Supervisor and are based on the Interstate Teacher Assessment and Support Consortium Standards (InTASC) and Special Professional Association (SPA) Standards.

Senior Practicum

General Information – All Programs

Site Visits by University Supervisor

University Supervisors will visit each candidate a minimum of four times in the Fall semester. The first visit should provide information for candidates and Clinical Instructors. Subsequent visits should include one formal lesson observation. Additional visits may be required based on candidates' needs.

Calendar

The teacher education candidate is expected to follow the pre-announced calendar and schedule of the university and School of Education during senior practicum.

Absences

Candidates are expected to be present during senior practicum on the scheduled days/times. Only absences due to illness or an emergency will be considered excused. Absences for any other reasons are unacceptable. Unexcused absences will result in a disposition infraction, "failure to display professionalism through attendance."

If a senior practicum candidate will be absent for any reason, the Clinical Instructor and University Supervisor must be notified prior to the time school begins. All absences will be recorded by the Clinical Instructor.

If a sickness or emergency causes the senior practicum candidate to be absent for more than two days, the days beyond the two excused days must be made up at the end of the semester. All unexcused absences must be made up at the end of the semester.

Extraordinary circumstances will be considered on an individual basis by the SAFE office, the Program Coordinator, the University Supervisor and the Clinical Instructor. Any attendance irregularity and/or failure to notify the proper persons will adversely affect completion of senior practicum and may result in a disposition or discontinuation of the experience.

Senior Practicum — Early Childhood

During the first semester of an early childhood education teacher candidate's senior year, the candidates will participate in EDEC 304 Action Lab - Infant and Toddler Settings, which includes twelve 2-hour fieldwork visits (24 clock hours) to a single infant or toddler classroom. Candidates will also attend university classes as scheduled each week (EDSP 410, EDEC 328, EDEC 400, EDEC 401, and PPL363).

Senior Practicum — Elementary

EDLE 417 – Senior Practicum

During the first semester of an elementary education teacher candidate's senior year, the candidates will participate in EDLE 417- Senior Practicum, which includes a field experience two days each week. Candidates will also attend university classes as scheduled each week (EDEL 401, EDEL 402, EDEL 403, EDEL 404, and EDRD 414).

Field Experience for EDLE 417

Two (2) days in classroom (NPS site) each week (Monday and Wednesday)

- Develop a written unit plan showing plan for differentiation and inclusive settings (EDSP410).
- Teach at least 1 lesson observed and evaluated by University Supervisor
- Assist with small group instruction
- Assist whole class instruction
- Assist classroom teacher

Senior Practicum — Health and Physical Education

EDWP 444 Action Labs – Elementary/Secondary PE:

During the first semester of their senior year, health and physical education candidates will participate in EDWP 444, which includes a field experience two days a week. Candidates will also attend university classes as scheduled each week (EDWP 440, EDWP 441, and EDWP 442).

Field Experience for EDWP 444:

Two (2) days in the physical education classroom each week (Monday and Wednesday). This field experience may take place in an elementary or secondary setting. Each candidate's placement will be determined by the student advising and field experience (SAFE) office.

- Develop a written unit plan showing a plan for differentiation and inclusive settings (EDWP 440, 441, and 347). The unit will include at least 1 curriculum model learned during EDWP 440 and 441
- Teach at least 2 lessons observed and evaluated by the University Supervisor
- Assist and/or lead small group instruction
- Assist with whole class instruction
- Assist classroom teacher

**Senior
Practicum –
Secondary**

EDSE 400 – Principles of Education

During the fall semester of the senior year, a secondary teacher education candidate will enroll in EDSE 400 - Principles of Education. EDSE 400 should be taken concurrently with the appropriate EDSE 44x - Special Methods course for the content area/emphasis.

Field Experience for EDSE 400

- Complete a minimum of 60 hours in classroom (NPS site)
- Develop a written unit plan showing plan for differentiation and inclusive settings (EDSP 410)
- Tutor
- Assist with small group instruction.
- Teach whole class instruction to be observed by university supervisor a minimum of two times
- Assist classroom teacher

Secondary education candidates are assigned to a school for the 60 hours of senior practicum. Observation hours may be accumulated between the start of school and the week following Thanksgiving break. Secondary education candidates will meet with their Clinical Instructors to determine a schedule. Senior practicum hours are completed during regular class instruction time. Before or after school duty, lunch and/or planning periods are not acceptable field experience hours. Completing the senior practicum is a requirement for passing EDSE 400.

**Senior
Practicum –
Secondary
Mathematics
(Additional
requirements)**

You will be at your placement school from the first day back to school for teachers in the fall, until the Monday after your graduation or after all of your classes have taken and completed their final exams, whichever occurs first, in the spring. With regards to holidays and other special scheduling, you are expected to adhere to your placement school's schedule. Thus, your holiday breaks will follow the public-school schedule not the schedule at the University of Mississippi.

Your time at your placement school will vary during the fall, July/August until December. During teacher professional days and the first 5 days with students present, you will be expected to be at your placement school the total school day, whenever teachers are expected to be present. Starting with the 6th full day for students, you will be expected to be at your placement school at least 20 minutes before school starts and remain until the end of the 4th period of the day or noon, whichever occurs first. If your placement school is on a block schedule, you will be expected to be present until noon or the beginning of the lunch period. If noon falls in the middle of a class, you are expected to remain until

end of that class period, unless doing so will force you to be late for an Ole Miss class.

During the spring semester, you are expected to adhere to the same daily schedule as the regular classroom teachers at your placement school.

While at the school, you are expected to adhere to the same rules and regulations practiced by the school personnel in the school to which you are assigned. Candidates must become familiar with all school policies and regulations for field experience placements.

You are expected to be heavily involved with instruction the very first day with students in the fall. During the fall you will be mentored into taking instructional control of one period of your clinical instructor's schedule by Halloween or before, if possible. When you take instructional control of this class, you will follow lesson plans prepared by your Clinical Instructor or jointly with your Clinical Instructor. At the same time, you are expected to co-teach or aide your Clinical Instructor in other classes when you are not doing structured observations. In addition to observing, tutoring and teaching, you are expected to share other duties with your Clinical Instructor as requested. These other duties can include chaperoning, bus duty, others that are normally expected of your Clinical Instructor as long as they do not interfere with Ole Miss classes obligations.

Senior Practicum – Special Education

EDSP 452 – Practicum and Field Experience with Exceptional Children

During the first semester of a special education teacher candidate's senior year, the candidates will participate in EDSP 452, which includes a field experience two days each week. Candidates will also attend university classes as scheduled each week (EDSP 401, EDSP 410, EDRD 414, EDEL 403 OR EDSE445).

Field Experience for EDSP 452:

Two (2) days in a classroom (NPS site) each week (Monday and Wednesday)

- Develop a written unit plan showing plan for differentiation and inclusive settings (EDSP 410).
- Teach at least 2 lessons observed and evaluated by University Supervisor
- Assist with small group instruction
- Assist whole class instruction
- Assist classroom teacher

General Information – All Programs

Student Teaching

Student teaching in the State of Mississippi, as required by law, must be a full-time assignment for a minimum of twelve weeks. In the teacher education program described below, teacher education candidates are assigned to public schools for one full semester, which exceeds the minimum time required by law. Teacher education candidates will be working with a selected Clinical Instructor five days-a-week and will receive 9 hours credit for the student teaching experience.

Except for music education majors, placement for student teaching is in the same classroom as for senior practicum. Candidates majoring in elementary education are placed in grades K-6, and candidates majoring in secondary education are placed in grades 7-12. Candidates majoring in special education and music education are placed in grades K-12. All junior and senior placements are coordinated through the SAFE office to ensure that candidates have diverse experiences throughout their teacher education program.

Only in extreme circumstances will a student teaching placement other than those listed above be considered. Candidates must submit to the SAFE office a written request, detailing reasons for the request, for placement exceptions six weeks prior to student teaching.

All candidates must enroll in EDCI 419 Classroom Assessment simultaneously with student teaching.

Requirements for Student Teaching

In order to be admitted to student teaching, a candidate must meet the following requirements:

- ◆ Admission to the Phase II: Professional Education Core
- ◆ A minimum grade of “C” in professional education courses. If this minimum of “C” is not met, the course(s) must be retaken before enrolling in the next level of professional education courses
- ◆ A minimum grade of “C” in content and related fields (secondary majors) and general education courses (early childhood, elementary, health and physical education, and special education majors).
- ◆ Completion of all core and professional education courses

- ◆ Completion of teaching and field experience courses (content and related field experiences courses). Completion of 15 hours in residency at The University of Mississippi (includes Tupelo, Desoto, Grenada, and Booneville campus centers). Note: Completion of 30 hours in residency is required for graduation
- ◆ Completion of courses taken by correspondence for admission to student teaching (grade must be on file prior to admission)
- ◆ Evidence of professional liability insurance
- ◆ Evidence of a successful backgroundcheck
- ◆ During the student teaching semester candidates are required to enroll in 9 semester hours of student teaching and 3 hours of classroom management (EDCI 419). Only one additional (3-4 hour) elective course is allowed, restricting students to a maximum of 15-16 hours during the student teaching semester. This maximum number of hours may not include courses in the general or content related fields.

Calendar

Since the student teacher is a part of the school where he/she has been assigned, the student teacher is expected to follow the pre-announced calendar and schedule of that school. This yearly calendar includes holidays, staff development days, and regular school days. However, if a scheduled holiday is canceled at an NPS site, candidates will observe the university schedule for that particular holiday only.

Absences

Candidates are expected to be present each day for the student teaching experience. Only absences due to illness or an emergency will be considered excused. Missing for any other reasons is unacceptable. Unexcused absences will result in a disposition infraction "failure to display professionalism through attendance."

In order for an absence (due to illness or an emergency) to be excused, written documentation (emails are not acceptable) must be provided to the University Supervisor and Program Coordinator. Furthermore, if a

candidate will be absent for any reason, whether excused or unexcused, the Clinical Instructor and University Supervisor must be notified prior to the time school begins. All absences will be recorded by the Clinical Instructor

If a sickness or emergency causes the student teacher to be absent for more than two days, the days beyond the two excused days must be made up at the end of the semester. All unexcused absences must also be made up at the end of the semester.

Extraordinary circumstances will be considered on an individual basis by the Coordinator of Field Experiences, the Program Coordinator, the University Supervisor and the Clinical Instructor Any attendance irregularity and/or failure to notify the proper persons will adversely affect completion of the student teaching assignment and may result in a discontinuation of the experience.

Teachers as Facilitators Electronic Program Portfolio

The program portfolio will be completed electronically and submitted during the student teaching semester. The candidate will provide evidence of professional growth throughout the teacher preparation process.

Personnel File Service

Student teachers are given the opportunity to attend an orientation meeting conducted by the Career Center. At that time, they are given instructions for establishing a personnel file in the Career Center Office, information about on-campus interviews, and information concerning teaching positions. The School of Education recommends that every student take advantage of this service. The Career Center is located in room 301 of the Martindale Student Services Center. The Career Center may be reached at 662-915-7174.

Teacher Intern License

The non-renewable teacher intern license (101) is issued to a student of a nationally accredited teacher preparation program in MS and is NOT currently employed in a teaching position. This license is specific to those working to complete a teacher preparation degree program in MS. This license requires an online recommendation from the teacher preparation program prior to student teaching semester. Once the online recommendation is made, the educator must apply for the license online. For additional information contact Dr. Whitney Webb, in the SAFE office.

Degree Application and Certification

Applications for degrees should be completed during the semester in which the candidate graduates. The candidate should check the SOE webpage for the deadline date. For additional information contact Ms. Donna Patterson, School of Education at 662-915-5154 or dpatters@olemiss.edu.

Applications for teacher certification should be made after the final grades are recorded on the candidate's transcript and the degree (if applicable) is conferred. For additional information, contact Dr. Whitney Webb, Certification Officer, in room 107, Guyton Hall Annex at 662-915-7906 or whitdt@olemiss.edu. It is the candidate's responsibility to apply for both the degree and teaching certificate/license.

Required Tests for Licensure

For information on required licensure tests, please refer to the the Student Advising and Field Experience website below.

<https://olemiss.edu/departments/education/safe-office/licensure>

NOTE: For additional information on accepted tests/scores for Mississippi, go to the Mississippi Department of Education website (Click on Educator Licensure) or contact Dr. Whitney Webb, Guyton Hall Annex at 662-915-7906.

Teacher Assistants Notification

Teacher education candidates who are employed as paraprofessionals in a school district may be eligible to continue with their required field experience while holding their teacher assistant position. Please note: The University of Mississippi field placement office requires all teacher education candidates to meet required field placements (i.e. district and grade levels considered) in all approved programs.

For consideration and in concurrence with Mississippi Senate Bill 2188, teacher candidates must have completed one full academic year of continual employment as a teacher's assistant at the time of admission to Phase II: Teacher Education Program. *It is at the discretion of the employing district whether the Teacher Assistant will be released from her/his position to complete the hours and diversity requirements of field placement. It is also at the discretion of the employing district whether the Teacher Assistant will receive full, partial, or no financial compensation during this release period. See more information on page 64 of this handbook.

Policy for the Supervision of Non-University of Mississippi Student

Teachers There must be a formal written request from the director of student teaching of the institution wishing to place a student teacher. An administrative fee of \$400.00 must be paid prior to student teaching to the Coordinator of Field Experiences, The University of Mississippi. In addition, all student teachers from other institutions must pay in advance an amount for mileage at the current university rate for the required number of visits.

The Student Teaching Experience

Objectives for Student Teaching

As a result of the student teaching experience, candidates should further develop skills in:

- ◆ planning and organizing for instruction
- ◆ being adaptable and flexible
- ◆ managing an entire class
- ◆ keeping records
- ◆ writing lesson plans
- ◆ selecting appropriate teaching strategies, instructional materials, and appropriate evaluations
- ◆ assuming the responsibilities and attitudes of a professional educator
- ◆ demonstrating the outcomes in the unit's conceptual framework

The Student Teacher

The student teacher is the central figure in the student teaching experience. The candidate has been admitted to the Teacher Education Program and has met all the requirements to become a pre-service teacher. The candidate has experience during previous semesters working with students within his/her area of specialization. During the student teaching experience, the candidate must assume the following responsibilities:

- ◆ Candidates should dress as a professional, adhering to the school site dress code. Notice how the teachers are dressed. Be neat, clean, and well-groomed.
- ◆ Candidates are expected to attend faculty meetings. In-service workshops and staff development meetings should be attended.
- ◆ Candidates must share in duties such as recess, cafeteria, and before and after school bus duty. A schedule may be posted for the entire grade or school listing those particular times you are expected to be on a specific duty.
- ◆ Candidates are expected to be present each day of the week for the entire semester.

- ◆ Candidates should report to and leave from school at the time required of regular staff members (permission to leave school early will be granted only in the case of an emergency).
- ◆ Candidates must report all absences. Obtain the telephone number of the Clinical Instructor, the school office, and your University Supervisor. Follow the notification procedure that has been established by your Clinical Instructor and University Supervisor. The student teaching site has been asked to notify the University Supervisor in case of excessive absences or any other irregularity.
- ◆ Candidates should not plan to work at an after-school job; this professional semester is a demanding one, both mentally and physically.
- ◆ Candidates may not plan vacation trips during the student teaching semester.

The Clinical Instructor

Along with those responsibilities listed on page 10 of the handbook, the following are additional responsibilities of the Clinical Instructor during the student teaching experience:

- ◆ Show a partnership attitude by giving the candidate the responsibility for making some decisions about the nature of both content and teaching process
- ◆ Allow the candidate to prepare both daily and long-range objectives
- ◆ Examine the lesson plans developed by the candidate and make helpful suggestions
- ◆ Hold an informal conference daily with the candidate
- ◆ Conduct formal observations to evaluate the teaching of the candidate
- ◆ Hold formal conferences with the candidate to discuss strengths and weaknesses
- ◆ Hold formal conferences with the University Supervisor
- ◆ Hold formal conferences involving the candidate, University Supervisor, and others as needed
- ◆ Lead the candidate to increased participation and responsibility in the classroom
- ◆ Stress the need for re-teaching at appropriate times
- ◆ Counsel the candidate in maintaining classroom control

- ◆ Help the candidate understand and deal effectively with individual differences among the students
- ◆ Provide time for the candidate to work on bulletin boards, displays, and other illustrative materials
- ◆ Make every effort to make this a rewarding, worthwhile, and pleasant experience for the candidate

Responsibilities of the Clinical Instructor As the Experience Comes to a Close:

- ◆ Reduce the teaching responsibilities of the candidate to provide time for observation in other classes
- ◆ Let the candidate share in the responsibility of grading and filling out report cards
- ◆ Allow the candidate to participate in parent-teacher conferences
- ◆ Provide copies of your own instructional material to the candidate for future use
- ◆ Set up final conference with the University Supervisor and candidate
- ◆ Fill out the evaluation and attendance forms and submit to the university

The University Supervisor

Along with those responsibilities listed on page 10 of the handbook, the following are additional responsibilities of the University Supervisor during the student teaching experience:

- ◆ Work cooperatively with the site administration, the Clinical Instructor the Program Coordinator and the Coordinator of Field Experience to make the candidate's transition from a teacher candidate to a professional teacher as smooth as possible
- ◆ Visit each candidate a minimum of four times. One visit should occur during the first two weeks of placement, and two of the visits should include formal observations. Additional visits may be required based on candidates' needs
- ◆ Hold conferences with the candidate and Clinical Instructor following each observation
- ◆ Communicate on a weekly basis with candidates and Clinical Instructors via e-mail, phone, site visits, etc.
- ◆ Assist the candidate with the completion of the electronic portfolio

- ◆ Grade the electronic portfolio at the end of the semester

Sequence of Weekly Activities For Student Teaching

Below is the expected schedule for the candidate, Clinical Instructor and University Supervisor to follow during the student teaching experience. It is to serve as a guide for expected outcomes understanding a degree of flexibility may be required.

Week	<i>The Candidate</i>	<i>The Clinical Instructor</i>	<i>The Supervisor</i>
1	Talk with the Clinical Instructor about observations and planning Assist the Clinical Instructor in clerical activities Work with individual students and small groups Evaluate daily activities Show initiative in recognizing work to be done and in offering to do it Assist in whole class instruction Review Individualized Education Plans (IEPs)	Confer with candidate on class procedures, expectations, and duties. Schedule formal conference periods for entire semester Involve candidate in working with individual students and small groups Evaluate daily activities of candidate	Make an on-site visit, meet/visit with the principal Confer with candidate and Clinical Instructor about procedures for the semester Meet with Clinical Instructors and review all evaluation forms and the Handbook for Undergraduate Field Experiences
2	Assume any additional classroom activities Teach lessons according to direction of the Clinical Instructor Evaluate daily activities Co-plan/co-teach with CI at least 3 lessons in full lesson format Review Individual Education Plans or Multi-Tiered Plans for any student receiving Special Education Services or in the Tiered system.	Assign additional classroom activities Assign particular lessons or classes to be taught by candidate. Provide lesson plans and materials Give a special assignment such as construction of a learning center or supervision of a bulletin board project Evaluate daily activities with candidate Allow candidates to teach one class	

3rd - 5th	<p>Participate in all areas of non-teaching activities Continue teaching lessons under the direction of the Clinical Instructor Write and teach at least 3 lessons in full lesson plan format. Assume responsibility for larger or additional groups Submit a draft of the written plans to the Clinical Instructor for approval Continue to respond to the general needs within the classroom Evaluate daily activities Continue to show initiative in asking the Clinical Instructor for extra assignments and/or responsibility Add one class a week until all classes are being taught</p>	<p>Increase the number of responsibilities for the candidate, both non-teaching and teaching Continue daily evaluation of activities with candidate Hold a formal evaluation conference Allow candidates to take over one class a week until all classes are covered</p>	<p>Complete at least one informal observation Make additional visits as needed</p>
6th – 12th	<p>Submit final written plan for instruction for approval by Clinical Instructor and University Supervisor. All students should follow the Cl’s planning template. Begin two-week full responsibility (Week 7 & 8) Assume responsibility in all subject areas or with total group</p>	<p>Assist candidates with developing lesson plans Assign a period of time during which the candidate will assume complete full-time responsibility for teaching Provide feedback to candidates on all lessons taught Inform student teacher of progress and/or deficiencies</p>	<p>Make additional on-site visits to observe and evaluate lessons Complete the Formative evaluation during the first two-week (Week 7 or 8) responsibility period. Confer with the candidate concerning observed lesson Confer with the Clinical Instructor.</p>

	<p>Prepare instructional materials necessary for teaching</p> <p>Continue to evaluate daily activities</p> <p>Begin 2nd two-week full responsibility (Week 11 & 12)</p> <p>Make positive parent contacts</p>	<p>Complete and submit midpoint Candidate Evaluation Instrument (CEI)</p>	<p>Complete the Summative evaluation during the second two-week (Week 11 or 12) responsibility period.</p> <p>Inform the candidate of progress and/or deficiencies. If serious concerns or deficiencies exist, the supervisor will discuss them with the Clinical Instructor and Program Coordinator</p>
13th – 14th	<p>Gradually decrease teaching responsibilities and begin observing in different classrooms</p> <p>Return all materials belonging to Clinical Instructor and the student teaching site</p> <p>Complete Field Experience Survey</p>	<p>Arrange for observation by candidate in other classes</p> <p>Gradually assume the total responsibility of the classroom</p> <p>Collect from candidate materials belonging to self, and/or school site</p> <p>Complete and submit final Candidate Evaluation Instrument (CEI)</p> <p>Complete Field Experience Survey</p> <p>Submit the completed attendance sheet and all evaluation forms to the university</p>	<p>Complete on-site visits</p> <p>Collect attendance forms</p> <p>Grade electronic portfolio</p> <p>Schedule an exit conference with teacher education candidate</p> <p>Complete Field Experience Survey</p>

Procedures for Evaluation of Student Teaching

University Supervisors are required to make at least 2 formal evaluations of each candidate during the semester. Additional evaluations may be required for some candidates. The candidate must submit a written unit to be evaluated by the University Supervisor. All lesson plans should be submitted to the University Supervisor and Clinical Instructor and approved before the scheduled start of a unit and evaluation of teaching performance. **No evaluations will be completed unless the University Supervisor and Clinical Instructor approved the lessons.** The Clinical Instructor and University Supervisor should discuss the results of all evaluations with the student teacher.

At the end of the semester, Clinical Instructors must submit online attendance forms in the assessment system. Evaluation scores should be submitted in the assessment system as well.

Candidates in teacher education will be given letter grades based upon their progress measured by the written unit plan (TIAI), electronic portfolio, and the candidate evaluation instrument (CEI).

If at any point during the field experience it appears that a candidate will not be able to receive a passing grade, the University Supervisor should inform the school administrator, the Clinical Instructor, the Program Coordinator, the Chair of Teacher Education, the Student Advising and Field Experience (SAFE) office, and the candidate of the situation.

Legal Status

The 1973 Mississippi legislature passed the following legislation concerning Student Teachers 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

Section 1.

- (a) As used in this act, "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 certified teacher, principal, or other administrator. Whenever in this act "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.
- (b) It shall be the responsibility of a Clinical Instructor, in conjunction with the principal or other administrators 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 Clinical Instructor or the principal is responsible.

- (c) A student teacher or intern under the supervision of a certified 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 safety of students is the responsibility of the Clinical Instructor. A student teacher and/or the Clinical Instructor would have to be found not to have acted as a reasonable and prudent person would act under the circumstances.

Appendix A - Unit Template

UBD Written Unit Plan

The University of Mississippi School of Education
Written Unit Plan
Understanding by Design (UBD)

Unit Cover Page

Unit Title: _____ Grade Level _____

Subject/Topic Areas: _____

Key Words: _____

Designed By: _____ Length of Unit: _____

School District: _____ School: _____

Brief Summary of Unit:

List and attach Print Materials/Resources
List and attach Internet Resources/Links

Contextual Information

1. Knowledge of characteristics of students

Use the spaces provided below to address indicated characteristics of your students.

Age-Range, Gender, Total number of students

Achievement Levels (Remedial, Average, Advanced/ Accelerated, or specify range in percentiles or grade-equivalent)

Socio-Economic Description

Typical Demeanor of Students

Typical Interest and Involvement of Students

2. Knowledge of students' varied approaches to learning

3. Knowledge of students' skills and prior learning

4. Knowledge of community and school district (Include a description of the community and school district)

Stage 1 – Identify Desired Results (Stage 1 completed once for the unit)

Goal: Identify overall goal(s) of the unit based on the Mississippi College and Career Readiness Standards.

What understandings are desired?

Daily objectives: What key knowledge and skills will students acquire as a result of this unit? What should learners be able to do as a result of such knowledge? Include integrated content areas from the Mississippi College and Career Ready Standards. Label objectives with the DOK level of learning.

The students will:

Stage 2 – Planning Assessment (Stage 2 completed once for the unit)

Performance Task(s): List the names of each performance task here and attach a copy of the entire assignment (including grading rubric) to your plan.

Test/Quiz Item(s): List the names of each test/quiz here and attach a copy of each to your plan.

Informal Check(s): List ways you will check for understanding throughout your unit.

Academic Prompt(s): List higher level thinking questions used throughout the unit.

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Stage 3 – Daily Lesson Plans (Stage 3- attach lesson plans)

Make a calendar to outline the objectives taught each day, the activities/strategies used and the assessments used. Next, attach a separate lesson plan for each day of your unit using the format on the following page.

STAGE 3: Daily Plans				
Monday	Tuesday	Wednesday	Thursday	Friday
Example: TSW name, in order, the parts of the digestive system. Video clip and human model activity Digestive System Quiz				

--	--	--	--	--

Daily Lesson Plan

Your daily plans should include the following:

Day: (Day 1)

Objectives:

Objectives state what you want the students to accomplish. List selected objectives from Stage One that will be met with this lesson. **Label DOK level of learning**

Materials:

List all the materials (no matter how minor) that you and the students will need for the lesson.

Opening (Set):

The anticipatory set gets students focused and interested in the content of the lesson. It is usually only two to five minutes in length. When writing your set, you should:

1. Review the previous day's learning (optional).
2. State the objective clearly - preview the current lesson.
3. Involve the students with questions, activities, or interaction to get them interested.
4. Make the material relevant by connecting it to real life.

Learning Tasks (Procedures):

Procedures are a detailed list of what you and the students will do to accomplish the objective. Write your procedures as if you are writing them for someone else who will teach the lesson i.e., a substitute. If they can follow your procedures without questioning you, then your procedures are clear.

List your procedures in order.

Example:

- ◆ Provide books about the state government of Mississippi.
- ◆ Divide the students into pairs, making sure the slower readers are paired with a more advanced reader.
- ◆ Let each pair of students choose a book about the state government of Mississippi.
- ◆ Direct the students to look for requirements of state representatives.

Closure:

The closure of the lesson should refocus the learner on what was learned. When writing your closure, you should:

1. Restate the objective
2. Review the days learning
3. Involve the learner with questions, summarizing, or performing a review task
4. Preview what will be learned next in an upcoming lesson

Differentiated Instruction:

- ◆ Enrichment: What will you do to challenge students?
- ◆ Intervention (students struggling or in the tier process/response to intervention):
What will you do to support/remediate learners?
- ◆ Accommodation (Students in Special Education with IEP): What will you do to accommodate students?

* Enrichments and interventions should be some change in the content taught, the process in which the material is taught, or the product produced by the student.

Appendix B - Evaluation Forms

The following forms are used during the junior and senior years. Check your course syllabi for specific information concerning how forms are used and scores are calculated.

Portfolio Rubrics

TIAI

CEI

Impact on Student Learning

Early Childhood, Elementary, Health and Physical Education, Secondary, and Special Education Portfolio Guide

What is the purpose of the portfolio?

You are learning and growing as a professional educator with each course and field experience you undertake during your time in the Teacher Education Program. These experiences are building foundational knowledge and expertise that will benefit your current and future students. In an effort to capture your professional growth, you are building an electronic portfolio that will become the culminating project presented at the end of the student teaching semester. This portfolio should show how you have grown as an educator and what knowledge and experiences have shaped this growth.

How do I show my growth as an educator?

You will use several components of the portfolio to show your professional growth. The following are tabs/sections of your portfolio where you can input data:

Home-

Use this page to introduce yourself to readers. Select a picture that represents who you are as a professional educator and place an appropriate caption under the photo. Write a welcome statement and link your resume.

Journal-

Use the journal as an area to keep notes on your field placement experiences. Most of the courses you take in the School of Education require you to spend a certain number of hours in a field placement classroom. In order to keep track of what you are seeing, hearing, and experiencing, keep detailed notes in your journal. It is a good idea to spend a few minutes after each day at your field placement to jot down what happened that day. You will need this information later when deciding upon what artifacts from these experiences you will use to show your growth in terms of the standards.

Philosophy-

This is an area of your portfolio where you will define and refine your beliefs about teaching and learning. Make sure that when you revisit your philosophy throughout the program that you do not delete anything you previously posted. You may change your mind about something or your ideas may be more sophisticated later in your program, but you will want to leave the old philosophy statements up in order to show how you have evolved and grown as an educator. In fact, this section is set up so that you can add to your philosophy and also state how this new version shows growth from a previous version of your philosophy.

Artifacts-

An artifact can be a reading, a field experience, a class assignment, a particular class discussion or any other experience you had that made an impact on you during your time in this course. You will connect each artifact to one or more InTASC and/or content standards that you feel you have been able to meet through the artifact. With each entry in this section, you will need to:

Revised March 2024

1. Identify the artifact of your professional growth that emerged.
2. Describe the context from which the artifact emerged (as if someone unfamiliar with your program of study was reading it).
3. Reflect on how the artifact is important to your growth as a teacher.
4. Justify how the selected artifact shows growth in the identified standards. Identifying how the artifact has helped you meet (or partially meet) one or more InTASC and/or content standards(also listed in your portfolio).

Standards-

The InTASC and content standards are listed on this page of your portfolio. Under each standard, create a link to the artifacts you identified as evidence of you meeting this standard.

Resources-

This page has information that will be helpful as you develop your portfolio. Find timelines for portfolio development, a course grid which shows when you will have the best opportunities to demonstrate growth within the standards, the portfolio rubric which will be used to grade your portfolio, and information about using the resources at the Writing Center to help in your portfolio development. The information listed on this page may change from time to time, so check back often to see what is available to you. This is also a place where you will document teaching resources that you have found to be beneficial in your preparation of lessons and materials.

Elementary Education Portfolio Rubric

Your portfolio is where you have documented your growth as an educator. This rubric will be used to evaluate whether or not your selected artifacts align with the standards identified by your program. Your portfolio will be evaluated at the beginning (formative) and toward the end of your student teaching experience (summative).

Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
No artifacts are associated with the standard	The connection between the standard and the artifacts with associated reflections is unclear. Growth toward the indicated standard is not explained and/or supported.	An implied connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard needs further explanation and/or support.	A strong connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard is clearly explained and well supported.

InTASC Standards

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 6: Assessment

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

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)

Formative				
Summative				

(CAEP) K-6 Elementary Teacher Preparation Standards

Standard 1: Understanding and Addressing Each Child’s Developmental and Learning Needs

Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 2: Understanding and Applying Content and Curricular Knowledge for Teaching

Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 3: Assessing, Planning, and Designing Contexts for Learning

Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 4: Supporting Each Child’s Learning Using Effective Instruction.

Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 5: Developing as a Professional

Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

CEC Standards

1.0 Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

2.0 Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

3.0 Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

4.0 Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

5.0 Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

6.0 Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

7.0 Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

TOTAL _____/66

Health & Physical Education Portfolio Rubric

Your portfolio is where you have documented your growth as an educator. This rubric will be used to evaluate whether or not your selected artifacts align with the standards identified by your program. Your portfolio will be evaluated at the beginning (formative) and toward the end of your student teaching experience (summative).

Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
No artifacts are associated with the standard	The connection between the standard and the artifacts with associated reflections is unclear. Growth toward the indicated standard is not explained and/or supported.	An implied connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard needs further explanation and/or support.	A strong connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard is clearly explained and well supported.

InTASC Standards

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 6: Assessment

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

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)

Formative				
Summative				

SHAPE America Health Education Teacher Education Standards

Standard 1. Content Knowledge

Health education candidates demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations of behavior change and learning, and applicable preK-12 health education standards for the purpose of instilling healthy behaviors in all learners.

Component 1.a*: Candidates demonstrate knowledge acquisition in multiple health content areas.

Component 1.b: Candidates describe the theoretical foundations of human development, learning and health behavior.

Component 1.c: Candidates analyze local and/or state standards, as well as the National Health Education Standards, to determine how the standards contribute to healthy behaviors in learners.

Component 1.d*: Candidates demonstrate proficiency in health literacy skills and digital literacy skills.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 2. Planning

Health education candidates plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate preK-12 health education standards. Plans include the use of instructional technology, resources and accommodations that support the needs of all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability and physical ability.

Component 2.a: Candidates collect and analyze needs-assessment data to plan relevant school health instruction and programs that meet the diverse needs of all learners and the community.

Component 2.b*: Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all learners.

Component 2.c*: Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local and/or state standards, as well as the National Health Education Standards.

Component 2.d*: Candidates plan instruction that facilitates skill development and application of functional health knowledge for all learners, adding accommodations and/or modifications specific to individual learners.

Component 2.e: Candidates design health education instruction and programs that integrate components of the Whole School, Whole Community, Whole Child (WSCC) model.

Component 2.f: Candidates plan instruction that incorporates technology, media and other appropriate resources in order to enhance students' digital literacy and to engage all learners.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 3. Implementation

Health education candidates implement a range of school health education instructional strategies, while incorporating technology, to support student learning regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability. Candidates demonstrate communication skills and feedback equitably and use reflective practice strategies to meet the diverse needs of all learners.

Component 3.a*: Candidates use a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge, in order to meet the students' diverse needs.

Component 3.b: Candidates implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners.

Component 3.c*: Candidates implement instructional strategies that support all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability, in order to create and sustain a productive, inclusive and supportive learning environment.

Component 3.d: Candidates apply communication skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners.

Component 3.e: Candidates reflect on student learning outcomes and instructional practices, and adjust lessons to meet the diverse needs of all learners.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 4. Assessment

Health education candidates use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on and adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners.

Component 4.a: Candidates analyze and select assessment strategies, tools and technologies to determine their appropriateness for enhancing learning among all students.

Component 4.b*: Candidates implement a variety of formative and summative assessments that measure and monitor student progress, and that accommodate the diverse needs of all learners.

Component 4.c*: Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons so they meet the diverse learning needs of all students.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 5. Professionalism

Health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage in and reflect on professional learning opportunities in order to meet the diverse needs of all learners. Health education candidates communicate with stakeholders and advocate for school health education as an integral component of the school experience.

Component 5.a*: Candidates work collaboratively with a variety of stakeholders to meet the diverse needs of all learners and to enhance school health programs.

Component 5.b*: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.

Component 5.c: Candidates participate in ongoing, meaningful learning opportunities that are aligned with their professional needs, and they remain current with evolving technologies in order to meet the diverse needs of all learners, as well as the needs of the school and the community.

Component 5.d*: Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners.

Component 5.e: Candidates demonstrate applicable communication strategies and use of instructional learning technologies within the school and community.

Component 5.f: Candidates advocate for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school's mission.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				

Summative				
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SHAPE America Physical Education Teacher Education Standards

Standard 1. Content and Foundational Knowledge

Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Candidates will:

Component 1.a: Describe and apply common content knowledge for teaching preK-12 physical education.

Component 1.b: Describe and apply specialized content knowledge for teaching preK-12 physical education.

Component 1.c: Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.

Component 1.d: Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.

Component 1.e: Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.

Component 1.f: Describe the historical, philosophical and social perspectives of physical education issues and legislation.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 2. Skillfulness and Health-Related Fitness

Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Candidates will:

Component 2.a: Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).

Component 2.b: Achieve and maintain a health-enhancing level of fitness throughout the program.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 3. Planning and Implementation

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Candidates will:

Component 3.a: Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.

Component 3.b: Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.

Component 3.c: Plan for and manage resources to provide active, fair and equitable learning experiences.

Revised March 2024

Component 3.d: Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.

Component 3.e: Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).

Component 3.f: Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 4. Instructional Delivery and Management

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Candidates will:

Component 4.a: Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.

Component 4.b: Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.

Component 4.c: Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.

Component 4.d: Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.

Component 4.e: Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 5. Assessment of Student Learning

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Candidates will:

Component 5.a: Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.

Component 5.b: Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.

Component 5.c: Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 6. Professional Responsibility

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and

demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Candidates will:

Component 6.a: Engage in behavior that reflects professional ethics, practice and cultural competence. **Component 6.b:** Engage in continued professional growth and collaboration in schools and/or professional organizations.

Component 6.c: Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

TOTAL _____/63

Special Education Portfolio Rubric

Your portfolio is where you have documented your growth as an educator. This rubric will be used to evaluate whether or not your selected artifacts align with the standards identified by your program. Your portfolio will be evaluated at the beginning (formative) and toward the end of your student teaching experience (summative).

Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
No artifacts are associated with the standard	The connection between the standard and the artifacts with associated reflections is unclear. Growth toward the indicated standard is not explained and/or supported.	An implied connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard needs further explanation and/or support.	A strong connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard is clearly explained and well supported.

InTASC Standards

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 6: Assessment

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

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				

Summative				
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CEC Standards

1.0 Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

2.0 Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

3.0 Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

4.0 Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

5.0 Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

6.0 Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

7.0 Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

TOTAL _____/51

Secondary English Portfolio Rubric

Your portfolio is where you have documented your growth as an educator. This rubric will be used to evaluate whether or not your selected artifacts align with the standards identified by your program. Your portfolio will be evaluated at the beginning (formative) and toward the end of your student teaching experience (summative).

Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
No artifacts are associated with the standard	The connection between the standard and the artifacts with associated reflections is unclear. Growth toward the indicated standard is not explained and/or supported.	An implied connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard needs further explanation and/or support.	A strong connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard is clearly explained and well supported.

InTASC Standards

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 6: Assessment

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

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				

Summative				
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NCTE Standards

Standard 1: Content Knowledge

Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 2: Content Knowledge

Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

Element 3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 3: Content Pedagogy: Planning Literature and Reading Instruction in ELA

Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.

Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 4: Content Pedagogy: Planning Composition Instruction in ELA

Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standardsbased, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers overtime.

Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.

Element 4: Candidates design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 5: Learners and Learning: Implementing English Language Arts Instruction

Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.

Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds.

Element 2: Candidates use data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

Element 3: Candidates differentiate instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 6: Professional Knowledge and Skills

Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 7: Professional Knowledge and Skills

Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Element 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

Element 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

TOTAL _____/51

Secondary Mathematics Portfolio Rubric

Your portfolio is where you have documented your growth as an educator. This rubric will be used to evaluate whether or not your selected artifacts align with the standards identified by your program. Your portfolio will be evaluated at the beginning (formative) and toward the end of your student teaching experience (summative).

Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
No artifacts are associated with the standard	The connection between the standard and the artifacts with associated reflections is unclear. Growth toward the indicated standard is not explained and/or supported.	An implied connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard needs further explanation and/or support.	A strong connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard is clearly explained and well supported.

InTASC Standards

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 6: Assessment

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

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				

Summative				
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NCTM Effective Math Teaching Practices

Practice 1: Establish mathematics goals to focus learning. *Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.*

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Practice 2: Implement tasks that promote reasoning and problem solving. *Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.*

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Practice 3: Use and connect mathematical representations. *Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.*

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Practice 4: Facilitate meaningful mathematical discourse. *Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.*

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Practice 5: Pose purposeful questions. *Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.*

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Practice 6: Build procedural fluency from conceptual understanding. *Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.*

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)

Formative				
Summative				

Practice 7: Support productive struggle in learning mathematics. *Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.*

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Practice 8: Elicit and use evidence of student thinking. *Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.*

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

TOTAL _____/54

Secondary Science Portfolio Rubric

Your portfolio is where you have documented your growth as an educator. This rubric will be used to evaluate whether or not your selected artifacts align with the standards identified by your program. Your portfolio will be evaluated at the beginning (formative) and toward the end of your student teaching experience (summative).

Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
No artifacts are associated with the standard	The connection between the standard and the artifacts with associated reflections is unclear. Growth toward the indicated standard is not explained and/or supported.	An implied connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard needs further explanation and/or support.	A strong connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard is clearly explained and well supported.

InTASC Standards

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 6: Assessment

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

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				

Summative				
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NSTA Standards

Standard 1: Content Knowledge

Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

Preservice teachers will:

1a) Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.

1b) Understand the central concepts of the supporting disciplines and the supporting role of sciencespecific technology.

1c) Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 2: Content Pedagogy

Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.

Preservice teachers will:

2a) Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.

2b) Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.

2c) Design instruction and assessment strategies that confront and address naïve concepts/preconceptions

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 3: Learning Environments

Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources-- including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

Preservice teachers will:

3a) Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students.

3b) Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes,

relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.

3c) Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

3d) Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 4: Safety

Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

Preservice teachers will:

4a) Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.

4b) Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.

4c) Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 5: Impact on Student Learning

Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

Preservice teachers will:

5a) Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.

5b) Provide data to show that P-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.

5c) Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 6: Professional Knowledge and Skills

Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

Preservice teachers will:

6a) Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.

6b) Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

TOTAL _____/48

Social Studies Portfolio Rubric

Your portfolio is where you have documented your growth as an educator. This rubric will be used to evaluate whether or not your selected artifacts align with the standards identified by your program. Your portfolio will be evaluated at the beginning (formative) and toward the end of your student teaching experience (summative).

Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
No artifacts are associated with the standard	The connection between the standard and the artifacts with associated reflections is unclear. Growth toward the indicated standard is not explained and/or supported.	An implied connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard needs further explanation and/or support.	A strong connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard is clearly explained and well supported.

InTASC Standards

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 6: Assessment

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

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				

Summative				
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NCSS Standards

Standard 1. Content Knowledge

Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

Element 1a: Candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences.

Element 1b: Candidates are knowledgeable about disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences.

Element 1c: Candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 2. Application of Content Through Planning

Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

Element 2a: Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.

Element 2b: Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.

Element 2c: Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.

Element 2d: Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.

Element 2e: Candidates plan learning sequences that use technology to foster civic competence.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 3. Design and Implementation of Instruction and Assessment

Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

Element 3a: Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

Element 3b: Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state required content standards.

Element 3c: Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.

Element 3d: Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

Element 3e: Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 4. Social Studies Learners and Learning

Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

Element 4a: *Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.*

Element 4b: *Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.*

Element 4c: *Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.*

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

Standard 5. Professional Responsibility and Informed Action

Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

Element 5a: *Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.*

Element 5b: *Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.*

Element 5c: *Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.*

	Absent (0)	Ambiguous (1)	Approaches (2)	Aligns (3)
Formative				
Summative				

TOTAL _____/45



THE UNIVERSITY OF MISSISSIPPI

School of Education

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 _____ Semester/Year: _____

UM ID _____ Grade Level/Subject: _____

Evaluator: _____ Check one: Clinical Instructor 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)
1.2	7	1	1. Develops measurable and observable grade and	Objectives are not measurable,	Objectives are aligned with appropriate state	Objectives are measurable, observable, and	In addition to meets standard, objectives are stated at different

		subject level objectives that are	observable, or aligned	curricula frameworks, but	aligned with appropriate state	instructional levels based on individual
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			aligned with appropriate state curricula frameworks.	with appropriate state curricula frameworks.	they are not measurable or observable.	curricula frameworks.	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)
1.1	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)
1.1	7	4	3. Integrates core content	Instructional plans never	Instructional plans integrate	Instructional plans integrate core	In addition to meets standard,

			knowledge across and within subject areas in lessons when appropriate.	integrate core content knowledge across and within subject areas.	irrelevant core content knowledge across and within subject areas (does not make connections).	content knowledge across and within subject areas in lessons when appropriate.	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)
1.5	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)
1.3	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	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
1.5	7	6	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 I pads, 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:		

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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)
1.2	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)
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1.2	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)
1.1	5	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:
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CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
1.1	5	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)
1.1	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	Meets Standard (2)	Exceeds Standard (3)
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					(1)		
1.1	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)
1.1	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)
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1.3	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	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
1.3	8	4	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)
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1.4	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)
1.4	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	Meets Standard (2)	Exceeds Standard (3)
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					(1)		
1.4	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)
1.1	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)
1.1	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)
1.1	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)
1.1	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:		

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
1.1	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)
1.1	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	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
1.1	10	9	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							
Scoring Range: Unacceptable/Needs Improvement 0-49							

Meets Standard	50
Exceeds the Standards	51 and above
Formative Assessment Score:	Summative Assessment Score:
Formative Assessment Comments/Evidence:	Summative Assessment Comments/Evidence:



THE UNIVERSITY OF MISSISSIPPI
School of Education

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	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.

	promising of special treatment in order to influence professional decisions of colleagues.}			
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.

Total points earned _____

Scoring Range:

Unacceptable/Needs Improvement 0-13
 Meets Standard 14
 Exceeds the Standards 14 and above

 Signature of Clinical

 Date

Instructor Comments:

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: Stability of the community; Political climate; 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>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>CAEP R1.1,R1.3; INTASC 3; TGR 7</p>		<p>small group, pairs, etc.).</p>	<p>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>1.3. Student Characteristics</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>CAEP R1.1; INTASC 1, 2; TGR 2</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 former teachers that is helpful in better understanding student characteristics.</i></p>
<p>1.4. Accommodations /Modifications for Planning, Instruction, and/or Assessment</p> <p>The teacher candidate (TC) describes his/her rationale for instructional planning to include how classroom and student characteristics influenced accommodations/modifications planning of instruction, implementation of instruction, and</p>	<p>The TC does not provide a rationale for instructional planning based on classroom and student characteristics or does not discuss how these characteristics influenced accommodations /modifications planning of instruction,</p>	<p>The TC provides an incomplete rationale for instructional planning that includes classroom and student characteristics and discusses how these characteristics influenced accommodations /modifications planning of instruction, implementation of instruction, and</p>	<p>The TC provides a rationale for instructional planning and includes implications for each of the classroom and student characteristics and discusses how these characteristics influenced accommodations /modifications planning of instruction,</p>	<p>The TC provides a thorough rationale for instructional planning and includes implications for each of the classroom and student characteristics and discusses how these characteristics influenced accommodations /modifications planning of instruction, implementation of instruction, and</p>

<p>assessment/s. A chart is provided that identifies the student characteristics and accommodations/modifications.</p> <p><i>CAEP R1.1; INTASC 1; TGR 2</i></p>	<p>implementation of instruction, and assessment/s. A chart is not provided that identifies the student characteristics and accommodations /modifications.</p>	<p>assessment/s. A chart is provided that identifies student characteristics and accommodations /modifications.</p>	<p>implementation of instruction, and assessment/s. A chart is provided that identifies the student characteristics and accommodations /modifications.</p>	<p>assessment/s. A chart is provided that identifies the student characteristics and accommodations /modifications.</p> <p><i>The TC's discussion also includes how the accommodations /modifications improved learning for individual students.</i></p>
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Learning Goals and Objectives for Unit and/or Group of Lessons

<p>2.1. & 2.2. MCCRS and Unit or Group of Lessons Topic and Learning Goals</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>2.3. Appropriateness of Objectives</p> <p>Daily objectives, aligned with MCCRS, connect to the real world and are appropriate for the students' development, prerequisite knowledge, skills, experiences, and/or other needs of students as indicated in the</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</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 research on factors including, but not limited to, knowledge of student'</p>	<p>Daily learning goals and objectives, aligned with MCCRS, reflect a connection to the real world and to the TC's research on factors including, but not limited to, knowledge of students' development,</p>

<p>Contextual Factors.</p> <p><i>CAEP R1.1; INTASC 1; TGR 2</i></p>	<p>objectives 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>development, characteristics, experiences, skills, and prior learning.</p>	<p>characteristics, experiences, skills, and prior learning.</p> <p><i>The TC also discusses the use of instructional strategies to promote learning through the students' cognitive, linguistic, social, emotional, and physical developments.</i></p>
<p>Assessment Plan</p>				
<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><i>CAEP R1.3; INTASC 6; TGR 3</i></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.</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.</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.</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><i>CAEP R1.3; INTASC 6; TGR 3</i></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</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</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</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.), descriptions of when assessments will be</p>

	assessments and scoring guides (rubrics, answer keys, etc.),	guides (rubrics, answer keys, etc.) are included .	guides (rubrics, answer keys, etc.), descriptions of when assessments will be administered, and the criteria used to establish mastery.	administered, and the criteria used to establish mastery. <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>3.3. Daily Assessments (Formative Assessments)</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>CAEP R1.3; INTASC 6; TGR 3</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. Daily assessments are not included .	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 daily assessments (include scoring guides if applicable) are not all included or do not vary in type.	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 all daily assessments (include scoring guides if applicable) are included .	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 all daily assessments (include scoring guides if applicable) are included. <i>The TC also describes how specific assessments address individual differences. (INTASC 6k)</i>
<p>3.4. Assessment Data</p> <p>The teacher candidate (TC) provides an assessment data table that documents individual performance on all assessments. Mastery criteria for each assessment is included for all students.</p> <p>CAEP R1.3; INTASC 6; TGR 3</p>	The TC does not provide an assessment data table for keeping track of student performance on all assessments.	The TC provides an incomplete or unorganized assessment data table for keeping track of student performance on all assessments.	The TC provides an assessment data table that documents individual student's performance on all assessments. Mastery criteria for each assessment is included for all students.	The TC provides an assessment data table that documents individual student's performance on all assessments. Mastery criteria for each assessment is included for all students. <i>The TC also discusses how students will be given opportunities to review and communicate about their own progress and learning. (INTASC 6q)</i>
3.5. Communication of Assessment				

<p>Results</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>CAEP R1.3; INTASC 6; TGR 3</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>
<p>Instructional Design</p>				
<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 rationale 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>The TC does not include differentiation of instruction for different levels of learners or learning differences based on contextual</p>	<p>The TC provides a description of an instructional strategy utilizing differentiation based on students' skill levels, learning differences,</p>	<p>The TC provides a description of an instructional strategy utilizing differentiation based on students' skill levels, learning</p>	<p>The TC provides a description of multiple instructional strategies utilizing differentiation based on students' skill levels, learning differences,</p>

<p>CAEP R1.1; INTASC 2; TGR 4</p>	<p>factors.</p>	<p>multiple intelligences, but does not reference specific individual student characteristics as described in the contextual factors section.</p>	<p>differences, multiple intelligences, and references specific individual student characteristics as described in the contextual factors' sections.</p>	<p>multiple intelligences, and references specific individual student characteristics as described in the contextual factors' sections.</p> <p><i>The TC also provides evidence that the instructional strategies are research-based.</i></p>
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<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, interactive websites, virtual learning, videoconferencing, digital learning, interactive tutorials, collaboration including the use of social 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>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 analyzing, synthesizing, and evaluating.</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 level skills such as analyzing, synthesizing, and evaluating.</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 level skills such as analyzing, synthesizing, and evaluating.</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 level skills such as analyzing, synthesizing, and evaluating.</p> <p><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>4.4 Technology –Student Use</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,</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</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</p>	<p>The TC describes how technology is used by students to research, create, communicate, and present.</p> <p>The TC explains how</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</p>

<p>and evaluate.</p> <p><i>CAEP R1.3, R2.3; INTASC 8; TGR 6; ISTE 6</i></p>	<p>analyze, synthesize, and evaluate.</p>	<p>evaluate.</p>	<p>students used technology to analyze, synthesize, and evaluate.</p>	<p>analyze, synthesize, and evaluate.</p> <p><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>4.5. Plan for Parent/Guardian Communication</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><i>CAEP R1.4; INTASC 9, 10; TGR 9; ISTE 7</i></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.</p> <p><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>
<p>Instructional Decision-Making</p>				
<p>5.1. Instructional Modifications Based on Needs of Students</p> <p>The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, and/or responses that justifies the instructional</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</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</p>	<p>The TC describes modifications to instruction that are congruent with learning objectives and provides a rationale of how those modifications are based</p>	<p>The TC describes modifications to instruction that are congruent with learning objectives and provides a rationale of how those modifications are based on student</p>

<p>modification/s.</p> <p>CAEP R1.3; INTASC 6; TGR 2</p>	<p>modifications based on student performance; or the TC does not provide a description of how the modification led students toward meeting objectives.</p>	<p>student performance. The TC provides an incomplete description of how the modification led students toward meeting objectives.</p>	<p>on student performance during instruction. The TC provides a description of how the modifications assisted students with meeting the objectives.</p>	<p>performance. The TC provides a description of how the modifications led students toward meeting objectives.</p> <p><i>The TC also provides a research-based citation for modifications.</i></p>
<p>5.2. Instructional Differentiation or Modifications Based on Formative Assessments</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>CAEP R1.3; INTASC 6; TGR 3</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>
<p>Analysis of Student Learning</p>				
<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>CAEP R1.3; INTASC 6; TGR 3</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</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</p>

			with samples of student work.	of student work. <i>The TC also reflects on how the overall learning experiences were monitored throughout the unit or group of lessons.</i>
<p><u>6.2. Evidence and Interpretation of Impact on Student Learning</u></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>CAEP R1.3; INTASC 6; TGR 3</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>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>CAEP R1.4; INTASC 9; TGR 8</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 includes 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, 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>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 provided explaining why these modifications would improve student learning.</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 modifications will improve student learning.</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 modifications will improve student learning.</p> <p><i>The TC also provides research-based evidence that</i></p>

				<i>supports these ideas.</i>
<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><i>CAEP R1.4; INTASC 9; TGR 8</i></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>TheTC 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>

University of Mississippi School of Education Information for Teacher Assistant

Jr. Year

Jr. Year Field Placements may not occur at the school site where you work as a TA.

Fall Semester

- ◆ *EDRD 355 (16 hours) ALL students are required to participate in a field component along with classmates and their professor.
- ◆ 5 hours of TeachLive simulation which may be completed after working hours.

Spring Semester

- ◆ 45 hours of Field Placement completed at a school site assigned by the SAFE Office. (Time may be completed in consecutive days or spread throughout the semester.)
- ◆ 5 hours of TeachLive simulation which may be completed after working hours.

Sr. Year

All TAs are eligible to remain at original school site but not with the same teacher or in the same grade level. The school site must be an approved SOE Teacher Education partner identified by Teacher Education administration.

Teacher Assistants will not be placed in a school building if an immediate family member is attending or employed in the school building being considered. Parents, siblings, spouses, children (including stepchildren) and in-laws are considered immediate family members.

Note: ALL TAs will be required to attend Focus Friday Sessions along with all other TE candidates. Failure to attend the sessions will result in a lower grade.

The TA option is available only to students who have a minimum of one year full-time experience at an approved school site identified by Teacher Education administration upon entering the TE program (verification will be required). This option does not apply otherwise.

Making arrangements to meet all School of Education requirements is the sole responsibility of the teacher education candidate. The candidate is responsible for communicating and securing permission from the school district and building administrator to leave work to meet the requirements.

**I have read and understand the information above concerning SOE
Teacher Education requirements for teacher assistant's field
experiences.**

Teacher Education Candidate Name (Please print)

Principal's Name (Please print)

Teacher Education Candidate's Signature

Date/Semester

Principal's Signature

Date/Semester

Return form signed by both parties and verification of employment to the SAFE Office.